AGED 539
Internship in Agricultural Education

Highland High School
Bakersfield, CA
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Spring 2019
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Section 1
Reflection on Quality Criteria
Quality Criterion 1: Curriculum & Instruction
1a. Curriculum Component

- Copies of the Core and Core Cluster Curriculum can be found at Calaged.org. This curriculum is used as the base for lesson plans.
- Copies of course outlines can be found in Supporting Documents 3.
- A student cannot earn an A in an Agriculture course without earning the appropriate amount of “Activity Hours” which provides evidence of FFA Participation. This is clearly stated in the class syllabus for each course and an agreement is signed by every student and parent; These are kept in a binder stored in our records room. See Supporting Documents 6
- A student cannot earn an A in an Agriculture course without maintaining a Supervised Agricultural Experience (SAE) project. This is clearly stated in the class syllabus for each course and an agreement is signed by every student and parent; These are kept in a binder stored in our records room. See Supporting Documents 6
- All students have online record books via AET and update them on a regular basis, either in class or on their personal time.
- A careers unit is taught in all Agriculture courses.

We currently offer three different pathways in the Agriculture Department curriculum:

**Agri-Science**
- Agriculture Soil Science**
- Sustainable Agriculture (Biology)**
- Agriculture Chemistry**/Environmental Horticulture**/Veterinary Science**
- Agriculture Business (Econ/Gov)

**Agriculture Business**
- Agriculture Soil Science
- Sustainable Agriculture (Biology)
- Agriculture Sales and Communication
- Agriculture Business (Econ/Gov)

**Agriculture Mechanics**
- Agriculture Mechanics 1*
- Agriculture Mechanics 2*
- Agriculture Mechanics 3*
- Agriculture Mechanics 4*

We are working to create an animal science and plant science pathway by adding a Floral Design and Animal Science course.

* Class Earns BC Dual Enrollment Credit
** UC/CSU Approved Class
1b. Agriculture Curriculum Standards

- The standards can also be accessed on calaged.org.
- The class courses meet the California Department of Education Standards for the Agriculture and Core Curriculum.

1c. Career Pathways

- Agri-Science Pathway
  - Freshmen Year - Ag Soil Science (College Prep Physical Science Lab Credit, UC/CSU approved)
  - Sophomore Year - Sustainable Agriculture (College Prep Life Science Lab Credit, UC/CSU approved)
  - Junior Year - Veterinary Science (UC/CSU Lab Credit), Environmental Horticulture (UC/CSU Lab Credit), or Agriculture Chemistry (College Prep Physical Science Lab Credit, UC/CSU approved)
  - Senior Year - Ag Business (Government/Economics Credit)

- Agriculture Business Pathway
  - Freshmen Year - Ag Soil Science (College Prep Physical Science Lab Credit, UC/CSU approved)
  - Sophomore Year - Sustainable Agriculture (College Prep Life Science Lab Credit, UC/CSU approved)
  - Junior Year - Agriculture Sales and Communication (BC Dual Enrolled)
  - Senior Year - Ag Business (Government/Economics Credit)

- Agriculture Mechanics Pathway
  - Freshmen Year - Agriculture Mechanics 1 (BC Dual Enrolled)
  - Sophomore Year - Agriculture Mechanics 2 (BC Dual Enrolled)
  - Junior Year - Agriculture Mechanics 3 (BC Dual Enrolled)
  - Senior Year - Agriculture Mechanics 4 (BC Dual Enrolled)

- Animal Science Pathway (pending)
  - Freshmen Year - Ag Soil Science (College Prep Physical Science Lab Credit, UC/CSU approved)
  - Sophomore Year - Sustainable Agriculture (College Prep Life Science Lab Credit, UC/CSU approved)
  - Junior Year - Animal Science (UC/CSU Lab Credit)
  - Senior Year - Veterinary Science (UC/CSU Lab Credit)

- Plant Science Pathway (pending)
  - Freshmen Year - Ag Soil Science (College Prep Physical Science Lab Credit, UC/CSU approved)
  - Sophomore Year - Sustainable Agriculture (College Prep Life Science Lab Credit, UC/CSU approved)
  - Junior Year - Floral Design (College Prep Art Credit, UC/CSU approved)
  - Senior Year - Ornamental Horticulture (UC/CSU Lab Credit)
1d. Course Sequences

- **Agriculture Soil Science**
  - Ag soil science is a course that meets the graduation requirement of physical science and is the first phase for students interested in the agriculture education program. The purpose of this course is to introduce students to the world of agriculture through the exploration of soil science. Student enrolled in this course will gain a deep understanding of scientific investigation and experimentation while exploring such topics as soil chemistry, dynamic earth process, energy in the earth's system, bio-chemical cycles, structure and composition of the atmosphere, as well as California resources and Geology. This course will also focus on leadership development, business management through the principles of accounting and computer applications, and basic plant and animal husbandry techniques. Students enrolled in this course will be encouraged to participate in leadership training activities, public speaking events, and become active members in the FFA. Approved for Grade 9.

- **Sustainable Agriculture**
  - Sustainable Ag Biology is a UC approved science course that meets the UC requirement for science. Students enrolled in this course also meet one lab science requirement for graduation. This course is the second phase for students interested in the agriculture education program. The purpose of this course is to introduce students to the world of agriculture through the exploration of life science biology. This course emphasizes detailed knowledge of the central concepts, principles, and basic factual material of the following topics: Scientific methodology, relationships between living organisms and their environment, biochemistry, cellular structure and function, homeostasis within the context of animal physiology, infection and immunity, molecular processes/ biotechnology, principles of genetics, the processes by which organisms change over time, and comparative animal anatomy/physiology. This course will also focus on leadership development, business management through the principles of accounting and computer applications, and basic plant and animal husbandry technique. Students enrolled in this course will be encouraged to participate in leadership training activities, public speaking events, and become active members in the FFA. Approved for Grade 10.

- **Agriculture Chemistry**
  - Ag. Chemistry includes inductive reasoning, laboratory techniques and technical scientific methods concerning aspects of chemistry. Aspects of molecular bonding, stoichiometry, reactions, and classification of molecules will be included. This class will satisfy the University of California ‘D’ entrance level requirement.

