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Criteria 1
Curriculum & Instruction

A. Curriculum Components Analysis

The Watsonville high school agriculture department is made up of four educators. There is currently there are 400 students enrolled into the agriculture program. This allows our department to offer a variety of courses to all of our students. In our program, every student enrolled into an agriculture course is automatically an FFA member. We maintain this policy by including both Supervised Agricultural Experiences and FFA leadership as 10% of their final grade.

The agriculture courses taught at Watsonville high school in the 2018-2019 school year are:

<table>
<thead>
<tr>
<th>Intro to Agriscience</th>
<th>Ag Earth Science</th>
<th>Ag Biology</th>
<th>Intro to Ag Mechanics</th>
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<tr>
<td>Environmental Horticulture</td>
<td>Floral Design</td>
<td>Ag Business Management</td>
<td>Ag Communications &amp; Leadership</td>
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All teachers in the department have access to their curriculum in binders or folders on their google drive. Each course is equipped with textbooks to reference as well. There are no common assessments aligned with any other department on campus; however we do follow a similar pacing guide to the science department for Ag Biology and Ag Earth Science.

B. Ag Pathways & Standards Analysis

The Watsonville High School Agriculture Department currently has four incomplete pathways for students to take classes in. These pathways include Agriscience, Ag Mechanics, Ag Business, and Plant Science. Each of these pathways are in the development of being complete in the next few years. The Watsonville high school ag department was basically non existent as of three years ago. Since then they have restarted by hiring one new addition per year. As each new educator is added we have opened a new pathway door. Currently all classes are the introduction
course or the second year course. As we continue throughout the years we will be finishing up these pathways and possibly be adding an animal science pathway. Our current pathways are as seen below:

<table>
<thead>
<tr>
<th>Agriscience Pathway</th>
<th>Intro to Agriscience</th>
<th>Ag Earth Science</th>
<th>Ag Biology</th>
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<tbody>
<tr>
<td>Ag Mechanics Pathway</td>
<td>Intro to Ag Mech</td>
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<tr>
<td>Ag Business Pathway</td>
<td>Ag Business Management</td>
<td>Ag Communications &amp; Leadership</td>
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<tr>
<td>Plant Science Pathway</td>
<td>Intro to Agriscience</td>
<td>Environmental Horticulture</td>
<td>Floral Design</td>
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C. Career Pathways Analysis

Watsonville high school has outlined career pathways based off the course pathways that are shown in the section above. Each agriculture course has industry and career exploration as apart of their curriculum. Students are introduced to the nursery & landscape industries, agricultural mechanics industry, and ag business & communications industries. Targeted occupations for our students are shown within the Comprehensive Program Plan.

D. Course Sequence Analysis

Watsonville high school is unique from most schools with agricultural programs in that it runs with academies. Every year the freshman within the high school are tasked to choose an academy or pathway that follow their direct interests. These academies and pathways are designed to cater to the students interests in all of their courses. The agriculture classes are integrated in an Agricultural pathway as well as the Business Agriculture Technology Academy (BATA). So our department has our agriculture course pathways within both of these schoolwide academies and pathways. The master schedule is created by one of the Assistant principals with the help of the many counselors on campus. This collaboration is for the students best interest.
E. Career Awareness Analysis

Each of the four teachers at Watsonville high school teaches a career unit in their class. This unit is taught at either the beginning or end of the class to highlight the what careers are available to the student based on the skills and knowledge they learned from that class. Each teacher as a different way of teaching this unit.

F. Recordkeeping & SAE Analysis

In every agriculture course at Watsonville high school, 5% of their final grade is their Supervised Agricultural Experience (SAE) & record book. Each student is given a username and password to access their Agricultural Experience Tracker (AET) account. This account allows them to keep electronic record of their SAE project(s). This school is one to one, meaning that every student is given a chromebook after signing the chromebook contract agreement. This allows every student to have access to their record book at all times. Every Teacher holds their students responsible for keeping records on their project after introducing the electronic record book during the FFA & SAE unit of instruction. This unit sets the expectations of what we expect from their SAE projects throughout the year.

G. Course Credit Analysis

Graduation Requirements are met by the following courses:

<table>
<thead>
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<th>Ag Earth Science</th>
<th>Environmental Horticulture</th>
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<tbody>
<tr>
<td>Life Science Credit</td>
<td>Ag Biology</td>
<td>Environmental Horticulture</td>
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<td>Fine Art Credit</td>
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<tr>
<td>Elective Credit</td>
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UC A-G requirements are met by the following courses:
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<td>UC - G requirement</td>
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<td>Ag Mechanics</td>
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<td></td>
<td>Environmental Horticulture</td>
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<tr>
<td></td>
<td>Ag Earth Science</td>
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<td>Floral Design</td>
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H. Field Trips and Guest Speakers Analysis

Watsonville high school takes every academy on at least one related field trip. The BATA academy takes their students on field trips such as industry tours of local agricultural businesses. All academy members are invited. As an agriculture department we also give all agriculture students the opportunity to go to field trips such as the Food What? Program at the UCSC Farm. On this trip they are also given a tour of the campus. Other field trips vary depending on the various opportunities that arise surprisingly. Guest speakers may present to classes depending on teacher preference.
Criteria 2
Leadership & Development

A. FFA Charter Analysis

The Watsonville FFA Chapter was chartered in 1929.

B. Program of Activities Analysis

The current program of activities in the Watsonville FFA Chapter is provided as a physical copy and provides the bare minimum information necessary. It lacks in pictures and details and will be updated as a project in my Master’s courses.

C. Leadership Activities Analysis

Leadership activities within the chapter include monthly chapter meetings, attending Greenhand Leadership Conference, Made For Excellence, Advanced Leadership Academy, State FFA Leadership Conference, National FFA Convention, Sectional Meetings, Regional Meetings, Leadership Development Events, and most recently the addition of Career Development Events.

D. Leadership Grade Policy Analysis

In the Watsonville agriculture department we require every student enrolled in an agriculture class to earn eight FFA points a semester, so sixteen FFA points for the entire year. These points can be earned by attending and participating in events such as FFA meetings, chapter community service, chapter activities, FFA conferences, chapter fundraisers. These points are totaled into the FFA 5% of their final grade.

E. FFA Affiliation Analysis

Our chapter is heavily affiliated with the National FFA Organization. Each of our students is expected to be an active member and must participate and earn 8 activity points every semester as described above.

F. FFA Activities Analysis
Watsonville FFA Chapter participates in activities in the Chapter, Section, Region and State level. These activities include:

| Chapter                  | • Monthly FFA Meetings  
|                         | • Community Service Activities  
|                         | • County Fairs  
|                         | • Leadership Development Events  
| Section                 | • Section Speaking Contests  
|                         | • Section Paint War Activity  
|                         | • Project Competition  
| Region                  | • Chapter Officer Leadership Conference  
|                         | • Section Officer Leadership Conference  
|                         | • King City Regional Meeting  
| State                   | • Greenhand Leadership Conference  
|                         | • Made For Excellence  
|                         | • Advanced Leadership Academy  
|                         | • State FFA Convention  

G. Student Participation Analysis

Student participation in the Watsonville FFA chapter varies greatly. Every year we have at least three or more proficient students in the speaking contests, some of our students participate in various community service events with the chapter, about 40% of students attend 4 or more chapter monthly meetings. We have a large interest in showing at both the Santa Cruz County and Salinas Valley Fair.
Criteria 3
Practical Application of Agricultural Skills

A. Student Participation

Currently in the Watsonville FFA Chapter, the student participation is not up to par with my ideal FFA program. There are approximately 400 students enrolled into our program. Our monthly meetings participation range from 25-50 students in attendance, about 15 students that participate in CDE/LDE teams, and a show team of about 20 students. Personally I feel that we can spark students interest in a variety of ways and I plan to achieve more active members in the upcoming year.

B. SAE Grade Policy

Every agriculture class at Watsonville High has a requirement of having an SAE project with a minimum of 15 hours for every student enrolled. This project counts as 5% of their final grade. The requirements for the SAE project include an updated journal in the AET system, three pictures of the student AND their project, and an essay that begins with an introduction paragraph, body paragraphs, and ends with a conclusion paragraph. These requirements are due on the last Friday in May.

C. First Year SAE Projects

The first year students in our program vary from freshman in high school to senior in high school. Their projects vary just as much. Freshman students are encouraged to come up with a fully functional project that they can continue throughout their time in our program. However, some of them choose to start with an in-depth research project that will lead them into a larger scale project. Some students choose to do small projects such as starting a vegetable garden at home. This year I have pushed students to think outside of the box and find projects that are creative, fun and match their interests. I feel like our students tend to get involved in showing livestock just because they think that is their only option. My goal is to help students pursue their individual interests and advise them to make unique and successful projects that will be proficiency worthy in the upcoming years.

D. Continuing Student's SAE
Students who are highly active in the chapter and graduate from our program often continue their projects after high school in hopes to earn their American degree. Their are not very many students that do this. This year at Watsonville High School, there is approximately 6 students who have continued their SAE projects. These 6 students have continued to show animals in the Salinas Valley and Santa Cruz county fairs. Some of them will receive their American degrees in the upcoming year and some will receive them the year after that. My goal is to promote proficiencies and degrees to more students and give more students the opportunity and drive to achieve these goals.

E. SAE/Home Visits

At Watsonville High School, Home visits and SAE visits are not really a thing. In the current year I have made it a point to try to do one home visit a month. In doing this I feel I have gotten a new group of freshman interested and active in our chapter. I understand the value of a home visit, but like in most situations they are time consuming and hard to complete due to a language barrier. In terms of SAE visits all animal projects are kept on our school farm. So most often the two animal advisors tend to just walk out there to ensure that no animal is hurt or dying but never really spends the time one on one with each student talking about their project. In a perfect world, I would have a home visit with every freshman student to make sure they know their opportunities in our chapter. But as a first year teacher it is physically impossible to reach every student. So I will continue to have as many home visits that I can and hope to one day achieve my goal of reaching every freshman in the chapter.

F. Degree & Awards in SAE

At Watsonville High School, we have not had any proficiencies advance and have had a small amount of students achieve a state or American degree. As our program grows and we add another teacher into the mix my hopes is to change these facts. Currently I have three students working on perfecting their record books to accurately reflect their work in their SAE projects, so they can apply for proficiencies this upcoming year. As a department we are planning to improve our variability of Ag mechanics projects as well. Our program is growing and will continue to do so, so I see an increase in degrees in our future.
Criteria 4
Qualified & Professional Personnel
A. Individual Appropriate Credentials

At Watsonville High School we currently have a department of four teachers, Mrs. Larrus, Mrs. Correia, Mr. Kantner, and myself. Beginning in July, we will add on a fifth teacher, Mr. Koontz. All five of us have Single Subject Agriculture credentials as well as Ag Specialist Credentials. Mr. Koontz and I are in the process of clearing our credentials through the CATIP program.

B. Professional Development

As a department, Watsonville High School Agriculture attends 2 district wide PD days, and 2 site wide PD days throughout the year. On top of that the majority of the department also actively participates in the PD at the Summer CATA conference, and Region Roadshow. This year I have also added a PD series through the Fresno County Office of Education for teaching Ag science with NGSS strategies. I also participated in an enlightening PD event called New professionals and will continue to do so for the next two years.

C. Ag Staff Meeting Minutes

One thing that our department lacks is having legitimate department meetings. In my time at Watsonville High School we have sat down with an agenda only one time. Every other meeting has been only when we are conveniently in the same room at the same time and only lasts for a maximum of five minutes. In the upcoming year I will be pushing to have a chart of responsibilities and having a monthly meeting with all five teachers present to avoid any miscommunications and mistakes. I feel that doing so will make the workload more fair to all parties and will make us stronger as a team.

D. Teacher Reimbursements

Currently Teacher reimbursements must be run through our department head or BATA lead. At our school we have to be careful in where we take money from. We have our general FFA Account, AIG account, BATA account and District CTE account. So getting reimbursements, means figuring out where the expense accurately fits. Erin has taken lead on reimbursements this year due to Paulina being on maternity leave. So as
a new teacher I have paid for things and just took the hit on my personal account rather than bring up the burden of figuring out who to ask and what to turn in. Next year things will be alot different in terms of what is purchased and when.
Criteria 5
Facilities, Equipment & Materials

A. Modifications

For the past 4 years, the Watsonville High School agriculture program has been going through modifications. Our department head took over the program in January of 2015. At that moment there was no functional school farm and the shop was a crowded mess that previous staff had hoarded all kinds of stuff. The department owned a broken down dodge, a useless horse trailer and a couple beat up tractors. Since then we have made tremendous effort to turn the program around. We have one completely functional greenhouse with the second one well on its way. We have a mock orchard with two rows of various trees for students to learn from. Enough field area to put in field crops. A half a million dollar barn structure for our fair animals, and more will be added as the years progress.

B. Storage Space

Storage space is very limited on the site. In the past year I have cleaned up and organized the tool shed on the farm to hold the tools for all pathways. This and the extra small abandoned classroom is the only storage space we have. In this classroom we store the science supplies, FFA supplies and small objects, while the tool shed hold all other tools and machinery.

C. Laboratory Facilities

At Watsonville High School we don’t have much in terms of laboratory space. All science labs are held within the walls of our two normal classroom set ups. Larrus teaches biology including all labs and dissections on her normal classroom tables. Any Lab supplies needed have been purchased through grants or within the Science department budget. In the upcoming year we have already ordered supplies for the Ag Soil Chemistry course. In an ideal situation we would be able to transform our classrooms into fully functional laboratory spaces. For now we will work with what we have and still provide solid opportunities for our students.
D. Appropriate Equipment

Watsonville High School has come a long way. We are still in need of equipment and upgrades, but who isn't. We have the base equipment necessary to run the courses we have. As the years progress we plan to put aside money to get new equipment and upgrade the outdated equipment on site.

E. School Vehicle

Our department has made a lot of lead way in terms of vehicles. We currently have a Ford F250, Ford Expedition, and the old manual Dodge. We also have access to the district vans. Last summer the department bought two new trailers for hauling livestock. Both alum line, One gooseneck trailer and a smaller bumper pull. These investments have made traveling to events a lot easier. It is nice to have vehicles that are specifically for our program and still be able to borrow district vehicles when we want to take more students.

F. Facility Organization & Maintenance

Lack of organization is one of my biggest peeves. It has been my goal for the year to get the horticulture pathway and outside facilities in order this year. I have made a large amount of progress but there is still work to be done. Our brand new barn facility helps a lot with organization. It gives the animal pathway a solid foundation and place. Before the barn the animals were moved from spot to spot in hopes of controlling the mess. Now we have it organized so that the animals are in a healthy and clean facility. This will give us the space and freedom we need to get the rest of the facilities in order.
Criteria 6

Community, Business and Industry Involvement

A. Advisory Committee Members

As of the current advisory committee it is basically non existent. In the past, watsonville FFA has had one meeting a year with new set of advisory committee members just to meet requirements. This year I have made it a short term goal to make connections and assemble a committee that will help in the continuous improvement of our program.

B. Advisory Committee Meeting Schedule

The current Advisory meets once a year. In the future I plan to set four meetings a year to go over new projects or ideas the department has and what advice or questions our community has for our program. I have learned that things change quickly over time and I believe that the industry professionals and surrounding community is the insight we need to keep our program at the top of its game.

C. Advisory Committee Assistance

The new advisory committee will be filled with dedicated community members and industry professionals who will provide advice, support, and donations in the future. One new member has an interest in public speaking and has offered to help in coaching a parli procedure team. Our horticulture representative has an interest in helping run a plant sale in the future. Our mechanics industry professional is excited to see the program flourish and is willing to donate consumables.

D. Advisory Committee Meeting Minutes

Committee minutes will be kept and approved by the committee after every meeting. It will include all topics discussed and provide any member that missed a meeting with the appropriate information to continue.

E. Advisory Committee Minutes Shared

Committee minutes will be shared through google drive and posted on our website when we get that up and running. It will be available to the general public or anyone looking for them. An editable copy will be sent to committee members only. And will be managed by the ag department staff.
Criteria 7
Career Guidance

A. Career Counseling

Every agriculture course in the Watsonville High School catalog provides connections between the curriculum and a connecting industry. Some classes utilize guest speakers, field trips, and research projects for the students to benefit in learning about achievable careers in their path. Counseling services are also available to every student by the WHS admin. They have set times to meet with counselors about the future and those counselors work daily to provide the information necessary for students to achieve their goals.

B. Career Plan

Our goal is to provide the support and materials needed for our students to be able to learn valuable life and industry skills in our courses. This is the goal so that when a student chooses to proceed to college or go into the workforce they are prepared. In my classes, I have students research and learn about careers that are available with the set of skills they have learned in agriculture. This unit is designed to give them information and opportunity to explore careers they had never thought of.

C. Student Certification

In the Watsonville FFA program our students have the opportunity to be certified once completing certain courses. For example the Ag business, Ag communications, Environmental Horticulture, and Floral classes all have certifications through ICEV. Each course comes with a different certification from an industry business. After next year we will have also added a soil science certificate to the soil chemistry class, and a couple ag mechanics certificates to our new and improved ag mechanics pathway.
Criteria 8
Program Promotion

A. Promotion Materials

Our chapter does not currently have any promotion materials other than the Chapter T Shirt that is given to every student at the beginning of the year. We do not currently offer any student the opportunity to purchase any extra or other materials with the watsonville ffa name on it. I think it would be awesome to be able to offer different options for students to order extra or different styles of merchandise. We do make and give out Watsonville FFA buttons at recruitment events but other than that this is something we need to improve upon.

B. Financial Alternatives

Fundraising is a big part of a successful ag program. Watsonville FFA lacks in this category. In the past they have done one fundraiser of selling cookie dough in the first semester of school. This year we did that plus we held an Donkey Basketball event. This event is what allowed more students to go to State conference with us. I feel that we need to have a game plan of fundraising ideas that will bring more money into the chapter and allow us to give more opportunities to a wide range of students. We also have a vending machine in the department that sells gatorade and water to students. This machine makes a ton of money and typically pays for any meals at regional and sectional events for all participants and advisors attending.

C. Program Recruitment Activities

The Watsonville High School Agriculture program has two sets of recruitment events. The first being for incoming freshman. This recruitment event consists of current ag students going to 8th grade classrooms and presenting what agriculture does. This year our recruitment at the middle schools consisted of a variety of stations, transplanting with horticulture, boutonniere making with floral, anatomy of live chickens with animal science, and leadership activities with FFA Officers. This was a successful event and was put on at the three local middle schools. The second event is recruitment for current freshman. Watsonville high school is separated into academies. So during every students freshman year they have to make a choice. Students wanting to be in agriculture must be in either the BATA, ETECH, or Agriculture pathway academies. So
there is a set of two days where we put on a recruitment event and every freshman in the school is allowed to see what all academies have to offer.
Criteria 9
Program Accountability & Planning

A. Program Plan

Our most recently updated program plan is still hard copy. My department head worked to create the program plan from scratch as she had nothing from previous years when she took over. A lot of sections in the program plan are minimally described and shown. It will be my job to update this document and make it fully online in the shared google drive for my induction program project. So this year I plan to make it accurate and updated to the best of my ability.

B. Plan Updates

The plan will from now on be updated at the beginning of each year and reflect the chapter accurately. We will keep it updated online and only print it all out as necessary. Past plan updates are not visible as Erin started from scratch in 2015. The plan has not really been updated very well since.

C. Graduate Follow-Up

Like the program plan, the graduate follow up was nonexistent until recent years. We have a graduate survey made hard copy and sent to the addresses of past graduates. Our return rate is very low. I hope to change it to a google form so it will be easier to collect responses. The graduates that do respond or stay in touch are attending Cal Poly, Cabrillo College, Hartnell College, or have entered the workforce in Watsonville. We have a few past graduates who still show animals in our fairs, so we have the data on them.

D. Student Retention & Graduate Data

From year to year Watsonville FFA has a fluctuation of students. Our campus has so many pathways and electives to offer our students. Often times students will leave the program and return to it in a later year. This is something we are working hard to change. We are trying to increase our pathways to accommodate a variety of interests our students might have. Data is being collected year to year but as stated above we don't have much information on years before 2015.
E. Updates

Updates to the current program will be made yearly and overseen by the administration, department, and advisory committee. My hopes is to continue to progress forward and make this chapter better for the students. I want to continuously improve the opportunities given to the students and help them experience all that our program can offer.
Criteria 10
Student to Teacher Ratio

A. Student Enrollment

At the beginning of each year it is our goal to get no more than 25 students per section in each course. This does not always happen. Our school has been heavily impacted in recent years. Our freshman class doubled this year alone. Currently I have from 25-30 students in every class period. The goal is to make our sections to the appropriate size in the upcoming year by adding a fifth teacher to the department. Next year we will have 7 sections of Ag Biology, 3 sections of Ag chemistry, 2 sections of Horticulture, 2 sections of Ag business, 1 section of Ag Communications, 1 section of Floral, 4 sections of Ag mechanics 1, 1 section of ag mechanics 2, and a section of EDD. This more than triples the opportunities that students had just 4 years ago in this very same program.
Criteria 11
Full Year Employment

A. Extended Contract

Our department gets an extended contract of 26 extra days. This is offered to every teacher in the agriculture department and is distributed monthly to us on a separate check then our normal salary. We get paid for approximately 2-3 days extra a month.

B. Project Supervision Period

At Watsonville High school, we currently only have two teachers in the ag department that have a project supervision period. This makes sense as they are the two that are in charge of all animal species. Larrus is in charge of Swine and Steers, while Correia is in charge of Sheep and Goats. My duties include all horticulture and farm related projects or any unique projects I voluntarily take on to supervise. Currently Kantner advises the small amount of shop projects and those duties will be transferred to Mr. Koontz in the upcoming year. As of now we will stay with only two advisors getting a project supervision period.
Criteria 12
Program Achievement

A. # of Students

We currently have 416 students enrolled into our program.

B. # of Activities

There were approximately 63 student activities in the 2018-2019 school year.

C. # of State Degrees

There were four State degree recipients in 2019, and five State degree recipients in 2018.

D. # of Teachers Attending Professional Inservice

There are four teachers that attended professional inservice in the 2018-2019 school year. There will be five in the upcoming school year.

E. # of Meetings Held by Advisory Committee

This year there was only one meeting held by the Advisory Committee to fulfill requirements. In the upcoming year there will be a full advisory committee that meets four times a year.

F. # of Class of 2016 Program Completers

We had zero students with 3 or more years completed.

G. # of Program Completers Last Year

Last year we had 9 students complete 3 or more years completed. This year we will have 23 students that have finished 3 or more years.

H. # of Graduates Employed in Agriculture

Out of last years graduates we have 5 that went to college in an agriculture major and 4 that went straight into an agricultural industry.
The Agricultural Experience Tracker

Profile Journal Finances

Account Information and Settings

My FFA Chapter
Watsonville
421 Members
4 Advisors
148 AET Logins this week

Privacy Settings
Chapter Scoreboard Privacy:
Hide name in chapter scoreboard?
☐ Yes ☐ No

Mobile Device Setup
Visit m.theAET.com on your mobile device.
You can make recordbook entries, upload SAE photos, and more

Authorized Mobile Devices:
There are 0 authorized devices

Demographics
Birthdate: [Redacted]
HS Graduation: June 2020
Gender: Female
Race: No Answer / Non-Disclosed
Ethnicity: Hispanic
Residence: Rural, Farm

Mailing Address
Address: [Redacted]
City, State, Zip: [Redacted]

Contact Information
Email: [Redacted]
Home Phone: [Redacted]
Cell Phone: [Redacted]

Parents/Guardians
Father / Parent / Guardian:
Name: [Redacted]
Occupation: [Redacted]
Phone Number: [Redacted]
Email: [Redacted]

Mother / Parent / Guardian:
Name: [Redacted]
Occupation: [Redacted]
Phone Number: [Redacted]
Email: [Redacted]
The Agricultural Experience Tracker

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  4 Advisors
  148 AET Log-ins this week

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Chapter Scoreboard Privacy:
Hide name in chapter scoreboard?
- Yes
- No

Mobile Device Setup
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Authorized Mobile Devices:
- There are no authorized devices
- Deauthorize all mobile devices

Profile Pic:
Uploaded

Demographics
- Birthdate: June 2019
- Gender: Female
- Race: White, Non-Hispanic
- Ethnicity: Non-Hispanic
- Residence: Suburban 10,000-50,000

Mailing Address
- Address:
- City, State, Zip:

Contact Information
- Email:
- Home Phone:
- Cell Phone:

Parents/Guardians
- Father / Parent / Guardian:
  - Name:
  - Occupation:
  - Phone Number:
  - Email:
- Mother / Parent / Guardian:
  - Name:
  - Occupation:
  - Phone Number:
  - Email:
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SAE photos, and more!

Authorized Mobile Devices:
There are 0 authorized devices
☐ Deauthorize All Mobile Devices

Demographics
Birthdate: 
HS Graduation: June 2022
Gender: Male
Race: Hispanic
Ethnicity: Hispanic
Residence: Suburban 10,000-50,000

Mailing Address
Address: 
City, State, Zip: 

Contact Information
Email: 
Home Phone: 
Cell Phone: 

Parents/Guardians
Father / Parent / Guardian:
Name: 
Occupation: 
Phone Number: 
Email: 

Mother / Parent / Guardian:
Name: 
Occupation: 
Phone Number: 
Email: 

Profile Pic: Upload
Profile: 
Finances

Cash/Checking: $0
Current/Projects: $0
Non-Current: $0
Liabilities: $0

Student Help
Teacher Help
AET Classroom
Ask AET a Question
My FFA Chapter
Watsonville
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There are 2 authorized devices

Deauthorize All Mobile Devices

Account Information and Settings
Profile
Journal
Finances

Demographics
Birthdate: 
HS Graduation: June 2019
Gender: Male
Race: No Answer / Non-Disclosed
Ethnicity: No Answer
Residence: 

Mailing Address
Address: 
City, State, Zip: 

Contact Information
Email: 
Home Phone: 
Cell Phone: 

Parents/Guardians
Father / Parent / Guardian: 
Name: 
Occupation: picker
Phone Number: 
Email: 

Mother / Parent / Guardian: 
Name: 
Occupation: N/A
Phone Number: 
Email: 

Profile Pic: Upload
Password: }

Profile:
Journal:
Finances:

Log Out
The Agricultural Experience Tracker

Profile    Journal    Finances

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Authorized Mobile Devices:
There are 0 authorized devices
☐ Deauthorize All Mobile Devices

Demographics
Birthdate:
HS Graduation: June 2022
Shirt Size:
Gender: Female
Race: Hispanic
Ethnicity: Hispanic
Residence:

Mailing Address
Address:
City, State, Zip:

Contact Information
Email:
Home Phone:
Cell Phone:

Parents/Guardians
Father / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:

Mother / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:
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Authorized Mobile Devices:
There are 0 authorized devices

Deauthorize All Mobile Devices

Profile Pic: Upload

Profile Complete for FFA Membership: 100%

Password:

Demographics
Birthdate: June 2019
Gender: Female
Race: Hispanic
Ethnicity: Hispanic
Residence: Small Town 5,000-10,000

Mailing Address
Address:
City, State, Zip:

Contact Information
Email:
Home Phone:
Cell Phone:

Parents/Guardians
Father / Parent / Guardian:
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Occupation: 
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Account Information and Settings

Profile Pic: Upload

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HS Graduation:
Shirt Size:
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Ethnicity:
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Mailing Address
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Father / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:

Mother / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:
Permanent Agriculture Student File System

Watsonville High School was chartered in 1929. And our building doesn’t seem as if it’s any newer than the charter itself. With our old school paint job and creaky doors, we have what seems like a lot of old school systems. However, when the department was completely flipped in 2015, there was a lot of things changed. The department looked like a hoarders nest and most old papers were thrown away. I have seen what looks to be the remains of filing cabinets full of student records. This not our system now. Our current system is much like every other chapter in the state of California. It is kept track of by the Agricultural Experience Tracker (AET). This information system is used by all chapters and is a lot better of keeping records than any other system I have seen. This system keeps track of active and inactive accounts and projects. It can generate reports on students, projects, journal entries, hours, etc. It is a state of the art tool and has been extremely helpful in keeping track of our students.
Environmental Horticulture

Introduction:
  - Nelson Mandela once said that “Education is the most powerful weapon, which you can use to change the world”. Your four years in high school should be spent learning, having fun, and getting involved. Make your time at Watsonville High school count for something.
  - My hope for you as your teacher is that you have entered the Agriculture Department excited to learn and prepared to work hard. My goal is to provide you with a positive learning experience and teach you valuable life lessons and skills. Enrolling in an agriculture class is a privilege, not a right. Any misbehavior or class disruption can revoke this privilege and lead to dismissal from the program. I am excited for a fun year and can’t wait to see you grow! Good Luck!

Course Description:
  - Environmental Horticulture is a class that involves the basic practices of ornamental horticulture, including Intro to Horticulture, Propagation, Pruning, Lawns, Water & irrigation, Soil & Nutrients, Plant Problems, Pest Management, Plant Identification, Landscape Design, Salesmanship, Greenhouse management, Tools and Equipment, and Job Opportunities. Students will have the opportunity to investigate different aspects of the Horticulture industry through project-based learning. In addition, this class integrates leadership skills, career exploration, supervised agriculture projects, and the use of the state FFA Record book.

Textbook:

Materials:
- Binder (Used ONLY for this class).
- Chromebook
- Pens
- Pencils
- Highlighter
- Calculator

Course Goals:
  - Understand the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
  - Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
  - Manage and actively engage in a career-related, supervised agricultural experience.
o Understand the importance of maintaining and completing the California Agricultural Record Book.

o Students understand plant physiology and growth principles:

o Students understand sexual and asexual plant reproduction:

o Students understand the selection, installation, and maintenance of turf:

o Students understand water and soil (media) management practices:

o Students understand ornamental plant nutrition practices:

o Students understand basic integrated pest management principles:

o Students understand plant classification and use principles:

o Students understand basic landscape planning, design, construction, and maintenance:

o Students understand nursery production principles:

o Students understand the use of containers and horticultural tools, equipment, and facilities:

➢ Course Outline:

<table>
<thead>
<tr>
<th>Intro to Horticulture</th>
<th>Plant Problems</th>
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<tbody>
<tr>
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<td>Pest Management</td>
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<tr>
<td>SAE</td>
<td>Plant Identification</td>
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<td>Propagation</td>
<td>Landscape Design</td>
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<td>Pruning</td>
<td>Salesmanship</td>
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<td>Lawns</td>
<td>Greenhouse management</td>
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<tr>
<td>Water &amp; irrigation</td>
<td>Tools and Equipment</td>
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<td>Soil &amp; Nutrients</td>
<td>Job Opportunities</td>
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</table>

➢ Instructional Methods:

<table>
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<tr>
<th>Audio</th>
<th>Worksheets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual</td>
<td>Interactive Notebooks</td>
</tr>
<tr>
<td>Hands-on Activities</td>
<td>Exams</td>
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<tr>
<td>Lecture</td>
<td>Projects</td>
</tr>
<tr>
<td>Labs</td>
<td>Guest Speakers</td>
</tr>
<tr>
<td>Discussions</td>
<td>Vocabulary</td>
</tr>
</tbody>
</table>

➢ Behavior Expectations and Consequences:

o The objective and policy of the Agriculture Department is to create a safe, positive and productive learning environment for each student and the class. Any behavior or action that does not meet this objective will result in immediate attention and action. **Profanity will not be tolerated in the classroom environment!**

o Consequences for inappropriate behavior include a three-step intervention form (1. Verbal Warning, 2. Ag Dept. Consequence, 3. Parent Phone Call/Meeting). Any further issues in the classroom will result in a referral or administration action.

o Classroom Rules:

1. No Cellphones during class unless otherwise instructed
2. Bring your Chromebook every day charged and ready
3. Respect yourself and others at all times
4. Clean up your mess every day
5. Stay seated, don’t line up by the door at the end of the class
6. Give your best effort on every assignment
7. Be on task during class all the time
8. Late work will not be accepted

➤ Department Notice:
   - This is your Agriculture Department—Take excellent care of it!! The last few minutes of class will be designed for clean-up and students will be required to put away all materials, pick up the floor and wipe up any messes. Tables, desks and chairs will be checked regularly for any signs of abnormal wear, filth, or destruction and students will be held responsible.
   - Enrollment in this class carries with it a great deal of added responsibility. Not only must you regularly attend class, you must also complete your assignments in a timely manner. Many of the activities we do in this class will take everyone working together. Leaving your responsibility for someone else to complete is unacceptable. We are all part of the Agriculture Department... let's work together! All school rules and procedures will be enforced in class and students are expected to follow them.

➤ Grading Policy:
   - Grades are determined based upon points earned in the following areas:

   ![Grading Pie Chart]

   - Classroom Assignments & Homework: 25
   - Test & Quizzes: 25
   - Class Projects & Labs: 22
   - FFA Participation: 5
   - Record Book & SAE Project: 5
   - Class Participation: 15

➤ Make up Work:
   - It is NECESSARY to be in class to be successful!! Most of the work will be assigned and completed during school hours, which means positive behavior, good attendance, and a positive attitude is important. Any student who is absent is responsible for asking for their assignments and will receive the same amount of days missed to make up the work.

➤ FFA Participation:
   - As members of the Watsonville Agriculture Department, all students are affiliated with the California FFA and National FFA Organization. The National FFA Organization is dedicated to making a positive difference in the lives of all students by developing their potential for premier leadership, personal growth, and career success through agriculture
education. FFA is an integral part of the curriculum in all Ag classes, meaning that a portion of the student’s grade for that class will be based off participation in the FFA. There will be record books provided for each student to keep their records of participation. Students will be expected to earn 8 FFA credits per semester. Any more than 8 and the student will receive extra credit.

**Environmental Horticulture Class Agreement:**

- I have read and agree to the information outlined in the course syllabus for Environmental Horticulture.
- I understand that work in class will include note taking, projects, labs, and book work.
- I understand that my student will need to participate in FFA activities for a small portion of their grade.
- I understand that late work will not be received unless student is absent.

I have read, understand and will abide by the rules, expectations and grading policy as shown in Miss. Rhine’s class syllabus for Environmental Horticulture.

Student name printed neatly  

Student Signature  

Date  

Parent name printed neatly  

Parent Signature  

Date  

** This is the student’s first homework assignment. Proper signatures are required for full credit. The assignment is worth 10 points.
Agriculture Earth Science

Introduction:
- Nelson Mandela once said that “Education is the most powerful weapon, which you can use to change the world”. Your four years in high school should be spent learning, having fun, and getting involved. Make your time at Watsonville High school count for something.
- My hope for you as your teacher is that you have entered the Agriculture Department excited to learn and prepared to work hard. My goal is to provide you with a positive learning experience and teach you valuable life lessons and skills. Enrolling in an agriculture class is a privilege, not a right. Any misbehavior or class disruption can revoke this privilege and lead to dismissal from the program. I am excited for a fun year and can’t wait to see you grow! Good Luck!

Course Description:
- Agriculture Earth Science is a laboratory science course designed for the college bound student. The course is designed to provide a broad and non-quantitative survey of the earth by forming a link between classroom instruction and field experience. Students will have the opportunity to investigate different aspects of the earth science field through project-based learning, community classroom and coop. In addition, this class integrates leadership skills, career exploration, supervised agriculture projects, and the use of the state FFA Record book.

Textbook:
- Prentice Hall Earth Science: by Tarbuck & Lutgens

Materials:
- Notebook (Provided to be used ONLY in this class).
- Chromebook
- Pens
- Pencils
- Colored pencils or markers (If you do not want to share the class set)
- Calculator

Course Goals:
- To learn the nature of scientific inquiry and incorporate the use of the scientific method in laboratory investigations pertaining to biological and agricultural principles.
- To be familiar with the theory of earth science and how the world around you works.
- To identify and understand the process of Biology, Geological and chemical cycles.
- To recognize the diversity of California Geology.
- To understand the how Ecology Works.
- To understand plate tectonics and why the plates are always moving.
- To acquire geological and agricultural research vocabulary, reading, writing, and critical thinking skills pertaining to scientific inquiry.
To understand the stability in an ecosystem is a balance between competing effects.
To understand fundamental processes of our universe.
To recognize how our solar system is developed and how it is ever so changing.
To gain leadership life skills through FFA and learn a basic knowledge of agriculture in California.

Course Outline:

- Safety
- FFA & Leadership
- Scientific Method
- Introduction to Earth Science
- Topography & Maps
- Rocks & Minerals
- Earth’s Resources
- Plate Tectonics

- Earthquakes
- Volcanoes
- Time Scale & Fossils
- Oceans & Water
- Atmosphere
- Astronomy
- Natural Disasters
- Climate and Weather
- Clouds and Wind

Instructional Methods/Strategies:

- Audio
- Visual
- Hands-on Activities
- Lecture
- Labs
- Discussions
- Worksheets
- Interactive Notebooks
- Exams
- Projects
- Guest Speakers
- Vocabulary

Behavior Expectations and Consequences:

- The objective and policy of the Agriculture Department is to create a safe, positive and productive learning environment for each student and the class. Any behavior or action that does not meet this objective will result in immediate attention and action. **Profanity will not be tolerated in the classroom environment!**
- Consequences for inappropriate behavior include a three-step intervention form (1. Verbal Warning, 2. Ag Dept. Consequence, 3. Parent Phone Call/Meeting). Any further issues in the classroom will result in a referral or administration action.

Department Notice:

- This is your Agriculture Department—- Take excellent care of it!! The last few minutes of class will be designed for clean-up and students will be required to put away all materials, pick up the floor and wipe up any messes. Tables, desks and chairs will be checked regularly for any signs of abnormal wear, filth, or destruction and students will be held responsible.
- Enrollment in this class carries with it a great deal of added responsibility. Not only must you regularly attend class, you must also complete your assignments in
a timely manner. Many of the activities we do in this class will take everyone working together. Leaving your responsibility for someone else to complete is unacceptable. We are all part of the Agriculture Department... let's work together! All school rules and procedures will be enforced in class and students are expected to follow them.

➢ Grading Policy:

- Record book & SAE Project : 5
- FFA Participation : 5
- Classroom Assignments & Homework : 20
- Class Participation : 10
- Test & Quizzes : 20
- Class projects & Labs : 20
- Interactive Notebook : 20

- Grades are determined based upon points earned in the following areas:

➢ Make Up Work:

- It is NECESSARY to be in class to be successful! Most of the work will be assigned and completed during school hours, which means positive behavior, good attendance, and a positive attitude is important. Any student who is absent is responsible for asking for their assignments and will receive the same amount of days missed to make up the work.

➢ FFA Participation:

- As members of the Watsonville Agriculture Department, all students are affiliated with the California FFA and National FFA Organization. The National FFA Organization is dedicated to making a positive difference in the lives of all students by developing their potential for premier leadership, personal growth, and career success through agriculture education. FFA is an integral part of the curriculum in all Ag classes, meaning that a portion of the student's grade for that class will be based off participation in the FFA. There will be record books provided for each student to keep their records of participation. Students will be expected to earn 8 FFA credits per semester. Any more than 8 and the student will receive extra credit.
Earth Science Class Agreement:

- I have read and agree to the information outlined in the course syllabus for Earth Science.
- I understand that work in class will include note taking, projects, labs, and book work.
- I understand that my student will need to participate in FFA activities for a small portion of their grade.
- I understand that late work will receive half credit.

I have read, understand and will abide by the rules, expectations and grading policy as shown in Miss. Rhine's class syllabus for Agriculture Earth Science.

_____________________________   ___________________________   ________________
Student name printed neatly     Student Signature          Date

_____________________________   ___________________________   ________________
Parent name printed neatly      Parent Signature           Date

** This is the student's first homework assignment. Proper signatures are required for full credit. The assignment is worth 10 points.**
### Course: AG Earth Science

#### AG Earth Science Semester 2

**Start:** 1/15/19  **End:** 6/8/19  **Weights**

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| Max Points: | 10.00 | 25.00 | 25.00 | 70.00 | 50.00 | 50.00 | 0.00 | 70.00 | 27.00 | 12.00 |

| Average Percent: | 73.33% | 88.33% | 83.70% | 79.52% | 67.78% | 59.63% | 0.00% | 57.00% | 77.50% | 68.27% |

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| Max Points: | 10.00 | 25.00 | 25.00 | 70.00 | 50.00 | 50.00 | 0.00 | 70.00 | 27.00 | 12.00 |

| Average Percent: | 73.33% | 88.33% | 83.70% | 79.52% | 67.78% | 59.63% | 0.00% | 57.00% | 77.50% | 68.27% |

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Course: Environmental Horticulture

Environmental Horticulture Semester 2

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Average Percent: 71.43%  76.67%  56.67%  54.67%  55.56%  55.00%  80.80%  46.81%  67.17%  72.22%

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| ICEV average |       |              |                |      |          |        |            |    |
| Week 33 - P |       |              |                |      |          |        |            |    |
| Pest Manage |       |              |                |      |          |        |            |    |
| Propagation |       |              |                |      |          |        |            |    |
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[Link to Google Sheet]
## Environmental Horticulture Semester 2

**Start:** 1/15/19  **End:** 6/7/19  **Weight:**

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| ICEV Pesticide P Types of Pe ICEV assess Week 33 - P Pest Manage Extra Credit Propagation Propagation Prop |

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Course: AG Earth Science

AG Earth Science Semester 2

Start: 1/15/19  End: 6/8/19  Weight:

Max Points: 50.00  10.00  25.00  25.00  70.00  50.00  50.00  0.00  70.00  27.00
Average Percent: 0.00%  68.13%  67.74%  64.52%  69.37%  58.44%  58.56%  0.00%  54.50%  74.1

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Go To...
Watsonville Agriculture Department

Home Visit Report

Student's Name: Osvaldo Fernandez
Period: 6
Current Ag Class: Ag Earth Science/Ag Mech 1
Date: 2/12/19 Time: 6:00 pm
Parent's Names: Osvaldo + Maria Fernandez
✓ Student's Current Grade: Explanation of Grade Breakdown by Teacher.
✓ FFA Interest? Mechanics + Plants
(Animals/Plants/Mechanics/Floral)
✓ SAE Project Idea or Started?
  - Small Engine repair / Vegetable Garden
✓ What are you going to do for FFA Credits?
  - Meetings, Soil Judging, Creed
✓ Leadership Conferences (LC 3)
✓ Yes / No
✓ Grade Breakdown:
  - Classroom: Tests, quizzes, homework etc...
  - Final Exam (You will receive a study guide & make a packet for this)
  - SAE (Supervised Agricultural Experience = 10 hrs. of work on an AG project outside of class)
  - FFA: Students must get 4 FFA credits per trimester (Can get up to 5)
✓ Electives that you show interest in? Circle the ones that you think you would be interested in taking.
  - Ag Business
  - Ornamental Horticulture
  - Ag Mechanics 1
  - Ag Communications
  - Ag Mechanics 2
  - Veterinary Science
  - Floriculture
✓ Suggested four year plan based on your interest:
  - Sophomore Year: Ag Chemistry & Biolog Ag Mech 2
  - Junior Year: Ornamental Horticulture
  - Senior Year: Floral
✓ Signatures:
  - Osvaldo Fernandez
  - Maria Fernandez
  - Teacher
  - 2/12/19

Student Parent Teacher Date

*Parent's will receive a copy of this sheet sent home with student after the visit.*
Watsonville Agriculture Department

Home Visit Report

Student's Name: Belen Vargas
Period: 5
Current Ag Class: Environmental Horticulture
Date: 3/12/19
Time:
Parent's Names: Jose + Johnny Vargas

✓ Student's Current Grade: Explanation of Grade Breakdown by Teacher.
✓ FFA Interest? Plants + Business (Animals/Plants/Mechanics/Floral)
✓ SAE Project Idea or Started? Market Lamb
✓ What are you going to do for FFA Credits?
   Meetings, Conferences, Nursery landscape
✓ Leadership Conferences MFA, ACA
✓ Grade Breakdown:
   Classroom: Tests, quizzes, homework etc...
   Final Exam (You will receive a study guide & make a packet for this)
   SAE (Supervised Agricultural Experience = 10 hrs. of work on an AG project outside of class)
   FFA: Students must get 4 FFA credits per trimester (Can get up to 5)
✓ Electives that you show interest in? Circle the ones that you think you would be interested in taking.
   Ag Business Ornamental Horticulture Ag Mechanics 1
   Ag Communications Ag Mechanics 2 Veterinary Science Floriculture
✓ Suggested four year plan based on your interest:
   • Sophomore Year: Ag Chemistry &
   • Junior Year: Floral
   • Senior Year: Ag Business
✓ Signatures:
   X Belen Vargas X Johnny Vargas X Ms. Ring 3/12/19
   Student Parent Teacher Date

*Parent's will receive a copy of this sheet sent home with student after the visit.
Watsonville Agriculture Department

Home Visit Report

Student's Name: Crisbel Leon
Period: 4  Current Ag Class: Ag Earth
Date: 1/29/19  Time: 5:00 pm
Parent's Names: Jose + Raquel Leon

✓ Student's Current Grade: A-  Explanation of Grade Breakdown by Teacher.
✓ FFA Interest? Animals + Plants
(Animals/Plants/Mechanics/Floral)
✓ SAE Project Idea or Started? Market Swine
✓ What are you going to do for FFA Credits? GCC, Meetings, CADE Contest
✓ Leadership Conferences GCC  Yes/No
✓ Grade Breakdown:
  Classroom: Tests, quizzes, homework etc...
  Final Exam (You will receive a study guide & make a packet for this)
  SAE (Supervised Agricultural Experience = 10 hrs. of work on an AG project outside of class)
  FFA: Students must get 4 FFA credits per trimester (Can get up to 5)
✓ Electives that you show interest in? Circle the ones that you think you would be interested in taking.
  Ag Business  Ornamental Horticulture  Ag Mechanics 1
  Ag Communications  Ag Mechanics 2  Veterinary Science  Floriculture
✓ Suggested four year plan based on your interest:
  • Sophomore Year: Ag Chemistry &
  • Junior Year: Ag Chem + Floral
  • Senior Year: Ornamental Hort
✓ Signatures:
  X Crisbel Leon  X Raquel Leon  X Sarah  1/29/19
Student  Parent  Teacher  Date

*Parent's will receive a copy of this sheet sent home with student after the visit.
Watsonville Agriculture Department

Home Visit Report

Student's Name: Antolin Garcia
Period: 4 Current Ag Class: Ag Earth Science
Date: 11/14/19 Time: 3:30 pm
Parent's Names: Juan & Ana Garcia

✓ Student's Current Grade: C+
Explanation of Grade Breakdown by Teacher.
✓ FFA Interest? Mechanics & Plants
(Animals/Plants/Mechanics/Floral)
✓ SAE Project Idea or Started?
Landscape Management
✓ What are you going to do for FFA Credits?
Meetings, FFA shirt, FFA Week
✓ Leadership Conferences? Yes / No
✓ Grade Breakdown:
  Classroom: Tests, quizzes, homework etc...
  Final Exam (You will receive a study guide & make a packet for this)
  SAE (Supervised Agricultural Experience = 10 hrs. of work on an AG project outside of class)
  FFA: Students must get 4 FFA credits per trimester (Can get up to 5)
✓ Electives that you show interest in? Circle the ones that you think you would be interested in taking.
  Ag Business  Ornamental Horticulture  Ag Mechanics
  Ag Communications  Ag Mechanics 2  Veterinary Science  Floriculture
✓ Suggested four year plan based on your interest:
  • Sophomore Year: Ag Chemistry &
  • Junior Year: Ag Mechanics 1
  • Senior Year: Ag Mechanics 2
✓ Signatures:

X Antolin Garcia X Ana Garcia X Brandi

Student Parent Teacher Date

*Parent's will receive a copy of this sheet sent home with student after the visit.
Watsonville Agriculture Department

Home Visit Report

Student’s Name: Jesus Godinez
Period: 2
Current Ag Class: Ag Earth Science
Date: 12/14/18
Time: 6:30 pm
Parent’s Names: Jesus & Juana Godinez

✓ Student’s Current Grade: B-
✓ FFA Interest: Animals + Business (Animals/Plants/Mechanics/Floral)
✓ SAE Project Idea or Started?
Vegetable Garden + Market Goat
✓ What are you going to do for FFA Credits?
Col. Meets, State Conference?
✓ Leadership Conferences Col. C
✓ Grade Breakdown:
Classroom: Tests, quizzes, homework etc...
Final Exam (You will receive a study guide & make a packet for this)
SAE (Supervised Agricultural Experience = 10 hrs. of work on an AG project outside of class)
FFA: Students must get 4 FFA credits per trimester (Can get up to 5)
✓ Electives that you show interest in? Circle the ones that you think you would be interested in taking.
Ag Business Ornamental Horticulture Ag Mechanics 1
Ag Communications Ag Mechanics 2 Veterinary Science Floriculture
✓ Suggested four year plan based on your interest:
  - Sophomore Year: Ag Chemistry & Ag Business
  - Junior Year: Ag Chem + Ag Ag Comm
  - Senior Year: Vet Science
✓ Signatures:

x Jesus Godinez  x Juana Godinez  x Bible 12/14/18
Student Parent Teacher Date

*Parent's will receive a copy of this sheet sent home with student after the visit.
Watsonville Agriculture Department

Home Visit Report

Student's Name: Jessica Rodriguez
Period: 5
Current Ag Class: Environmental Horticulture
Date: 11/27/18
Time: 4:30 pm
Parent's Names: Maris Rodriguez

✓ Student's Current Grade: A-
✓ FFA Interest: Animals, Business, Plants
(Animals/Plants/Mechanics/Floral)

✓ SAE Project Idea or Started?
Market

✓ What are you going to do for FFA Credits?
Officer, Conferences, Nursery, Landscape

✓ Leadership Conferences: AHA, State, National
Yes / No

✓ Grade Breakdown:
Classroom: Tests, quizzes, homework etc...
Final Exam (You will receive a study guide & make a packet for this)
SAE (Supervised Agricultural Experience = 10 hrs. of work on an AG project outside of class)
FFA: Students must get 4 FFA credits per trimester (Can get up to 5)

✓ Electives that you show interest in? Circle the ones that you think you would be interested in taking.
Ag Business, Ornamental Horticulture, Ag Mechanics

✓ Suggested four year plan based on your interest:
• Sophomore Year: Ag Chemistry & Ornamental Horticulture
• Junior Year: Ag Business
• Senior Year: Ag Comm + Floral

✓ Signatures:
X Jessica Rodriguez X Maria Rodriguez X Smith
Student Parent Teacher
11/27/18

*Parent's will receive a copy of this sheet sent home with student after the visit.
Watsonville Agriculture Department

Home Visit Report

Student's Name: Chloe Anderson
Period: 3rd  Current Ag Class: Environmental Horticulture
Date: 10/3/18  Time: 4:00 pm
Parent's Names: Lynn Page

✓ Student's Current Grade: B+ Explanation of Grade Breakdown by Teacher.
✓ FFA Interest? Animals and Plants (Animals/Plants/Mechanics/Floral)
✓ SAE Project Idea or Started? Market Swine, Market Lamb
✓ What are you going to do for FFA Credits?
   Meetings, Nursery Landscape, AEA, State Conference
✓ Leadership Conferences Yes No
✓ Grade Breakdown:
   Classroom: Tests, quizzes, homework etc...
   Final Exam (You will receive a study guide & make a packet for this)
   SAE (Supervised Agricultural Experience = 10 hrs. of work on an AG project outside of class)
   FFA: Students must get 4 FFA credits per trimester (Can get up to 5)
✓ Electives that you show interest in? Circle the ones that you think you would be interested in taking.
   Ag Business  Ornamental Horticulture  Ag Mechanics 1
   Ag Communications  Ag Mechanics 2  Veterinary Science  Floriculture
✓ Suggested four year plan based on your interest:
   • Sophomore Year: Ag Chemistry & Environmental Horticulture
   • Junior Year: Floral
   • Senior Year: Veterinary Science
✓ Signatures:
   X Chloe Anderson  X Lynn Page  X Sarah Rice 10/3/18
   Student  Parent  Teacher  Date

*Parent's will receive a copy of this sheet sent home with student after the visit.
Watsonville Agriculture Department

Home Visit Report

Student's Name: Angel Lopez
Period: 2 Current Ag Class: Ag Earth Science
Date: 11/20/16 Time: 3:36 PM
Parent's Names: Maricela & Juan Lopez

✓ Student's Current Grade: A+ Explanation of Grade Breakdown by Teacher.
✓ FFA Interest? Mechanics
(Animals/Plants/Mechanics/Floral)
✓ SAE Project Idea or Started?
Building and selling Birdhouses
✓ What are you going to do for FFA Credits?
Meetings, etc.
✓ Leadership Conferences (Yes) No
✓ Grade Breakdown:
   Classroom: Tests, quizzes, homework etc...
   Final Exam (You will receive a study guide & make a packet for this)
   SAE (Supervised Agricultural Experience = 10 hrs. of work on an AG project outside of class)
   FFA: Students must get 4 FFA credits per trimester (Can get up to 5)
✓ Electives that you show interest in? Circle the ones that you think you would be interested in taking.
   Ag Business  Ornamental Horticulture  Ag Mechanics 1
   Ag Communications  Ag Mechanics 2  Veterinary Science  Floriculture
✓ Suggested four year plan based on your interest:
   • Sophomore Year: Ag Chemistry &
   • Junior Year: Ag Mech 1
   • Senior Year: Ag Business
✓ Signatures:
   X angel lopez X Parent X Teacher X Date

*Parent’s will receive a copy of this sheet sent home with student after the visit.*
Watsonville Agriculture Department

Home Visit Report

Student’s Name: Chardonay Coates
Period: 3
Current Ag Class: Environmental Horticulture
Date: 10/16/19
Time: 3:15 pm
Parent’s Names: Linda + John Coates

✓ Student’s Current Grade: A
✓ Explanation of Grade Breakdown by Teacher.
✓ FFA Interest? Plants + Animals
(Animals/Plants/Mechanics/Floral)
✓ SAE Project Idea or Started?
Fair Garden + Market Lamb
✓ What are you going to do for FFA Credits?
 Meetings, Conference
✓ Leadership Conferences MFE, AIA, State
? Yes/No
✓ Grade Breakdown:
  Classroom: Tests, quizzes, homework etc…
  Final Exam (You will receive a study guide & make a packet for this)
  SAE (Supervised Agricultural Experience = 10 hrs. of work on an AG project outside of class)
  FFA: Students must get 4 FFA credits per trimester (Can get up to 5)
✓ Electives that you show interest in? Circle the ones that you think you would be interested in taking.
  Ag Business [ ] Ornamental Horticulture [ ] Ag Mechanics 1
  Ag Communications [ ] Ag Mechanics 2 [ ] Veterinary Science [ ] Floriculture
✓ Suggested four year plan based on your interest:
  • Sophomore Year: Ag Chemistry & OI
  • Junior Year: Vet Science
  • Senior Year: Floral

✓ Signatures:
  x Chardonay Coates x Linda Coates x [Teacher’s Signature] 10/16/19

Student Parent Teacher Date

*Parent’s will receive a copy of this sheet sent home with student after the visit.*
Watsonville Agriculture Department

Home Visit Report

Student’s Name: Juan Baltazar
Period: 5 Current Ag Class: Ag Mech 1
Date: 9/19/18 Time: 5:30 pm
Parent’s Names: Marco & Ashley Baltazar

✓ Student’s Current Grade: D+ Explanation of Grade Breakdown by Teacher.
✓ FFA Interest? Animals, Plants
(Animals/Plants/Mechanics/Floral)
✓ SAE Project Idea or Started? Market Hog
✓ What are you going to do for FFA Credits?
Meeting, conferences
✓ Leadership Conferences MFE
✓ Yes/No

✓ Grade Breakdown:
Classroom: Tests, quizzes, homework etc...
Final Exam: You will receive a study guide & make a packet for this
SAE: Supervised Agricultural Experience = 10 hrs. of work on an AG project outside of class
FFA: Students must get 4 FFA credits per trimester (Can get up to 5)

✓ Electives that you show interest in? Circle the ones that you think you would be interested in taking.
Ag Business Ornamental Horticulture Ag Mechanics 1
Ag Communications Ag Mechanics 2 Veterinary Science Floriculture

✓ Suggested four year plan based on your interest:
  • Sophomore Year: Ag Chemistry & Ag Mech 1
  • Junior Year: Ag Chem Ag Mech 2
  • Senior Year:

✓ Signatures:
X Juan Baltazar X Ashley Baltazar & Sarah 9/19/18

Student Parent Teacher Date

*Parent’s will receive a copy of this sheet sent home with student after the visit.
POLICY ON ADVISORY COMMITTEE

1. Meetings are to be held biyearly, with no more than four meetings per year.

2. The advisory committee shall consist of the following officers: Chairperson, Vice Chairperson, Secretary, Subcommittee Chairperson.

3. Term of office is two years.

4. Meetings are to be held at convenient times for committee members.

5. In the event a committee member is unable to attend a meeting, the committee member shall send a representative.

6. If a committee member is repeatedly absent without cause, his/her position may be declared vacant by the chairperson of the committee and the school board is so notified.

7. The coordinator is responsible for preparing the agenda through consultations with others including the principal and superintendent.

POLICY ON SAE

Agriculture education shall have as its basic purpose the preparation of persons for employment in agriculture. Experiences is often a prerequisite for employment. The purpose of the SAE is to provide skills necessary for success, as well as, to provide "real life" employment situations.

1. The student's SAE will meet part of the agriculture curriculum standards and requirements.

2. Students will select from numerous types of SAE and develop a career plan before the end of their first year of instruction in agriculture.

3. The SAE will incorporate the goals and objectives of the agriculture science curriculum and provide a full agriculture laboratory experience for the students.

4. The SAE will provide hands-on experience which can not be duplicated in a traditional classroom setting.

5. SAE will not conflict with other school activities or programs.

6. The student's will be evaluated on their performance and skills mastered during the SAE and the student's grades will reflect this evaluation.

7. Written assignments and records will be an integral part of the student's SAE.
8. The SAE competencies shall provide experience and job training skills which will enable students to meet employment requirement or goals in agricultural occupations.

**POLICY ON FFA**

Agriculture education shall have as its basic purpose the preparation of persons for employment in agriculture. Successful employment combines many factors. Some of these factors include: job skills, hard work, reliability, and interpersonal relations. The FFA fosters these factors throughout their activities.

Students who participate in FFA must meet the Board of Education's Academic Eligibility Requirement. This requirement is a 2.0 GPA during the previous semester grading period as well as the passing of all classes.

1. Students are encouraged to participate in all activities of the FFA.

2. FFA is open to all members of agriculture classes.

3. Activities of the FFA will be conducted both during and after classes. Activities conducted during class time shall meet the agriculture curriculum goals and objectives.

4. Membership shall not be contingent on the payment of dues.

5. All activities shall be conducted under the supervision of the teacher of agriculture education.

6. The activities of FFA shall have direct application to the goals and philosophy of FFA, practical experience and/or future agriculture occupations.

**POLICY ON CONDUCT OF FFA MEMBERS**

Teacher developed guidelines for students behavior will provide a proper learning environment and set clear expectations for the students. The student will follow all district and school rules for behavior.

1. All students are expected to bring a writing instrument, paper, and textbook to class daily.

2. All students are to be in their assigned seats ready to work when the tardy bell rings.

3. The students are expected to keep a notebook which shall contain notes and assignments.

4. No student shall wear a hat while in the traditional classroom.
** All students enrolled in an Agriculture class must earn 8 FFA credits per semester. It is worth 5% of their total grade in the class. The following is a breakdown of types of FFA activities and how many credits each of them are worth.

- FFA Meetings = 1-2 credit each
- Fundraisers = 2 credits each
- FFA Community Service = 1-2 credits each
- Other Chapter Activities = 1 credit each
- FFA Conferences = 3 credits each
- CDE’s (Career Development Events) = 2 credits each
- Fair = 1 credit
- T-shirts = ½ credit when worn on Wednesdays or FFA Meetings

If you have any questions about FFA credits please contact your teacher, Mrs. Correia, Mrs. Larrus, Ms. Rhine and Mr. Kantner.
PROGRAM OF

Watsonville

ACTIVITIES
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Purpose of the P.O.A.

The Program of Activities or POA is a document that every chapter of the National FFA Organization has. It is a well thought out document that describes the events, activities and inner workings of the chapter for the year. It is revised yearly and represents the chapter as a whole.

At Watsonville FFA the POA is re-evaluated every year during the chapter officer retreat in the summer. The six chapter officers and the 4 advisors spend multiple days planning and tweaking all events, fundraisers and activities for its members.

Using this POA, you can learn about everything from your chapter officers, to our chapter budget for the current year, to our chapter's history and even the calendar of activities for the year. Also included is the chapter constitution, fair project budgets and information about chapter scholarships.
Back Row from Left to Right:
★ Belen Vargas - Secretary
★ Logan Way - Sentinel
★ Sinhue Arreola - President

Front Row from Left to Right:
★ Jessica Rodriguez - Vice President
★ Alina Aguilar - Reporter
★ Karely Vasquez - Treasurer
2018-2019 Section Officers

Back Row from Left to Right:
★ Jerusalen Valdez - Secretary
★ Taylor Sollecito - President
★ Ivan Trujillo - Vice President
★ Ivan Mendez - Treasurer

Front Row from Left to Right:
★ Brianna Hernandez - Sentinel
★ Jessica Rodriguez - Historian
★ Clarissa Rios - Reporter
2018-2019 Region Officers

President: Lili Steel
Vice President: Andrew Arroyo
Vice President: Mackenzie Heame
Vice President: Levi Bradley
Vice President: Savanna Souza
Treasurer: Nick Vasquez
Secretary: Jared Mandrell
Vice President: Samuel van Rhijn
Vice President: Jennifer De Leon

SB Section: Kayla Zelesny
SLO Section: Dean Hill
SC Section:
MB Section:
2018-2019 State Officers

Matt Rosa ← President
Kyler Vernon →

Aalexias Woolf ← Secretary
Devin Griffith →

Kyle Dayton ← Reporter
Orrin Jones → Sentinel

Vice President
**Pajaro Valley Unified School District**

**Mission Statement:** The Mission of the Pajaro Valley Unified School District is to educate and to support learners in reaching their highest potential. We prepare students to pursue successful futures and to make positive contributions to the community and the global society.

**Board of Trustees:**
- Kim De Serpa
- Georgia Acosta
- Karen Osmundson
- Daniel Dodge Jr.
- Jennifer Schacher
- Maria Orozco
- Jennifer Holm

**Superintendent:**
- Dr. Michelle Rodriguez

**Assistant Superintendents:**
- Kristen Shouse
- Lisa Aguerria Lewis

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<td>Aptos Jr. High</td>
<td>Aptos High</td>
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<td>Calabasas</td>
<td>Cesar E. Chavez</td>
<td>Pajaro Valley High</td>
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<td>Hall District</td>
<td>HA Hyde</td>
<td>Watsonville High</td>
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<td>Mar Vista</td>
<td>MacQuiddy</td>
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<td>Mintie White</td>
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<td>Starlight</td>
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**Charter Schools**
- Alianza
- Ceiba Preparatory
- Diamond Technology
- Linscott
- Pacific Coast
- Watsonville Charter

**Alternative Education**
- New School
- Renaissance
# Watsonville High School

## Administration

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<tr>
<td>Principal</td>
<td>Elaine Legorreta</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Ivan Alcaraz</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Charles Campbell</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Chrissy Maclean</td>
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<tr>
<td>Assistant Principal</td>
<td>Michael Mansfield</td>
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<tr>
<td>Assistant Principal</td>
<td>Cheryl Romo</td>
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## School Statistics

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<tr>
<td>Number of Teachers</td>
<td>104</td>
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<tr>
<td>Number of Students</td>
<td>2,100</td>
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<tr>
<td>Number of Counselors</td>
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<td>School Mascot</td>
<td>Willie the Wildcat</td>
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<td>Number of Academies</td>
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<tr>
<td>Graduation Requirements</td>
<td>220 Units 40 Hours</td>
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## Agriculture Department

<table>
<thead>
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<th>Role</th>
<th>Name</th>
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<tbody>
<tr>
<td>Department Head</td>
<td>Erin Larrus</td>
</tr>
<tr>
<td>Ag Science Pathway</td>
<td>Paulina Correia</td>
</tr>
<tr>
<td>BATA Lead</td>
<td>Paulina Correia</td>
</tr>
<tr>
<td>Ag Business Pathway</td>
<td>Brian Kantner</td>
</tr>
<tr>
<td>Ag Mechanics Pathway</td>
<td>Brian Kantner</td>
</tr>
<tr>
<td>Ag Science Pathway</td>
<td>Savanah Rhine</td>
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<tr>
<td>Horticulture Pathway</td>
<td>Savanah Rhine</td>
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A Message From Your Chapter FFA President

On behalf of the 2018-2019 Watsonville FFA Chapter Officer Team, it is my pleasure to welcome everyone back to another exciting and event filled year! Our officer team worked long and hard over the summer to plan out a year filled with new, fun and exciting activities for all of our members to partake in. In addition to our monthly chapter meetings, conferences and annual Ag Booster Dinner, our team is excited to announce that we have some new fundraisers. These fundraisers include a fall pie sale and spring popcorn sale. Seeing that the FFA is a member driven organization, our officer team’s largest goal for the year is to help our members realize that their “Gold Standards Transform Blue Jackets.”

As we get ready to embark on our journey this year, I would like to thank our community for their continued support and much appreciated involvement with the Watsonville FFA Chapter. I would also like to thank our principal Mrs. Legorettta, as well as, our advisor Mrs. Correa and Mrs. Larrus for their continued support and encouragement. To our members; remember that as an officer team we are here to serve you! I hope that you take the numerous experiences and opportunities that the FFA will offer you this year as members and make the most of them. This year we as a chapter will continue to work towards becoming progressive agriculturists by practicing premier leadership, personal growth, and career success! WE BELIEVE IN THE FUTURE OF AGRICULTURE!

Best,

Sinhue Arreola

Sinhue Arreola
The FFA is a National Organization of, by, and for students studying Vocational Agriculture in public secondary schools under the provision of the National Vocational Education Acts.

As an integral part of the program of vocational education in agriculture in the public schools system of America, the FFA has become well known in recent years. No national student organization enjoys greater freedom and self-government under adult council and guidance than the FFA. The organization was founded in November of 1928, it has served to motivate and vitalize the effective instruction offered to students of vocational agriculture and to provide further training in framer citizenship and agricultural business.

The FFA is an intra-curricular activity having its origin and roots in a definite part of the school curriculum-vocational agriculture, how to construct and take active part in a public meeting, to speak effectively in public, to buy and sell cooperatively, to devise solutions for their own problems, to finance themselves and to assume civic responsibilities. The foundation upon which the FFA organization is modeled includes leadership, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism.

The FFA is a non-profit, non-political farm youth organization of voluntary membership, designed to take its place along with other agents striving for the development of leadership, the advancement of agriculture technology and the improvement of country life.