- **Veterinary Science**
  - Veterinary Science is a UC/CSU approved elective that will provide students with an opportunity to investigate different aspects of the veterinarian and animal care field by forming a link between classroom instruction and field experience which will promote critical thinking through project based student learning. Students will combine teamwork, technology and integrated academics that will enable students to understand the animal anatomy and physiology in health and disease. This course will focus on leadership development, business management through the principles of accounting and computer applications, and basic animal husbandry technique. Student enrolled in this course will be encouraged to participate in public speaking events, and become active members in the FFA. Approved for Grade 11.
- Environmental Horticulture
  - The Ornamental Horticulture course is an elective that will offer students a basic understanding of plant production and utilization of plants in a landscaping environment. Students will work on lesson plans related to the anatomy of a plant and work on the school farm laboratory with hands-on learning. Students will gain knowledge of career opportunities and the different pathways to colleges that can aid in making a decision in this career pathway. In addition, students will learn basic floristry principles, including simple floral arrangements and art elements and principles. This course will focus on leadership development, business management through the principles of accounting and computer applications, and basic plant husbandry technique. Student enrolled in this course will be encouraged to participate in public speaking events, and become active members in the FFA. Approved for Grade 11.

- Agriculture Sales and Communication
  - This course is designed to teach critical business aspects of the agriculture industry with special emphasis in sales and marketing. This is a concentrator/capstone course as part of our CTE Agribusiness Pathway. Topics will include economic principles, business organizations, finance and credit, agricultural sales and services, strategies for marketing and selling and career preparation. This course is intended to successfully prepare those students who plan on majoring in Agriculture Business in college or for entry-level employment in the agriculture industry after high school.

- Agriculture Business
  - Agriculture Business is our capstone class that utilizes the experiences gained in the previous classes to learn the essentials of running an effective business or organization. Laws and regulations will be taught pertaining to agriculture and the United States Government. Students will understand the role the government plays in our everyday lives, and the consequences if the social contract is broken. Students enrolled in this class will be encouraged to take an active role in the FFA organization, and will also aid in the management of the Highland FFA Farmer’s Market.

- Agriculture Mechanics 1
  - Agriculture Mechanics is our introductory course for our Ag Mechanics pathway. For a student to take Ag Mechanics they must be enrolled in Ag earth science. This course covers fundamental basic skills in; Career choices, Safety, Wood working, Plumbing, Electrical, Masonry, Small engine, Cold metal working, and metallurgical processes. This course is designed to showcase vocational skills and jobs available to students as such there is a focus on FFA and leadership development. This course has a capstone project that incorporates all material covered throughout the year. This course leads directly into Agriculture Mechanics 2.

- Agriculture Mechanics 2
  - Agriculture Mechanics 2 is the second course for our Ag Mechanics pathway. For a student to take Ag Mechanics they must have taken Ag Mechanics 1 and be enrolled in Ag Biology. This course builds upon previously learned skills and knowledge and covers an in depth look in; Career choices, Safety, Wood working, Plumbing, Electrical, Masonry, Small engine, Cold metal working, and metallurgical processes. This course is designed to showcase vocational skills and jobs available to students as such the focus on FFA and leadership is increased and all students are required to participate in a CDE. This course leads directly into Agriculture Mechanics 3.
• Agriculture Mechanics 3
  o Agriculture Mechanics 3 (welding and Fabrication) is our third course for our Ag Mechanics pathway. For a student to take Ag Mechanics 3 they must have successfully completed Ag Mechanics 1 and Ag Mechanics 2. This course focuses on Career choices, Safety, Metallurgical processes and Fabrication. This course is primarily and independent work class where students under the supervision of the instructor create a project from their own design. The expectation FFA participation is increased and all students are required to participate in a CDE. Furthermore a quality SAE is mandatory for successful completion of this class. This course leads directly into Agriculture Mechanics 4 our capstone class.

• Agriculture Mechanics 4
  o Agriculture Mechanics 4 (Farm Power and Management) is our capstone course for our Ag Mechanics pathway. For a student to take Ag Mechanics 4 they must have successfully completed Ag Mechanics 1, Ag Mechanics 2, Ag Mechanics 3 and be concurrently enrolled in Ag Econ & Government. This course focuses on Career choices, Safety, Farm Management, Construction, and Farm Power. This course is primarily based on our farm laboratory where students under the supervision of the instructor create, update and maintain the schools agriculture facilities. The expectation FFA participation is increased and all students are required to participate in a CDE. Furthermore a quality SAE is mandatory for successful completion of this class. A Capstone project for this course requires the student to participate in a School Farm enhancement project.

1e. Career Awareness

• Agriculture careers are taught at the beginning and ends of courses. Careers are also taught throughout the units when instruction is appropriate.
• Activities which expose students to career opportunities outside of the classroom include the Supervised Agricultural Experience (SAE) Programs, local career fairs, Career Development Events, field trips to local agricultural business and the Tulare Farm Show. Summer internships are also encouraged.
• A career project is completed in each class where students research and present information about a career in a field in agriculture which interests them.
• Completed resumes and cover letters are required to be completed by each junior student in their agriculture class. They also complete mock job interviews.

1f. Computer Hardware & Software

• 5 Student Computer Stations
• 2, 40 Student Chrome Carts
• 4 LCD Projectors
• 2 Smart Boards
• 4 Document Cameras
• 1 Xerox Machine
• 1 Video Production Laboratory
• 10 Microscopes
• 2 Color Laser Printers
- 3 Black and White Laser Printers
- iCEV Agriculture Curriculum Kits

1g. Computer Aided Instruction
- Labs and reports
- Classroom lesson plan building
  - Ag in the Classroom
  - Fall Harvest Festival
- Research papers
- Video production
- Web assignments
- Google Classroom
- Agriculture Experience Tracker (AET) website
- Use of the internet to teach the class
- Chapter website for students to download conference and award applications
- Student presentations in all classes utilizing PowerPoint

1h. Record Keeping
- Record books are a required component of every class in the agriculture department.
- Every student maintains an online record book via AET. Student files are maintained with applications and other relevant documents in the student records filing cabinet.
- All SAE projects are recorded in the AET.
- Freshmen students are introduced to the AET at the beginning of the school year by setting up a mock record book through practice AET. They are given mock scenarios and problems to record through practice AET as well.
- Freshmen students are also taught how to complete their project plan including the project description, time management, financial investment and learning objectives for their own chosen SAE projects. In January, they begin learning about the additional components such as the budget, financial entries, journal entries, etc.