National headquarters for the FFA is located in Indianapolis, Indiana and the National Convention is also held there. Today the National FFA has over 669,989 members and the California State FFA Association has over 80,000 active members. The California FFA Association holds their annual conference in Anaheim, California every April.
Watsonville High School Agriculture Program opened on August 5, 1912. From the start, vocational education was important to the community. Agriculture and various other vocational classes were offered for boys at the high school during the earlier years and after the Smith Hughes Act in 1917 is was firmly established. The Watsonville FFA Chapter was chartered on October 1, 1929. Many descendants of the original families still live in the area and send their children to attend Watsonville High School.

In 1989 the high school and agriculture department suffered from the large Earthquake. Students in the agriculture shop proceeded to build a classroom and storage area in the shop. Students farmed 3 acres of ground behind the school growing wheat, pumpkins and various other crops until the late 1980’s. Students also built a storage shed for fair supplies and other items that is still used today by the program. The agriculture department is currently renovating and is working on a school farm that will contain an animal barn & livestock unit, greenhouse units and a production agriculture unit that will include a small orchard and field crops. This will continue to take the program in a positive direction.
**Classroom/Laboratory Instruction** - Agriculture is rooted in science, math, business and technology. The time you spend in the classroom and school lab with your teacher will help you explore and master the information necessary to move forward with your career development. Get ready for exciting hands-on opportunities that make textbooks come alive!

---

**Supervised Agricultural Experience (SAE)** - Nothing takes your skills to highest level faster than putting them into practice. Through an SAE, you can create your own landscaping business, conduct a scientific research project that could change the world, grow crops or raise livestock, secure a meaningful job that provides insider experience related to your career choice, or learn how to make a difference in your community through civic engagement. Best of all, you can earn while you learn.

**FFA** - As an FFA member, you’ll work on developing your potential for premier leadership, personal growth and career success. By participating in competitions, degree programs, state and national conventions, community service projects, summer camps and chapter committees, you’ll grow in ways that take advantage of your talents and help you become the leader you were meant to be. The key to success in FFA is to get involved!
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.

To accomplish this mission, FFA:

★ Develops competent and assertive agriculture leadership

★ Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.

★ Strengthens the confidence of agriculture students in themselves and their work.

★ Promotes the intelligent choice and establishment of an agricultural career

★ Encourages achievement in supervised agricultural experience programs

★ Encourages wise management of economic, environmental and human resources of the community

★ Develops interpersonal skills in teamwork, communications, human relations and social interaction.

★ Builds character and promotes citizenship, volunteerism and patriotism.

★ Promotes cooperation and cooperative attitudes among all people.

★ Promotes healthy lifestyles.

★ Encourages excellence in scholarship.
The FFA Emblem, Colors, and Motto

The National FFA Emblem, consisting of five symbols, is representative of the history, goals and future of the organization. As a whole, the emblem covers the broad spectrum of the FFA and agriculture. Each element within the emblem has unique significance.

Cross Section of Corn represents
UNITY

The Rising Sun represents
PROGRESS

The Eagle represents
FREEDOM

The Owl represents
KNOWLEDGE

The Plow represents
LABOR & TILLAGE OF THE SOIL

The Words represents
LEARNING & LEADERSHIP

="

National Blue  Corn Gold

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

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

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

By: E.M. Tiffany

I believe in the future of agriculture, with a faith born not of words but of deeds-achievements won by the present and past generation of agriculturist; in the promise of better days through better ways, even as the better things we know 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 with 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 adopted at the 3rd National Convention of the FFA. It was revised at the 38th Convention and the 63rd Convention.
FFA Code of Ethics

People are always observing you. Your actions when you wear the FFA jacket or represent the organization become part of the organization’s image. To keep the image of the FFA and members sharp, delegates at the 1952 National FFA Convention adopted a Code of Ethics for FFA members to follow. The FFA Code of Ethics still protects the FFA image. It also guides members to make positive, healthy choices – and not only during FFA activities. The code of ethics guidelines are good to follow during all occasions and functions.

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

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

Hold Regular, Well-Planned Meetings that Capture the Chapter’s Interest & Participation

- Have bi-weekly Chapter Officer Meetings
- Have regular monthly Chapter Meetings
- Call special meetings when necessary
- Conduct regular Executive Meetings in order to maintain solid Chapter communications
- Prepare a well-planned program before meetings
- Provide refreshments for Chapter Meetings
- Have frequent and informative committee reports
- Invite parents and the community leaders to the Chapter Meeting
- The duty of the Sentinel is to set the proper paraphernalia out for the Chapter Meeting and to help the President in maintaining order.
- The goal of the Chapter is to have a least 75% attendance at each Chapter Meeting
- Have an activity after every Chapter Meeting

Special Meetings Should be Held as Necessary

- An FFA Awards Banquet will be held in May to reward student accomplishments from the year.

The Official Ceremonies and Dress will be used at all Meetings

- All officers are required to learn their part.
- The officers will wear the official uniform at all meetings
- The necessary paraphernalia will be used at all meetings.
**Official Dress**

**History:** The Delegates at the 1933 National Convention established the official FFA jacket. FFA Official Dress Standards were created by the Delegates at the 1973 National Convention and most recently revised by the Delegates at the 2002 National FFA Convention.

**FEMALE**
- Black skirt. (Skirt is to be at least knee length, hemmed evenly across the bottom, with a slit no longer than 2 inches above the knee, excluding the kick pleat. Black slacks may be appropriate for traveling and outdoor activities.)
- White collared blouse and official FFA blue scarf.
- Black dress shoes with a closed heel and toe. (No boots, sandals, open-toed shoes, or tennis shoes.)
- Black nylon hosiery. (For California, NUDE nylons are worn.)
- Official FFA jacket zipped to the top.

**MALE**
- Black dress pants. (No jeans - blue or black, leather, pleather, etc.)
- White dress shirt and official FFA tie.
- Black dress shoes with a closed heel and toe. (No boots, sandals, open-toed shoes, tennis shoes.)
- Black socks.
- Official FFA jacket zipped to the top.

**SHOW**
- Official FFA Jacket zipped to the top.
- White collared blouse or shirt.
- FFA Tie or Scarf.
- White pants.
- Shoes should be appropriate for what is being shown. (Ex. Boots.)
Do You Just Belong?

Are you an active member, the kind that wouldn’t be missed? Or are you just content to have your name among the list? Do you attend the meetings and mingle with the flock? Or do you usually stay away and criticize and knock?

Do you take an active part, to help and work along? Or are you satisfied to be the kind that just belongs? Do you pitch in, and do you share, to really make things tick? Or leave the work to just a few, that you would call “the clique?”

There’s quite a program scheduled that we’re sure you’ve heard about, and we’ll appreciate it if you too, will help us work things out. So come to the meetings often, and help with hand and heart.

Don’t just be a member, but take an active part. Think this over, friend, because you know right from wrong, Are you an “ACTIVE MEMBER”, or do you just belong?

- Author Unknown
Proper Use of the Jacket

The FFA Jacket is the most recognizable symbol of the organization. As a member, one of your responsibilities is to ensure its proper use. Specific guidelines are outlined below.

1. The jacket is to be worn only by 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, district or area 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 the cuffs buttoned.
5. Members and officers should wear the jacket on all official FFA occasions where the chapter or state association is represented. It may be worn to school and other appropriate places.
6. The jacket should only be worn to places that are appropriate for members to visit.
7. School letters and insignia of other organizations should not be attached to or worn on the jacket.
8. When the jacket becomes faded and worn, it should be discarded or the emblems and lettering removed.
9. The emblems and lettering should be removed if the jacket is given or sold to a non-member.
10. A member always acts like a lady or gentleman when wearing the jacket.
11. Members should refrain from the 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.
FFA Awards

- Greenhand Degree (1st year)
- Star Greenhand Degree (1st year)
- Chapter FFA Degree (2nd year)
- Star Chapter Farmer FFA Degree (2nd year)
- Star Chapter in Agriscience Degree (2nd or 3rd year)
- Star Chapter in Ag Placement Degree (2nd or 3rd year)
- State FFA Degree (3rd or 4th year)
- American Degree (5th year)
- Judging Team Awards
- Public Speaking Awards (Local, Section, Region, State, National)
- Proficiency Awards (Local, Section, Region, State, National)
- Outstanding Exhibitor Award (by specie at the end of the year)
- Dekalb Agricultural Accomplishment Award (4th year)
- Outstanding Ag Science Student
- Outstanding Ag Mechanics Student
- Outstanding First Year Ag Mechanics Student
- Outstanding Floral Design Student
Supervised Agricultural Experience

What if you could get classroom credit and FFA awards for doing what you like: experimenting with careers, earning money, building a resume and having fun? You can – with a Supervised Agricultural Experience (SAE) program. An SAE is a program you design to gain hands-on experience and develop skills in agricultural career areas that interest you.

You choose an SAE program that lets you discover, explore, experience and excel in careers. In the meantime, you gain skills and experience that pay off in areas of life. Your SAE program can lead you toward personal growth, premier leadership, and career success.

An SAE program is not just another class assignment or graduation requirement. You are truly in charge of your SAE! Although your agriculture teacher will help you learn related information and keep good records, the success or failure of your SAE is up to you. It’s an exciting opportunity to prove your abilities to future employers – and to yourself.

- Raising Fair animals
- Owning and operating a business
- Raising animals to sell
- Growing plants to sell
- Working for a Landscape company
- Picking produce in the fields
- Working in a hardware store
- Fixing engines in a machine shop
- Growing vegetables in different soils
- Testing water quality in the community
- Testing the effects of fertilizers on plants
- Testing different types of feed to get chickens to produce more eggs
- Exploring the swine industry
- Exploring drones and agriculture
- Exploring raising market steers
- Exploring the production of orchids
Proficiency Award Categories

★ Agricultural Communications – Entrepreneurship/Placement
★ Agricultural Education – Entrepreneurship/Placement
★ Agricultural Mechanics Design and Fabrication – Entrepreneurship/Placement
★ Agricultural Mechanics Repair and Maintenance – Entrepreneurship/Placement
★ Agricultural Processing – Entrepreneurship/Placement
★ Agricultural Sales-Entrepreneurship/Placement
★ Agricultural Services – Entrepreneurship/Placement
★ Agriscience Research Animal Systems
★ Agriscience Research Plant Systems
★ Agriscience Research Integrated Systems
★ Environmental Service Systems/Natural Resource Systems Research
★ Food Products and Processing Systems Research
★ Power, Structural and Technical Systems Research
★ Social Sciences Research
★ Beef Production- Entrepreneurship/Placement
★ Dairy Production- Entrepreneurship/Placement
★ Diversified Agricultural Production - Entrepreneurship/Placement
★ Diversified Crop Production – Entrepreneurship/Placement
★ Diversified Horticulture – Entrepreneurship/Placement
★ Diversified Livestock Production – Entrepreneurship/Placement
★ Environmental Science and Natural Resources Management – Entrepreneurship/Placement
★ Equine Science - Entrepreneurship/Placement
★ Fiber and Oil Crop Production – Entrepreneurship/Placement
★ Food Science and Technology – Entrepreneurship/Placement
★ Forage Production – Entrepreneurship/Placement
★ Forest Management and Products – Entrepreneurship/Placement
★ Fruit Production – Entrepreneurship/Placement
★ Goat Production - Entrepreneurship/Placement
★ Grain Production – Entrepreneurship/Placement
★ Home and/or Community Development – Entrepreneurship/Placement
★ Landscape Management – Entrepreneurship/Placement
★ Nursery Operations – Entrepreneurship/Placement
★ Outdoor Recreation – Entrepreneurship/Placement
★ Poultry Production – Entrepreneurship/Placement
★ Sheep Production – Entrepreneurship/Placement
★ Small Animal Production and Care – Entrepreneurship/Placement
★ Specialty Animal Production – Entrepreneurship/Placement
★ Specialty Crop Production – Entrepreneurship/Placement
★ Swine Production – Entrepreneurship/Placement
★ Turf Grass Management – Entrepreneurship/Placement
★ Vegetable Production – Entrepreneurship/Placement
★ Veterinary Science – Entrepreneurship/Placement
★ Wildlife Production and Management – Entrepreneurship/Placement
# Career Development Events (CDE)

<table>
<thead>
<tr>
<th>Agricultural Communications</th>
<th>Agricultural Issues Forum</th>
<th>Agricultural Mechanics</th>
<th>Agricultural Pest Control</th>
<th>Agricultural Sales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Welding</td>
<td>AET Farm Record Book</td>
<td>Agriscience Fair</td>
<td>Agronomy</td>
<td>Best Informed Greenhand</td>
</tr>
<tr>
<td>Citrus</td>
<td>Computer Applications</td>
<td>Cotton</td>
<td>Dairy Cattle</td>
<td>Farm Business Management</td>
</tr>
<tr>
<td>Farm Power &amp; Machinery</td>
<td>Floriculture</td>
<td>Food Science &amp; Technology</td>
<td>Forestry</td>
<td>Fruit Tree</td>
</tr>
<tr>
<td>Grapevine</td>
<td>Light Horse</td>
<td>Livestock</td>
<td>Marketing Plan</td>
<td>Meat</td>
</tr>
<tr>
<td>Milk Quality &amp; Dairy Foods</td>
<td>Natural Resources</td>
<td>Nursery Landscape</td>
<td>Poultry</td>
<td>Small Engines</td>
</tr>
<tr>
<td>Soil &amp; Land Evaluation</td>
<td>Vegetable Crop</td>
<td>Veterinary Science</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Nursery Landscape Team:**
Chloe Anderson, Juan Baltazar, Chardonnay Coates, Belen Vargas

**Soil & Land Evaluation Team:**
Marco Baltazar, Osvaldo Fernandez, Keila Mata, Jessica Rodriguez
Leadership Development Events (LDE)

<table>
<thead>
<tr>
<th>Creed</th>
<th>Impromptu</th>
<th>Prepared Public Speaking</th>
<th>Extemporaneous Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Interview</td>
<td>Novice Parliamentary Procedure</td>
<td>Advanced Parliamentary Procedure</td>
<td></td>
</tr>
</tbody>
</table>

Creed Speaking Team:
Colby Galassi, Mayra Peralta, Camille Arreola, Osvaldo Fernandez

Impromptu Speaking Team:
Juan Herrera

Job Interview Team:
Marco Baltazar, Sinhue Arreola

Prepared Public Speaking Team:
Alina Aguilar,

Extemporaneous Speaking Team:
Marco Baltazar, Sinhue Arreola
Leadership Conferences

Greenhand Leadership Conference

Made For Excellence Conference -

Advanced Leadership Academy Conference - Monterey, California

State FFA Leadership Convention - Anaheim, California

National FFA Leadership Convention - Indianapolis, Indiana
Community Service

The purpose of community service is to develop in FFA members an attitude of service to the community in which they live. The chapter will develop a sense of community, service among the entire membership.

- We will set up displays in local businesses to promote our organization during FFA week.

- We will provide a petting zoo at the elementary schools in our area to acquaint these students to Agriculture.

- We will host a rally at the high school to promote the Ag program.

- We will promote agriculture awareness at the Agriculture Day.

- Our chapter continues to strive towards participating in various community outreach programs.
Websites & Applications

Webpages

www.watsonvillesffa.org is the official Watsonville FFA and Watsonville High School Agriculture Department’s webpage. All information pertaining to national, state, and chapter FFA information, Watsonville High School Agriculture Department information, agriculture staff, agriculture student, agriculture industry, and yearly calendar of events/activities can be obtained and/or accessed through the Watsonville FFA webpage.

www.facebook.com/WatsonvilleFFA is the official Watsonville FFA and Watsonville High School Agriculture Departments Facebook webpage. All information pertaining to national, state, and chapter FFA information and department information updates are listed here.

www.calaged.org is the official State FFA website and has all the information pertaining to state FFA functions, leadership conferences and applications. In addition state FFA staff information is available at this site. The California FFA I-Record book is also available at this location.

Applications

All yearly applications pertaining to Watsonville FFA and/or links to state/national FFA applications can be accessed through the Watsonville FFA webpage.

Agriculture FFA / Agriculture Links

Information and communication links to all FFA, agriculture, and industry can be accessed through the Watsonville FFA webpage.
## Animal Budget

### Steers
Showing a steer is a lot of hard work. You have to make sure you walk your steer every day. You also have to rinse and brush the animal hair constantly because you are trying to make it grow. You also need to get them use to walking with a halter and making sure they get used to being shown with a show stick. If you are a first time showman, you don’t want this to be the first animal you show.

### Sheep
In showing sheep, there are a lot of responsibilities. When you purchase your animal you will have to feed and water it. After you and the animal get use to each other, you will begin to practice showing your animal, and exercise it daily. When it gets close to the fair, you will start washing and shearing. There are two classes to show and compete in.

### Swine
A swine project is a great experience. When you begin your project, you must exercise your pig every day in order for it to maintain a quality build. You are responsible for feeding and cleaning daily. As your project progresses, you begin to wash the animal often. As you approach fair time you wash your animal every day. Before you go to the fair you may need to shave your hog. Like other projects, you compete in two types of shows: market and showmanship.

### Market Goats
A goat project is a fun project that does not require as much time as large animals. Basically you feed, clean, and practice showmanship. While at the fair you have to wash, feed, and shave your animal.

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Market Hog</th>
<th>Market Lamb</th>
<th>Market Goat</th>
<th>Market Steer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase of animal</td>
<td>300</td>
<td>400</td>
<td>400</td>
<td>1500</td>
</tr>
<tr>
<td>Livestock Insurance</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Veterinary Supplies</td>
<td>20</td>
<td>20</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>Fair Bedding</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>Feed</td>
<td>350</td>
<td>350</td>
<td>200</td>
<td>1000</td>
</tr>
<tr>
<td>Show Supplies</td>
<td>15</td>
<td>35</td>
<td>20</td>
<td>80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Income</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sale of hog (255 lbs @ $6.50/lb)</td>
<td>1530</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sale of lamb (150 lbs @ $9/lb)</td>
<td></td>
<td>1120</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sale of goat (80 lbs @ 11.25/lb)</td>
<td></td>
<td></td>
<td>900</td>
<td></td>
</tr>
<tr>
<td>Sale of steer (1250 lbs @ $4.50/lb)</td>
<td></td>
<td></td>
<td></td>
<td>3600</td>
</tr>
</tbody>
</table>

| Total Estimated Receipts          | 1530       | 1120        | 900         | 3600         |
| Total Estimated Expenses          | 725        | 845         | 665         | 2680         |
| Estimated Net Profit              | 805        | 275         | 235         | 920          |
Scholastic Achievement & Scholarships

The chapter will encourage students to strive for academic excellence.

1. **Improve scholarship of FFA members in all academic subjects**
   A. Encourage members to strive for C.S.F. standards
   B. Strive to have all FFA members on the honor roll
   C. Award points on the Chapter Point Awards system for good grades
   D. Require that all Chapter Officers maintain at least a B in all agriculture classes.
   E. Members participating in competitive events shall not fall below a C or 2.0 average on a 4.0 scale or have less than a C in any agriculture class. Eligibility for all competitive events will be suspended if any of the above shall occur.

2. **Will strive to improve home technology, reading and library use.**
   A. Encourage each member to subscribe and read at least one agriculture publication.
   B. Encourage each member to use school and county libraries for agriculture research projects.

3. **Will encourage seniors to apply for scholarships available to them in order to continue their education.**
   A. Twelfth grade members are encouraged to apply for scholarships including the Farm Bureau, various Ag Scholarship which are available to agriculture students.
   B. Twelfth grade members are encouraged to apply for any scholarships which are available to them for the school they are planning to attend.
   C. Twelfth grade chapter members are encouraged to talk with their counselors about other scholarships which may be available to them as a result of their parent’s affiliation with a lodge or places of employment.

4. **Scholastic Awards**
   A. Award trophies to the Agriculture students in each grade level with the highest GPA.
   B. During the final quarter of the 12th grade year seniors enrolled in an agriculture course are encouraged to file for a FFA graduation cord/sash. Requirements to attain the cord or sash are on the application. The application is located on the chapter website.
Chapter Goals

Goal 1: STUDENT DEVELOPMENT
A. Leadership
   - Conferences
B. Scholarships
   - Scholarship Bulletin Board
C. Healthy Lifestyles
   - Free Tri Tip Lunches
D. Career Success
   - SAE Workshops, Job Shadow Day
E. Personal Growth
   - Career Development Events

Goal 2: CHAPTER DEVELOPMENT
A. Cooperation
   - Officer Retreats
B. Support Groups
   - MALT & Farm Bureau Projects
C. Financial
   - Fundraising Incentives
D. Public Relations
   - Newsletters
E. Recruitment
   - FFA Week & 8th Grade Recruiter

Goal 3: COMMUNITY DEVELOPMENT
A. Environmental
   - STRAW – Stream restoration projects
B. Citizenship
   - FFA PALS program
C. Human Resources
   - Redwood Empire Food Bank Service Day
D. Economics
   - Canned Food Drive
E. Ag Awareness
   - FFA Farm Day
Earnings & Savings

As a self-supporting, non-profit organization, the earnings and savings aspect of our chapter is very important towards the success and productivity of our school year.

The chapter earns money in various ways in order to finance FFA events and activities throughout the year. Some of these activities include:

- Watsonville Donkey Basketball
- Farm Bureau Crab Feed
- Pie Sale
- Club Food Lunch Sales
- Popcorn Sale
- Cookie Dough Sales
## FFA Chapter Budget

### Expenses

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFA Dues (45 Members X $8.50)</td>
<td>$357.00</td>
</tr>
<tr>
<td>Sonoma Sectional Dues</td>
<td>$122</td>
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<tr>
<td>FFA Spring Banquet</td>
<td>$2,025</td>
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<tr>
<td>Food</td>
<td>$825</td>
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<tr>
<td>Decorations</td>
<td>$200</td>
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<tr>
<td>Award’s</td>
<td>$1000</td>
</tr>
<tr>
<td>FFA Recruitment</td>
<td>$650</td>
</tr>
<tr>
<td>Greenhand Lunch</td>
<td>$150</td>
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<tr>
<td>Midyear Officer Retreat</td>
<td>$250</td>
</tr>
<tr>
<td>Summer Officer Retreat</td>
<td>$2,000</td>
</tr>
<tr>
<td>National FFA Week</td>
<td>$150</td>
</tr>
<tr>
<td>Judging Contest</td>
<td>$200</td>
</tr>
<tr>
<td>FFA Jackets</td>
<td>$500</td>
</tr>
<tr>
<td>Pie Sale (150 x $10.50)</td>
<td>$1,050</td>
</tr>
<tr>
<td>FFA BBQ</td>
<td>$530</td>
</tr>
<tr>
<td>Soda $50, Tri-Tip</td>
<td>$400</td>
</tr>
<tr>
<td>Chips $30, Paper Products</td>
<td>$50</td>
</tr>
<tr>
<td>Popcorn Sale (150 x $6)</td>
<td>$900</td>
</tr>
<tr>
<td>Sweetheart Dance</td>
<td>$1050</td>
</tr>
<tr>
<td>DJ $400</td>
<td></td>
</tr>
<tr>
<td>Sashes, Tiaras, Flowers, Decorations $450</td>
<td></td>
</tr>
<tr>
<td>Food $200</td>
<td></td>
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Total: $9,934

### Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Sweetheart dance ($10x 50)</td>
<td>$500</td>
</tr>
<tr>
<td>Tri Tip BBQ ($7 x 20)</td>
<td>$140</td>
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<tr>
<td>Pie Sale (150 x $20)</td>
<td>$3,000</td>
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<tr>
<td>Popcorn Sale (150 X $12)</td>
<td>$1,800</td>
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<tr>
<td>Fish Fest</td>
<td>$3,000</td>
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<tr>
<td>Bodega Bay Crab Feed</td>
<td>$1,200</td>
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<tr>
<td>Reimbursement for FFA Jackets</td>
<td>$500</td>
</tr>
<tr>
<td>Farm Bureau Crab Feed</td>
<td>$250</td>
</tr>
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</table>

Total: $10,390
Chapter Committees

This committee shall consist of the elected Treasurer as chairmen and five committee members selected annually by the membership. Major responsibility is raising money for the chapter and keeping track of the budget.

This committee shall consist of the elected Reporter as chairmen and five committee members selected annually by the membership. Major responsibilities include: FFA Newsletter, FFA Week publicity and overall chapter publicity.

This committee shall consist of the elected Sentinel and five members. It will be the duty of the community service committee to put together and organize various community service activities for the chapter.

This committee shall consist of the elected officers to plan the POA at the summer planning meeting, and present to the membership at the first regular meeting for approval.

This committee shall consist of the FFA Advisor, one administrator and any other community member or school official. The responsibilities of the interview committee are to encourage quality candidates to run for office and to interview all candidates running for office.

This committee shall consist of 5 members. It will be the duty of the Ag in the Classroom committee to prepare and present educational activities to elementary school children, teaching them about agriculture. Major events are: Ag Day & the elementary school “Farm Day”
Future Farmers of America includes four degrees:
(1) Greenhand Degree
(2) Chapter FFA Degree
(3) State FFA Degree
(4) American FFA Degree

**Greenhand Degree:**
Greenhand is the first degree in FFA and is given upon entry into a vocational education course. Students must demonstrate a basic knowledge of the FFA organization and satisfactorily complete plans for a supervised agricultural project.

**Chapter Degree:**
The Chapter Degree is a higher degree given at the chapter level. To earn this degree, students must satisfactorily complete one year of instruction in vocational agriculture, participate in at least three FFA activities, lead a group discussion for fifteen minutes, demonstrate a knowledge of parliamentary procedure, and must earn by their own efforts at least $150 from agriculture production and complete 50 hours of work in their supervised occupational experience programs.

**State Degree:**
FFA members statewide may be elected to the State FFA Degree. To qualify, students must be FFA members for at least two years; demonstrate leadership abilities; and earn from their own efforts at least $1,000 which they must productively invested or deposited in a bank, and complete 500 hours of work in their supervised occupational experience program.

**American Degree:**
The American Degree is the highest degree in FFA and is conferred only on active members. Recipients apply the following spring after graduation from high school. To qualify, individuals must have received the State FFA Degree, have earned a minimum of $10,000 from agriculture production or in their supervised occupational experience programs, and have worked a minimum of 2500 hours on their SAE. They must also be leaders in their communities and have records of all their agricultural endeavors in the years following high school if applicable.
FFA 2018-2019 Degree Recipients

State Degree

2016 - Ismael Ramirez

2017 - Omar Cabrera

2018 - Sinhue Arreola, Julie Avila, Marco Baltazar, Chardonay Coates, Jacob Dixon

2019 - Jessica Rodriguez, Jose Villanueva, Alexandria Gonzalez, Yazmin Alonzo

American Degree

2017 - Ismael Ramirez

2019 - Jacob Dixon, Julie Avila
Chapter Constitution

Article I: Name, Aims, Purpose of the Organization

Section A: The name of this organization shall be the Watsonville Chapter of the FFA. Members shall be vocational agriculture students who attend Watsonville High School. Chapter ID #CA0265

Section B: The primary aim of the Watsonville (FFA) is development of agriculture leadership. The purposes are outlined in the official FFA handbook.

Article II: Organization

Section A: The Watsonville FFA was originally chartered in 1929, of the California Association of the FFA and is affiliated with the National FFA Organization. The Watsonville FFA Chapter is a chartered local entity of the Monterey Bay Section of the South Coast Region of the California FFA.

Article III: Membership:

Section A: Types of membership in this organization shall be: (1) Active, (2) Honorary

Section B: Active Membership: Active members shall be enrolled in a vocational agriculture class, and be passing six (6) classes. Members may retain active membership continuously throughout their high school career and for three (3) years after the first National Convention following graduation from high school, or until they become 21 years of age, whichever length of time is greater.

(1) The Watsonville FFA is a 100% affiliation chapter with every student becoming a member of the FFA when they enroll in an agriculture class.
(2) No students may participate in any FFA activities unless they are members in good standing
(3) The FFA Advisor at his/her own discretion has the right to dismiss any member from the Watsonville FFA organization at any time.

Section C: Honorary Membership: Supervisors, school superintendents, principals, members of the board of education, instructors, businessmen, farmers, and others who are helping to advance vocational agriculture and the FFA and who have rendered outstanding service, may be elected to honorary membership by majority vote of the members present at any regular meeting or convention.
Article IV. Activity, Membership, Degrees, and Privileges:

Section A: There shall be four degrees of active membership based upon achievement. These are: (1) Greenhand FFA Degree; (2) Chapter FFA Degree; (3) State FFA Degree; and (4) American FFA Degree. The National Organization shall set the standards for these degrees.

Section B: Greenhand FFA Degree: Upon meeting the following minimum qualifications, the Greenhand FFA Degree may be conferred by the chapter.

1. Be regularly enrolled in vocational educational course for an agricultural occupation and have satisfactory and acceptable plans for a program of supervised agriculture experience (SAEP)
2. Learn and/or explain the FFA Creed, Motto, and Salute
3. Describe the FFA Emblem, Colors, and Symbols
4. Demonstrate a knowledge of the FFA Code of Ethics, and demonstrate proper use of the FFA jacket
5. Demonstrate a knowledge of the history of the organization, the chapter constitution and bylaws, and the chapter program of activities
6. Personally own or have access to the student FFA handbook
7. Submit written application for the Greenhand FFA Degree.

Section C: Chapter FFA Degree: Upon meeting the following minimum qualifications, the Chapter FFA Degree may be conferred by the chapter.

1. Must have received the Greenhand FFA Degree
2. Must have satisfactorily completed the equivalent of 180 hours of systematic school instruction in agriculture education at or above the ninth grade level, have in operation an approved supervised agricultural experience program, and be enrolled in an agriculture education course
3. Have participated in the planning and construction of at least three official functions in the chapter program of activities
4. Have earned and productively invested at least $150 by the member's own efforts or worked at least 45 hours in excess of scheduled class time, or a combination thereof, and have developed plans for continued growth and improvement in SAEP
5. Have effectively led a group discussion of 15 minutes
6. Have demonstrated 5 procedures of parliamentary law
7. Show progress toward individual achievement in the FFA award program
8. Have a satisfactory scholastic record
9. Submit a written application for the Chapter FFA Degree.

Section D: A record of Greenhand FFA Degree and Chapter FFA Degree members initiated shall be kept in the office of the local FFA chapter.

Section E: Only members who have earned the Golden State FFA Degree may hold state office. Officers in the regional organization must hold the chapter or state degree. Officers in the sectional organization must hold the chapter or state degree.

Section F: Active members in good standing may participate in FFA activities and are accorded any other privileges due to FFA members.

Section G: A member will be in good standing when they attend at least 75% of the chapter meetings and money-making events upon membership. It will be the duty of the sentinel to enforce these minimum standards.
Article V. Executive Committee:

Section A: The executive committee of the Watsonville FFA Chapter shall consist of the President, Vice President, Secretary, Treasurer, Reporter, Sentinel, Historian, any other additional officers and the FFA Advisor. The FFA Advisor shall be one of the teachers of Agricultural Education in the school where the chapter is located. The advisor shall be a non-voting member.

Section B: The elected officers from the Watsonville FFA Chapter shall be President, Vice President, Secretary, Treasurer, Reporter, Sentinel, and Historian. All officers shall be elected annually at a pronounced election meeting by majority vote of those present. The officers shall assume office at the end of the Annual Parent/Member Banquet. The President and Vice President must hold the Chapter FFA Degree. Garden Club may run for all other chapter offices.

Section C: All elected officers shall hold office for one year after election, or until successors are elected, unless removed from office for causes determined by the executive committee or FFA Advisor. The President may fill all vacancies until the next regular meeting, at which time there will be an election.

Section D: Duties and Responsibilities:

1. President: A) It shall be the duty of the president to preside over all meetings of the Watsonville FFA Chapter and over all meetings of the Chapter Executive Committee. B) The president shall call one meeting of the Watsonville FFA Chapter each school month. If a set date is in conflict with another event, the executive committee shall reset the meeting date. C) The president shall call a Parent/Member Banquet each year. D) The president shall appoint special committees and may serve as an ex-officio member to these committees. E) The president shall set the agenda for each meeting.

2. Vice President: A) The vice president shall assume all duties of the president in the event that office becomes vacant, until the next meeting when a new president shall be elected. He/She shall preside over all meetings in the absence of the president.

3. Secretary: A) The secretary shall perform the duties common to such an office as keeping an accurate record of the minutes of the Watsonville Chapter and the Executive Committee. Copies of the minutes of these meetings by the secretary shall be prepared at least one week after the monthly meeting and be made available to each member of the Watsonville Chapter. B) The secretary shall be responsible for all correspondence.

4. Treasurer: A) The treasurer shall represent the Watsonville Chapter in all matters pertaining to financial budget and policy. He/She shall present the Tamales Chapter an audit of accounts of the chapter each month, prepared under the direction of the chapter advisor.

5. Reporter: A) The reporter shall be in charge of all publicity of the Watsonville Chapter. B) The reporter shall assist with the collection of data for the chapter scrapbook.

6. Sentinel: A) It shall be the duty of the sentinel to assist in the conduct of all chapter meetings by greeting guests, seating delegates, arranging paraphernalia, display and decorations, and carry out the duties assigned to him/her by the president. B) The sentinel shall assume disciplinary responsibilities at all chapter events.

7. Historian: A) The historian shall keep a neat and accurate record of the chapter history. B) The historian shall be in charge of keeping the chapter scrapbook.
Section E: The executive committee shall be empowered to perform all urgent business of the Watsonville Chapter between monthly meetings.

Section F: An officer may be impeached with due cause upon having received their third warning. The officer may be impeached by two-thirds vote of the executive committee.

Section G: Chapter Officers shall be elected annually by the members at any regular chapter meeting. The Chapter Officers shall be installed annually at the FFA Banquet except in the case of an emergency declared by the advisor.

Section H: Term of chapter office is from installation of the annual FFA banquet until the next annual banquet.

Section I: Vacancies shall be temporarily filled by those unsuccessful candidates from previous interviews. Vacancies will be permanently filled at the next regular FFA meeting.

Section J: Candidates for the office of President must have held a previous office.

Section K: Chapter Officers shall obey the rules set forth in the Watsonville FFA Chapter Officer Contract.

Article VI. Elections

Section A: The process of running for office shall consist of three (3) components, including: (1) Application, (2) Knowledge Test, (3) Interview and (4) Vote.

Section B: All candidates that pass the application screening with a 70% or above of the possible points will be interviewed by the committee and may continue in the election process based on their scores from the interview. The candidates with the highest scores may move on to the voting process. The application will be a standard application, made by the executive committee. Each candidate shall be asked the same questions in the interview. Candidates are required to be in the official FFA uniform during the interview and voting process.

Section C: Posters or flyers may be made for advertisement by the candidate to be used while running for office. Posters shall be made on a standard sheet of poster paper, not exceeding 30” x 25”. Prior to the vote by the FFA members, each candidate will be given the opportunity to make a 1-2 minute speech.

1) A candidate may be removed from the selection process if he/she tampers with, removes or destroys another candidate’s posters or flyers. A candidate will be removed from the selection process if he/she partakes in any type of “dirty” politics.

Section D: The Interview Committee shall consist of the FFA Advisor and two other community members or school officials deemed necessary by the FFA Advisor.

Section E: Graduating seniors may not be elected to office.

Section F: The interview committee shall be empowered to appoint officer candidates for selection to specific offices.

Section G: The FFA Chapter Advisor shall have the power to override any portion of the election process if deemed necessary to place qualified candidates on the chapter officer team.
Chapter By-Laws

Greenhand Degree Approval
As outlined in the National FFA Constitution the following minimum qualifications must be met in order to hold the Greenhand Degree in the Watsonville FFA Chapter:
1. Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program.
2. Learn and explain the FFA Creed, Motto, Salute and FFA Mission Statement.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5. Demonstrate knowledge of the history of the organization, the chapter constitution and bylaws, and the chapter Program of Activities.
6. Personally own or have access to the Official FFA Manual and the FFA Student Handbook.

Greenhand Week: during Greenhand Week, Greenhand candidates may experience the following:
1. Hand painting
2. Lunch activities
3. Obtain the signatures of the chapter officers race.
4. FFA Test Day-free jacket and tie/scarf to top score sponsored by the FFA Chapter.
5. FFA Creed Contest – First FFA member to say correctly the FFA Creed wins a free jacket from FFA. If more than one member says the FFA Creed perfect on the same day, then the FFA pays for half of the cost of a jacket.

Chapter Degree Approval
To be eligible to receive the Chapter FFA Degree from the chapter, the member must meet the following minimum qualifications:
1. Must have received the Greenhand FFA Degree.
2. Must have in operation an approved SAE program, have developed plans for continued growth and improvement in a SAE, and be regularly enrolled in an agriculture education class.
3. Be familiar with the purposes and programs of activities of the state association and national organization.
4. Be familiar with the provisions of the constitution of the local chapter and be familiar with Parliamentary Procedure.
5. Must have led a group discussion for fifteen minutes.
6. Must have earned at least $150 by his/her own efforts from his/her SAE and have it productively invested or deposited in a bank, or have worked 100 hours on his/her SAE in excess of scheduled class time.
7. Have a 2.0 scholastic record in an agricultural course.
8. Participate in activities for community improvement by participating in at least two distinctly different activities, to the extent of spending at least 10 hours of personal time, which you seek to improve the quality of life in the local community.
State Degree Selection & Approval

To be eligible to represent the FFA Chapter and receive the State FFA Degree from the state association, the member must meet the following minimum qualifications:

1. Have received the Chapter FFA Degree.
2. Must have held the Chapter FFA Degree for at least one year
3. Have been an active member of the FFA for at least two years above the 9th grade level.
4. Must be regularly enrolled in an agriculture education class at the secondary education level.
5. Have worked for a minimum of 500 hours, on his/her Supervised Agricultural Experience Program.
6. Must have earned by his/her own efforts from an SAE and productively invested at least $1,000.00; or
7. Show an investment cost of at least $2,000.00 in depreciable property inventory; or
8. Have earned by his/her own efforts from otherwise productively invested a combination of dollars and unpaid labor hours which, when summed, equal at least $1,000.00. When qualifying based on a combination of dollars and hours, the hours counted for qualification must be unpaid labor hours of agriculturally-related work which are hours in excess of class time and which are hours over and above the minimum of 500 hours required in (5) above. Under no circumstances shall a member be qualified for the degree when qualifying based on a combination of dollars and hours without posting a minimum of $750.00 of earned and productively invested income
9. Demonstrate leadership ability by:
   a) performing ten procedures of parliamentary law OR demonstrate proficiency by passing a written examination
   b) giving a six-minute speech OR lead a group discussion for forty-minutes on a Ag or FFA topic;
   c) serving as an officer, committee chairperson, or participating member of a committee;
   d) participating in at least five distinctly different FFA activities at the chapter level;
   e) participating in at least two distinctly different non-FFA school activities;
   f) participating in activities for community improvement as evidenced by participating in at least two distinctly different activities, to the extent of spending at least 25 hours of personal time, which seek to improve the quality of life in the local community; and
   g) being familiar with the provisions of the constitution of the State Association and National FFA Organization as certified by the local FFA advisor.
10. Have a 2.0 scholastic record as certified by the local principal or superintendent.
11. Have participated in the planning & completion of the Chapter Program of activities.
12. Have participated in at least five FFA activities above the chapter level.
13. Must receive seventy percent (70%) of the possible points on his/her record book score.
Star Candidates of the State FFA Degree
Applicants from the Watsonville FFA Chapter understand they are eligible to be considered for the “Star” honors - (Star Farmer, Star Agribusiness, etc). FFA members wishing to be considered for this honor understand they may only be considered for this honor in the year they are applying for the State FFA Degree. For more information check the [www.calaged.org](http://www.calaged.org) site.

American FFA Degree Approval
Applications are due to the State Dept. Office May 1st.
To be eligible to receive the American FFA Degree from the National FFA Organization, (received at the National FFA Convention) the member must meet the following minimum qualifications:

a) Have received the State FFA Degree, have been an active member for the past three years (36 months) and have a record of satisfactory participation in the activities on the chapter and state levels.

b) Have satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program or have completed the program of agricultural education offered in the school last attended.

c) Have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted.

d) Have in operation and have maintained records to substantiate an outstanding supervised agricultural experience program through which a member has exhibited comprehensive planning, managerial and financial expertise.

e) Have earned and productively invested at least $10,000 or have earned and productively invested at least $7,500 and worked 2,250 hours in excess of scheduled class time. Any combination of hours x $3.56 plus dollars must be equal to, or greater than the number 10,000. Hours used for the purpose of producing earnings reported as productively invested income shall not

f) be duplicated as hours of credit to meet the minimum requirements for the degree.

g) Have a record of outstanding leadership abilities and community involvement in excess of 50 hours of community service within 3 different activities and have achieved a high school scholastic record of C or better as certified by the principal or superintendent.

h) Applications must be completed by **May 1st of each year.**
FFA Chapter Officer Selection

Eligibility

- Must have submitted an application on time.
- Must have taken the FFA Knowledge Test.
- Must attend interviews in official FFA dress.
- FFA member must hold a 2.0 or above grade point average for all classes.

Process

- Chapter member must complete application. Application scored using the Watsonville FFA scoring guide. Interviewing committee will be provided the Watsonville FFA scoring guide. (Applications must be turned into the Chapter Advisor no later than at the end of the school day (3pm) of the last day of the week the applications were handed out.
- Members will be interviewed by the Interview Committee. The committee will be comprised of a minimum of two other individuals, adults predetermined by the the FFA Advisor. FFA Advisor will be responsible for obtaining the adults to serve on the nominating committee, trying to obtain those individuals recommended by the current officer team and trying to make sure the individuals selected are not related or directly involved with anyone who is interviewing to be an officer.
- The FFA Advisor will determine the questions to ask the candidates the evening of the interviews. It is the responsibility of the nominating committee to develop a slate of officers to be presented to the membership for approval.
- Nominating committee is required to conduct one round of questions - it will be the same questions for each candidate (min. of 10 questions) The nominating committee reserves the right for a 2nd round of questions.
- Results will be posted at the agriculture department following the nominating committee’s selection.
- The membership will vote by ballot for the candidates that were nominated by the interview committee.
- If an officer does not fulfill their duties, the advisor and others member have the right to strip the officer of their duties. Officers also have the right to resign from office at any given time of the year.
- If an officer is removed of their duties or resigns a new officer will be selected through an interview and application process. The advisor may select a temporary candidate to fill the open position until the new selection process is completed.

Sectional & Regional FFA Officer Candidate Selection Process

Eligibility

- FFA member must hold the Greenhand FFA Degree to be eligible for Sectional or hold the Chapter FFA Degree for Regional Office.
Process

- Must declare intent to be a candidate representing the FFA Chapter by February 1\textsuperscript{st} of the year. If more than one FFA member desires to represent the FFA Chapter as a candidate for Sectional or Regional Office, an interview will be scheduled during April for practice.
- Prior to the interviews the application used by the Sectional or Regional FFA Association will be provided to the candidates to be completed prior to the interviews. Application will be due the school day prior to the interviews.
- Interviewing committee will consist of a minimum of three individuals. The current Monterey Bay FFA Sectional or Regional Officer will serve on the committee, and at least one adult (faculty member, businessperson, and/or vocational agriculture instructor from a neighboring school) and chapter advisor.
- FFA members may serve multiple terms of office as a Sectional or Regional FFA Officer.

State FFA Officer Candidate Selection Process

Eligibility

- FFA member must hold the State FFA Degree or be applying for the State FFA Degree.

Process

- Must declare intent to be a candidate representing the Watsonville FFA Chapter by the first Friday in February.
- If more than one FFA member desires to represent the local FFA Chapter as a candidate for State Office, an interview will be scheduled during February.
- Interviewing committee will consist of a minimum of three individuals. If possible interviewing committee members will consist of one past State FFA officer from the chapter, one faculty or staff member, a businessperson from within the community, an agriculture education instructor and a past local FFA Chapter President.
- Candidate will submit their State FFA Degree application for the committee to review. (FFA Advisor will use the current State FFA Degree handbook to score the application.
- Candidate will submit the State FFA Officer agreement required by the California State FFA Association, signed and dated.
- Interviewing committee will select the candidate to represent the local FFA Chapter, without any vote by the membership of the chapter.
Awards for Greenhand’s and Chapter Degree Members

The chapter will provide scholarship and leadership pins to be awarded at the local FFA banquet. Criteria used to determine the recipients will be the written Greenhand and Chapter degree application. Only leadership activities FFA members have been involved in since the previous FFA Convention will be considered. The number of leadership pins awarded at each level will be determined by a joint decision of the President and FFA Advisor.

Star Greenhand Award
1. Must be a 1st year FFA member currently holding the Greenhand FFA Degree.
2. Applicant will be selected by the FFA Advisor. FFA Advisor will look at class grades, attendance, discipline record, SAE, chapter, section, region and state FFA activities to make the decision on the best candidate.

Star Chapter Degrees (Farmer, Agriscience, Placement & Agribusiness)
1. Must be a 2nd or 3rd year FFA member currently holding or applying for the Chapter FFA Degree.
2. Applicant will be selected by the FFA Advisor. FFA Advisor will look at class grades, attendance, discipline record, SAE, chapter, section, region and state FFA activities to make the decision on the best candidate.

Outstanding Ag Science Student Award
1. Must be a 1st, 2nd or 3rd year FFA member enrolled in an Agriscience course.
2. Award will be presented to the outstanding member chosen by the Advisor.
3. FFA Advisor will look at class grades, attendance, discipline record, SAE, chapter, section, region and state FFA activities to make the decision on the best candidate.

Outstanding First Year Ag Mechanics Student Award
1. Must be a 1st year student enrolled in the Ag Mechanics or Beginning Welding course.
2. Award will be presented to the outstanding member chosen by the Advisor.
3. FFA Advisor will look at class grades, attendance, discipline record, adherence to safety, work ethic, SAE, chapter, section, region and state FFA activities to make the decision on the best candidate.

Outstanding Ag Mechanics Student Award
1. Must be a 2nd, 3rd or 4th year student enrolled in either the Advanced Welding or Project Fabrication course.
2. Award will be presented to the outstanding member chosen by the Advisor.
3. FFA Advisor will look at class grades, attendance, discipline record, adherence to safety, work ethic, SAE, chapter, section, region and state FFA activities to make the decision on the best candidate.

Outstanding Floral Design Student Award
1. Must be a student enrolled in the Floral Design course.
2. Award will be presented to the outstanding member chosen by the Advisor.
3. FFA Advisor will look at class grades, attendance, artistic ability, discipline record, SAE, chapter, section, region and state FFA activities to make the decision on the best candidate.
FFA Graduation Cord/Sash

Members may apply for a FFA cord/sash for graduation. Requirements for the cord/sash are based on FFA activities, GPA, community service and leadership abilities of the individual member. Members must apply for the cord/sash by April 15th of the current year to receive it for graduation. Cords/sashes will be awarded at the annual awards banquet held in the spring. For more information on the requirements download the application off of the chapter website or contact the chapter advisor.

FFA Conference & Convention Policies

Greenhand Conference
The following guidelines were established for eligibility to attend the Greenhand Conference.
1. Freshman students enrolled in an agriculture course may attend the conference.

Made for Excellence/Advanced Leadership Academy
The following guidelines were established for eligibility to attend the MFE/ALA Conferences.
1. Sophomore and junior students enrolled in an agriculture course may attend the conferences.
2. The Watsonville FFA will pay for up to a total of 10 sophomore and junior students to attend the conference.
3. An application must be submitted to the FFA Advisor to qualify for the scholarship.

Sacramento Leadership Experience
The following guidelines were established for eligibility to attend the SLE Conference.
1. Senior students enrolled in an agriculture course may attend the conferences.
2. An application must be submitted to the State FFA Advisor to qualify for the conference.

Washington Leadership Conference
The following guidelines were established for eligibility to attend the WLC Conference.
1. Sophomore and junior students enrolled in an agriculture course may attend the conferences.
2. An application must be submitted to the FFA Advisor to qualify for the scholarship.

State FFA Convention
The following guidelines were established for eligibility to attend the State FFA Convention.
1. Freshman, sophomore, junior and senior students enrolled in an agriculture course may attend the conferences.
2. Students receiving an award or Regional Officers will receive precedence over other students just attending the convention.
3. An application must be submitted to the FFA Advisor to qualify for the scholarship.

National FFA Convention
The following guidelines were established for eligibility to attend the National FFA Convention.
1. The top number of designated students will be chosen by the Advisor.
2. FFA Members who receive the top number of points will be chosen to attend National FFA Convention.
3. Students receiving an award will receive precedence over other students just attending the convention.
Scholarships

Local Scholarship Program
- The local scholarship are scholarships provided from community organizations. These providers like to see students from their community succeed and, therefore, offer scholarships only to Watsonville High School Seniors. There is one application and students will be considered for several of them.
- **Due Date: Wednesday March 13, 2019 at 2:30 pm**
- The local Scholarship application can be downloaded from the internet - website - Watsonville High School Homepage

Santa Cruz County Gardener’s Club
- Any high school senior student pursuing a career in horticulture and/or agriculture. The Santa Cruz County Gardener’s Club in collaboration with the Santa Cruz County Office of Education Career Technical Education Partnership (CTEP) and the Cabrillo College Horticulture Program asks for teachers to nominate these students.
- **Due Date: Friday, February 22, 2019**
- The Gardener’s Club scholarship application can be found in the Ag department Hallway in the current scholarship bin. You must have a teacher nominate you.

California Women for Agriculture Scholarship Program
- In our continuing commitment to promote awareness and education, the Salinas Valley Chapter of California Women for Agriculture (CWA) offers two scholarship programs for women in Monterey, San Benito and Santa Cruz Counties. There is no age restriction for either of these scholarships, nor is either based upon financial need. Scholarships range from $500-$2,000.
- **Due Date: Tuesday, March 19, 2019**
- The CWA scholarship application can be found in the Ag department Hallway in the current scholarship bin.

Prevedelli Farms Scholarship
- Students and/or their legal guardian must live in Santa Cruz County or within the Pajaro Valley Unified School District boundaries
- **Due Date: Saturday, April 6, 2019**
- The Prevedelli scholarship application can be found in the Ag department Hallway in the current scholarship bin.

CANERS Foundation Scholarship Program
- Any high school senior who reside in California and attend a California school entering a horticulture related field in fall of 2019
- **Due Date: Wednesday, March 15, 2019**
- The CANERS scholarship application can be found in the Ag department Hallway in the current scholarship bin.

Corralitos Grange #487 Scholarship Program
- Any high school senior who plans to major in agriculture in post secondary education.
- **Due Date: Monday, April 1, 2019**
- The Corralito’s scholarship application can be found in the Ag department Hallway in the current scholarship bin.

National FFA Scholarship Program
- Any FFA Senior member who wishes to apply for the various National FFA Scholarships are encouraged to meet the deadlines as established by the National FFA.
- **Due Date: Set by the National FFA Association, however, members must give the FFA Advisor at least 5 days to write letter of recommendation prior to the deadline.**
- The National FFA Scholarship can be downloaded from the internet - website - [wwwffa.org](http://wwwffa.org)
Proficiency Award Selection

**Local** – Members may only win at the local level once per proficiency award area, but may submit their application as many times as they wish if they have not won at the Area level and advanced to the State Competition. Local proficiency award applications will consist of the same application used by the State for proficiency awards. FFA members wishing to receive recognition for local proficiency awards only will need to have them submitted by May 1st.

**Region** – May submit as many applications as they wish to the Region level, but can only win first in one proficiency award area to advance to the State level. If student is submitting more than one application for the Region level, it must be indicated in writing prior to leaving for the contest which application they want to advance to the state level if more than one wins first place.

Only one application per proficiency award area may be submitted per chapter. Thus, all members wishing to submit an application for the Region level must be submitted to the Chapter Advisor by the deadline as indicated on the Chapter Calendar. Selection to determine the application to be submitted to the Region will be determined by a committee selected by the Regional FFA Supervisor.

**State** – The first place winners of the Region will advance to the State Competition. Once a member’s application has been submitted to the State for competition, the member understands they may not return in the same proficiency award area. If selected as the State winner, the member must complete the National Proficiency Award application meeting all of the requirements and deadlines to be eligible to retain the cash awarded by the State to the winner. If the winner does not complete the requirements and meet the State deadlines, the cash awarded must be returned to the local chapter.

**National** – If an FFA member wins the State competition and is selected as one of the four finalists for the National honor he/she will be expected to attend the National FFA Convention.
CDE Contest Guidelines

General Contest Guidelines — According to the current State FFA Guidelines

- All contest participants must be currently enrolled in agriculture at the secondary level (grades 9-12) and not more than 18 years of age.
- Only one team per school may enter each contest.
- An individual student cannot participate in state contests, which are scheduled to compete at the same time. The only exceptions are listed in the State FFA Guidelines.

FFA Contest — Students wishing to compete in the FFA and/or Career Development Events contest must indicate so on a survey provided in class prior to January 15th. If more than the number allowed sign up for a contest, the FFA Advisor will coordinate an elimination process to determine who will represent the FFA Chapter. The following system will be used for each respective contest:

FFA contest are:

- **Best Informed Greenhand** – Written test will be administered by the FFA Advisor to determine team.
- **Prepared Public Speaking** – Manuscripts will be submitted by a deadline – posted in the classroom. Elimination process will follow to determine the 2 chapter representatives prior to December 1st.
- **Extemporaneous Public Speaking** - FFA member must indicate their intent by October 15th and then a scheduled elimination process will be scheduled using the same procedure as Prepared Public Speaking – with the exception of a manuscript. Date of elimination will be posted in the classroom prior to December 1st.
- **Creed Speaking** - Must be a first year student that is a freshman. If more than 5 FFA members wish to compete in Creed Speaking, an elimination contest will be held by December 1st to determine who will represent the chapter.

**Parliamentary Procedure** – A written test using questions from past parliamentary tests will be used to determine the members of the team if more than 6 try-out for this contest. The chairperson will be determined by the FFA Advisor using the test scores and evaluation of the practices.

Book Contests: Chapter Scrapbook

**Sample Career Development Events Contests**

<table>
<thead>
<tr>
<th>Agricultural Mechanics</th>
<th>Floriculture</th>
<th>Dairy Cattle Judging</th>
<th>Meats Judging</th>
<th>Field Crops Contest</th>
<th>Agricultural Sales</th>
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<tbody>
<tr>
<td>Horses Judging</td>
<td>Entomology</td>
<td>Forestry</td>
<td>Nursery/Landscaping</td>
<td>Livestock Judging</td>
<td>Farm Management</td>
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<tr>
<td>Soils Evaluation</td>
<td>Poultry</td>
<td>Dairy Foods Contest</td>
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</table>
Letters of Recommendation & Signing of Applications

In the past, many FFA members would bring blank applications to be signed. Also in the past students would bring blank scholarship applications for a letter reference or just ask in class for a letter of recommendation for a scholarship. The following procedure will be followed in the future.

**Letters of Recommendations:** If a recommendation needs to be inserted into the application, the application must be completed, signed and ready to go in the mail before the FFA Advisor will insert the recommendation into the application.

For scholarship applications that do not require the recommendation on the application, the FFA Advisor will write the recommendation on separate school stationery and enclose it in an envelope that will then be returned to the student.

**Signing of Applications:** Prior to obtaining the FFA advisor's signature on applications that require the advisor’s signature must be completed in ink or typed prior to submitting the application to the FFA advisor for a signature. Once the application has been completed, bring it to the FFA advisor and they will review the application prior to signing. It is highly recommend not waiting until the day due to request the signature.
Changing or Amending the Chapter By-Laws

The chapter can change the bylaws with a 2/3 vote of the membership at any regularly scheduled chapter meeting, however, the proposed change must be submitted in writing to the Chapter Secretary and to the Chapter Advisor at least 30 days prior to the scheduled meeting for the proposal to be considered. Once the proposal is reviewed at a regularly scheduled meeting, the membership will have until the next regularly scheduled meeting to review the change before a vote is held.

The chapter bylaws will be reviewed by the Agriculture Education Advisory Council on a yearly basis with recommendations submitted to the chapter membership.

In the event, an activity or issue develops that is not covered in this document, the FFA Advisor will do use their best discretion; keeping FFA officers, FFA members and parents informed to the best of their ability.
Chapter Applications
Watsonville High School
FFA Chapter Officer Application
2019-2020

To be considered applications (70 points) must be completed and returned Mrs. Larrus, Ms. Rhine or Mrs. Correia by:

Wednesday May 8th at 1:30pm

Officer Interviews (100 points) Tuesday May 21 at 3:20pm in
Mrs. Correia’s room 904.

**Full FFA Uniform is required for Interview.**

*(Please type)*

Applicant’s Name: ___________________________________________

Address: ______________________________ City: __________ State: _____ Zip: ________________

Home Phone #: ____________________ Cell Phone #: ____________________________

Year in school in 2019-2020: __________ Age: ________

Must have earned the FFA Greenhand Degree to apply. Date received: _______________________

Your GPA for each semester must be 2.0 or higher to qualify for FFA Office:

*Please see counselor or VP for GPA verification:*

GPA 1st Semester: ________________ GPA 2nd Semester: **Verify in June**

*Office Signature __________________________ Date: __________________________
Highest FFA Degree held:

Agriculture classes planned for the coming year:

Are you willing and able to attend FFA officer meetings every other week at 3pm:

Do you understand the commitment for FFA Chapter Office and will you make a priority to attend all FFA activities:

Number 1 – 6 by preference, the offices you want to be considered for, if you are elected.

(One is your most desired spot and six is your least desired spot.)

[ ] President [ ] Vice President [ ] Secretary [ ] Treasurer [ ] Reporter [ ] Sentinel

Please type the following questions and answers: (70 Points)

1. List the year and FFA office(s) held if applicable or any other leadership roles:

2. State three qualities you possess that qualify you for chapter office, and explain how these qualities would benefit the Watsonville FFA Chapter. (10 points):
3. If you were elected to a chapter office, what would be your two main goals for the Watsonville High School FFA Chapter (10 points):

4. Explain your thoughts on teamwork. How will you encourage teamwork on your officer team? Are you a good team player? (10 points)

5. Select one of your personal qualities and explain how it will be of value to the chapter officer team (10 points):

6. List other commitments you have in the year that would compete for your time and how you would balance those with FFA Office:

7. What do you believe the most important responsibilities of a chapter officer are (10 points):

8. List your top 5 FFA activities you have participated in since becoming a member (10 points):

9. What do you feel is your biggest accomplishment as an agriculture student (10 points):
I ______________________, hereby approve of my son or daughter, ______________________, running/becoming a Watsonville FFA Chapter Officer for the 2019-2020 school year. I realize that (he/she) is responsible for their officer duties and will uphold them to the best of their ability. I further understand my child is required to be at all executive committee meetings and FFA activities; on time, or will fall subject to the repercussions associated with absence and tardiness. I am aware that if my child fails to attend three or more official officer functions/activities it will result in my student’s early dismissal from the officer team. **His/Her presence at the officer retreat during summer is mandatory on July 31st – August 2nd**

If my son/daughter is elected to chapter office I agree to support him/her in fulfilling all of his/her duties and responsibilities as described above.

Parent/Guardian Signature: _______________________________ Date: ____________
Greenhand Leadership Conference Application

Name: ___________________________ Date: ___________________________

I plan to participate in the Opening Ceremony Contest. I am the ___________________________ (office)

List the FFA Activities you have participated in:

List the FFA Activities you plan to participate in:

What are your plans for a Supervised Agriculture Experience Project?

Why you would like to go to the conference and what you will contribute to the chapter after participating?

The Greenhand Applicants will be selected by the committee to attend the Greenhand Leadership Conference in Paso Robles. Conference participants will be involved in learning about the opportunities in the FFA, agricultural careers and goal setting. The total cost of $20 is being paid by the Watsonville Agriculture. Lunch and a conference T-shirt are included. If the student, for any reason cannot attend the conference, he/she must reimburse the Friends of Agriculture for the total cost of the tuition.

 Applicant Signature Parent/ Guardian Signature: ___________________________
MFE/ALA Conference Application

Along with your letter of intent to be considered for the conference. Applications are taken on a first come basis. *If all of the seats are filled before the due date above, you may not be able to attend the conference.* Applications are to be hand written.

1. What is your grade level? _____________________

2. Have you ever attended a leadership conference? Yes No

   If yes, which conference? ______________________________________

3. Have you attended the State FFA Convention? Yes No

4. List all FFA activities at the chapter level and/or higher level that you attended?

5. Explain in the next 1½ pages why you feel that you should be chosen to attend the MFE/ALA Conference.
Star Greenhand Degree Application

Candidates Major FFA Leadership Activities  Activity Level (local, region, state)

(If additional space is needed, please attach another sheet.)

Candidates Major Non FFA Leadership Activities  Activity Level (local, region, state)

(If additional space is needed, please attach another sheet.)

FFA Awards and Recognitions Received  Award Level (local, region, state)

(If additional space is needed, please attach another sheet.)

Description of SAE Program:

(If additional space is needed, please attach another sheet.)

Express in your own words: (Maximum of one page printed or typed)

“Why I should be selected as the Star Chapter Degree for my chapter.” or “What the FFA has meant to me this year.”

We have carefully checked this application and find that all statements are true in every detail. We certify that records are filed with the chapter advisor supporting all activities listed and we recommend the applicant as a Star Greenhand candidate.

_________________________  Date: ___________  ___________________________  Date: ___________
Candidate  Chapter President

_________________________  Date: ___________
Parent/Guardian  Chapter Advisor
Star Chapter Degree Application

Candidates Major FFA Leadership Activities

Activity Level (local, region, state)

(If additional space is needed, please attach another sheet.)

Candidates Major Non FFA Leadership Activities

Activity Level (local, region, state)

(If additional space is needed, please attach another sheet.)

FFA Awards and Recognitions Received

Award Level (local, region, state)

(If additional space is needed, please attach another sheet.)

Description of SAE Program:

(If additional space is needed, please attach another sheet.)

Express in your own words: (Maximum of one page printed or typed)

"Why I should be selected as the Star Chapter Degree for my chapter." or "What the FFA has meant to me this year."

We have carefully checked this application and find that all statements are true in every detail. We certify that records are filed with the chapter advisor supporting all activities listed and we recommend the applicant as a Star Greenhand candidate.

_________________________  ________________________  ________________________
Candidate                   Chapter President                Date:

_________________________  ________________________
Parent/Guardian              Chapter Advisor                 Date:
FFA Chapter Proficiency Award Application

Award Area: ______________________________

Name: ______________________________ Age: ______

Total Years in Agriculture: ______ Year in FFA: ______ Grade Level: ______

I. Performance Review

A. Getting Started in this Activity

1. Briefly describe your SAE as it is related to this proficiency area. Describe how you started in this proficiency area. What interested and motivated you to begin?

2. When you were planning your SAE in this proficiency area, what 2 or 3 goals and objectives did you plan to achieve at this point in your development?
Graduation Sash Requirement

FFA cords or sashes will be awarded to outstanding FFA members who meet the criteria listed below based on the past four years at Watsonville High School and have completed the attached application. If awarded, FFA members will receive a cord or sash prior to their graduation ceremonies. Please return this application to the Mrs. Correa no later than May 1st in order to receive the award in time for graduation.

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<thead>
<tr>
<th>Requirements</th>
<th>Cord</th>
<th>Gold Sash</th>
<th>Blue Sash</th>
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<tr>
<td>1. Have held a Chapter Officer position</td>
<td>X</td>
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<tr>
<td>2. Have applied for a Section or Region Office.</td>
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<tr>
<td>3. Have held a Section or Region Officer position.</td>
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<tr>
<td>4. Hold the Chapter FFA Degree.</td>
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<tr>
<td>5. Hold the State FFA Degree.</td>
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<tr>
<td>6. Have participated in FFA leadership conferences.</td>
<td>At least 1</td>
<td>At least 2</td>
<td>At least 4</td>
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<tr>
<td>7. Have participated in a FFA contests (Parli Pro, Public Speaking, Creed Speaking, Judging Teams, Opening/Closing Ceremonies, Etc.).</td>
<td>At least 1</td>
<td>At least 2</td>
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<td>8. Have attended at least 75% of all Watsonville FFA activities during the past 3 years.</td>
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<td>9. Have an approved SAE project.</td>
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<td>10. Have a cumulative GPA of the listed amount or higher. You must attach a Watsonville High School GPA verification</td>
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<td>11. Must have been enrolled in an agriculture course for at least the time listed</td>
<td>1 year</td>
<td>2 years</td>
<td>3 years</td>
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<td>12. Applied for a chapter, section or regional proficiency award.</td>
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<td>13. Received a chapter proficiency award.</td>
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<td>14. Received a sectional or regional proficiency award.</td>
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<tr>
<td>15. Have participated in community service activities.</td>
<td>25 hours</td>
<td>30 hours</td>
<td>35 hours</td>
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</table>

Please list all of the officer positions that you have held and the year you held them. Indicate whether each office was a chapter, section or region officer position.

Please circle the highest degree level you currently hold and list the year it was received.

Chapter Degree                      State Degree                      Year Awarded _____________________________

Please list the FFA leadership conferences that you have attended and the year you participated in them.

Please list the judging team or contest that you have attended and the year you attended them.

Please list any other FFA activities that you have participated in that are not listed above.

Please list the community service activities you have participated in.
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*July 2018*

*Independence Day*
Chapter Calendar: August 2018

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<td>1 Officer Retreat</td>
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- 20 3:00 PM-4:00 PM Officer Meeting
- 22 4:30 PM Budget
- 16 Back To School Team Building - BATA
- 30 Ice Cream Social
# Chapter Calendar: September 2018

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- **Monday, November 5th**: 3:00 PM-4:00 PM Office Meeting
- **Tuesday, November 6th**: FFA T-Shirt
- **Wednesday, November 7th**: FFA Greenhand Week
- **Thursday, November 8th**: FFA Greenhand Week
- **Friday, November 9th**: 3:00 PM FFA Meeting
- **Saturday, November 10th**: FFA Meeting

- **Monday, November 12th**: NO SCHOOL
- **Tuesday, November 13th**: FFA Greenhand Week
- **Wednesday, November 14th**: FFA Greenhand Week
- **Thursday, November 15th**: FFA Greenhand Week
- **Friday, November 16th**: 3:00 PM 4:00 PM Chapter FFA Meeting
- **Saturday, November 17th**: FFA Greenhand Week

- **Monday, November 19th**: Mil Section Manuscripts Due
- **Tuesday, November 20th**: FFA T-Shirts
- **Wednesday, November 21st**: FFA T-Shirts
- **Thursday, November 22nd**: Thanksgiving
- **Friday, November 23rd**:          
- **Saturday, November 24th**:          

- **Monday, November 26th**:          
- **Tuesday, November 27th**:          
- **Wednesday, November 28th**:          
- **Thursday, November 29th**:          
- **Friday, November 30th**:          
- **Saturday, December 1st**:          

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**Thanksgiving**
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<td>9 Chico State Field Day</td>
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<td>11 Mon Core PreScreen Scoring 1:00 PM South Coast Regional FFA Fair Contest - Monrovia 3:00 PM-4:00 PM Officer Meeting</td>
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<td>13 FFA T-Shirt</td>
<td>14 Project Competition</td>
<td>15 Project Competition MB Section Project Competition Schedule Members DUE - Mini Dist Final Day Sale</td>
<td>16 Mercer Grove Field Day</td>
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<td>20 FFA T-Shirt</td>
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<td>22 South Coast Region Senior FFA Meeting - Mini Dist</td>
<td>23 Modesto NUC Field Day Modesto JC Field Day</td>
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<td>1 California FFA State Convention - Anaheim</td>
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<td>6 Senior Goodbye Candy Grams For Sale 3:00 PM-4:00 PM Officer Meeting</td>
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<td>8 Senior Goodbye Candy Grams For Sale FFA T-Shirt 4:00 PM MB Section CATA Planning Meeting &amp; Officer Elections - Everett Averas</td>
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# Chapter Calendar: June 2019

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Recruitment Program Supporting Document

Incoming Freshman Recruitment:

This recruitment event consists of current ag students going to 8th grade classrooms and presenting what agriculture does. This year our recruitment at the middle schools consisted of a variety of stations, transplanting with horticulture, boutonniere making with floral, anatomy of live chickens with animal science, and leadership activities with FFA Officers. This was a successful event and was put on at the three local middle schools. In February we visited E.A. Hall Middle School, Pajaro Valley Junior High, and Lakeview Middle school. We spent an entire day at each of these schools and presented in the 8th grade Science classes. Each day we took a set of high school students that represented our chapter well and took on the diversity of our campus so that our total population was represented in front of the 8th graders.