1i. Maintaining Record Books
- All students must keep their record books up-to-date and they are checked periodically throughout the duration of each project. Students do not receive project credit unless the record books have been completed for the Annual Project Competition, held in the Spring Semester.
- Graduate paper records will be kept in the storage file cabinets. After they have aged out of earning their American Degrees, best efforts will be made to return each students’ file.
Quality Criterion 2: Leadership & Citizenship Development
2a. FFA Chapter
   - Highland’s Chapter Charter can be found framed and is currently located/displayed in room 12B.

2b. FFA Program of Work
   - This is completed by the chapter reporter and historian by October 15 annually.

2c. Leadership Grade
   - Inserted you will find a parent letter sent to all parents of ag students and course information stating that it is a requirement for every student to be actively involved in the FFA.

2d. FFA Affiliation
   - Any and all students enrolled in an agriculture education course are affiliated with the FFA. In addition, all graduates pursuing American Degrees are also affiliated. This affiliation is shown each year on the R-2 roster. It is due October 15 every year and is submitted electronically.
   - *Supporting Documents 18* is the current R-2

2e. FFA Activities
   - See *Supporting Documents 16* for FFA Activities
   - Due to Mr. Chuck Parker, San Joaquin Regional Supervisor by December 15

2f. Student Leadership Participation
   - Highland participates in at least 19 FFA activities per year, as noted on the FFA activities checklist.
   - 90% of members participate in 3 or more activities per year.
   - Participation is accounted for in the Parliamentarian’s binder where sign in/out sheets are kept for each activity; Activity hours are also inputted into each student’s AET journal.
   - Students are provided with a list of activities for the year and the hour value for each activity. This is what we call the Highland FFA Activity List.
Quality Criterion 3: Practical Application of Agriculture Skills
3a. SAE Grading Criteria

- Every student will receive points for their SAE towards their 10% SAE Grade for each semester. A project is worth points depending on the scope of the project and a completed record book through AET. Projects are required to have a minimum of 50 hours invested in the project. Students showing a livestock project at the Kern County Fair will also receive summer school miscellaneous credit through the Regional Occupational Center.
- Projects are required to be approved by the advisor(s) before the student commences with the project. In addition, the student must have a budget and the project plan (pencil icon) on the AET completed.

3b. First Year Students’ SAE Projects

- All first year students have projects. The students are involved with a garden project in the second semester and keep accurate records of all hours worked.
- Students complete a student data sheet which is kept in a binder located in the records room.
- The record book also shows evidence of plans to have an SAE through the budget and project plan sections.
- During the first year students’ home visits, they are guided to determine their SAE projects while sitting with the advisor and family.

3c. Continuing Students’ SAE Participation

- All students have an agriculture project of some sort that they manage in their record book. It is a requirement that they keep track of an SAE for the year they are enrolled in an agriculture class. All students are required to maintain an online record book via AET.
- Those with limited resources might obtain a project for the classroom or a very small project for home will be created; students are also encouraged to volunteer at a local zoological society or animal shelters to gain experience and hours for their SAE projects. Some students take on management roles at the school farm to earn their hours.
- Every student has ownership of a record book and it is checked periodically, paying close attention at the beginning and end of the project. Time is allotted on a regular basis during class to work on record books; in addition, students with livestock projects and other summer projects are required to attend 3 meetings to update record books and have their record books verified by the advisor(s) during summer.

3d. SAE Visitation

- SAE visits are made throughout the year as needed. Most visits are made during summer hours.
- Home visits are made with the student and parents and all recommendations are made with both the parent and student present.
- Home visits are made with freshmen students to ensure that families and students understand the requirements of being an agriculture student at Highland High School.
3e. School Vehicles

- There are two agriculture trucks available to all four teachers on a daily basis. We will be replacing our oldest truck with a new truck next year.
- The fuel is paid by the Principals’ budget at Highland High School. The department is issued a gas card to purchase gas when out of town. When in town, we must use the district gas filling station.
- If a private vehicle is used, the teachers may be reimbursed for miles and gas provided that a Request to be Absent form was turned in prior to the vehicle usage.
Quality Criterion 4:
Qualified & Professional Personnel
4a. Appropriate Credentials

Amber Carter
- Professional Clear Single Subject Teaching Credential in Agriculture
- Professional Clear Specialist Instruction Credential in Agriculture
- CLAD – California Language Arts Development

Meagan Dunlap
- Preliminary Single Subject Teaching Credential in Agriculture
- Professional Clear Specialist Instruction Credential in Agriculture
- CLAD – California Language Arts Development

Michael Leishman
- Professional Clear Single Subject Teaching Credential in Agriculture
- Professional Clear Specialist Instruction Credential in Agriculture
- CLAD – California Language Arts Development

Victoria Saldana
- Preliminary Single Subject Teaching Credential in Agriculture
- Professional Clear Specialist Instruction Credential in Agriculture
- CLAD – California Language Arts Development

4b. Professional Development Activities
- *See Supporting Documents 17*

4c. Department Meeting Schedule

- The agriculture department is apart of the CTE department but is also recognized as a separate entity (Agriculture Department). The ag teachers meet on a weekly basis, every Monday, to discuss upcoming activities and department goals.
- The agriculture teachers meet with the Career Technical Education Department on a bi-monthly basis.
- Meagan Dunlap meets with the Chemistry team and Science Department on a weekly basis during PLC hours.

4d. Department Meeting Minutes

- Meagan Dunlap is in charge of taking minutes for the department. Minutes are stored in the shared ag. department Google Drive.