While they participated in each station they were also given time to ask our current high schoolers any questions they had. At the end they were asked to fill out a survey so we could collect data on who was going to WHS and if they were interested in agriculture.

Current Freshman Recruitment:

Watsonville high school is separated into academies. So during every students freshman year they have to make a choice. Students wanting to be in agriculture must be in either the BATA, ETECH, or Agriculture pathway academies. So there is a set of two days where we put on a recruitment event and every freshman in the school is allowed to see what all academies have to offer. On these special schedule days we set up stations similar to the 8th grade recruitment and the CDE competition we had earlier in the year. This allowed all freshman students to see what the agriculture program has to offer. In this event we had all BATA juniors and seniors in the rooms and shop to talk to the freshman class and give them examples of what opportunities are available within our program. This gave the current freshman an opportunity to ask questions and learn about the courses and electives we offer to high school students. The students also showed clips from leadership conferences and talked about the traveling they had been able to do while in the FFA.
FFA Chapter Scrapbook

The Watsonville FFA Chapter does not have an FFA Scrapbook. In history I am sure there was something put together but as far as I or the department head as found there isn't any. In the past four years no new scrapbooks have been made. This is something I hope to assist in changing in the future. I feel this is a good project for either the chapter reporter or historian could lead with the help of a scrapbook committee made up of members. As our chapter continues to grow, I hope so does our program promotion. In today's generation an electronic scrapbook could be put together fairly quickly and could be shared on a chapter website. One thing our program is lacking is positive reputation in the community. If you speak with community members they often ask if the old ag teacher is still present and if so they say they don't support his actions.

This year has been filled with repetitive explanations of the new ag department and staff. Once the community sees the progress we are making, I feel our program will get unlimited support. We just have to build back trust within the community that seemed to have been destroyed by previous advisors.
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Graduate Follow-Up

This is a survey designed to keep a record of the success of our alumni Watsonville FFA members. We'd like you to fill it out completely and honestly, so we have accurate data of our graduates. Thanks in advance!

* Required

1. What year did you graduate? *

2. What classes did you take while in Watsonville FFA? *
   Check all that apply.
   - Ag Earth Science
   - Ag Biology
   - Ag Chemistry
   - Ag Business
   - Ag Communications
   - Floral
   - Ag Mechanics 1
   - Ag Mechanics 2
   - Environmental Horticulture
   - Other:

3. Did you attend college after high school? *
   Mark only one oval.
   - Yes
   - No

4. If you attended college, What college did you attend? *

5. If you did not attend college, Did you enter the work force? *
   Mark only one oval.
   - Yes
   - No

6. Where are you currently working?
7. What is your dream career goal?
Graduate Follow Up Explanation

The instrument that will be used in the future is a google form survey. This will allow us to share the form online and get instant results. As far as current results, Watsonville FFA has not had an official survey for students. In the past few years it's been an informal conversation with the active students in the chapter. Our communication only went as far as the students who had the hours and potential to get state and American FFA degrees after graduating high school. I hope to start sending the survey seen in the section before this, by next school year to be able to achieve better data for the future.
JOB MARKET DESCRIPTION

Agriculture education is organized instruction to prepare students for employment or further education in an agriculture field as well as informing others on the careers available in the agriculture industry.

The purpose of agriculture education includes the following:

1. To provide education and career opportunities for college and non-college bound students in agriculture careers.
2. To assist students in making an intelligent decision when selecting an occupation.
3. To ensure an adequate supply of trained and skillful technicians for employment in the geographic areas serviced by the school.

The service areas for Watsonville High School in Watsonville include the following counties: Santa Cruz, San Benito, Monterey, Santa Clara, San Luis Obispo, Kings, Fresno and Merced. The service area for Watsonville can be covered in a three hour driving distance. A focus on diversity of occupations such as those associated with environmental science, plant science, floral design, veterinary medicine, and agriculture mechanics. Previously these were not expanded upon and bringing these service areas into the range allows several schools offering advanced training for those students interested.

The schools that offer advanced training include the following: Hartnell Junior College, Cabrillo Junior College, UC Monterey Bay, Fresno State University, Cal Poly San Luis Obispo, Modesto Junior College, West Hills Junior College, San Jose State University, U.C. Davis, U.C. Berkeley and UC Santa Cruz.

The revenue generated from agriculture enterprises in the Santa Cruz County alone amounts to an annual figure of $599,268,000.

The revenue is generated in different groups. The top 5 follow:

1. Fruit Crops - $390,086,000
2. Nursery Crops - $107,812,000
3. Vegetable Crops - $74,1651,000
4. Livestock & Animal Products - $6,932,000
5. Field Crops & Timber - $3,434,000
The curriculum being offered to students and the back-up facilities to support the program must be aimed at training students to fill the jobs in this service area. The programs offered are flexible enough to provide training at levels for high school graduates, junior college graduates, and those who pursue professional status at the secondary school levels.
TARGETED OCCUPATIONS

How many people work in agricultural production? Agricultural production directly employed 7,856 people in Santa Cruz County. It is clear that employment in agriculture includes a variety of occupations with a wide range of skill levels. There are also jobs ("indirect") in businesses that provide service to agriculture, such as companies that sell or repair farm equipment, provide packaging, etc. Agriculture is related to many other employment opportunities in the county that are not included in the direct or indirect agricultural employment figure because they are not paid by an agricultural firm or their suppliers. Santa Cruz is home to numerous public and private institutions that employ researchers and scientists to work on pest, soil and water management, disease resistance, and sustainable agriculture. There are also jobs created in agricultural education and communication, agricultural regulation, agricultural engineering, and food safety.

1. High School Diploma
   a. Propagator
   b. Pruner
   c. Pesticide Applicator
   d. Bookkeeper
   e. Rancher
   f. Landscaper
   g. Irrigator
   h. Livestock Handler

   a. Mechanic
   b. Welder
   c. Cultivator/Harvester
   d. Store Associate/Stocked

2. Junior College
   a. Foreman
   b. Technician
   c. Computer Technician
   d. Soil Fumigater
   e. Nursery
   f. Machining
   g. Floral Designer/Floriculturist
   g. Herdsman
   h. Marketing
   i. Beekeeper
   j. Irrigation
   k. Safety Supervisor
   l. Veterinary Technician
   m. Equipment Repair/Operator
3. University Degree

a. Farm Advisor/Manager
b. Plant Breeder
c. Veterinarian
d. Plant Pathologist
e. Chemist
f. Loan Officer
g. Mechanical Engineer
h. Nutritionist
i. Landscape Engineer
j. Domestic Marketing
k. Floral Designer
l. Agriculture Lawyer
m. Agriculture County Extensions Agent
aa. Researchers
cc. Food Safety
n. Teacher
o. Geneticist
p. Pest Control Advisor
q. Entomologist
r. Agriculture Economist
s. Hydraulic Engineer
t. Soil Scientist
u. Commodities Broker
v. International Ag. Marketing
w. Appraisal
x. Agriculture Journalism
y. Agriculture Commissioner
z. Food Technologist
bb. Agriculture Engineering
dd. Insurance Agent

Agriculture is an important pillar of the Santa Cruz County economy and represents a vital link to both the county’s cultural past and competitive future.
TOTAL PROGRAM GOALS AND OBJECTIVES

1. Program Goals
   a. To understand the application and integration of agriculture, science and other academic areas.
   b. To develop an understanding of the impact of agriculture on modern society and agriculture industry’s inter-relationship within our nation.
   c. To realize the impact of agriculture and science on business and the local economy.
   d. To develop the skills necessary for success in careers and pastimes related to agriculture and science.
   e. To understand the utilization of technology in agriculture and in our world.
   f. To develop the skills to allow students to be responsible for their own goal setting.

2. Program Objective
   a. To assist the students in seeking education beyond high school.
   b. To involve 100% of the students in some education beyond high school.
   c. To involve 100% of the students in a SAE project. Have the projects progress and or continue as the student’s continue in the agriculture program.
FFA Credits Info Sheet:

** All students enrolled in an Agriculture class must earn 8 FFA credits per semester. It is worth 5% of their total grade in the class. The following is a breakdown of types of FFA activities and how many credits each of them are worth.

- FFA Meetings = 1 credit each
- Fundraisers = 2 credits each
- FFA Community Service = 1-2 credits each
- Other Chapter Activities = 1 credit each
- FFA Conferences = 3 credits each
- CDE’s (Career Development Events) = 2 credits each
- Fair = 1 credit

If you have any questions about FFA credits please contact your teacher, Mrs. Correia or Mrs. Larrus.

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- Other Chapter Activities = 1 credit each
- FFA Conferences = 3 credits each
- CDE’s (Career Development Events) = 2 credits each
- Fair = 1 credit

If you have any questions about FFA credits please contact your teacher, Mrs. Correia or Mrs. Larrus.
The Following 4-Year Planner is provided to Agriculture Students planning to enter a university after graduation.

AGRICULTURE CLASSES BOLDED: You must be enrolled in one of these courses to ensure FFA participation. Community Service Hours are embedded into the program to help meet the Graduation Requirement.

FRESHMAN YEAR
1. English 9
2. Algebra (or higher level class)
3. Foreign Language 1
4. **Agriculture Earth Science - UC/CSU Elective and HS Grad Req**
5. Physical Education
6. Health/Computers

SOPHOMORE YEAR
1. English 10
2. Geometry (or higher level class)
3. Foreign Language 2/Academy Class
4. **Sustainable Agriculture-Biological Approach - Life Science Credit**
5. World History
6. Physical Education/Academy Class

JUNIOR YEAR
1. English 11
2. Algebra 2 (or higher level class)
3. Foreign Language 3
4. **Agriculture and Soil Chemistry - Physical Science Credit and/or Agriculture Elective (Environmental Horticulture, Agriscience Systems Management- Additional Science Credit, Ag Engineering/Applied Physics)**
   (Floral Design-Fine Art Credit, Veterinary Technology)
5. U.S. History
6. Elective or Science/Academy Class (Anatomy, Physics, or AP Classes)

SENIOR YEAR
1. English 12
2. Trig/Pre-Calculus (or higher level class)
3. Visual or Performing Art Elective
4. Economics/Government
5. **Agriculture Elective (Environmental Horticulture, Agriscience Systems Management- Additional Science Credit, Ag Engineering/Applied Physics)**
   (Floral Design-Fine Art Credit, Veterinary Technology)
6. Elective or Science/Academy Class (Anatomy, Physics, or AP Classes)

If you decide to attend a community college, you will have the opportunity to take more elective classes. If you attend summer school, additional electives will become available. If you have failed classes you will need to do some type of credit recovery or summer school.
For more information call Watsonville FFA at (831) 728-6328

The Following 4-Year Planner is provided to Agriculture Students planning to enter a university after graduation.

AGRICULTURE CLASSES BOLDED: You must be enrolled in one of these courses to ensure FFA participation. Community Service Hours are embedded into the program to help meet the Graduation Requirement.

FRESHMAN YEAR
1. English 9
2. Algebra (or higher level class)
3. Foreign Language 1
4. Sustainable Agriculture-Biological Approach – Life Science Credit
5. Physical Education
6. Health/Computers

SOPHOMORE YEAR
1. English 10
2. Geometry (or higher level class)
3. Foreign Language 2/Academy Class
4. Agriculture and Soil Chemistry – Physical Science Credit
5. World History
6. Physical Education/Academy Class

JUNIOR YEAR
1. English 11
2. Algebra 2 (or higher level class)
3. Foreign Language 3
4. Agriculture Elective (Environmental Horticulture, Agriscience Systems Management- Additional Science Credit, Ag Engineering/Applied Physics)
   (Floral Design-Fine Art Credit, Veterinary Technology)
5. U.S. History
6. Elective or Science/Academy Class (Anatomy, Physics, or AP Classes)

SENIOR YEAR
1. English 12
2. Trig/Pre-Calculus (or higher level class)
3. Visual or Performing Art Elective
4. Economics/Government
5. Agriculture Elective (Environmental Horticulture, Agriscience Systems Management- Additional Science Credit, Ag Engineering/Applied Physics)
   (Floral Design-Fine Art Credit, Veterinary Technology)
6. Elective or Science/Academy Class (Anatomy, Physics, or AP Classes)

If you decide to attend a community college, you will have the opportunity to take more elective classes. If you attend summer school, additional electives will become available. If you have failed classes you will need to do some type of credit recovery or summer school.
Who We Are

"Future Farmers of America" was founded by a group of young farmers back in 1928. Their mission was to prepare future generations for the challenges of feeding a growing population. They taught us that agriculture is more than planting and harvesting—it's a science, it's a business and it's an art.

Watsonville FFA continues to help the next generation rise up to meet those challenges by helping its members to develop their own unique talents and explore their interests in a broad range of career pathways.

So today, we are still the Future Farmers of America. But we are the Future Biologists, Future Chemists, Future Veterinarians, Future Engineers, Future Lawyers and Future Entrepreneurs of America, too.

FOR MORE INFORMATION
PLEASE CALL
831-728-6328

The Watsonville Agriculture Science Program offers students courses that meet science credit for graduation and are UC/CSU approved lab sciences. We also offer students elective classes that meet a-g requirements.

These agriculture classes include field trips, leadership activities and conferences and participation in the Future Farmers of America (FFA)
Watsonville High School Agriculture Program

Courses Offered

**Science Classes**

Freshmen – Ag Earth Science

Sophomore – Course 1 - Sustainable Agriculture – (Area D- Life Science)


Added to the Recommended Electives for each of the following academy’s

BATA Academy – Ag Business and Ag Leadership as Electives

ECHOAcademy – Ag Business and Ag Leadership as Electives

ESNR Academy – Floral Design, Vet Science, Ag Business

E-Tech Academy – Ag Mechanics, Agriculture Construction, Agriculture Fabrication, Welding 1, Woods 1

Health Academy – Vet Science, Food Science (Later)

MOSAIC Academy – Floral Design, Ag Fabrication

Video Academy – Ag Business, Ag Leadership
Agriculture Department and the Academy’s

Business and Technology Academy

- Agriculture Business
- Internship I or II

ECHO – Education, Humanitarian, Outreach, Community

- Ag Leadership
- Internship I or II
- Ag Business

E-Tech – Engineering and Technology

- Ag Construction
- Welding I or II
- Woods I, II, III
- Ag Fabrication
- Internships I or II

ESNR – Environmental Science and Natural Resources

(An ag Class all 4 years)

- Sciences
- Horticulture
- Floral Design
- Internships I or II

Health Academy

- Vet Science
- Food Science
- Internships I or II

MOSAIC

- Floral Design
- Ag Fabrication
- Internships I or II

Video Academy

- Ag Business
- Ag Leadership
- Internships I or II
Agriculture Mechanics
Mrs. Correia
Agriculture Department: Watsonville High School
paulina_correia@pvusd.net
(831) 728-6390 ext. 6419
Ag Department (831)-728-6328

Syllabus:

Course Title: Agriculture Engineering (Ag Mechanics)

Prerequisites: none

Introduction: The time spent in high school is very brief when compared to your entire life. During this short period, you should make every minute of the time count for something meaningful and worthwhile.

I hope you have entered the Agriculture Department determined to learn, with the expectation of becoming a community asset. My goal as your teacher is to make your learning experience positive and help you to develop as a whole so you can be successful in everyday life. Through hard work and critical thinking and self-discovery you will grow academically and personally in this course. Always remember it is a privilege, not a right to enroll in agriculture education, your enrollment may be revoked if you choose to act in a way that disrupts the teaching/learning process. Good luck to you on your new adventure! I am confident we will have a wonderful year!

Course Description: This course involves basic mechanical skills in woodworking, cold metal, electricity, plumbing, concrete, welding and project construction skills as related to farm maintenance and repair. Hand and power tool use skills will be developed. Safety practices for all mechanical areas will be covered. The course is also designed to teach students life skills and leadership through the FFA.


Materials: (Must Have By Monday, August 17th)
- Section in your Binder for Ag Mechanics or a Separate Binder for Ag Mechanics
- Binder Paper
- Pencils/Pens
- Calculator
- Highlighter
- Work clothes: closed toed shoes, cotton, or fire resistant clothing that is appropriate for a shop (Pants, with no holes or coveralls)
- A GREAT ATTITUDE!!

*Students must bring all required materials to class every day. Students missing materials may receive a warning, if it becomes a habit students will receive a referral and call home. Students will not be allowed into the shop without proper attire!
Course Goals:
1. Differentiate between the metal joining processes demonstrated in class arc welding, mewing, and cutting torch.
2. Select the proper method of joining metals and materials for selected applications.
3. Identify and demonstrate proper use, care, and adjustment of common and precision tools and machines found on the farm.
4. Compute common shop problems regarding measuring and ordering supplies and equipment for given applications.
5. Be able to identify and select proper wood for a project.
6. Identify safe shop practices and potentially hazardous safety conditions in the shop.
7. Prepare a simple three-dimensional drawing showing top, end, and side views.
8. Apply the techniques of sharpening and refitting the more common farm tools.
9. Compare and contrast the methods of painting, types of paints, their preferred uses, and cleanup procedures.
10. Select the most adequate (cost and quality) supplies (lumber, steel, materials) for a given situation—fence, building, etc.
11. Identify types of threads and properly use taps, dies, tap drills, and common fasteners.
12. Measure and thread pipe, and accurately identify the more commonly used fittings.
13. Demonstrate knowledge of concrete by forming, pouring, and finishing a slab to a proper size and slope.
14. Assemble an electrical wiring board or display as per instructions.
15. Analyze situations such as fence construction, building repair or construction, etc. to select cost quality, supplies, lumber, steel, materials, etc., to perform task.

Course Outline:
1. Safety
2. FFA & Leadership
3. Tool Id
4. Measuring
5. Rope Work
6. Plumbing
7. Electrical
8. Concrete
9. Wood Working
10. Cold Metal/Tap & Dye
11. Oxy-acetylene Welding
12. Oxy fuel Cutting
13. Arc Welding
14. MIG Welding
15. Foraging

Instructional Methods/ Strategies:
A. Lecture
B. Audio Visual Materials
C. Computer Simulations
D. Group & Individual Activities
E. Laboratory Investigations
F. Discussion
G. Reading & Writing Assignments
H. Homework Assignments
I. Written Examinations
J. Guest Speakers
K. Mechanics Projects
L. Hands On Work
M. Vocabulary Activities
N. Unit Organizers

Behavior Expectations and Consequences:
The objective and policy of the Agriculture Department is to create a safe, positive and productive learning environment for each student and the class. Any behavior or action that does not meet this objective will result in immediate attention and action. Consequences for inappropriate behavior include a verbal warning, removal from class, referral, Agriculture Department work duty/assignment, parent contact and/or administration action.
Using Profanity:
Profanity (using curse words) will not be allowed in the classroom. Students who are heard using profanity (as deemed by the instructor) will be asked to leave the classroom and will receive a call home and further action if necessary.

Please Note:
This is your Agriculture Department--- take excellent care of it!! The last 15-20 minutes of class will be designed for clean-up and students will be required to put away all materials/tools, sweep the floor and wipe up any messes. Tables, chairs, and tools will be checked regularly for any signs of abnormal wear, filth, or destruction and students will be held responsible.

Enrollment in this class carries with it a great deal of added responsibility. Not only must you regularly attend class, you must also complete your assignments in a timely manner. Many of the activities we do in this class will take everyone working together. Leaving your responsibility for someone else to complete is unacceptable. We are all part of the Agriculture Department... let's work together! All school rules and procedures will be enforced in class and students are expected to follow them.

Grading Policy: Grades are determined based upon points earned in the following areas:
- 30% Classroom Assignments & Homework
- 30% Tests & Quizzes
- 25% Class Projects
- 5% Class Binder (unit packet notes, study guides for tests)
- 5% FFA Participation
- 5% Record Books/SAE
- 100% Total

Grades are based on these Percentages:
- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- 0-59 = F

Make Up Work:
Regular attendance is NECESSARY in order to be successful in these courses. Most of the work is done during class, which makes good attendance and behavior imperative. Students who have an excused absence have the number of days absent to make up work missed without penalty. If this time frame is not recognized, then the work will be assigned a "0" grade without exception or make-up work. If you do not turn in work on time and were not absent, work will be accepted the next class day only for half credit, after that it becomes a "0" grade without exception or make-up work.

FFA Participation:
As members of the Watsonville Agriculture Department, all students are affiliated with the California FFA and National FFA Organization. The National FFA Organization is dedicated to making a positive difference in the lives of all students by developing their potential for premier leadership, personal growth, and career success through agriculture education. FFA is an integral part of the curriculum in all Ag classes, meaning that a portion of the student's grade for that class will be based off participation in the FFA. There will be record books provided for
each student to keep their records of participation. **Students will be expected to earn 8 FFA credits per semester.** Any more than 8 and the student will receive extra credit, to a limit.

**Ag Mechanics Class Agreement:**

* I have read and agree to the information outlined in the course syllabus for Ag Mechanics.
* I understand that work in class will include note taking, projects, and book work.
* I understand that my student will need to participate in FFA activities for a small portion of their grade.
* I understand that late work will receive half credit.

I have read, understand and will abide by the rules, expectations and grading policy as shown in Mrs. Correia’s class syllabus for Agriculture Mechanics.

<table>
<thead>
<tr>
<th>Student name printed neatly</th>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Parent name printed neatly</th>
<th>Parent Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

**This is the student’s first homework assignment. Proper signatures are required for full credit. The assignment is worth 10 points.**
Agriculture Science
Mrs. Correia
Agriculture Department: Watsonville High School
raulina_correia@pvusd.net
(831) 728-6390 ext. 6419
Ag Department (831)-728-6328

Syllabus:

Course Title: Agriculture Science

Prerequisites: none

Introduction: The time spent in high school is very brief when compared to your entire life. During this short period, you should make every minute of the time count for something meaningful and worthwhile.

I hope you have entered the Agriculture Department determined to learn, with the expectation of becoming a community asset. My goal as your teacher is to make your learning experience positive and help you to develop as a whole so you can be successful in everyday life. Through hard work and critical thinking and self-discovery you will grow academically and personally in this course. Always remember it is a privilege, not a right to enroll in agriculture education, your enrollment may be revoked if you choose to act in a way that disrupts the teaching/learning process. Good luck to you on your new adventure! I am confident we will have a wonderful year!

Course Description: This course involves the understanding and learning of basic agriculture. During the course you will become familiar with the importance of agriculture in our daily life, California Agriculture, animal systems, horticulture, plant science, FFA and careers in agriculture. Safety practices for all areas will be covered. The course is also designed to teach students life skills and leadership through the FFA.


Materials: (Must Have By Monday, August 17th)
- Section in your Binder for Ag Science or a Separate Binder for Ag Science
- Binder Paper
- Pencils/Pens
- Calculator
- Highlighter
- A GREAT ATTITUDE!!

*Students must bring all required materials to class every day. Students missing materials may receive a warning, if it becomes a habit students will receive a referral and call home. Students will not be allowed into the shop without proper attire!
Course Goals:
1. Explain and discover California agriculture and the powerful role it plays to the local, national and global economy.
2. Explain the definition of agriculture as it relates to the agriculture industry and local farmer and family.
3. Explore agriculture issues and trend occurring in present society and discuss the future of those trends and issues in years to come.
4. Understand the history of the FFA and all of the components associated with the FFA organization.
5. Develop leadership skills through public speaking and other opportunities to lead a group of people.
6. Understand the SAE component of agriculture; supervised agriculture experience project and create one of your own.
7. Use the FFA record book online to establish a record keeping system and learn the importance of financial records in agriculture.
8. Explore opportunities in Ag Business and create a resume and cover letter.
9. Understand the development of multiple animal species and there uses in the agriculture community.
10. Explore the horticulture industry and the importance of crop production as a sustainable food source.
11. Understand the basic parts of a plant and its genetic makeup.
12. Explore possible careers in all areas of agriculture for the future.

Course Outline:
1. Safety
2. California Agriculture
3. What is Agriculture
4. Issues and Trends in Ag
5. FFA History
6. Leadership Development
7. SAE Opportunities
8. Record Keeping
9. Ag Business
10. Animal Science
11. Horticulture
12. Plant Science
13. Careers in Agriculture

Instructional Methods/Strategies:
A. Lecture
B. Audio Visual Materials
C. Computer Simulations
D. Group & Individual Activities
E. Laboratory Investigations
F. Discussion
G. Reading & Writing Assignments
H. Homework Assignments
I. Written Examinations
J. Guest Speakers
K. Projects
L. Hands On Work
M. Vocabulary Activities
N. Unit Organizers

Behavior Expectations and Consequences:
The objective and policy of the Agriculture Department is to create a safe, positive and productive learning environment for each student and the class. Any behavior or action that does not meet this objective will result in immediate attention and action.
Consequences for inappropriate behavior include a verbal warning, removal from class, referral, Agriculture Department work duty/assignment, parent contact and/or administration action.
Using Profanity:

Profanity (using curse words) will not be allowed in the classroom. Students who are heard using profanity (as deemed by the instructor) will be asked to leave the classroom and will receive a call home and further action if necessary.

Please Note:

This is your Agriculture Department—Take excellent care of it!! The last 5-10 minutes of class will be designed for clean-up and students will be required to put away all materials/tools, sweep the floor and wipe up any messes. Tables, chairs, and tools will be checked regularly for any signs of abnormal wear, filth, or destruction and students will be held responsible.

Enrollment in this class carries with it a great deal of added responsibility. Not only must you regularly attend class, you must also complete your assignments in a timely manner. Many of the activities we do in this class will take everyone working together. Leaving your responsibility for someone else to complete is unacceptable. We are all part of the Agriculture Department... let's work together! All school rules and procedures will be enforced in class and students are expected to follow them.

Grading Policy: Grades are determined based upon points earned in the following areas:

- 40% Classroom Assignments & Homework
- 25% Tests & Quizzes
- 20% Class Projects
- 5% Class Binder (unit packet notes, study guides for tests)
- 5% FFA Participation
- 5% Record Books/SAE
- 100% Total

Grades are based on these Percentages:

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

Make Up Work:

Regular attendance is NECESSARY in order to be successful in these courses. Most of the work is done during class, which makes good attendance and behavior imperative. Students who have an excused absence have the number of days absent to make up work missed without penalty. If this time frame is not recognized, then the work will be assigned a “0” grade without exception or make-up work. If you do not turn in work on time and were not absent, work will be accepted the next class day only for half credit, after that it becomes a “0” grade without exception or make-up work.

FFA Participation:

As members of the Watsonville Agriculture Department, all students are affiliated with the California FFA and National FFA Organization. The National FFA Organization is dedicated to making a positive difference in the lives of all students by developing their potential for premier leadership, personal growth, and career success through agriculture education. FFA is an integral part of the curriculum in all Ag classes, meaning that a portion of the student’s grade for that class will be based off participation in the FFA. There will be record books provided for
each student to keep their records of participation. **Students will be expected to earn 8 FFA credits per semester.** Any more than 8 and the student will receive extra credit, to a limit.

**Ag Science Class Agreement:**

- I have read and agree to the information outlined in the course syllabus for Ag Science.
- I understand that work in class will include note taking, projects, and book work.
- I understand that my student will need to participate in FFA activities for a small portion of their grade.
- I understand that late work will receive half credit.

I have read, understand and will abide by the rules, expectations and grading policy as shown in Mrs. Correia’s class syllabus for Ag Science.

**Student name printed neatly**    **Student Signature**    **Date**

**Parent name printed neatly**    **Parent Signature**    **Date**

**This is the student’s first homework assignment. Proper signatures are required for full credit. The assignment is worth 10 points.**
Environmental Horticulture
Mrs. Correia
Agriculture Department: Watsonville High School
paulina_correia@pvusd.net
(831) 728-6390 ext. 6419
Ag Department (831)-728-6328

**Syllabus:**

**Course Title:** Environmental Horticulture

**Prerequisites:** none

**Introduction:** The time spent in high school is very brief when compared to your entire life. During this short period, you should make every minute of the time count for something meaningful and worthwhile.

I hope you have entered the Agriculture Department determined to learn, with the expectation of becoming a community asset. My goal as your teacher is to make your learning experience positive and help you to develop as a whole so you can be successful in everyday life. Through hard work and critical thinking and self-discovery you will grow academically and personally in this course. Always remember it is a privilege, not a right to enroll in agriculture education, your enrollment may be revoked if you choose to act in a way that disrupts the teaching/learning process. Good luck to you on your new adventure! I am confident we will have a wonderful year!

**Course Description:** This course involves basic practices of ornamental horticulture including; environment ecology, plant reproduction, plant physiology and growth, soil structure and functions, plant nutrients, and careers in horticulture. Safety practices for all horticultural areas will be covered. The course is also designed to teach students life skills and leadership through the FFA.

**Textbook:** Introductory Horticulture 7th Edition

**Materials:** (Must Have By Monday, August 17th)

- Section in your Binder for Horticulture or a Separate Binder for Horticulture
- Binder Paper
- Pencils/Pens
- Calculator
- Highlighter
- A GREAT ATTITUDE!!

*Students must bring all required materials to class every day. Students missing materials may receive a warning, if it becomes a habit students will receive a referral and call home. Students will not be allowed into the shop without proper attire!*
Course Goals:
1. Categorize the roles of higher plants in the living world.
2. Describe the structural components of higher plants.
3. Recognizes the standard plant propagation methods.
4. Describe sexual and asexual reproduction in higher plants.
5. Explain photosynthesis, respiration, and translocation in higher plants.
6. Describe the physical and chemical properties of soils.
8. Describe the climatic influences on plant growth and development.
9. Categorize the biological competitors of higher plants.
10. Develop theories for the harvest, preservation, transportation, storage, and marketing of an economic plant.
11. Incorporate scientific methods and biological principles with modern Plant & Soil Science practices.
12. Prepare students for college level entry in the various disciplines of Plant & Soil Science.
13. Be familiar with cell theory and its application to the organization of all plant organisms.
14. To recognize plant physiology, growth requirements, and nutrients needed for optimum plant growth.

Course Outline:
1. Safety
2. FFA & Leadership
3. Horticulture Industry
4. Transplant
5. Propagation
6. Plant ID
7. Flowers/Leafs
8. Plant Reproduction
9. Cuttings
10. Pruning
11. Plant Nutrients
12. Horticulture Careers
13. Landscaping
14. Soils
15. Composting

Instructional Methods/ Strategies:
A. Lecture
B. Audio Visual Materials
C. Computer Simulations
D. Group & Individual Activities
E. Laboratory Investigations
F. Discussion
G. Reading & Writing Assignments
H. Homework Assignments
I. Written Examinations
J. Guest Speakers
K. Projects
L. Hands On Work
M. Vocabulary Activities
N. Unit Organizers

Behavior Expectations and Consequences:
The objective and policy of the Agriculture Department is to create a safe, positive and productive learning environment for each student and the class. Any behavior or action that does not meet this objective will result in immediate attention and action. Consequences for inappropriate behavior include a verbal warning, removal from class, referral, Agriculture Department work duty/assignment, parent contact and/or administration action.
Using Profanity:

Profanity (using curse words) will not be allowed in the classroom. Students who are heard using profanity (as deemed by the instructor) will be asked to leave the classroom and will receive a call home and further action if necessary.

Please Note:

This is your Agriculture Department--- Take excellent care of it!! The last 5-10 minutes of class will be designed for clean-up and students will be required to put away all materials/tools, sweep the floor and wipe up any messes. Tables, chairs, and tools will be checked regularly for any signs of abnormal wear, filth, or destruction and students will be held responsible.

Enrollment in this class carries with it a great deal of added responsibility. Not only must you regularly attend class, you must also complete your assignments in a timely manner. Many of the activities we do in this class will take everyone working together. Leaving your responsibility for someone else to complete is unacceptable. We are all part of the Agriculture Department... let’s work together! All school rules and procedures will be enforced in class and students are expected to follow them.

Grading Policy: Grades are determined based upon points earned in the following areas:

- 40% Classroom Assignments & Homework
- 25% Tests & Quizzes
- 20% Class Projects
- 5% Class Binder (unit packet notes, study guides for tests)
- 5% FFA Participation
- 5% Record Books/SAE
- 100% Total

Grades are based on these Percentages:

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

Make Up Work:

Regular attendance is NECESSARY in order to be successful in these courses. Most of the work is done during class, which makes good attendance and behavior imperative. Students who have an excused absence have the number of days absent to make up work missed without penalty. If this time frame is not recognized, then the work will be assigned a “0” grade without exception or make-up work. If you do not turn in work on time and were not absent, work will be accepted the next class day only for half credit, after that it becomes a “0” grade without exception or make-up work.