4e. Teacher’s Reimbursement

- All teachers are reimbursed for personal expenses for FFA, SAE, and professional CATA activities
- A Request to be Absent form must be submitted a minimum of 10 days before the activity takes place.
- Receipts must be kept and turned in on a Request for Reimbursement form.
- It takes a minimum of 30 days to receive reimbursement.
Quality Criterion 5:
Facilities, Equipment, & Materials
5a. Special Population Modification

- Reconstruction of the school site took place in the summer of 2005, and the Agriculture Mechanics Shop construction was finished Fall Semester of 2015.
- In the Spring of 2006, room 12B was equipped with a state of the art technological set-up which included surround sound for the hard of hearing, a Smartboard for the visually impaired, and a ceiling-mounted projector for instant access to the world-wide web for the visual learners. All classrooms in the agriculture department have ceiling mounted projectors and document cameras to aid in student learning.

5b. Adequate Storage

- During construction of the shop, room 12C was modified from a storage facility for the agriculture department into a classroom. We now use the storage closets in rooms 12A and 12B, as well as the overhang in the shop as storage to make up for the lost space. 12A will be used for FFA Materials and other instructional materials and 12B will be used for laboratory equipment. Miscellaneous materials are stored securely in the shop.
- Storage is secured and can be locked when needed. All teachers’ have keys to the storage areas.
- Items that are appropriate to be stored on the school farm are kept in storage C-trains.

5c. Laboratory Facilities

- We currently have classrooms 12A and 12C which both have lab tables and a sink. The sinks are equipped with eye wash stations. Rooms 12B and 12E have lab tables but lack a sink. Ms. Dunlap shares Room 6B which is a full laboratory room with the Science Department on an as-needed basis. Use of room 6B is scheduled with the Science Department through a shared google calendar.
- The following laboratory facilities are available to students:
  - School Farm including the following
  - Greenhouse
  - Shadehouse
  - Sheep, poultry and rabbit units
  - Outside growing area, including orchards, planter boxes and row crops
  - Animal care laboratory
  - Shop Laboratory

5d. Email

All instructors have access to and implement usage of email.

- Amber_carter@kernhigh.org
- Meagan_Dunlap@kernhigh.org
- Michael_Leishman@kernhigh.org
- Victoria_Saldana@kernhigh.org
5e. Facilities Maintenance

- Broken or damaged materials are fixed by the facilities planning and maintenance department. Teachers should contact the Assistant Principal of Facilities with an email request, outlining what the issue is and what needs to be done.
- Items are generally repaired quickly.
Quality Criterion 6: Community, Business, & Industry Involvement
6a. Advisory Committee Membership

- The advisory committee membership consists of 15 members who are found in Supporting Documents 13 of this binder and in the Advisory Committee binder located in room 12B.
- Membership is based upon recommendations from the Advisory Committee Manual found on calaged.org.
- Each member is officially invited to be a participant on the committee by the school principal.

6b. Advisory Committee Minutes

- The Highland FFA Advisory Committee meets two to three times every year. Meetings are held in the evening and dinner is served.
- The Advisory Committee manual is the reference point for utilizing and efficiently running the advisory committee. This is found in the Advisory Committee binder and on calaged.org.
- The advisory committee minutes are filed and located in the advisory committee binder.
- Our advisory committee was overhauled in 2013 after learning how an advisory committee should be run. Since then, our meetings have been held two to three times a year and our number of members have increased and strengthened as our program has grown.

6c. Advisory Committee Assistance

- Over the last decade, the Highland advisory committee has given direction in several areas of the Comprehensive Program Plan. These areas include the hiring of a fourth agriculture instructor, career-oriented programs such as job shadowing, guest speakers, and field trips, as well as input of financial needs and spending of grant money and donations.
- In addition, this team assisted in the initial idea for a CTE grant for the school farm laboratory. The idea was not implemented and the advisory committee discussed the next phase which was the designing of the Ag Mechanics shop.
Quality Criterion 7: Career Guidance
7a. Student Career Counseling

- Students are counseled regarding career opportunities in Agriculture and Agribusiness through a number of avenues such as Field Days throughout California, career days at local community colleges, field trips to local Agri-businesses, and guest speakers in the classroom from industry.
- Field days are generally done in the Spring with the implementation of Career Development Events, such as the Vegetable Crop, Ag Communications, Vet Science, Small Engines, Nursery Landscape and Ag Sales teams.
- We also teach careers in the different units that are discussed in class; for example, the Veterinary Science course has a career project that focuses on opportunities in animal science, and the Environmental Horticulture class has a project that focuses on careers in that pathway.
- Student Data sheets are used to counsel students on careers they have an interest in.
- Counselors visit the classes and advise students on their career pathway(s).

7b. Student Data Sheets

- All students have a completed Student Data Sheet on file which is located in the Student Data binder in room 12B. These are filled out at the beginning of the school year.

7c. Articulation Agreement

- Currently, only the Ag Mechanics courses are articulated with Bakersfield College.
Quality Criterion 8: Program Promotion
8a. Recruitment Brochure
- See the attached brochures in Supporting Documents 8. The brochures were created by students as part of their SAE project.
- Highland also provides an array of videos to incoming freshmen at our Scots Preview Night and Registration.

8b. Financial Alternatives
- The Highland FFA has an FFA Alumni chapter which is affiliated with the State and National FFA Alumni Associations. The Alumni assists the program both financially and as volunteers when we need assistance with activities.
- Farm Credit West is currently the only loan provider for students who need financial assistance to start their SAE project.
- The principal’s budget assists with fuel usage and some minor maintenance expenses.

8c. Recruitment Activities
- Currently our high school is not permitted to make presentations to our feeder schools; However, we have Scots Preview Night that incoming freshmen attend to learn about clubs and programs on campus.
- Highland Scots Preview Night is where we highly advertise our chapter for incoming freshmen and we receive a lot of sign-ups as a result of this evening.
- Ag teachers volunteer at the 8th grade registration days in order to inform incoming freshmen about the agriculture program as they are choosing their classes.
- Our kindergarten agriculture education event, Fall Harvest, is seen as a recruitment event because many of these students remember their experiences and enroll in agriculture when they get to high school.
- Furthermore, we have fostered great relationships with our local news stations. Highland FFA is regularly featured on local news programs.
Quality Criterion 9: Program Accountability & Planning
9a. Comprehensive Program Plan
   - Our program is on file and is updated by December 15th every year.

9b. Updates
   - Updates are filed every year by December 15th. The program plan updates include Criterion H, I, J, N, and O and are sent to the Regional Supervisor.