FFA Participation:

As members of the Watsonville Agriculture Department, all students are affiliated with the California FFA and National FFA Organization. The National FFA Organization is dedicated to making a positive difference in the lives of all students by developing their potential for premier leadership, personal growth, and career success through agriculture education. FFA is an integral part of the curriculum in all Ag classes, meaning that a portion of the student’s grade for that class will be based off participation in the FFA. There will be record books provided for
each student to keep their records of participation. **Students will be expected to earn 8 FFA credits per semester.** Any more than 8 and the student will receive extra credit, to a limit.

**Horticulture Class Agreement:**

- I have read and agree to the information outlined in the course syllabus for Horticulture.
- I understand that work in class will include note taking, projects, and book work.
- I understand that my student will need to participate in FFA activities for a small portion of their grade.
- I understand that late work will receive half credit.

I have read, understand and will abide by the rules, expectations and grading policy as shown in Mrs. Correia’s class syllabus for Horticulture.

____________________  ______________________  ______________________
Student name printed neatly                  Student Signature                  Date

____________________  ______________________  ______________________
Parent name printed neatly                     Parent Signature                    Date

**This is the student’s first homework assignment. Proper signatures are required for full credit. The assignment is worth 10 points.**
**Mrs. Larrus' Classroom Rules**

<table>
<thead>
<tr>
<th>School Wide Rules:</th>
<th>Classroom Rules:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attend class regularly</td>
<td>1. Be in your seat, ready to start class when the bell rings.</td>
</tr>
<tr>
<td>2. Be in your seat when the bell rings</td>
<td>2. Bring all materials necessary for class.</td>
</tr>
<tr>
<td>3. Give assignments your best effort</td>
<td>3. No personal grooming during class!</td>
</tr>
<tr>
<td>4. Treat every student and teacher with respect</td>
<td>4. <strong>NO cell phones allowed during class time.</strong> If you are caught texting your phone will be taken away and given to the office.</td>
</tr>
<tr>
<td>5. Follow rules specific to each classroom</td>
<td>5. Raise your hand to ask, respond, or get out of your seat.</td>
</tr>
<tr>
<td>6. Have pride and help maintain all school buildings and school equipment and materials</td>
<td>6. No talking during lectures, announcements, or when others are speaking.</td>
</tr>
<tr>
<td>7. Follow the school dress code</td>
<td>7. Listen to directions before asking questions.</td>
</tr>
<tr>
<td>8. No food, drinks or gum is allowed in the classroom. Bottled water is allowed</td>
<td>8. Follow directions the first time they are given.</td>
</tr>
<tr>
<td>9. Bullying is NOT tolerated. This includes name calling</td>
<td>9. Follow all safety rules and procedures in class.</td>
</tr>
<tr>
<td><strong>10. CD players, iPods, MP3 players are not allowed during class.</strong></td>
<td>10. All written work must be completed in pencil or blue or black ink only!</td>
</tr>
</tbody>
</table>

**I have read and understand all of Mrs. Larrus' classroom rules and will follow them the entire year while I am present in her class.**

---

**Student Name**

**Student Signature**

**Parent Name**

**Parent Signature**
Instructor: Mrs. Larrus
Voice Mail: (831) 728-6290 x 6417
E-Mail: erin_larrus@pvsd.net

Agricultural Earth Science CP

Course Description:

Agriculture Earth Science is a one-year college preparatory, laboratory course, designed for the college-bound student with career interests in agriculture and earth science. Agriculture Earth Science is designed to provide a broad and non-quantitative survey of the earth by forming a link between classroom instruction and field experience. Students will also have the opportunity to investigate different aspects of the earth science field through project-based learning, community classroom and coop. In addition, this class integrates leadership skills, career exploration, supervised agricultural projects, and the use of the state record book. Earth Science meets the California Earth Science Content Standards by addressing student learning in the following ten content discipline areas:

1. The Solar System’s Structure
2. Stars, Galaxies and the Universe
3. Plate Tectonics
5. Oceans and Ocean Currents
6. Ecology
7. Bio/Geo/Chemical Cycles
8. The Atmosphere and Weather
9. California Geology
10. Investigation and Experimentation

Materials Needed: (Bring to Class Everyday)
1. Text: Earth Science
3. Tab in binder or a Separate Binder for this class.
4. Pencil/Pen and Fined paper

The objective and policy of the Agriculture Department is to create a safe, positive and productive learning environment for each student and the class. Any behavior or action that does not meet this objective will result in immediate attention and action. Consequences for inappropriate behavior include a verbal warning, removal from class, referral, Agriculture Department work duty/assignment, parent contact and/or administration action.

Using Profanity:

Profanity (using curse words) will not be allowed in the classroom. Students who are heard using profanity (as deemed by the instructor) will be asked to leave the classroom and will receive a call home and further action if necessary.
Earth Science Class Agreement:

- I have read and agree to the information outlined in the course syllabus for Earth Science.
- I understand that work in class will include note taking, projects, and book work.
- I understand that my student will need to participate in FFA activities for a small portion of their grade.
- I understand that late work will receive half credit.

I have read, understand and will abide by the rules, expectations and grading policy as shown in Mrs. Larrus’s class syllabus for Earth Science.

______________________________  ___________________________  ___________
Student name printed neatly      Student Signature      Date

______________________________  ___________________________  ___________
Parent name printed neatly       Parent Signature       Date

** This is the student’s first homework assignment. Proper signatures are required for full credit. The assignment is worth 10 points.

Instructor: Mrs. Larrus
PROGRAM COMPLETION STANDARDS

Program completers are defined as students that complete two or more years of agriculture courses, including components of leadership and an ongoing supervised occupational experience program.

Each course has minimum standards students must be proficient in. This is seen in the attached list of standards.
Facility Description and Major Equipment

1. Classrooms
   Room 901, 904, Shop

2. 1 Acre Agriculture Laboratory
   Sheep/Swine facility, Storage Shed, Orchard, Garden Plots,

3. Greenhouses
   Shed, Potting Shed, Outside Covered Area, Soil Containers, Pond, Old Plow, Work Tables, Horticulture Equipment (seeds, pots, trays, shovels, rakes, lawn mower, hoses, fertilizer, hand shears, grafting knives, labels, rooting hormone).

4. Vehicles
   Dodge Truck,

5. Farm Equipment
   2 Tractor, 20 foot Aluminum Stock Trailer, 14 foot Stock Trailer, implements.

6. Mechanics Equipment
   Coveralls, Welding Helmets, Gloves, Portable Arc Welder, Mig Welders, Plasma Cam, Variety of tools for shop use.

7. Show Equipment
   Tack Boxes, Sheep Stands, Cattle Blocking Chute, Blowers, Sheep Blankets, Buckets, Feeders, Portable Panels, Hog Show Sticks, Feed Storage Containers, Beef Scale.

8. Misc. Equipment
   Tools, Squeeze Chute, Medications, Wheelbarrows, Brooms, Shovels, Racks, Pitchforks.

9. Classroom Equipment
   1 Laser Jet Printer, Chapter Officer Stations, Chapter Banner.

10. Science Equipment
    Prepared Slides, Dissecting Trays, Dissecting Tools, Electronic Scale, Beakers, Balances, Goggles, 14 Science Tables

11. Office Equipment
    Misc. office Supplies
Five Year Facility and Equipment Acquisition Plan

2015-2016

- Landscape Farm
- Purchase a new Truck
- New Equipment in Ag Shop
- Renovate Greenhouse
- Pad for Large Scale

2016-2017

- Finish Renovating Greenhouse
- Rebuild of Livestock Area
- New SUV
- Purchase Cameras

2017-2018

- New Equipment For Vet Science
- Purchase a portable scale

2018-2019

- Develop Small Animal Facility

2019-2020

- New facility – Ag building
- Build Car Port for Trailers and Feed Room
- Farm Beautification Project
### Projects:

<table>
<thead>
<tr>
<th>Project</th>
<th>Teacher Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beef (Market &amp; Breeding)</td>
<td>Mrs. Larrus</td>
</tr>
<tr>
<td>Sheep (Market &amp; Breeding)</td>
<td>Mrs. Correia</td>
</tr>
<tr>
<td>Swine (Market &amp; Breeding)</td>
<td>Mrs. Larrus</td>
</tr>
<tr>
<td>Horses</td>
<td>Mrs. Larrus/Mrs. Correia</td>
</tr>
<tr>
<td>Rabbits</td>
<td>Mrs. Correia</td>
</tr>
<tr>
<td>Poultry - Turkeys and Chickens</td>
<td>Mrs. Larrus</td>
</tr>
<tr>
<td>Work Experience</td>
<td>Mrs. Larrus/Mrs. Correia</td>
</tr>
<tr>
<td>Goats</td>
<td>Mrs. Correia</td>
</tr>
<tr>
<td>Mechanics/Horticulture</td>
<td>Mrs. Larrus/Mrs. Correia</td>
</tr>
<tr>
<td>Ag Business/ Ag. Photography</td>
<td>Mrs. Larrus/Mrs. Correia</td>
</tr>
<tr>
<td>Science Fair Projects</td>
<td>Mrs. Larrus/Mrs. Correia</td>
</tr>
<tr>
<td>Crop/Horticulture Projects</td>
<td>Mrs. Larrus/Mrs. Correia</td>
</tr>
</tbody>
</table>
Market Beef Budget/Guidelines:

Note: Mrs. Larrus will supervise the beef projects
Cell #408-206-1147

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Market Steer</td>
<td>$800-2000</td>
</tr>
<tr>
<td>Feed (Grain)</td>
<td>$400-500</td>
</tr>
<tr>
<td>Feed (Hay)</td>
<td>$300 $20</td>
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<tr>
<td>Fair Entry Fees</td>
<td>$100</td>
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<tr>
<td>Insurance Supplies</td>
<td>$5-7</td>
</tr>
<tr>
<td>Water Bucket</td>
<td>$7-20</td>
</tr>
<tr>
<td>Rope Halter</td>
<td>$20-25 (black rubber pan 8-10&quot; tall)</td>
</tr>
<tr>
<td>Feeder</td>
<td>$10</td>
</tr>
<tr>
<td>Rice Root Brush</td>
<td>$3</td>
</tr>
<tr>
<td>Spray Bottle</td>
<td>$10-20</td>
</tr>
<tr>
<td>Scotch Comb</td>
<td>$20-50</td>
</tr>
<tr>
<td>Fitting Supplies</td>
<td>$50-60 (order ASAP)</td>
</tr>
<tr>
<td>FFA Jacket</td>
<td>$10-20</td>
</tr>
<tr>
<td>Garbage Can</td>
<td></td>
</tr>
</tbody>
</table>

Recommended Feeds:

Note: Select a feed from the list below. Once you choose a feed you need to stay with that feed. It is very important that you do not switch feeds. Switching feeds can put a strain on the digestive system of an animal. Making a change midway through can hamper the progress in rate of gain or your animal.

- Feather Haven Feeds
  - Blue Ribbon $8.50/bag
    - Hay - Alfalfa
    - Hay - Oat

- Feed Barn
  - Nutrena Top Calf Grower Nutrena Top Calf Finisher
  - Associated Feed - Beef Show Pro II Associated Feed
  - Beef Show Pro III Hay - Alfalfa Hay - Oat

Recommended Places to Buy Supplies:

- Nasco, Modesto
- Tractor Supply
- Supply Magazines
  - 209-545-1600 (will ship your supplies)
Agriculture/Science Staff Duties
2015-2016

Staff: Erin Larrus, Paulina Correia

General Duties:

- Supervise/Visit SOE Projects – Beef, Sheep, Swine, Horse, Poultry, Rabbits, Floral, Landscapes, Dairy Cattle, Dairy Goats, Work Experience, Natural Resources
- Agriculture Staff Meeting
- FFA Meetings
- Advisory/Meetings – ROP, AG, Science
- Judging Teams – Horse, Computers, Floriculture, Soil, Livestock, Dairy Products, BIG, Agronomy, Specialty Animal

**August 2015**

- 18  Executive FFA Meeting – Lunch Room 904 – OPEN to ALL
- 25  Executive FFA Meeting – 3 PM Room 551 – Officers Only
- 25  Ag Advisory Meeting – 4PM Ag Building
- 27  Welcome Back Ice Cream Social – Ag Building

**September 2015**

- 3    Back To School Night
- 8    Executive FFA Meeting – Lunch Room 904 – OPEN to ALL
- 13-20 Santa Cruz County Fair
- 22   General FFA Meeting @ 3pm in the Cafeteria
- 26   Blue and Gold Games – Salinas 10AM
- 29   Executive FFA Meeting – Lunch Room 904 - Officers Only

**October 2015**

- 6    Executive FFA Meeting – Lunch Room 904 - Officers Only
- 7    Opening and Closing Contest @ Alvarez HS 4PM
- 9    Homecoming - Float
- 10-11 Chapter Officer Leadership Conference/ Fall CATA Meeting
- 16   Greenhand Conference @ Paso Robles
- 18   Homecoming Parade - FFA Float
- 20   General FFA Meeting @ Lunch Room 904
- 27   Executive FFA Meeting – Lunch Room 904 - Officers Only

**November 2015**

- 4    Best Informed Greenhand/COOP Contest @ Greenfield – 4:30pm
- 10   Executive FFA Meeting – Lunch Room 904 - OPEN to ALL
- 17   General FFA Meeting @ Lunch Room 904
- 24   Executive FFA Meeting – Lunch Room 904 (Officers Only)

**December 2015**

- 8    General FFA Meeting @ 3PM Ag Building
- 9    Creed, Public Speaking and Extimp @ King City 4PM
- 12   Officer Christmas Party – TBA

**January 2016**

- 12   Executive FFA meeting @ Lunch 904 Officer Only
- 19   General FFA Meeting @ 3pm Ag Building
- 20   State Degree Scoring – North Salinas 4PM
- 24-25 MFE/ALA Conference – Monterey
- 26   Executive FFA Meeting – Lunch 904 (Officers Only)
- 30   Hartnell College Field Day
February 2016
• 3 Job Interview/Parlio Pro Contest 4:30 Gonzalez
• 9 Executive FFA Meeting – Lunch 904
• 16 General FFA Meeting @ 3PM Ag building
• 21-22 Region Officer Screening – San Luis Obispo
• 23 Executive FFA Meeting – Lunch Rm 904(Officers Only)
• 24 Rotary Presentation – 12-1PM

March 2016
• 5 UC Davis Field Day
• 8 Executive FFA Meeting – Lunch 904
• 12 Chico State Field Day
• 15 General FFA Meeting @ Lunch Rm 904
• 17 Reedley Field Day
• 18 King City South Coast Region Mtg
• 22 Executive FFA Meeting – Lunch Rm 904(Officers)
• 26 Modesto Field Day

April 2016
• 3 State Degree/Proficiency Ceremony
• 5 Executive FFA Meeting – Lunch Rm 904 OPEN to ALL
• 7-8 Project Competition
• 19 Executive FFA Meeting – Lunch Rm 904(Officers)
• 19 General FFA Meeting @ 3PM Ag building
• 23-26 State FFA Convention @ Fresno
• 28 Officer Screening – After School

May 2016
• 3 or 5 Chapter FFA Banquet
• 4 Project Competition Banquet Hartnell 6PM
• 6-7 State FFA Finals – Cal Poly
• 11-15 Salinas Valley Fair
• 18 Section Officer Elections – Salinas HS 4PM

June 2016
• 1-3 Finals
• 3 Last day of School

July/August 2016
☐ Santa Cruz County Fair Animals
☐ Officer Retreat
POLICY ON ADVISORY COMMITTEE

1. Meetings are to be held biyearly, with no more than four meetings per year.

2. The advisory committee shall consist of the following officers: Chairperson, Vice Chairperson, Secretary, Subcommittee Chairperson.

3. Term of office is two years.

4. Meetings are to be held at convenient times for committee members.

5. In the event a committee member is unable to attend a meeting, the committee member shall send a representative.

6. If a committee member is repeatedly absent without cause, his/her position may be declared vacant by the chairperson of the committee and the school board is so notified.

7. The coordinator is responsible for preparing the agenda through consultations with others including the principal and superintendent.

POLICY ON SAE

Agriculture education shall have as its basic purpose the preparation of persons for employment in agriculture. Experiences is often a prerequisite for employment. The purpose of the SAE is to provide skills necessary for success, as well as, to provide "real life" employment situations.

1. The student's SAE will meet part of the agriculture curriculum standards and requirements.

2. Students will select from numerous types of SAE and develop a career plan before the end of their first year of instruction in agriculture.

3. The SAE will incorporate the goals and objectives of the agriculture science curriculum and provide a full agriculture laboratory experience for the students.

4. The SAE will provide hands-on experience which can not be duplicated in a traditional classroom setting.

5. SAE will not conflict with other school activities or programs.

6. The student’s will be evaluated on their performance and skills mastered during the SAE and the student’s grades will reflect this evaluation.

7. Written assignments and records will be an integral part of the student's SAE.
8. The SAE competencies shall provide experience and job training skills which will enable students to meet employment requirement or goals in agricultural occupations.

**POLICY ON FFA**

Agriculture education shall have as its basic purpose the preparation of persons for employment in agriculture. Successful employment combines many factors. Some of these factors include: job skills, hard work, reliability, and interpersonal relations. The FFA fosters these factors throughout their activities.

Students who participate in FFA must meet the Board of Education's Academic Eligibility Requirement. This requirement is a 2.0 GPA during the previous semester grading period as well as the passing of all classes.

1. Students are encouraged to participate in all activities of the FFA.

2. FFA is open to all members of agriculture classes.

3. Activities of the FFA will be conducted both during and after classes. Activities conducted during class time shall meet the agriculture curriculum goals and objectives.

4. Membership shall not be contingent on the payment of dues.

5. All activities shall be conducted under the supervision of the teacher of agriculture education.

6. The activities of FFA shall have direct application to the goals and philosophy of FFA, practical experience and/or future agriculture occupations.

**POLICY ON CONDUCT OF FFA MEMBERS**

Teacher developed guidelines for students behavior will provide a proper learning environment and set clear expectations for the students. The student will follow all district and school rules for behavior.

1. All students are expected to bring a writing instrument, paper, and textbook to class daily.

2. All students are to be in their assigned seats ready to work when the tardy bell rings.

3. The students are expected to keep a notebook which shall contain notes and assignments.

4. No student shall wear a hat while in the traditional classroom.
5. Eating, drinking, or chewing is prohibited during class.

6. Students are expected to make up all work after an absence.

**POLICY STATEMENT REGARDING FAIRS AND SHOWS**

The Salinas Valley Fair and the Santa Cruz County Fair is the culmination of months of work in training and preparing an animal for show. It is imperative that each student do their best possible job. FFA has created the following rules for fairs and shows.

1. All students will keep record books on their projects.

2. Each student will individually feed and care for their animal.

3. Parents are responsible for the actions of their children.

4. Entries will be completed by the student before the end of the school year.

5. There will be a chairperson for each species. The chairperson will assign barn duty equally and fairly among all participating members of that species.

6. Members assigned to duty will carry out that duty.

7. Each member will be on the best behavior at all times.

8. All animals will be fed and watered by 8 a.m.

9. All members will leave the fairgrounds for home at or before the official closing time.

10. Members shall refrain from the use of any controlled substance.

11. Members shall refrain from the use of tobacco while in the official uniform.

12. Members shall refrain from horseplay at all times.

13. Parents shall be responsible for the transportation of their children.

**POLICY STATEMENT ON RECORD BOOKS**

Keeping good records in an important skill. Record keeping is a major unit in all agriculture classes.

1. Each member will be issued a record book that is approved by the California FFA Association.
2. Those record books shall be ordered in time for a second quarter issuance.

3. Members shall keep records on their SAE.

4. Each record book shall be graded during the project supervision visits.

5. Members shall keep their record books balanced.

**POLICY STATEMENT ON BORROWING OF EQUIPMENT**

The school has various equipment for student use. Students need to learn the proper care and safety of equipment, as well as, responsibility for that equipment. Some of the school's equipment can be loaned to the students.

1. Students may borrow equipment for a period of time necessary to complete their specific job.

2. A fee may be charged for maintenance of the equipment.

3. Proper care of the equipment will occur at all times.

4. It shall be the responsibility of each student to replace broken equipment.

5. Students shall not use the equipment for gainful employment unless that employment is covered under the SAE.

6. All equipment shall be returned in good order.
Pajaro Valley
Unified School District

Watsonville High
School

Farm/Showteam
Contract
FAIRS OR SHOWS TO BE EXHIBITED: (check all that apply)

___ Santa Cruz County Fair (all projects)
___ King City Fair - Students are responsible for their own Transportation to and from the fair
  • Students are not allowed to drive themselves and/or others

LIVESTOCK INSURANCE:
(recommend for all projects - Required if animal is housed at the school Farm)

Market Lambs, Market Hogs, Market Goats & Market Steers –

ATTENDANCE FOR FEEDING & CLEANING: (all farm projects)

Feeding Hours During School (Must be done by the exhibitor)
Morning:
• All animals will be fed and cleaned by 7:30 am.

Evening:
• All animals will be fed and cleaned by 5:30 pm.

General:
• Teachers from Watsonville will be doing periodic checks of the animals and sign/Time cards sheets daily.
• If animals are not feed and cleaned during designated times you will receive a citation – 3 citation’s means you may not show under Watsonville FFA or house your animal at the school farm.
• You will not receive your fair check until all fines are paid and record book is finished, turned in and checked by an advisor.
• Students who house animals at the school farm will have the combo to the gate. If this privilege is abused the gate lock will be pulled and the privilege revoked.

Feeding Hours During Summer (must be done by the exhibitor)
Morning:
• All animals will be fed and cleaned by 9:00 am

Evening:
• All animals will be fed and cleaned by 6:00 pm

General:
• Teachers from Watsonville will be doing periodic checks of the animals and sign/Time cards sheets daily.
• If animals are not feed and cleaned during designated times you will receive a citation – 3 citation’s means you may not show under Watsonville FFA or house your animal at the school farm.
• You will not receive your fair check until all fines are paid and record book is finished, turned in and checked by an advisor.
• Students who house animals at the school farm will have the combo to the gate. If this privilege is abused the gate lock will be pulled and the privilege revoked.

NO STUDENTS ARE ALLOWED TO BE ON THE SCHOOL FARM AFTER 8PM AND BEFORE 6AM WITHOUT A TEACHER OR YOUR PARENT AT ANYTIME!
FARM CHORES

- All students with projects at the school farm must attend the weekly farm work days which will consist of general farm chores, which will be assigned by the teachers and/or on the weekly farm chore list.
- If you are unable to attend you must make prior arrangements with the advisor(s).

ADDITIONAL ITEMS:

Cleaning Duties – Hogs
- Scrape up manure – put in wheelbarrow & dump in designated waste area – rinse wheelbarrow when done
- Check water nozzle in pen to make sure it works
- Sweep swine area daily
- Rinse out feed pans & store in proper area
- Return all tools to storage racks
- Close all gates behind you
- Dump garbage cans when full – dispose of all waste in designated garbage cans
- Roll up hoses

Cleaning Duties – Sheep, Beef and Goats
- Rake pen & dump in designated waste area
- Dump & rinse out water buckets then refill weekly
- Roll up hose every time you use it
- Rake alley way & dump in designated waste area
- Dump garbage cans when full – dispose of all waste in designated garbage cans
- Close all gates behind you & chain all gates
- Return all tools to proper area
- Rake hay area
  1. All livestock will be kept only in pens designed for that particular class of stock.
  2. Clearance through the agriculture teacher(s) must be obtained prior to moving any stock on or off the farm, or making a change in pen locations. All farm accounts must be cleared before animals are removed.
  3. All animal projects housed on Watsonville High School’s Farm are solely FFA student projects and are to be shown and/or exhibited under Watsonville FFA.
  4. Each student is responsible for regular care, feeding, cleaning, and watering of his/her livestock project. Pens are to be cleaned thoroughly on a daily basis. If the pen is neglected on a regular basis the student in charge will be cited for each offense. Students will receive a warning prior to the assessment of any citations. If the student is unavailable to feed or clean, it is their responsibility to find a replacement to complete the tasks. The Student must always inform a teacher that this has taken place.
  5. It is the responsibility of all students to report promptly any observed irregularity in condition of facilities or evidence of flagrant infractions of privileges or neglect to the animals.
6. All students are to care for their own projects. It's not the parents' projects, and parents should not be feeding, cleaning, exercising and/or caring for the project unless prior arrangements have been made between the advisor and student.

7. No construction of building, or additions to existing buildings, will be permitted without prior approval of the agriculture teachers. No building or equipment will be moved into the area without prior consent of the instructor in charge.

8. Removal of a student from the agriculture facility or program voids the privilege of raising livestock on the premises. Arrangements will be made for the immediate removal or transfer of ownership of the student's livestock.

9. Before students receive fair checks all fines must be paid, record books must be completed and submitted to advisors.

10. Upon termination of a livestock project, the water trough is to be drained and cleaned, and the pen thoroughly cleaned in preparation for the next project. If not properly cleaned in the time designated by the instructor, a fee to cover the cost of cleaning will be charged to the students responsible.

11. It is the responsibility of the student to protect feed and equipment left by him/her at the school farm. He or she must lock such items in appropriate containers. The school district cannot accept responsibility for the loss of equipment or feed. It is recommended by the administration of Watsonville high school that a parent or responsible adult accompany students working at the farm, outside of school hours.

12. Each student will maintain an accurate and complete project record book available for monthly review by the advisor.

13. Students will be required to sign in and out at each feeding, and keep track of activities on the time clock.

14. Students must attend a majority of the project meetings and scheduled weigh-ins.

15. It is the student's responsibility to immediately inform the instructor of any illness or injury that the animal may incur. Students are responsible for any veterinarian fees needed for their animal.

16. The farm is off-limits during the hours of 8 p.m. - 6:00 a.m. Please feed your animals during farm hours.

**General Rules**

1. All Fairs that occur during the school year will have a Grade check done prior to the Fair. Any student who is below a 2.0 GPA will be unable to attend. If the student is receiving an “F” in any class it will be up to the teacher, the advisor and the administration to determine if eligible to miss school for the fair.

2. All students will respect the authority of the advisors in charge and the fair staff.

3. Positive conduct is expected at all times. Obscene language, roughhousing, throwing objects will not be tolerated.

4. Students will not use tobacco products of any kind, gamble, use any illegal drugs, or drink alcoholic beverages. This is a school Trip; your age does not matter.

5. I understand that the advisors have the right to search my belongings if they believe there is a reason. I will be present for the search of belongings.

6. Remember if there is something going on around you and you do not bring it to the advisors' attention you are also guilty by association.
I realize that as an FFA member, if I am found to be in violation of any of the above rules, I will be subject to disciplinary action. The determination of any disciplinary action will be made by the Chapter Advisors. I fully understand that an infraction of any of these rules may be just cause for being immediately sent home. Parents will be called to come and pick the child up as soon as possible as the child will be unable to continue participating in the known activity which will also forfeit my ability to sell my animal at the fair.

Please turn in only this page to the instructor
Pajaro Valley Unified School District Livestock Farm
Operational Policies
Student / Parent Contract

We, the undersigned have read the RULES AND REGULATIONS governing the use of the LIVESTOCK PROJECT FARM. We realize that the use of the farm is a privilege and not a right; in return for the use of the facilities we agree to adhere to these rules ad regulations. We further realize that failure to comply with the terms of this contract may cause in termination of the student's project.

FFA Member (print name)

FFA Member (signature)

Parent / Guardian (signature)

Date
Figure 2.1. A brooder guard rings around the brooder area. Remember, young pouls soon learn to hop and fly, so place your brooder in a confined area, well protected from cats, dogs and predators.

Figure 2.2. Watch the pouls to determine if the brooder is too cold or too hot.

Figure 1.4. A home-made sunporch. For detailed plan, see Figure 3.6.

A small turkey porch with wire sides and floor.
TABLE 14
STANDARDS FOR BROILER GROWTH AND FEED CONSUMPTION

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Cockerels</th>
<th>Pullets</th>
<th>Mixed Sexes</th>
<th>Gain over Preceding Week (Mixed Sexes) Pounds</th>
<th>Feed per Broiler for the Week (Mixed Sexes) Pounds</th>
<th>Feed to Date (Mixed Sexes) Pounds</th>
<th>Feed Conversion* to Date (Mixed Sexes) Pound of Gain to Pound of Feed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.33</td>
<td>.32</td>
<td>.33</td>
<td>.24</td>
<td>.29</td>
<td>.29</td>
<td>.88</td>
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<tr>
<td>2</td>
<td>.85</td>
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<td>.82</td>
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<td>.61</td>
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<tr>
<td>3</td>
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<td>1.41</td>
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<td>.67</td>
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<td>4</td>
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<td>2.29</td>
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<td>5</td>
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<tr>
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<td>13.07</td>
<td>2.12</td>
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<td>9</td>
<td>7.89</td>
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<td>.93</td>
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<td>8.80</td>
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<td>7.98</td>
<td>.87</td>
<td>3.63</td>
<td>20.04</td>
<td>2.51</td>
</tr>
</tbody>
</table>

*Feed Conversion = Pounds of feed consumed divided by the live weight of the birds.

Chickens = meat pens (2 birds) same age, breed, + sex minimum 42 days old, maximum 70 days old minimum wt./chicken = 6 lbs, not to exceed 11 lbs.

TABLE 19
GROWTH RATE AND FEED CONSUMPTION OF RAPID-GROWING ROASTER TURKEYS

<table>
<thead>
<tr>
<th>Age (Weeks)</th>
<th>Live Weight (Pounds)</th>
<th>Total Cumulative Feed Required (Pounds)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Toms</td>
<td>Hens</td>
</tr>
<tr>
<td>2</td>
<td>.64</td>
<td>.60</td>
</tr>
<tr>
<td>4</td>
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<td>1.67</td>
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<td>3.35</td>
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TOTAL       | 37.97    | 20.00    | 137.61   | 67.80    |

Mkt. Turkeys

Limit - one

1. Standard bred → minimum wt. 10 lbs
2. Cross bred → minimum wt. 14 lbs.

Based on material by Jerry L. Sell, Department of Animal Science, Iowa State University.
Proficiency Standards for Program Completers

Proficiency Standards Checklist

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I. Ag Science

A. FFA

1. Explain the history of the FFA.

2. Recite the FFA creed.

3. List and explain the FFA motto, colors, and emblem.

4. List the kinds of membership.

5. Explain the aims and purposes of the organization.

6. Recite the FFA salute.

7. Explain the FFA dress code.

8. Explain the wearing of the FFA jacket.


10. List and describe FFA awards available to members.

11. List FFA contests in which vo-ag students may participate.

12. List the requirements for earning the Greenhand, Chapter Farmer, and the America Farmer Degrees.

13. Understand the benefits of the FFA membership.

B. Supervised Occupation Experience

14. Define S.A.E.

15. Explain the relationship between S.A.E. and the total agriculture program.

16. Identify and list the benefits of the S.A.E.

17. Describe the types of S.A.E.
18. Describe how a person can get started in a S.A.E.

19. Develop a long a S.A.E.

20. Record all transactions and activities pertinent to the student's S.A.E. and the FFA activities in the California Vocational Agriculture Records Books.

C. Parliamentary Procedure

21. Describe how the use of parliamentary Procedure improves a meeting.

22. List and identify types of motions according to purposes and precedence.

23. Identify and demonstrate the steps necessary to properly bring up and dispose of business.

24. Verbally demonstrate the procedure for conducting a business meeting.

25. Recite an officer's part, and conduct an opening and closing ceremony in class.


D. California Farm Account Book

27. Explain the reasons for keeping records.

28. Explain how records correspond to the S.A.E.

29. Be able to fill out proficiency application from their records.

30. Understand and be able to fill out the following parts of the book.

a. Calendar
b. Journal
c. Budget
d. Business Agreements
e. Depreciable Property
f. Non-Depreciable Property
g. Accounts Payable and Receivable
h. Financial Statement
i. Labor Income Summary
j. Supplemental Information
E. Careers

31. Identify and describe a career interest in an agriculture-related occupation.

32. Analyze the skills, abilities, and education required to gain entry into the student's occupational choice.

33. Develop a plan of action for accomplish an occupation objective.

34. Explain the importance of work.

35. Identify twelve potential agriculture or agriculture related careers in CA.

F. Communication Skills

36. Describe why public speaking skills are important.

37. Demonstrate the ability to lead a discussion group.

38. Demonstrate the ability to be a good listener.

39. Demonstrate public speaking abilities by selecting researching, developing, and delivering a speech.

G. Animal Science

40. Describe the impotence of animal production.

41. Identify each species.

42. Explain basic animal terminology.

43. Identify the external parts of the cattle, sheep, swine, and horse.

44. Identify and describe three production cost factors.

45. Identify and describe the basic differences between digestive system.

46. List the six major nutrient classes.

47. Describe how conception takes place.

H. Plant Science

48. Explain basic plant terminology.

49. List four ways in which plants are important.
50. Give the five primary plants parts and their functions.

51. Explain the differences between sexual and vegetative propagation.

52. List the six basic plant requirements and indicate the importance of each.

53. Describe the three life spans of plants.

54. Define soil.

55. Describe soil composition.

56. List three basic soil classification

I. Basic Ag Mechanics.

57. Be able to practice all shop and equipment safety regulations.

58. Store tools, equipment, and materials properly.

59. Clean tools properly.

60. Identify all tools and equipment on the VEP list.

61. Identify five different nails, screws, bolts, and hardware.

62. Correctly measure objects with a ruler, tape, or framing square.

63. Construct simple 3-view drawings.

64. Demonstrate proper and safe use of tools.

65. Properly set up, use, shut off, and store an oxy-acetylene welder.

66. Pass a safety test on oxy-acetylene welding.

67. Work safety with arc welding equipment.

68. Strike and maintain an arc.

69. Operate arc at correct length.

70. Identify four basic welds and demonstrate applications of each using AC or DC equipment.

71. Select various sizes and types of electrodes and correctly adjust current setting for each application.
72. Complete basic metal and woodworking projects.