9c. Follow-up System
   - Graduate follow ups will be done each Fall and sent to the Regional Supervisor by October 15th.
   - A graduate follow-up form is used at the end of the senior year. The form we use is the form provided by the Kern High School District ROC program.

9d. Graduate Data
   - The graduate follow up data is posted prior to October 15, which is the deadline to post this information.
   - A copy of this data is in Supporting Documents 11

9e. Retention
   - Retention rate is analyzed using the R-2 Student Report found on calaged.org. The report states that we have a 37.27% retention rate.
   - Students are kept in the program through a variety of ways
     - UC/CSU approved curriculum
     - Dual Enrollment with Bakersfield College
     - Core Academic graduation credit
     - The hands on experiential learning
     - Strong counselor and administrative support
     - Special FFA Activities that the chapter provides students
   - Livestock shows and projects are a part of the SAE component. The retention rate at Highland has been excellent. The freshmen classes went from 4 full sections to 4 full sections their sophomore year. The movement from 4 sections of sophomores to 5 sections of junior periods is great with the offer of more electives. The movement from junior to senior year needs improvement since we only offer one “senior” class.
Quality Criterion 10: Student-Teacher Class Ratio
10a. Class Size
- The Highland Agriculture Department classes are above the maximum permitted students due to an increase in all classes throughout the campus.

10b. Student/Teacher Ratio
- Amber Carter’s Student/Teacher Ratio is 166:1
- Megan Dunlap’s Student/Teacher Ratio is 173:1
- Michael Leishman’s Student/Teacher Ratio is 142:1
- Victoria Saldana’s Student/Teacher Ratio is 118:1
- Department Student/Teacher Ratio is 599:4
- Amber Carter, per class
  - Sustainable Ag Period 2: 38
  - Sustainable Ag Period 3: 37
  - Ag Sales and Communication Period 5: 23
  - Sustainable Ag Period 6: 34
  - Sustainable Ag Period 7: 34
- Meagan Dunlap
  - Ag Soils Period 1: 37
  - Ag Soils Period 2: 36
  - Ag Chem Period 3: 33
  - Ag Chem Period 5: 34
  - Ag Soils Period 6: 33
- Michael Leishman
  - Ag Mech 2/3 Period 1: 23
  - Ag Mech 2/3 Period 2: 20
  - Ag Soils Period 3: 39
  - Environmental Horticulture Period 6: 26
  - Ag Business (Econ/Gov) Period 7: 34
- Victoria Saldana
  - Veterinary Science Period 1: 24
  - Veterinary Science Period 2: 15
  - Ag Mech 1 Period 3: 29
  - Ag Mech 1 Period 5: 24
  - Ag Mech 1 Period 6: 26
Quality Criterion 11:
Full Year Employment
11a. Extended Contract
- Currently, we do not have an official "extended contract;" however, the district provides 36 days of summer wages for teachers to supervise summer SAE projects.

11b. Supervision Period
- 0 period and 8th period are considered project supervision periods. Project supervision periods are determined and compensated by each school site. This is the time at which we can tend to student projects.
Quality Criterion 12: Program Achievement
12a. 2018-19 Program Achievement

Highland has been off to a great start this year despite the turnover within the department. Highland saw one replacement, one addition, a student teacher and a second loss of the longest standing teacher mid-year. Thankfully, the student teacher was able to step in and stay for the remainder of the year to fill this spot. Despite these changes, we have still maintained good attendance at our monthly chapter activities and have started to implement monthly chapter business meetings at these events as well. We have had more participants in public speaking events with the addition of prepared and extemporaneous public speakers compared to former years. We have also seen an incline in CDE team participation with the addition of the cotton judging, small engines, veterinary science, ag sales, ag computers, and communications teams that were not offered previous years.

Our chapter has been recognized at the section, region, and state for student achievement. We had 17 sectional proficiency winners, 3 sectional star administrators, 3 sectional star advisors, 4 sectional star counselors, 3 sectional star supporting staff winners, a state star in agribusiness, and 17 state degrees. We had one proficiency winner make it as a state finalist in ag mechanics. Our chapter competed in the Hall of Chapters at the State Convention and was the state winner, making it to the Hall of States at National Convention this upcoming year. We saw many top placings for our public speaking, open/close, and CDE teams. Notably, we had a creed speaker make it to the state finals and our ag computers team placed 4th in the state. Lastly, we had several students take on leadership positions at the chapter and sectional level. Our students have continued to progress and succeed in the FFA and we are very proud of their accomplishments. Our students are recognized for these achievements at our end of the year banquet which has been a great way to encourage and congratulate the members.
Section 2
Supporting Documents
Supporting Documents 1:
Student Data Sheets
STUDENT DATA SHEET
Highland High School Agriculture

A. __________________________  __________________________
   Last Name                  First Name, MI

B. __________________________
   Street Address

C. 93306
   Zip Code

D. __________________________  __________________________
   Mother/Guardian Name       Cell Phone

E. __________________________  __________________________
   Father/Guardian Name       Cell Phone

F. __________________________
   My Cell Phone Number

G. N/A
   My Home Number

H. __________________________
   Email Address (print)

I. Male  Female
   Gender:

J. 1st  2nd  3rd  4th
   Year in Agriculture Program (1st, 2nd, 3rd, 4th)  1st
   Grade Level  9th

K. I am Taking this course Because: (Select one)
   I Plan a career in agriculture
   X Not a career, just an interest in agriculture
   Not interested, placed in this class.
   I heard this was an easy A so I signed up for it.

L. White
   X Latino/Hispanic
   Asian
   Chinese
   Hmong
   Japanese
   Korean
   Vietnamese
   Black
   American Indian
   Native Hawaiian/Pacific Islander
   Filipino
   Samoan
   Other

School Year 2018-2019
STUDENT DATA SHEET

Highland High School Agriculture

A. Last Name ___________________________ First Name, MI ___________________________

B. Street Address: ___________________________

C. Zip Code 93306

D. Mother/Guardian Name ___________________________ Cell Phone ___________________________

E. Father/Guardian Name ___________________________ Cell Phone ___________________________

F. My Cell Phone Number ___________________________

G. My Home Number ___________________________

H. Email Address (print) ___________________________

I. Gender: ( ) Male ( ) Female

J. Year in Agriculture Program (1st, 2nd, 3rd, 4th) 1st ___________ Grade Level 9

K. I am Taking this course Because: (Select one)

( ) I Plan a career in agriculture

( ) Not a career, just an interest in agriculture

( ) Not interested, placed in this class.

( ) I heard this was an easy A so I signed up for it.

L. Race/Ethnicity: (Select Only One)

( ) White

( ) Latino/Hispanic

( ) Asian

( ) Chinese

( ) Hmong

( ) Japanese

( ) Korean

( ) Vietnamese

( ) Black

( ) American Indian

( ) Native Hawaiian/Pacific Islander

( ) Filipino

( ) Samoan

( ) Other ___________________________
STUDENT DATA SHEET
Highland High School Agriculture

A. __________________________  ___________________________
   Last Name               First Name, MI

B. __________________________
   Street Address

C. __________________________
   Zip Code

D. __________________________  ___________________________
   Mother/Guardian Name      Cell Phone

E. __________________________
   Father/Guardian Name

F. __________________________
   My Cell Phone Number

G. __________________________
   My Home Number

H. __________________________
   Email Address (print)

I.   Gender:    Male  Female

J. Year in Agriculture Program (1st, 2nd, 3rd, 4th)  1st  Grade Level  9th

K.  I am Taking this course Because: (Select one)
    ☒ I Plan a career in agriculture
    ___ Not a career, just an interest in agriculture
    ___ Not interested, placed in this class.
    ___ I heard this was an easy A so I signed up for it.

L. Race/Ethnicity: (Select Only One)
    ___ White
    ☒ Latino/Hispanic
    ___ Asian
    ___ Chinese
    ___ Hmong
    ___ Japanese
    ___ Korean
    ___ Vietnamese
    ___ Black
    ☒ American Indian
    ___ Native Hawaiian/Pacific Islander
    ___ Filipino
    ___ Samoan
    ___ Other           


STUDENT DATA SHEET
Highland High School Agriculture

A. ________________    ________________
   Last Name           First Name, MI

B. __________________________
   Street Address

C. __3306____________
   Zip Code

D. __________________________
   Mother/Guardian Name     Cell Phone

E. __________________________
   Father/Guardian Name     Cell Phone

F. __________________________
   My Cell Phone Number

G. __________________________
   My Home Number

H. __________________________
   Email Address (print)

I. ___________    _______
   Gender:        Male    Female
   1st    2nd    3rd    4th   Grade Level

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

K. I am Taking this course Because: (Select one)
   ___ I Plan a career in agriculture
   ___ Not a career, just an interest in agriculture
   ___ Not interested, placed in this class.
   __I heard this was an easy A so I signed up for it.

L. __________
   Race/Ethnicity: (Select Only One)
   ___ White
   ___ Latino/Hispanic
   ___ Asian
   ___ Chinese
   ___ Hmong
   ___ Japanese
   ___ Korean
   ___ Vietnamese
   ___ Black
   ___ American Indian
   ___ Native Hawaiian/Pacific Islander
   ___ Filipino
   ___ Samoan
   __Other ____________
STUDENT DATA SHEET
Highland High School Agriculture

A. ________________________   ________________________
   Last Name               First Name, MI

B. Street Address

C. Zip Code 93304

D. Mother/Guardian Name ________________________

E. Father/Guardian Name ________________________

F. My Cell Phone Number

G. My Home Number N/A

H. Email Address (print)

I. Gender: Male   Female

J. Year in Agriculture Program (1st, 2nd, 3rd, 4th) _______   Grade Level 9-12

K. I am Taking this course Because: (Select one)
   ☑ I Plan a career in agriculture
   ____ Not a career, just an interest in agriculture
   ____ Not interested, placed in this class.
   ____ I heard this was an easy A so I signed up for it.

L. Race/Ethnicity: (Select Only One)
   ____ White
   ____ Latino/Hispanic
   ____ Asian
   ☑ Chinese
   ____ Hmong
   ____ Japanese
   ____ Korean
   ____ Vietnamese
   ____ Black
   ____ American Indian
   ____ Native Hawaiian/Pacific Islander
   ____ Filipino
   ____ Samoan
   ____ Other ____________
STUDENT DATA SHEET
Highland High School Agriculture

A. ____________________________ ____________________________
   Last Name                      First Name, MI

B. ____________________________
   Street Address

C. ____________________________
   Zip Code 93306

D. ____________________________
   Mother/Guardian Name

E. ____________________________
   Father/Guardian Name

F. ____________________________
   My Cell Phone Number

G. ____________________________
   My Home Number N/A

H. ____________________________
   Email Address (print)

I.  Gender: Male    Female

J.  Year in Agriculture Program (1st, 2nd, 3rd, 4th) 1st
   Grade Level 9

K.  I am Taking this course Because: (Select one)
   ____ I Plan a career in agriculture
   X  Not a career, just an interest in agriculture
   ____ Not interested, placed in this class.
   ____ I heard this was an easy A so I signed up for it.

L.  Race/Ethnicity: (Select Only One)
   X  White
   ____ Latino/Hispanic
   ____ Asian
   ____ Chinese
   ____ Hmong
   ____ Japanese
   ____ Korean
   ____ Vietnamese
   ____ Black
   ____ American Indian
   ____ Native Hawaiian/Pacific Islander
   ____ Filipino
   ____ Samoan
   ____ Other ________
STUDENT DATA SHEET
Highland High School Agriculture

A. Last Name ____________________________ First Name, MI ____________________________

B. Street Address ____________________________

C. Zip Code ____________________________

D. Mother/Guardian Name ____________________________ Cell Phone ____________________________

E. Father/Guardian Name ____________________________ Cell Phone ____________________________

F. My Cell Phone Number ____________________________

G. My Home Number ____________________________ (same as above)

H. Email Address (print) ____________________________

I. Gender: Male [ ] Female [ ]

J. Year in Agriculture Program (1st, 2nd, 3rd, 4th) ______ 1st ______ Grade Level ______ 9 ______

K. I am Taking this course Because: (Select one)
   ___ I Plan a career in agriculture
   ___ Not a career, just an interest in agriculture
   ___ Not interested, placed in this class.
   ___ I heard this was an easy A so I signed up for it.