73. Sharpening tools.

II. Agriculture Production

A. Plant Science

1. Soils

   a. Define soil.

   b. Collect a soil sample.

   c. Define soil texture, soil structure and ph.

   d. Describe the three horizons of a soil profile.

   e. Demonstrate the uses of the triangle.

   f. List the basic types of soil texture and structure.

   g. Define: Field capacity, saturation, wilting point, permanent wilting point, available water.

   h. List three benefits of micro-organisms in the soil.

   i. List five benefits of organic matter in soil.

   j. Describe the effect of high and low pH on the availability of plant nutrients.

   k. Define classification and list two types of classification systems.

   l. List the types of information found in a soil survey.

   m. List two factors causing soil compaction.

   n. Define salinity.

   o. Distinguish between an alkali condition and an acidic condition.

2. Fertilizers

   a. List the primary, secondary, and micronutrient materials.

   b. Read and apply according to directions found on fertilizer labels.

   c. Calculate content of NPK in fertilizer container.

   d. Identify three general methods for testing soil deficiencies.
e. Name an amendment to raise pH and one to lower pH.

f. Identify at least three common methods of fertilizer applications.

g. Calculate the amount of fertilizer needed for an acre using a particular fertilizer.

3. Field, Forage, and Vegetable Crops

a. Identify four methods of land preparation and seeding.

b. Explain the importance of proper seedbeds preparation.

c. Calibrate a planter and grain drill.

d. List and describe five problems common to seeding.

e. Identify the basic land preparation seedbeds equipment.

f. Identify the seven major crop production areas of California.

g. Discuss the factors that affect the selection of crops grown in each area.

h. Explain the difference between a warm season crop and a cool season crop.

i. Discuss the general cultural practices concerned with field, forage, and vegetable production.

j. Identify five different field, forage, and vegetable crops.

k. Identify five methods of harvesting crops.

4. Tree and Vine Crops

a. Name and visually identify eight tree crops grown in California and five grown locally.

b. Identify the six major California growing areas for trees and vines.

c. Name and visually identify four vines crops grown in California locally.

d. Discuss the special cultural practices related to orchards and vines including training, pruning, weed control, irrigation, land preparation, planting, fertilizing, and harvesting.

e. Explain and demonstrate how to prune a tree and vine using at least two methods.

f. Identify the parts and functions of a tree and vine.
g. Explain the purposes of pruning trees and vines.

h. List the five varieties and root stocks available for planting orchards and vineyards.

5. Weed and Pest Control
   a. Identify five common pests and ten common weeds.
   b. Define common pest terms and controls.
   c. Name the three main body parts.
   d. Name the three types of insect mouth parts.
   e. Identify the four stages of the life cycle of an insect.
   f. Name the four major types of insect control and give an example of each.
   g. Be able to identify five different common plant diseases.
   h. Explain the difference between a parasitic and a non parasitic plant disease.
   i. List three controls for plant diseases.
   j. List four methods of weed prevention and control.
   k. Mount and display 10 insects and 25 common weeds.

6. Career Opportunities
   a. Be able to list 15 jobs related to crop production.

B. Animal Production

1. General
   a. Identify 8 breeds of dairy, sheep, swine, beef, and horses.
   b. List and define 25 basic animal sciences.
   c. List the market grades of beef, sheep, and swine.
   d. Identify the primary segments of the beef cattle industry.
   e. Identify the major cuts taken from the beef, swine, and lamb carcass.
   f. List the primary points in selection of a market steer, hog, and lamb.
   g. Identify the three types of swine.
h. Distinguish between classes and types of sheep.

8. Husbandry

a. Describe the proper feeding of the female beef, sheep, swine, and dairy before and during gestation.

b. Identify when to breed livestock.

c. Describe the signs of labor for the various species prior to parturition.

d. Explain how to take care of a newborn animal.

e. Demonstrate two methods of dehorning, castrating, docking, and branding.

f. Demonstrate the proper methods of subcutaneous and intramuscular vaccination.

g. Identify ten tools used for dehorning, castration, docking, and vaccinating.

9. Animal Health

a. List five predisposing conditions that lead to animal health problems.

b. List eight common disease problems of farm animals.

c. List six factors that may indicate that an animal is sick.

d. Demonstrate how to take the temperature of a farm animal.

e. List five ways parasites may do harm to the host.

f. Explain how antibodies are formed and how animals become immune to diseases.

10. Anatomy and Physiology of Farm Animals

a. Identify and give the function of the parts of the male and female reproductive tracts.

b. Describe the process of fertilization in farm animals.

c. Be able to identify and distinguish between the digestive systems of farm animals.

11. Livestock Breeding and Genetics

a. Describe inbreeding, linebreeding, outcrossing, and cross breeding.
b. Define dominant and recessive.

c. Describe how sex of the offspring is determined.

d. Define heredity.

12. Livestock Nutrition and Feeds

a. Describe the six classes of nutrients.

b. Define balanced ration.

c. List six feed additives.

d. Define flushing.

e. Define concentrate and roughage.

13. Livestock Evaluation and Selection

a. List four reasons to evaluate livestock traits.

b. Differentiate between ideal modern meat animal types and old types.

c. Identify three desirable and three undesirable conformation characteristics for the major specie.

d. Evaluate four species of livestock on a comparative basis.

e. Compute performance testing.

f. List the farm factors based on selecting dairy cattle.

III. Agricultural Supplies and Services

A. Business Organization

1. Identify the four types of businesses in agriculture.

2. List the advantages and disadvantages of the four types of ag. business.

B. Credit

1. Discuss the roll of credit in agriculture.

2. Name four possible sources of farm credit.

3. List factors to consider in selecting a source of credit.

4. Calculate simple interest, fixed rate, add-on, and balloon loans.
C. Farm Records

1. List reasons for keeping records.
2. Define assets, liabilities, net worth, depreciation, cash flow, financial statement, budget, and interest.
3. Calculate depreciation by the straight line and ACRS method.

D. Computer Application

1. Demonstrate basic computer literacy.
2. Describe the applications of a microcomputer which aid in making decisions.
3. Discuss computer networking as it applies to agriculture.

IV. Agriculture Mechanics

A. Shop Orientation and Safety

1. Practice all shop and equipment safety regulations.
2. Clean shop properly.
3. Identify tools and equipment.

B. Measurements

4. Correctly measure objects with a ruler, tape, framing square, calipers, and micrometers.
5. Calculate board feet, cubic measurement, and liquid measurements.
6. Differentiate between English and Metric measurement.

C. Basic Hand and Power Tools

7. Demonstrate proper use of tools.

D. Material Fasteners

8. Identify five samples of different nails, screws, bolts, and hardware.

E. Drawing and Layout

9. Construct simple three view drawing.
10. Interpret a working drawing.
11. Sketch an object using paper and pencil.
F. Basic Woodworking

12. Select kinds, grades, and quantity of lumber for a given task.

13. Develop a bill of materials and estimate the cost for a given job.

14. Identify and demonstrate uses of ten different woodworking hand tools.

15. Measure and mark wood for cutting, drilling, etc.


17. Know basic joints used in woodworking and demonstrate two.

G. Rope Work

18. Identify five types of rope.

19. Construct a crown splice and an eye splice.

20. Tie three types of hitches.

21. Tie three types of knots.

H. Farm Machinery Maintenance

22. Use an operators manual to assist them in performing service.

23. Be able to change oil and oil filters, air and fuel filters and maintain battery water levels.
Competency Certificate

This is to certify that:

______________________________

Achieved the performance levels acknowledged on the reverse side for the program of

______________________________

And is therefore recognized

This ______ Day of ________ , 19

______________________________

Instructor

______________________________

Administrator
Clear Single Subject Teaching Credential: Renewal

is hereby awarded to

ERIN LARSS

in recognition of preparation to serve in California public schools

By virtue of the authority vested in the Commission on Teacher Credentialing
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**Authorization/Subjects**

- **Authorization Code**: MAU
- **Subject Description**: Agriculture
- **RIS Code**: AS91

**Renewal Requirements**

- To renew this credential, the holder must submit an application and fee to the Commission no earlier than 12 months before the expiration date.
- The renewal period is five years.

**Employment Restrictions**

- R20
Clear Specialist Instruction Credential (Agriculture): Renewal

is hereby awarded a

ERIN LARROUS

in recognition of preparation to serve in California Public Schools

By virtue of the authorities vested in the Commission on Teacher Credentialing

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov.

Valid from 07/01/2016 to 07/01/2019.

Supplementary Authorization(s):

Subject: Agriculture

Authorized Subject(s):

Agriculture
**LARRUS, ERIN**  

**Last Name:** LARRUS  
**First Name:** ERIN  
**Middle Name:** GALINA  

**Last Known County of Employment:**  
Note: Please verify County of Employment is current  
If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

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**Renewal Requirements**

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**Additional Description**

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Clear Single Subject Teaching Credential: Renewal

Paulina Correa

In recognition of preparation to serve in California public schools

By virtue of the authority vested in the Commission on Teacher Credentialing
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The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite...
**New Search**  
Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.

**Last Name:** CORREIA  
**First Name:** PAULINA  
**Middle Name:** MARIA  
**Last Known County of Employment:**

Note: Please verify County of Employment is current  
If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

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| ELA1         | NONE                | MAJ         |                          |
By virtue of the authority vested in the Commission on Teacher Credentialing in recognition of preparation to serve in California public schools

PAULINA CORREIA

is hereby awarded a

Clear Single Subject Teaching Credential: Renewal

AUTHORIZED SUBJECT(S):
Agriculture

SUBJECT MATTER AUTHORIZATION(S):
Agriculture

SUPPLEMENTARY AUTHORIZATION(S):
Valid from 07/10/2014 to 08/01/2019

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov
KANTNER, BRIAN  > Document:

New Search  ·  Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.

Last Name: KANTNER  
First Name: BRIAN  
Middle Name: E.

RIVERSIDE COUNTY OFFICE OF EDUCATION  
Note: Please verify County of Employment is current  
If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Adverse and Commission Actions Indicator:

Current Document  |  All Documents  |  Adverse and Commission Actions

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Valid  
8/1/2015  
8/1/2020  
7/24/1990

> 040191093  
Certificate of Completion of Staff Development  
Clear  
Valid  
6/21/2004  
6/21/2004

Authorization/Subjects

Authorization Code  |  Authorization Description  |  Subject Code  |  Subject Description  |  Major/Minor

R1S  
This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.

AGRX  
Agriculture (Examination)  
MAJ

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code  |  Renewal Description  |  Additional Description

R20  
To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.
I. Introduction
   A. Advisory committees for education in various fields and on various levels, are
established devices for using lay resource people to assist professional staffs.
Agriculture education in the secondary schools has a great need for such
committees as any field of education, and in many states agriculture advisory
committees have been an accepted and valued aid to all or most of the
departments. In California, there is a growing appreciation of the need for,
and assistance, which may be provided, by, local agriculture councils or
committees.

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

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

The establishment of a state advisory committee has further implemented the
need and encouragement for local advisory committees in agriculture. This
group, which advises the bureau of Agriculture Education, consists of nine
outstanding farmers, many of who have had long experience as school board
members and on local advisory committees. They have seen the advantages of
these local groups.

The importance of advisory committees is emphasized in quotation from
Administration of Vocational Education at State and Local Levels, a
publication for superintendents and boards of trustees, prepared by the
American Vocational Association: “It would be difficult to over emphasize the
importance of advisory committees a feature of all types of vocational
education programs. Like many of the effective techniques of instruction and
coordination now used throughout the actual program, the use of lay advisory
groups was first pioneered by vocational education.”
6. Assist in adjusting a department program to emergencies and to gradual changes, thus keeping it more nearly up to date and able to serve the future rather than the past.

7. Correlate the work of a department with that of other agencies (working with farmers) with which committee members may have close relationships.

8. Assist a school administrator and a local governing board by making plans and suggested procedures, saving their time.

9. Assist an agriculture department in resisting inappropriate and unreasonable demands from outside the school system.

10. Develop committee members, particularly the younger ones, into valued community leaders.

11. Assist in disseminating new agriculture ideas, back into the community.

III. Advisory Committee Duties

A. The duties of the advisory committee shall include, but not limited to:

1. Assist vocational agricultural teachers in developing a strong curriculum.

2. Assist in providing on job training sites for vocational students.

3. Provide effective public relations.

4. Assist in evaluating the effectiveness of the vocational agricultural programs.

5. Assist teachers in unifying other groups and agencies interested in agriculture.

6. Assist teachers in developing annual and long-term program goals and plans.

7. Visit the Supervised Occupational Experience programs of students.

IV. Operation of Committee

A. The make-up and operation of the committee shall be as follows:

1. Actual appointments to the committee shall be initiated by the agriculture staff and principal, and approved by the school board.
VII. Amendments

A. Amendments to this constitution shall be made with two-thirds consent of the committee members present as a regularly scheduled meeting and approved by the board of trustees.
ARTICULATION AGREEMENT
WATSONVILLE HIGH SCHOOL/CABRILLO COLLEGE

This is an Agreement between Watsonville High School and Cabrillo College. The subject area of this agreement is HORTICULTURE.

WATSONVILLE HIGH SCHOOL

Students who complete the course in Horticulture for 10 units (one year) at Watsonville High School with a grade of B or better are eligible to petition for 3 units of credit in Horticulture 80S (Special Studies) upon registration at Cabrillo College.

B **

Course completion to be verified by transcript. This agreement is subject to annual review.

Special conditions/comments:

Authorized Signatures:

Jim McCardel
Instructor
Cabrillo College

10/12/00

Date

Division Chair
Cabrillo College

Date

Faculty Representative
Watsonville High School

11/20/00

Date

Vice President, Instruction
Cabrillo College

Date

Principal
Watsonville High School

Hort/10-2000

* one year at WHS is ten (10) units upon successful completion

** grade of "B" or better
ARTICULATION AGREEMENT
WATSONVILLE HIGH SCHOOL/CABRILLO COLLEGE

This is an Agreement between Watsonville High School and Cabrillo College.
The subject area of this agreement is: Horticulture

WATSONVILLE HIGH SCHOOL

Students who complete the course in Landscaping and Design for 10 units (one year) at Watsonville High School with a grade of B or better are eligible to petition for 3 units of credit in Horticulture 80S (Special Studies) upon registration at Cabrillo College.

Course completion to be verified by transcript. This agreement is subject to annual review.
The student is not responsible for enrollment fee(s) for articulated courses.

============================================
Authorized Signatures:

Instructor
Cabrillo College

Date

Division Chair
Cabrillo College

Date

Facultative Representative, Agriculture Department
Watsonville High School

Date

Vice President, Instruction
Cabrillo College

Date

Principal
Watsonville High School

Date

hort.agr.8.96
ARTICULATION CERTIFICATE

(For High School Instructor Use)

This is to certify ____________________________________________
(student name) (social security number)

has completed ____________________________________________
(course name)

Landscaping and Design

with a grade of __________ at ____________________________________
(school name/district)

Watsonville High School

Upon completion with a B or better the student may petition for ___3___ units of credit at Cabrillo

College in __Horticulture 805 (Special Studies)__.
(course name)

Students must meet with a Cabrillo College counselor to complete the petition. Students must also
have an official high school transcript on file at Cabrillo College.

High School Instructor ___________________________ Date ____________
Careers in Ornamental Horticulture

CAREER AREAS: Plantscape Designer/Plantscape Contractor/Greenhouse and Plant Technician/Florist

Foliage plants including small trees have become popular décor for interior public areas such as shopping malls, office buildings, institutions, and housing complexes. Flowering and foliage plants have long been part of the interiors of attractive homes and have provided excellent hobbies for many. However, their extension use in commercial settings is a relatively recent development that has stimulated many new job opportunities in ornamental horticulture.

Youth in suburban settings may obtain jobs raising and caring for plants, installing interior plantscapes, rotating plants between growing areas and display areas, and contracting to maintain interior plantscapes. Early experiences frequently lead to life-long careers.

With more experience and education, one may become a plantscape designer, business owner-operator, grower, wholesaler, plant doctor, or extension specialist. Universities, research institutes, and business firms to develop improved plants and horticultural practices hire many ornamental horticulture specialists. The florist industry produces cut flowers and floral arrangements for all occasions and provides jobs in design, arranging, care, and delivery.

CAREER AREAS: Golf Course Superintendent/Turfgrass Grower/Groundskeeper/Landscape Maintenance Technician

In the last three decades, turfgrass production and management have become big business in America. In one eastern state, turfgrass recently became the number one crop based on acres covered. Starting in the 1950's growth and development of golf courses stimulated the turfgrass industry with high-paying salaries for golf course superintendents and other turfgrass specialists.

Today, career opportunities in turfgrass production, management, service, supervision, research, and consultation are extension. Turfgrass technicians and specialists generally work in attractive and appealing surroundings. Many work outdoors in sunny weather and indoors when the weather is bad. In many localities, salaries have become quite attractive even for laborers.

Educational programs in turfgrass are available in high schools, technical schools, colleges, and universities. With the movement toward urbanization, interest in open spaces, concern for the environment, and increasing population, the outlook for careers in turfgrass production and management is excellent.

CAREER AREAS: Landscape Architect/Landscape Technician/Landscape Contractor/Plant Specialist

Ornamental trees and shrubs vary greatly in size, shape, temperature preference, light preference, fertility needs, and pest tolerance. This variety stimulates diversity in jobs and specialties in the area of ornamental horticulture. Career opportunities span both the arts and the sciences.
GRADUATE EXIT SURVEY

GENERAL INFORMATION

Name ____________________________________________
Graduation Date _______________________________
Social Security Number __________________________

PERMANENT ADDRESS (PARENTS)

Street __________________________________________
City ________________________ Zip ____________

PLANS AFTER (SPECIFICALLY)

Next Year:

In 3 Years:

What do you feel are the strengths of the agriculture program?

List the agriculture classes you have completed at ________________.

Please give suggestions on how you feel the agriculture program could improve. (Please be specific, i.e.: more computer skills, etc.)
Hi Everyone,

We hope you are doing well since graduation from High School.

We are trying to complete our lists of the graduates and their current schooling and/or occupations.

If you could complete the following survey and mail or drop it off at the High School it would be greatly appreciated.

We look forward to hearing from you, as we love to hear how you are doing and what is going on in your life.

Thank you for your time in completing this survey.

Mrs. Larrus

Mrs. Correia

The World Is Yours To Conquer
Agriculture Department
Graduate Follow-up

Name:__________________________________________

Address:________________________________________

Phone:__________________________________________

1. What are you doing at the present time?
   ____ Attending school
   ___ Full-time
   ___ Part-time
   ___ Ag Major
   ___ Non-Ag Major
   ___ In the military
   ___ Not working
   ___ Not looking for work
   ___ Homemaker
   ___ Other

2. In what type of business or industry are you employed?
   ____________________________________________

3. What is your job title or job description?
   ____________________________________________

4. Which statement best applies to your present occupation?
   ____________________________________________
   ___ I am using most of the skills I learned in the agriculture program.
   ___ I am using some of the skills I learned in the agriculture program.
   ___ I am not using any of the skills I learned in the agriculture program.

5. What type of school are you currently attending?
   ____ Community College
   ____ Trade/technical school
   ____ 4-year college
   ____ Private business school
   ____ Adult education
   ____ Other

6. What is your major course of study?
   ____________________________________________
7. How would you rate the training received in the agriculture program?

_____ Excellent  _____ Good  _____ Fair  _____ Poor

8. How do you rate the career guidance and counseling you received in agriculture program?

_____ Excellent  _____ Good  _____ Fair  _____ Poor

FFA

1. Please check the following areas you feel are valuable components of FFA.

_____ Officer and committee chairman experience
_____ Judging contests
_____ Advanced degree and proficiency awards
_____ Participation in chapter activities, working with others
_____ Livestock raising, shows, fairs, etc.
_____ Other - please describe

2. What were the most valuable aspects of the SAEP (supervised projects)?

_____ Learning skills related to future ag employment
_____ Development of responsibility
_____ Learning record keeping
_____ Other - please describe

3. Please rate the facilities and equipment in the agriculture program:

Facilities:

_____ Overcrowded  _____ Adequate space provided
_____ Modern  _____ Out-of-date

Equipment:

_____ Modern  _____ Out-of-date
_____ Well-maintained  _____ Poorly maintained
_____ Adequate amount of equipment for all students in class

_____ Other - please describe

Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc.; FFA; SOEP (supervised projects); teaching methods used; facilities/equipment.
Agriculture Department

Program Completer Follow-up Results for

The following indicates information gathered from Program Completers of the Agriculture Program

Percent of Students agree With statement.

Which statement best applies to the students present occupation.

I am using most of the skills I learned in the agriculture program at.
I am using some of the skills I learned in the agriculture program.
I am not using any of the skills I learned in the agriculture program.

How the students rated the training & career guidance/counseling they received in the agriculture program.

Training

<table>
<thead>
<tr>
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<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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Career guidance/counseling

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<tr>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
</table>

Which activities in the FFA program that the students thought were valuable.

Officer and committee chairman experience
Judging contests
Advanced degree and proficiency awards
Participation in chapter activities, working with others
Livestock raising, shows, fairs, etc.
Other: Leadership Conference, National Convention, Overall experience

What were the most valuable aspects of the SAEP (supervised projects) ranked by the past students.

Learning skills related to future ag employment
Development of responsibility
Learning record keeping
Other: Skill gained on ranch, correct measurements, learning to work with others, solving problems.

Past students rated the facilities and equipment used at agriculture program.

Facilities

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<tr>
<th>Overcrowded</th>
<th>Modern</th>
<th>Adequate square space</th>
<th>Out-of-date</th>
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</thead>
</table>

Equipment

<table>
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<tr>
<th>Modern</th>
<th>Well-maintained</th>
<th>Poorly maintained</th>
<th>Out-of-date</th>
</tr>
</thead>
</table>
Adequate amount of equipment
For all students in class.
Not adequate equipment
SAMPLE ADDRESS CARD

NAME: ___________________________ DATE: __________________

CURRENT ADDRESS: ___________________________

__________________________________________

CURRENT PHONE NUMBER: ___________________________

If your address and/or phone number will be different in February and March of next year, please indicate below:

ADDRESS: ___________________________

__________________________________________

PHONE NUMBER: ___________________________

YOUR CALIFORNIA DRIVERS LICENSE NUMBER: ___________________________

YOUR SOCIAL SECURITY NUMBER: ___________________________

Name and address of someone who will always know your address and phone number:

NAME: ___________________________

ADDRESS: ___________________________

__________________________________________

PHONE: ___________________________
Graduate Follow-up

# CA0265  Watsonville
Watsonville HS
250 E. Beach St.
Watsonville, CA  95076

Graduates for Spring 2015

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Graduate Status</th>
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<tbody>
<tr>
<td>Orozco</td>
<td>Jorge</td>
<td>Military</td>
</tr>
<tr>
<td>Ramirez</td>
<td>Tony</td>
<td>Military</td>
</tr>
<tr>
<td>Cabrera</td>
<td>Omar</td>
<td>Employed - Fulltime-Ag Job</td>
</tr>
<tr>
<td>Serrato</td>
<td>Marisol</td>
<td>Employed - Fulltime-Ag Job</td>
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Printed: 11/4/2015 10:47:00 AM
Count: 4

Site developed and maintained by the California FFA Association.
Page last modified: 3/3/2013
### Field Trips

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<th>Contact</th>
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<tr>
<td>Suncrest Nurseries</td>
<td>400 Casserly Rd.</td>
<td>Cabrillo College</td>
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<td></td>
<td>Watsonville, CA 95076</td>
<td>512 Casserly Rd.</td>
</tr>
<tr>
<td></td>
<td>Watsonville, CA 95076</td>
<td>Watsonville, CA 95076</td>
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<tr>
<td>Naturipe</td>
<td>PO Box 4280</td>
<td>Hartnell College</td>
</tr>
<tr>
<td></td>
<td>Salinas, CA 93912</td>
<td>Fox Racing Shox</td>
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<tr>
<td></td>
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<td>130 Hangar Way</td>
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<td>Watsonville, CA 95076</td>
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<tr>
<td>Driscoll’s</td>
<td>334 Westridge Dr.</td>
<td>Freedom Meat Locker</td>
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<td>Watsonville, CA 95076</td>
<td>160 Hi-Grade Lane</td>
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<td>Freedom, CA 95019</td>
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<td>Live Earth Farms</td>
<td>172 Litchfield Ln.</td>
<td>Taylor Farms</td>
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<td></td>
<td>Watsonville, CA 95076</td>
<td>California Giant, Inc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P. O. Box 1359</td>
</tr>
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<tr>
<td>PVWMA</td>
<td>500 Clearwater Ln.</td>
<td>Tanamura and Antle</td>
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<td></td>
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<td>California Pajaroosa Floral</td>
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<td></td>
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<td>133 Hughes Road</td>
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<td></td>
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<td></td>
<td></td>
<td>831-722-6374</td>
</tr>
<tr>
<td>Kitayama Brothers</td>
<td>481 San Andreas Road</td>
<td>Lakeside Organic Gardens</td>
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<td>Elkhorn Slough</td>
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<td>Alladin Nursery &amp; Gift Shop</td>
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<td></td>
<td></td>
<td>2905 Freedom Boulevard</td>
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<tr>
<td></td>
<td></td>
<td>Watsonville, CA 95076</td>
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<tr>
<td></td>
<td></td>
<td>(831) 724-7517</td>
</tr>
<tr>
<td>C &amp; N Tractors</td>
<td></td>
<td>Ameri-Cal Floral</td>
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<td></td>
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<td>(831) 728-4205</td>
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## ACTIVE PLACEMENT SITES

<table>
<thead>
<tr>
<th>Company/Business</th>
<th>Address</th>
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<tbody>
<tr>
<td>Agrilink Foods</td>
<td>345 Harvest Drive, Watsonville, CA 95076</td>
<td>728-2281</td>
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<tr>
<td>Bay West Nurseries</td>
<td>2669 Mattison Lane, Santa Cruz, CA</td>
<td>476-8865</td>
</tr>
<tr>
<td>C &amp; N Tractors</td>
<td>496 Salinas Road, Pajaro</td>
<td>722-2733</td>
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<tr>
<td>Central Coast Livestock Feed Store</td>
<td>225 Salinas Road, Pajaro</td>
<td>761-2868</td>
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<tr>
<td>California Bank &amp; Trust</td>
<td>558 Main Street, Watsonville, CA 95076</td>
<td>724-1166</td>
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<tr>
<td>California Giant</td>
<td>75 Sakata Lane, Watsonville, CA 95076</td>
<td>728-1773</td>
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<td>Cavanah Color</td>
<td>234 Webb Road, Watsonville, CA 95076</td>
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<tr>
<td>Coastal Ag Association</td>
<td>801 B East Lake Avenue, Watsonville, CA 95076</td>
<td>728-1308</td>
</tr>
<tr>
<td>Coastal Berry Company</td>
<td>480 West Beach Street, Watsonville, CA 95076</td>
<td>728-9611</td>
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<tr>
<td>Coastal Seed, Inc.</td>
<td>1352 Burton Avenue, Salinas, CA 93901</td>
<td>754-2300</td>
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<td>Coastal Tractor</td>
<td>1080 Harkins Road, Salinas, CA 93901</td>
<td>800-347-7515</td>
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<td>Corralitos Market &amp; Sausage Co.</td>
<td>569 Corralitos Road, Corralitos, CA</td>
<td>722-2633</td>
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<td>D&amp;G Sanitation</td>
<td>P.O. Box 710, Freedom, CA</td>
<td>722-6066</td>
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<td>DMS Mechanix - Mobil Repair &amp; Service</td>
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<td>Ecological Farming Association</td>
<td>406 Main Street, Watsonville, CA 95076</td>
<td>763-2111</td>
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<td>First National Bank of Central</td>
<td>655 Main Street, Watsonville, CA 95076</td>
<td>728-2265</td>
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<td>America</td>
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<td>Freedom Meat Lockers</td>
<td>160 Hi Grade Lane, Watsonville, CA 95076</td>
<td>724-4355</td>
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<td>Gidich Ranch</td>
<td>55 Peckham Road, Watsonville, CA 95076</td>
<td>722-1056</td>
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<td>Glaum's Market</td>
<td>1034 Freedom Blvd., Watsonville, CA 95076</td>
<td>761-3418</td>
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<td>Golden State Commercial &amp; Ag Insurance</td>
<td>595 Auto Center Drive, Suite 101, Watsonville, CA 95076</td>
<td>728-2247</td>
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<td>Holmes &amp; Sons Trucking</td>
<td>910 Monterey Street, Hollister, CA</td>
<td>623-2230</td>
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<td>Hyster Sale &amp; Bobcat West</td>
<td>560 Bruken Avenue, Watsonville, CA 95076</td>
<td>775-0140</td>
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<td>J.M. Smuckers Co.</td>
<td>423 Salinas Road, Watsonville, CA 95076</td>
<td>722-8185</td>
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<td>Johnson Drug Co.</td>
<td>21 Brennan Street, Watsonville, CA 95076</td>
<td>724-1121</td>
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<tr>
<td>La Rosa Tortilla Factory</td>
<td>26 Menker, Watsonville, CA 95076</td>
<td>728-5332</td>
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<td>Monterey Mushrooms</td>
<td>260 Westgate Drive, Watsonville, CA 95076</td>
<td>728-8300</td>
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<td>Navarro Farms</td>
<td>116 #3 Martinelli, Watsonville, CA 95076</td>
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<td>North Bay Ford</td>
<td>1999 Soquel Avenue, Santa Cruz, CA</td>
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<td>Pacific Coast Farm Credit</td>
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<td>2611 Mission, Santa Cruz, CA</td>
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<td>342 Green Valley Road, Watsonville, CA 95076</td>
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<td>Round Table Pizza</td>
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<td>722-2492</td>
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<td>Santa Cruz County Fair</td>
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<td>Santa Cruz County Farm Bureau</td>
<td>1414 Monte Vista Avenue, Watsonville, CA 95076</td>
<td>724-1356</td>
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<td>Spring Valley Wholesale Nurseries</td>
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<td>Townsend's Auto Parts</td>
<td>307 Rodriguez Street, Watsonville, CA 95076</td>
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<td>United Agri Products</td>
<td>206 Salinas Road, Watsonville, CA 95076</td>
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<td>United Farm Workers of America</td>
<td>18 West Lake Street, Watsonville, CA 95076</td>
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<td>United States Dept</td>
<td>744 LaGuardia St., Suite A, Salinas, CA 93905</td>
<td>424-7377</td>
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<td>Valley Feed Animal Supplies &amp; Food</td>
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<td>Watsonville Berry Co-op</td>
<td>1486 Freedom Blvd., Watsonville, CA 95076</td>
<td>728-2244</td>
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<td>Watsonville Coast Produce</td>
<td>416 Salinas Road, Watsonville, CA 95076</td>
<td>724-5601</td>
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<td>Weber Hayes &amp; Associates</td>
<td>121 Lee Road, Watsonville, CA 95076</td>
<td>722-3851</td>
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<td>Well-Pict Berries</td>
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<td>722-3580</td>
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<td>209 Riverside Road, Watsonville, CA 95076</td>
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### Professional Development

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

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

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<td>Summer Conference</td>
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<td>Section In-service</td>
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<tr>
<td>Spring Region Meeting</td>
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<tr>
<td>Region In-service Day</td>
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<tr>
<td>Fall Region Meeting</td>
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</tbody>
</table>

#### Teachers Names

Qualified and Competent Personnel

Professional Development activities:

- Based on the previous years record, every agriculture teacher teaching at least ½ time agriculture, attests to minimum of four of the following activities:

**Criteria 4B**

Incentive Grant In-service Activities Documentation
### Professional Development Activities

Based on the previous years' record, every agriculture teacher teaching at least 1/2 time agriculture, attends a minimum of four of the following:

- University Ag Skills Week
- Summer Conference
- Section In-Service
- Section In-Service
- Section In-Service
- Spring Region Meeting
- Region In-Service Day
- Fall Region Meeting

#### Teachers' Names

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualifications and Competencies</th>
<th>Professional Development Activities</th>
</tr>
</thead>
</table>

#### Incentive Grant In-Service Activities Documentation

**School:** Watsonville HS  
**School Year:** 14-15  
**Criteria A&B**
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: _August 19th, 2015_

In Attendance: Paulina Correia, Erin Larrus

Activities for the Week:

   Monday: 8/24 – No Activities

   Tuesday: 8/25 – Officer Meeting At Lunch, Students Weigh Animals after school, Ag Advisory Meeting at 3:30 in Ag Building.

   Wednesday: 8/26 – No Activities

   Thursday: O/C Practice at Lunch, Welcome Back Ice Cream Social at 3PM Ag Building.

   Friday: 8/27 – No Activities

Important Dates During the Month: September: No School 9/7
   CATA Mtg Section (Soledad) – 4:30
   Fair – Animal, Garden?, Feauture Booth
   Ag Tour Day – 9/24
   Blue and Gold Games – 9/26

Vehicle Needs for the Coming Week:
TALK TO ELAINE!!!! GET FIXED

Project Visitations Made (prior week):
Animals at School Farm – Weigh and Practice Showmanship

Informational Items for Departmental Consideration:

Get Invoices finished

Open PO’s to Home Depot, Air Unlimited, Floral (Matrargas, United Wholesale, Kityama Brothers)

Put together Opening and Closing Teams (Section Rules)

Pay for CATA and Road Show

Greenhand Conference – ESNR

For Shop – Helmets, Goggles, Hooks(Helmets and Coats), Coats, Screens

Floral – All Supplies
AGRICULTURE DEPARTMENT

SUPERVISION RECORD OF SUPERVISED AGRICULTURAL EXPERIENCE

Name: ____________________________

Project(s): ____________________________

Account Book: ____ Yes ____ No  Parent Contact: ____ Yes ____ No

1. General condition of project: ____ poor ____ fair ____ average ____ above average

2. Recommendations:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

3. Miscellaneous Information:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

4. The student has attained or learned the following as a result of this project:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

5. Student's Signature: ____________________________ Date: ____________________________

Signed: ____________________________

Agricultural Instructor

White: Student's Copy  Yellow: Ag Dept.  Pink: Supt. Copy  Gold: Parent's Copy
California Education Code

17287. For the purposes of this article and Article 6 (commencing with Section 17365), "school building" does not include (a) any building of a school district or county superintendent of schools which is used solely for classes or programs in outdoor science, conservation, and forestry in accordance with Article 5 (commencing with Section 8760) of Chapter 4 of Part 6 and which does not occupy, in whole or in part, the same parcel of land upon which there is situated any school maintained by the district or county superintendent, or (b) agricultural education laboratory facilities used primarily for plant and animal production or the storage of materials, equipment, and supplies involved in this production.

81130.5.
(d) For the purposes of this article and Article 8 (commencing with Section 81160), "school building" does not include any of the following:
(1) Any building of a community college district that is used solely for classes or programs in outdoor science, conservation, and forestry and that does not occupy, in whole or in part, the same parcel of land upon which there is situated any school maintained by the district.
(2) Agricultural facilities that were not built for classroom purposes and that are used primarily for plant and animal production or the storage of materials, equipment, and supplies involved in that production.
(3) Animal kennels and facilities used to house animals as part of an animal health instruction program.
(e) "Construction or alteration," as used in this article, includes any construction, reconstruction, or alteration of, or addition to, any school building.
# ADVISORY MEETING MINUTES

Sector: __Counseling/Education_____________________

Course(s) _______ALL_____________________________

Date: _______3/1/17______________________________

<table>
<thead>
<tr>
<th>Agenda Items</th>
<th>Recommendation/Action/Notes</th>
</tr>
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<tbody>
<tr>
<td><strong>I. Welcome, Sign in, and Introductions (5 min.)</strong></td>
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<tr>
<td>Statement of purpose of ROP/CTE and Advisory Committee: Bring teachers together with industry/community representation. This will ensure ROP course is relevant and up to date in the following areas:</td>
<td>ROP Counselors- Sheri Williams, Janice Manion, Kristin Fox</td>
</tr>
<tr>
<td>• Curriculum</td>
<td>Cabrillo Counselors- Susanna, Anna, Rudy, Zach</td>
</tr>
<tr>
<td>• Labor market demand</td>
<td>Comprehensive counselors- Jill, Noreen, San Lorenzo Valley, Harbor, Santa Cruz High</td>
</tr>
<tr>
<td>• Trends in industry</td>
<td></td>
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<tr>
<td>• Student preparation to engage industry in ROP classes</td>
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</tbody>
</table>

| **II. Overview of Classes (5 min.)** | |
| • Enrollment numbers: individual ROP teachers share out | Discussed different ROP courses and pathways offered throughout the county. 3,000+ ROP students served. |
| • Number of ROP/CTE classes for each teacher/counselor | ROP counselors have historically marketed classes in collaboration with comp counselors and enrolled magnet course students. A |
| | College and Career bound |
| | What is the value of a diploma? Many students are finishing school- From Cabrillo College counselors. |

<p>| <strong>III. Labor Market (10 min)</strong> | Portfolio/resume skill development is appreciated at the Cabrillo employment office. |
| • Local Demand (refer to LLM hand-out) | Which industry pathways are being developed at each school district- how can they feed into the Cabrillo program? |
| • Salaries (refer to LLM hand-out) | Portfolium- Free database to create career portofolios. |
| • Employability skills needed (industry member share out) | |
| • New technology in industry (industry members share out) | |</p>
<table>
<thead>
<tr>
<th>IX. Work Based Learning Opportunities: (10min)</th>
<th>We discussed the work based learning opportunities that are provided to students in ROP courses. Ex: Career Expo, guest speaker, internships</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How can industry help classes? e.g.: (Internship, Apprenticeship, Job Shadow, School Business, Field Trip, Guest speaker, Contact other Industry Members, Equipment Donation)</td>
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<td>• How can ROP and Cabrillo classes help industry partners?</td>
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<tr>
<td>X. Motion To Verify Need for the Course and approval of Outline and Occupational Competencies (by Industry Reps) (5 min.)</td>
<td>Motion Name: N/A</td>
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<td></td>
<td>Second Name: N/A</td>
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<tr>
<td>XI. Committee Recommendations/Resources and Other Topics (10 min.)</td>
<td>Cabrillo Counselors would like to collaborate with ROP counselors and help provide accurate information to CTE students entering Cabrillo College.</td>
</tr>
<tr>
<td>XII. Adjournment (Thanks for Participation!) (5 min.)</td>
<td>Thank you!</td>
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</table>
Watsonville High School
Agricultural Advisory Committee
Constitution and By-Laws

Purpose:
The Board of Education of the Watsonville High School Agriculture Program has created and established the Agricultural Advisory Committee to assist the vocational agriculture teachers, the administration and the Board in formulating the objectives of the agriculture program. The Board is advisory in its capacity and has no administrative authority.

Responsibilities:
1. Assists in determining agricultural education needs for the entire community within the framework of all new vocational education acts.
2. Assists the vocational agriculture staff, when requested, in:
   a. Deciding on the practicability of any portions of the programs;
   b. Developing annual and long-term vocational agriculture programs;
   c. Unifying the activities of the agriculture program with those of other groups and agencies interested in agriculture.
3. Assist the teachers in determining what skills are needed for particular job entry so these skills may be included in the instructional program.
4. Advise on supplies and equipment needed.
5. At times helpful to teacher of students, visit the Supervised Agricultural Experience Programs of students, or agriculture classes and demonstrations, participating in the instruction in these activities where appropriate.
6. Advise any teacher requesting assistance on the agriculture and agriculture-related problems in the community.
7. Study problems presented to it by the Board of Education on which further information is needed.

Operation of Committee:

Number of Meetings: Meetings shall be held four times per year - (August, December, March, May), with other meetings being on an “as needed” basis.

Composition of Meetings: The Committee shall consist of nine individuals with recent, first hand, practical experience in the field of agriculture and leadership. They also must have a substantial interest in the vocational agriculture education program.
Committee Member Attendance: Committee members that miss more than two of the four regularly scheduled quarterly meetings during one year will be removed from the Advisory Committee and replaced from the Advisory Committee and replaced through an appointment of the Agriculture Department and Watsonville High Administration.

Officers: Chairman, Vice-Chairman, and Secretary. The Chairman will be a layman and elected by the committee. The Vice chairman will preside over meetings in the absence of the Chairman. The Secretary will be the general consultant and serve as a non voting member. Officers are elected for a one year term at the last meeting in May.

Length of Service: Committee members are appointed for a three year term. Members may be reappointed for a second three year term.

Length and Place of Meeting: In general, A quarterly meeting will take no longer than two hours. The meeting will be held in the Agriculture Department. Notice of the meeting should be provided 14 days in advance and will include an agenda.
Proficiency Standards for Program Completers

<table>
<thead>
<tr>
<th>Proficiency Standards Checklist</th>
<th>Check if Completed</th>
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<tbody>
<tr>
<td>I. Ag Science</td>
<td>1  2  3  4</td>
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<tr>
<td>A. FFA</td>
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<tr>
<td>1. Explain the history of the FFA.</td>
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<td>2. Recite the FFA creed.</td>
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<tr>
<td>3. List and explain the FFA motto, colors, and emblem.</td>
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<tr>
<td>4. List the kinds of membership.</td>
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<tr>
<td>5. Explain the aims and purposes of the organization.</td>
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<tr>
<td>6. Recite the FFA salute.</td>
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<tr>
<td>7. Explain the FFA dress code.</td>
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<tr>
<td>8. Explain the wearing of the FFA jacket.</td>
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<tr>
<td>10. List and describe FFA awards available to members.</td>
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<tr>
<td>11. List FFA contests in which vo-ag students may participate.</td>
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<tr>
<td>12. List the requirements for earning the Greenhand, Chapter Farmer, and the America Farmer Degrees.</td>
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<tr>
<td>13. Understand the benefits of the FFA membership.</td>
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<tr>
<td>B. Supervised Occupation Experience</td>
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<tr>
<td>14. Define S.A.E.</td>
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<tr>
<td>15. Explain the relationship between S.A.E. and the total agriculture program.</td>
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<tr>
<td>16. Identify and list the benefits of the S.A.E.</td>
<td></td>
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<tr>
<td>17. Describe the types of S.A.E.</td>
<td></td>
</tr>
</tbody>
</table>
18. Describe how a person can get started in a S.A.E.

19. Develop a long a S.A.E.

20. Record all transactions and activities pertinent to the student’s S.A.E. and the FFA activities in the California Vocational Agriculture Records Books.

C. Parliamentary Procedure

21. Describe how the use of parliamentary Procedure improves a meeting.

22. List and identify types of motions according to purposes and precedence.

23. Identify and demonstrate the steps necessary to proper bring up and dispose of business.

24. Verbally demonstrate the procedure for conducting a business meeting.

25. Recite an officer’s part, and conduct an opening and closing ceremony in class.


D. California Farm Account Book

27. Explain the reasons for keeping records.

28. Explain how records correspond to their S.A.E.

29. Be able to fill out proficiency application from their records.

30. Understand and be able to fill out the following parts of the book.

a. Calendar
b. Journal
c. Budget
d. Business Agreements
e. Depreciable Property
f. Non-Depreciable Property
g. Accounts Payable and Receivable
h. Financial Statement
i. Labor Income Summary
j. Supplemental Information
E. Careers

31. Identify and describe a career interest in an agriculture-related occupation.

32. Analyze the skills, abilities, and education required to gain entry into the student's occupational choice.

33. Develop a plan of action for accomplish an occupation objective.

34. Explain the importance of work.

35. Identify twelve potential agriculture or agriculture-related careers in CA.

F. Communication Skills

36. Describe why public speaking skills are important.

37. Demonstrate the ability to lead a discussion group.

38. Demonstrate the ability to be a good listener.

39. Demonstrate public speaking abilities by selecting researching, developing, and delivering a speech.

G. Animal Science

40. Describe the impotence of animal production.

41. Identify each species.

42. Explain basic animal terminology.

43. Identify the external parts of the cattle, sheep, swine, and horse.

44. Identify and describe three production cost factors.

45. Identify and describe the basic differences between digestive system.

46. List the six major nutrient classes.

47. Describe how conception takes place.

H. Plant Science

48. Explain basic plant terminology.

49. List four ways in which plants are important.
50. Give the five primary plants parts and their functions.

51. Explain the differences between sexual and vegetative propagation.

52. List the six basic plant requirements and indicate the importance of each.

53. Describe the three life spans of plants.

54. Define soil.

55. Describe soil composition.

56. List three basic soil classification

I. Basic Ag Mechanics.

57. Be able to practice all shop and equipment safety regulations.

58. Store tools, equipment, and materials properly.

59. Clean tools properly.

60. Identify all tools and equipment on the VEP list.

61. Identify five different nails, screws, bolts, and hardware.

62. Correctly measure objects with a ruler, tape, or framing square.

63. Construct simple 3-view drawings.

64. Demonstrate proper and safe use of tools.

65. Properly set up, use, shut off, and store an oxy-acetylene welder.

66. Pass a safety test on oxy-acetylene welding.

67. Work safety with arc welding equipment.

68. Strike and maintain an arc.

69. Operate arc at correct length.

70. Identify four basic welds and demonstrate applications of each using AC or DC equipment.

71. Select various sizes and types of electrodes and correctly adjust current setting for each application.
72. Complete basic metal and woodworking projects.

73. Sharpening tools.

II. Agriculture Production

A. Plant Science

1. Soils

   a. Define soil.

   b. Collect a soil sample.

   c. Define soil texture, soil structure and ph.

   d. Describe the three horizons of a soil profile.

   e. Demonstrate the uses of the triangle.

   f. List the basic types of soil texture and structure.

   g. Define: Field capacity, saturation, wilting point, permanent wilting point, available water.

   h. List three benefits of micro-organisms in the soil.

   i. List five benefits of organic matter in soil.

   j. Describe the effect of high and low pH on the availability of plant nutrients.

   k. Define classification and list two types of classification systems.

   l. List the types of information found in a soil survey.

   m. List two factors causing soil compaction.

   n. Define salinity.

   o. Distinguish between an alkali condition and an acidic condition.

2. Fertilizers

   a. List the primary, secondary, and micronutrient materials.

   b. Read and apply according to directions found on fertilizer labels.

   c. Calculate content of NPK in fertilizer container.

   d. Identify three general methods for testing soil deficiencies.
e. Name an amendment to raise pH and one to lower pH.

f. Identify at least three common methods of fertilizer applications.

g. Calculate the amount of fertilizer needed for an acre using a particular fertilizer.

3. Field, Forage, and Vegetable Crops

a. Identify four methods of land preparation and seeding.

b. Explain the importance of proper seedbeds preparation.

c. Calibrate a planter and grain drill.

d. List and describe five problems common to seeding.

e. Identify the basic land preparation seedbeds equipment.

f. Identify the seven major crop production areas of California.

g. Discuss the factors that affect the selection of crops grown in each area.

h. Explain the difference between a warm season crop and a cool season crop.

i. Discuss the general cultural practices concerned with field, forage, and vegetable production.

j. Identify five different field, forage, and vegetable crops.

k. Identify five methods of harvesting crops.

4. Tree and Vine Crops

a. Name and visually identify eight tree crops grown in California and five grown locally.

b. Identify the six major California growing areas for trees and vines.

c. Name and visually identify four vines crops grown in California locally.

d. Discuss the special cultural practices related to orchards and vines including training, pruning, weed control, irrigation, land preparation, planting, fertilizing, and harvesting.

e. Explain and demonstrate how to prune a tree and vine using at least two methods.

f. Identify the parts and functions of a tree and vine.
g. Explain the purposes of pruning trees and vines.

h. List the five varieties and root stocks available for planting orchards and vineyards.

5. Weed and Pest Control

a. Identify five common pests and ten common weeds.

b. Define common pest terms and controls.

c. Name the three main body parts.

d. Mane the three types of insect mouth parts.

e. Identify the four stages of the life cycle of an insect.

f. Name the four major types of insect control and give an example of each.

g. Be able to identify five different common plant diseases.

h. Explain the difference between a parasitic and a non parasitic plant disease.

i. List three controls for plant diseases.

j. List four methods of weed prevention and control.

k. Mount and display 10 insects and 25 common weeds.

6. Career Opportunities

a. Be able to list 15 jobs related to crop production.

B. Animal Production

1. General

a. Identify 8 breeds of dairy, sheep, swine, beef, and horses.

b. List and define 25 basic animal sciences.

c. List the market grades of beef, sheep, and swine.

d. Identify the primary segments of the beef cattle industry.

e. Identify the major cuts taken from the beef, swine, and lamb carcass.

f. List the primary points in selection of a market steer, hog, and lamb.

g. Identify the three types of swine.
h. Distinguish between classes and types of sheep.

8. Husbandry

a. Describe the proper feeding of the female beef, sheep, swine, and dairy before and during gestation.

b. Identify when to breed livestock.

c. Describe the signs of labor for the various species prior to parturation.

d. Explain how to take care of a newborn animal.

e. Demonstrate two methods of dehorning, castrating, docking, and branding.

f. Demonstrate the proper methods of subcutaneous and intramuscular vaccination.

g. Identify ten tools used for dehorning, castration, docking, and vaccinating.

9. Animal Health

a. List five predisposing conditions that lead to animal health problems.

b. List eight common disease problems of farm animals.

c. List six factors that may indicate that an animal is sick.

d. Demonstrate how to take the temperature of a farm animal.

e. List five ways parasites may do harm to the host.

f. Explain how antibodies are formed and how animals become immune to diseases.

10. Anatomy and Physiology of Farm Animals

a. Identify and give the function of the parts of the male and female reproductive tracts.

b. Describe the process of fertilization in farm animals.

c. Be able to identify and distinguish between the digestive systems of farm animals.

11. Livestock Breeding and Genetics

a. Describe inbreeding, linebreeding, outcrossing, and cross breeding.
b. Define dominant and recessive.

c. Describe how sex of the offspring is determined.

d. Define heredity.

12. Livestock Nutrition and Feeds

a. Describe the six classes of nutrients.

b. Define balanced ration.

c. List six feed additives.

d. Define flushing.

e. Define concentrate and roughage.

13. Livestock Evaluation and Selection

a. List four reasons to evaluate livestock traits.

b. Differentiate between ideal modern meat animal types and old types.

c. Identify three desirable and three undesirable conformation characteristics for the major specie.

d. Evaluate four species of livestock on a comparative basis.

e. Compute performance testing.

f. List the form factors based on selecting dairy cattle.

III. Agricultural Supplies and Services

A. Business Organization

1. Identify the four types of businesses in agriculture.

2. List the advantages and disadvantages of the four types of ag. business.

B. Credit

1. Discuss the roll of credit in agriculture.

2. Name four possible sources of farm credit.

3. List factors to consider in selecting a source of credit.

4. Calculate simple interest, fixed rate, add-on, and balloon loans.
C. Farm Records

1. List reasons for keeping records.

2. Define assets, liabilities, net worth, depreciation, cash flow, financial statement, budget, and interest.

3. Calculate depreciation by the straight line and ACRS methods.

D. Computer Application

1. Demonstrate basic computer literacy

2. Describe the applications of a microcomputer which aid in making decisions.

3. Discuss computer networking as it applies to agriculture.

IV. Agriculture Mechanics

A. Shop Orientation and Safety

1. Practice all shop and equipment safety regulations.

2. Clean shop properly.

3. Identify tools and equipment.

B. Measurements

4. Correctly measure objects with a ruler, tape, framing square, calipers, and micrometers.

5. Calculate board feet, cubic measurement, and liquid measurements.

6.Differentiate between English and Metric measurements.

C. Basic Hand and Power Tools

7. Demonstrate proper use of tools.

D. Material Fasteners

8. Identify five samples of different nails, screws, bolts, and hardware.

E. Drawing and Layout

9. Construct simple three view drawing.

10. Interpret a working drawing.

11. Sketch an object using paper and pencil.
F. Basic Woodworking

12. Select kinds, grades, and quantity of lumber for a given task.

13. Develop a bill of materials and estimate the cost for a given job.

14. Identify and demonstrate uses of ten different woodworking hand tools.

15. Measure and mark wood for cutting, drilling, etc.


17. Know basic joints used in woodworking and demonstrate two.

G. Rope Work

18. Identify five types of rope.

19. Construct a crown splice and an eye splice.

20. Tie three types of hitches.

21. Tie three types of knots.

H. Farm Machinery Maintenance

22. Use an operators manual to assist them in performing service.

23. Be able to change oil and oil filters, air and fuel filters and maintain battery water levels.
<table>
<thead>
<tr>
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<th>Document Title</th>
<th>Term</th>
<th>Status</th>
<th>Issue Date</th>
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<td>180004630</td>
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<td>Emergency</td>
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**Authorization/Subjects**

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<th>Authorization Code</th>
<th>Authorization Description</th>
<th>Subject Code</th>
<th>Subject Description</th>
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<tbody>
<tr>
<td>R1S</td>
<td>This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.</td>
<td>AGRI</td>
<td>Agriculture</td>
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<tr>
<td></td>
<td>The following instructional services may be provided to English learners within the content area(s) listed on this document: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students. This English learner authorization also covers classes taught on the basis of other valid, non-emergency credentials or permits held within the settings or content/specialty area(s) listed at the grade or age levels authorized.</td>
<td>NONE</td>
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July 2018
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*Welcome Week*

22 21st of September

20 O-Net 1st meeting

22 1st reading of QP

22 21st of October

26

August 2018

Spring 2019

Fall 2018

Jul 2018

Jul 2019
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**October 2018**

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**November 2018**

- Thanksgiving: 22
- No School: 23
- No School: 29
- November 25: 25
- November 26: 26
- November 27: 27
- November 28: 28
- November 29: 29
- November 30: 30

**Comments:**
- Thursday, 11:30 am: Coops CIDA - candidates present #2
- Tuesday, 10 am: Community Day
- Tuesday, 12 pm: Senior Citizens Day
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**January 2019**

Spring 2019

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February 2019
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<td>CGA Fall State Championship</td>
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**April 2019**

**Calendrical Notes**
- Easter: 21 Apr
- Presidents Day: 15 Jan
- Martin Luther King Jr. Day: 21 Jan
- Daylight Savings Time: Begins 2 Mar

---

**Spring 2019**

**Notes**
- CGA Winter State Championship (CGA Winter State Championship)
- CGA Summer State Championship (CGA Summer State Championship)
- Paramount 1st Place Finals (Paramount 1st Place Finals)
- CGA Fall State Championship (CGA Fall State Championship)
- CGA Final Round (CGA Final Round)
- CGA State Championship (CGA State Championship)
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May 2019

- 1: State CDE Finals - Col Pay
- 2: Spring 2019
- 3: AAT
- 4: Spring 2019
- 5: Spring 2019
- 6: Fall 2018
- 7: Fall 2018
- 8: Spring 2019
- 9: Spring 2019
- 10: Spring 2019
- 11: Spring 2019
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- 15: Spring 2019
- 16: Spring 2019
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- 18: Spring 2019
- 19: Spring 2019
- 20: Jessica Holiday
- 21: Jessica Holiday
- 22: Jessica Holiday
- 23: Jessica Holiday
- 24: Jessica Holiday
- 25: Jessica Holiday
- 26: Jessica Holiday

Note: The date '9-11 = 2x11 and 2x11 = 2x11' is handwritten on the page.
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2019

- 1: School Start
- 2: 7/4

**June 2019**
### Professional Development Activities

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<th>Teachers Names</th>
<th>Activities</th>
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Based on the previous year's record, a specific agricultural teacher teaching at least 15% time agriculture, attends a minimum of four of the following activities:

- University Ag Skills Week
- Summer Conference
- Section In-Service
- Section In-Service
- Section In-Service
- Spring Region Meeting
- Region In-Service Day
- Fall Region Meeting

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Incentive Grant in-Service Activities Documentation

School: Watsoville HS  15-16 School Year: 15-16

Criteria 4.B
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## Watsonville Courses Report

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## Watsonville Courses Report

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Ag Communications & Leadership (Period: 4)
Paulina Correia

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Student Count
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Watsonville
Courses Report

SAE/Project Period (Period: 5)
Paulina Correia

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**Prep Period (Period: 6)**

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Watsonville
Courses Report

Prep Period (Period: 1)
Brian Kantner

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# Watsonville Courses Report

**Introduction to Agricultural Mechanics** (Period: 3)

Brian Kantner

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Student Count
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# Watsonville Courses Report

**Introduction to Agricultural Mechanics** *(Period: 5)*  
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**Student Count:**  
21
# Watsonville

## Courses Report

**Introduction to Agriscience (Period: 6)**

Brian Kantner

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# Watsonville Courses Report

## Agricultural Biology (Period: 1)

Erin Larrus

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# Watsonville Courses Report

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**Prep Period** *(Period: 6)*

Erin Larrus
# Watsonville Courses Report

## Graduate - American Degree (Period: 7)

Erin Larrus

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# Watsonville Courses Report

## Agricultural Environmental & Earth Science (Period: 4)

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27
# Watsonville Courses Report

## Introduction to Ornamental Horticulture (Period: 5)

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### Agricultural Environmental & Earth Science (Period: 6)

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Dear Elaine,

I wanted to write up a reflection on my FCOE professional development events this year. As you know this professional development event was split up into four days throughout the year. The professional development event was based primarily on teaching strategies and ideas for teaching the NGSS standards in an Agricultural Science Class. I had previously attended the biology Professional Learning Committee (PLC) last year during my student teaching. This PLC has taught me so much in the past two years. From attending these events, I have brought interactive notebooks, lightbulb pages, anchoring Phenomenon, investigative phenomenon, and so much more into my curriculum. As a first year teacher, I have treasured the opportunities given to me to learn more and engage with veteran teachers to overall better myself as an educator. Thes PLC have occured in Fresno County and have allowed me to work with teachers from all over the state to create lessons, pacing guides, and implement strategies into my curriculum to make a better learning environment for my students. Engaging the students to learn is the first step in reaching their needs. In this generation you must focus on utilizing the things students like to do like technology to make them want to learn the material. Being able to attend these events allows me to bounce my ideas off of teachers who are teaching the same things as me and to reach all types of students. Thank you for allowing me this opportunity and I can't wait to attend the Ag Chemistry PLC next year!

Sincerely,

[Signature]

Savanah Rhine
Agricultural Educator
5-Year Wish List

- Hydroponics system (In Greenhouse)
- Tuff Sheds (One for Fair Supplies and One for Feed Storage)
- Soil Bins (at least 4. 1-Peat Moss, 1-Sand, 1 Perlite, 1-Homemade soil mix)
- Hand concrete mixer
- Carport (for trailers, tractors, and implements).
- Large Brake (Shop)
- Plasma Cutter
- Class Sets of tools
- Rolling Tables (Big Greenhouse)
- Science Set-up (2 Classrooms)
- Science supplies (Beakers, test tubes, etc)
- Steer pens (Covered area, with pens set up)
Current Operating Budget

Currently all the budgeting and revenue processes are ran by our department head Erin Larrus. I have not been able to acquire any documents other than previous PO requests. Everything seems to be run through her unless it deals with the BATA Academy in which everything runs through Paulina. My horticulture budget is based out of the local home depot is $5,000 a year as of right now. If the products I need can not be found at Home Depot then I must get approval by the department head to order them from another source.

In the future, I would like to have more information on these processes. In my first year, I have been a metaphorical sponge and absorbed everything going on around me. I have rolled with the procedures in place and hope that this year I can get more involved in all of the decision making process. I am concerned about the freedom of spending money in the department and hope to gain more understanding of what money we have and where it goes.
Chart of Responsibilities

There is currently no Chart of Responsibilities Document for our department. We operate on a census that when one of needs help the others will be around. During the annual officer retreat there is a few hours where we sit down as a department and update our planners to be on the same page. Other than that event we have no other direct communication about who is doing what. Typically if it an item or event involves; horticulture it is my duty, animals it is Correia or Larrus, Shop is currently Kantner, Officers is Correia, Finances and paperwork is Larrus, etc. I have expressed that we need to create an official document to make the department work more equal and less confusing. This document will be the first step in improving communication throughout the department. When getting hired here, I was shocked to have never had a discussion about responsibilities. This year has run fairly smoothly but I feel a chart of responsibilities will make next year and future years way less stressful.
Welcome to Miss Rhine’s Classes!!

Good Morning!

**Today is Wednesday, January 23, 2019**

Thank you for subbing my Ag Earth Science classes. Today is a Wednesday Block Bell schedule, so you will see three periods of Ag Earth Science today. The bell schedule can be found on the wall by the door. Every class has been warned that they will have a sub for this day and they are expected to behave and show respect. If there are ANY problems please write down names on the provided sheet and let them know I will be having a conversation with them. I have included the seating charts and for your own sanity I would suggest enforcing them.

**THERE WILL BE NO STUDENTS GOING OUTSIDE FOR ANY REASON. (GREENHOUSE, TOOL SHED, ETC.....)**

**THERE IS NO REASON FOR ANY STUDENT TO BE IN ANY OF MY CABINETS OR DRAWERS.**

2nd, 4th, & 6th Period- Ag Earth Science
- First Assignment: Cornell Notes and Smart Highlighting the provided article. On my desk you should see packets. This is one per student.
- Second Assignment: Every student should have brought their science note book, some will be used and some will have new notebooks. Either way they need to flip open to the first available blank page on the left side of their notebook. They are to staple in the provided TABLE OF CONTENTS sheet located in a pile on my desk. Once again it is one per student. Instruct them to cut the extra edges off of the page so there is nothing hanging out of their notebook!
- Third Assignment: The very next page in that notebook on the right hand side of their notebook will be their Phenomena Page. They have done this many times before. They are to read the provided article on google classroom and do some research on the topic given. They are answering the four questions: WHO?, WHAT?, HOW?, and WHERE? This page is to be SKETCHNOTED and they know what that means.
- Final Assignment is to take the quizziz quiz that I have posted on Google classroom.

Mark down any students who appear not to be working on the assignment and I will deal with them when I get back. Thank you for your help! If you or the students are confused on any one assignment have them refer to google classroom as I have posted detailed instructions on all four assignments.

**THERE WILL BE NO STUDENTS GOING OUTSIDE FOR ANY REASON. (GREENHOUSE, TOOL SHED, ETC.....)**

**THERE IS NO REASON FOR ANY STUDENT TO BE IN ANY OF MY CABINETS OR DRAWERS**
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Welcome to Miss Rhine's Classes!!

Good Morning!

Today is Tuesday, March 19, 2019

Thank you for subbing my Ag Earth Science classes. Today is a Tuesday Bell schedule, so you will see three periods of Ag Earth Science today. The bell schedule can be found on the wall by the door. Every class has been warned that they will have a sub for this day and they are expected to behave and show respect. If there are ANY problems please write down names on the provided sheet and let them know I will be having a conversation with them. I have included the seating charts and for your own sanity I would suggest enforcing them.

THERE WILL BE NO STUDENTS GOING OUTSIDE FOR ANY REASON. (GREENHOUSE, TOOL SHED, ETC.....

THERE IS NO REASON FOR ANY STUDENT TO BE IN ANY OF MY CABINETS OR DRAWERS.

Advisory - All students should be productively be working on Naviance or homework. Please remind them that they have a binder check on Thursday THIS WEEK!

2nd, 4th, & 6th Period- Ag Earth Science

- All assignment directions are posted on google classroom for the students. They need to READ the directions and complete the following tasks in their science notebooks. If any student does not have a notebook they can do it on a separate piece of paper and staple it in their notebook later.

- THEY SHOULD BE ABLE TO KEEP BUSY ALL PERIOD AS THEY CAN ALSO BE WORKING ON THEIR PHENOMENA PAGE AND LIGHTBULB PAGES
Mark down any students who appear not to be working on the assignment and I will deal with them when I get back. If you or the students are confused on any one assignment have them refer to google classroom as I have posted instructions on the assignments.

**Thanks!** If there are any problems my phone number is (559) 836-7352, you can text or call at anytime

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Welcome to Miss Rhine's Classes!!

Good Morning!

**Today is Thursday, April 25, 2019**

Thank you for subbing my Horticulture Classes. Today is a Thursday Bell schedule, so you will see two periods of horticulture today. The bell schedule can be found on the wall by the door. Every class is expected to behave and show respect. If there are ANY problems please write down names on the provided sheet and an explanation of what happened so I can speak with them and use the appropriate consequences. I have included the seating charts in the binder and for your own sanity I would suggest enforcing them.

**CLASS INSTRUCTIONS:**

Advisory - They should be working on homework or naviance all period. Remind them that naviance is a large portion of their grade and they should be working on the tasks located in the purple box on the website.

1st Period - Prep

3rd & 5th Period - Environmental Horticulture

* Their assignments are posted on the whiteboard behind you and on google classroom. They should be working all period.
  * Their assignment is to work on their ICEV assessments. They have been instructed that ALL ICEV assessments with a green star need to be complete by the time I return. These assessments are preparing them for the Certification Test, which is their FINAL!! Please encourage them to continuously work to get these done.

★ I have left my chromebook and charger on the desk. For 3rd period, Omar Chavez if present is allowed to use it. For 5th period, Victor Aguilar or any student who forgot their chromebook can use it, but it SHOULD NOT leave my classroom for any reason! Please make sure to have the chromebook and charger on my desk before anyone leaves the room to ensure that I will have it back when I return.

Mark down any students who appear not to be working on the assignment and I will deal with their actions when I get back.

**THERE WILL BE NO STUDENTS GOING OUTSIDE FOR ANY REASON. (GREENHOUSE, TOOL SHED, ETC.....)**

**THERE IS NO REASON FOR ANY STUDENT TO BE IN ANY OF MY CABINETS OR DRAWERS**
Thanks! If there are any problems my phone number is (559) 836-7352, you can text or call at anytime
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PROGRAM COMPLETIONSTANDARDS

Program completers are defined as students that complete two or more years of agriculture courses, including components of leadership and an ongoing supervised occupational experience project.

Each course has minimum standards students must be proficient in. This is seen in the list of standards.
2+2 Agreements

There are currently no 2+2 agreements in the Watsonville FFA Program. There are two local Community Colleges that our students often apply to. Hartnell Community College is located Salinas, CA and has many majors in agriculture. Cabrillo College is a community college that is in Santa Cruz County. Cabrillo has a campus in Watsonville, CA. Both of these colleges have programs in agricultural topics, such as horticulture, ag mechanics, and Ag business. In the next few years I am positive that I will be getting an agreement with Cabrillo College and their horticulture program as it is already been communicated between their department head, my principal and myself. Mr. Koontz is eager to get an agreement going with Hartnell College and I foresee that happening within the next two years.
Reimbursement Process

Currently Teacher reimbursements must be run through our department head or BATA lead. At our school we have to be careful in where we take money from. We have our general FFA Account, AIG account, BATA account and District CTE account. So getting reimbursements, means figuring out where the expense accurately fits. Erin has taken lead on reimbursements this year due to Paulina being on maternity leave. So as a new teacher I have paid for things and just took the hit on my personal account rather than bring up the burden of figuring out who to ask and what to turn in. Next year things will be a lot different in terms of what is purchased and when.