L. Race/Ethnicity: (Select Only One)
   ___ White
   ___ Latino/Hispanic
   ___ Asian
   ___ Chinese
   ___ Hmong
   ___ Japanese
   ___ Korean
   ___ Vietnamese
   ___ Black
   ___ American Indian
   ___ Native Hawaiian/Pacific Islander
   ___ Filipino
   ___ Samoan
   ___ Other ____________
STUDENT DATA SHEET
Highland High School Agriculture

A. Last Name __________________________ First Name, MI __________________________

B. Street Address __________________________

C. Zip Code 93306

D. Mother/Guardian Name __________________________ Cell Phone __________________________

E. Father/Guardian Name __________________________ Cell Phone __________________________

F. My Cell Phone Number __________________________

G. My Home Number __________________________

H. Email Address (print) __________________________

I. Gender: Male  Female

J. Year in Agriculture Program (1st, 2nd, 3rd, 4th) 19th Grade Level 9th

K. I am Taking this course Because: (Select one)
   √ I Plan a career in agriculture
   ____ Not a career, just an interest in agriculture
   ____ Not interested, placed in this class.
   ____ I heard this was an easy A so I signed up for it.

L. Race/Ethnicity: (Select Only One)
   √ White
   ____ Latino/Hispanic
   ____ Asian
   ____ Chinese
   ____ Hmong
   ____ Japanese
   ____ Korean
   ____ Vietnamese
   ____ Black
   ____ American Indian
   ____ Native Hawaiian/Pacific Islander
   ____ Filipino
   ____ Samoan
   ____ Other ____________
STUDENT DATA SHEET
Highland High School Agriculture

A. Last Name
   First Name, MI

B. Street Address

C. Zip Code 93306

D. Mother/Guardian Name
   Cell Phone

E. Father/Guardian Name
   Cell Phone

F. My Cell Phone Number
   [Redacted]

G. My Home Number
   none

H. Email Address (print)
   [Redacted]

I. Gender: [Male] [Female]

J. Year in Agriculture Program (1st, 2nd, 3rd, 4th)
   1st
   Grade Level 9th

K. I am Taking this course Because: (Select one)
   [X] Not a career, just an interest in agriculture
   [ ] Not interested, placed in this class.
   [ ] I heard this was an easy A so I signed up for it.

L. Race/Ethnicity: (Select Only One)
   [ ] White
   [ ] Latino/Hispanic
   [ ] Asian
   [ ] Chinese
   [ ] Hmong
   [ ] Japanese
   [ ] Korean
   [ ] Vietnamese
   [ ] Black
   [ ] American Indian
   [ ] Native Hawaiian/Pacific Islander
   [ ] Filipino
   [ ] Samoan
   [X] Other _________
STUDENT DATA SHEET

Highland High School Agriculture

A. ____________________________  ____________________________  Last Name  First Name, MI

B. ____________________________  ____________________________  Street Address

C. ____________________________  93305  ____________________________  Zip Code

D. ____________________________  ____________________________  Mother/Guardian Name  Cell Phone

E. ____________________________  ____________________________  Father/Guardian Name  Cell Phone

F. ____________________________  ____________________________  My Cell Phone Number

G. ____________________________  ____________________________  My Home Number

H. ____________________________  ____________________________  Email Address (print)

I. ____________________________  Male  Female  Gender:

J. ____________________________  9th  ____________________________  Year in Agriculture Program (1st, 2nd, 3rd, 4th)  Grade Level

K. I am Taking this course Because: (Select one)
   ___ I Plan a career in agriculture
   ___ Not a career, just an interest in agriculture
   ___ Not interested, placed in this class.
   X  I heard this was an easy A so I signed up for it.

L. Race/Ethnicity: (Select Only One)
   ___ White
   ___ Latino/Hispanic
   ___ Asian
   ___ Chinese
   ___ Hmong
   ___ Japanese
   ___ Korean
   ___ Vietnamese
   ___ Black
   ___ American Indian
   ___ Native Hawaiian/Pacific Islander
   ___ Filipino
   ___ Samoan
   X  Other  ________________
Supporting Documents 2: Permanent Student Files
Supporting Documents 3: Agriculture Course Outlines
Agriculture Soil Science

A. COURSE INFORMATION

Grade Level: 9-10 Grade
Length of Course: 2 semesters
Maximum Credit: 10
Type: Lab Science Chemistry
Recommendation for Enrollment: Recommended for Freshman level students, but can be applied to all levels

B. COURSE DESCRIPTION (Include a brief explanation of the course; mention any prerequisites, including standardized test scores; and indicate whether the course satisfies a specific graduation requirement.)

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

C. INSTRUCTIONAL MATERIALS (List the basic text – include title, edition, author, and copyright – and other essential supplementary materials or instructional resources/materials used in the course.)

Plant & Soil Science Fundamentals and Applications by Rick Parker, Delmar Cengage Learning
**Supplemental Materials**
Environmental Science Fundamentals and Applications DELMAR CENGAGE LEARNING
Chapters 13; 5 & 6
D. **COURSE OUTLINE** (List the major content areas of the course and divide them according to the semester in which they fall. Designate the approximate amount of time given to each of the content areas. Suggested length: one page.)

**Unit One:**

**Agriscience Practices**

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

**Key Assignment**

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

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

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

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

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

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

Unit Two: The Nature of Soil

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

Key Assignments

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

2. Collect and Test Soil Samples: Physical Properties (figure out what elements might be in them based on chemical properties)
In this lab, students will learn how to test the physical characteristics of soil, so that they can learn how these characteristics affect a soil’s capabilities in later units. They will be able to assess and amend a soil to achieve a specific agricultural application. Students will collect soil samples from a variety of locations around their community. After receiving instruction in lab safety protocols, students will choose appropriate lab testing and safety equipment, and will carry out a battery of industry standard tests to determine what physical characteristics the soil samples possess. After receiving instruction in what physical properties of matter are measured in soil testing, students will use the ribbon test, and also look at physical factors such as soil texture, composition, and particle size. Students will examine the soil for presence of living organisms, such as nematodes. Based on these properties, students will hypothesize what chemical elements are present in the soil. Students will research what chemicals are prominent in the soil in their test areas, and check their hypotheses against this research. Students will turn in an annotated bibliography detailing the major findings of their research. Students will give a presentation on their annotated bibliography, and give details on where their soil came from, the lab tests they performed, the results of the tests, their data analysis, and how that analysis compared to their research.

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

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

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

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

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

Unit Three:

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

Key Assignments

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

2. Water Quality Testing
Students will begin by examining properties of subatomic particles and will create models to illustrate bonding of hydrogen and oxygen, accounting for the polarity of the water molecule. The focus of this unit will continue to develop an understanding of how hydrogen bonds give water a number of properties that allow it to percolate through soil, adhere to pollutants and transpire through plants. https://www.lcmm.org/education/resource/onwaterecology/worksheetwaterqualitytesting.pdf

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

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

4. Tillage Practices and the Impact they have on Runoff, Erosion and Soil Chemistry
Students will explore how chemical bonding, chemical reactions and chemical equilibrium are demonstrated through the relationship between tilled soil and water runoff. Students build up their knowledge of atomic structure to explore the various forms of chemical bonding that takes place between atoms of different elements as well as the role of valence electrons. To deepen understanding of chemical interactions, students will investigate both the physical and chemical changes that take place during tillage. Students will utilize locally sourced soil samples at both pretillage and posttillage intervals to compare the effects of tillage on the physical and chemical nature of soil. Ideally, multiple tillage types will be examined including conventional tillage, deep ripping tillage and conservation tillage. Soil pH, effective cation exchange capacity, soil organic carbon, and soil nutrient levels will be
measured in addition to an analysis of the physical structure of the soil. Examination of the physical structure can allow students to predict potential erosion and runoff issues. Students will then develop suggestions for best till practices by using GPS and topographic maps to determine the natural slope of a given plot of land. They will be asked to design the most efficient “tillage” for this plot to conserve water, prevent soil erosion and cause the least disturbance to soil and water bonding. Students must explain in a written report, including a detailed diagram, why they selected the design they did and how it will be the most beneficial for the environment using conservation techniques for the soil and water as learned in this unit. They will also explain why the alternative designs would be poor choices.

5. Ground Water Contamination and Aquifer Lab
Students will demonstrate how aquifers filter different contaminants by constructing a model of an aquifer and testing how groundwater contamination occurs by using common agricultural contaminants. They will analyze two different types of aquifers and determine which type they would want to place a well into and why. Students will explain how the size of the pores affects the intermolecular interactions between contaminated water and the rock, and how this in turn impacts how well an aquifer can filter out contaminants. Students will examine how the pH of different solutions is directly affected by soil type and aquifer porosity. Students will model this by capturing water that comes through their aquifer model. Students will then determine the concentration of this type of solution through a standardized titration experiment. Once they have used their models as a means of understanding how easily groundwater can be contaminated, they will complete their conclusion and create a multimedia production in the form of a TED talk or Infomercial that educates their community on what agriculturists do and can do to improve water quality in their local area. They will present their productions to a panel of judges and the winners will have their video/multimedia presentation broadcast schoolwide.

6. Irrigation Practices in Agriculture
Students will understand how evaporation (due to temperature) and soil type plays a huge role in the irrigation methods and practices employed in the agriculture industry. Students will be given 3 different soil types. Students will divide these 3 soil types into 9 different samples; 3 of each in a different setting, but they will receive the same amount of water to simulate "irrigation". Students will hypothesize what they think will happen based on soil type and temperature with regard to moisture retention and how this will impact decisions in irrigation selection. In the control group the 3 soil samples will be placed outside. In test group #1, 3 samples will be placed under a heat lamp to simulate an environment with a hotter ambient temperature. In test group #2, 3 samples will be placed in a location cooler than your outside temperature. In all 3 of the test locations students will water all of the samples with equal amounts of water. The following day students will test the moisture content of all soil samples using a Kelway Soil Acidity and Moisture Meter to determine the effects that temperature and soil type had on moisture retention. Using this data, students will then complete the lab write up and finish a conclusion by summing up how this lab impacts irrigation practices.

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

Unit Four
Plants and Soil Management

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

Key Assignments
1. Plant Requirements from Soil Lab
Students will demonstrate their knowledge of plant growth requirements by creating a controlled experiment to compare the difference between natural and synthetic fertilizers on plant growth. Students will make qualitative and quantitative observations of plant growth and analyze their data in order to draw conclusions regarding the availability of nutrients and the practical application for crop growers. Fertilizers are identified with particular isotopes and as part of the assignment, students will describe nuclear processes and radiation, describing their methods of use in determining fertilizer application in commercial agriculture. Students will then create a written recommendation to a local crop producer regarding which type of fertilizer to use for their farm in order to achieve production goals, highlighting chemistry concepts as a fundamental part of the assignment. Optional extension: Students can analyze the amounts of fertilizers needed in order to reach the desired amount necessary for plant growth and determine whether the addition of fertilizers is cost effective.

2. Soil Management Project
Students will analyze their data collected from unit 2 and determine which crops can be grown based on the current physical and chemical properties of the soil. Students will make recommendations for soil amendments which would increase the nutrient availability of the soil in order to grow a desired crop. Students should consider how pH, and chemical equilibrium will impact the availability of nutrients in the soil in their recommendations. Students will then plant a crop from a given list of cover crops (clover, grasses, and legumes) in their soil test plot, allow it to grow and then retest the soil to see if there is a difference in the nutrient concentrations. Students will incorporate their knowledge of biogeochemical cycles into their lab report and will provide an explanation of how nutrients are being transferred from the soil to the plants. The research and experimentation conducted in this project will be added to their Soil Management Capstone Project.

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

Unit Five: Animals and Soil Management

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

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

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

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

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

Unit Six: Soil Sustainability

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

Key Assignments

1. Phytoremediation Lab
Students will learn about the remediation effects of plants in the uptake of soil contaminants, in this example, reducing soil salinity. Students will research saltwater intrusion causes and implications, research phytoremediation, develop a hypothesis, design an experimental procedure, identify safety procedures specific to this experiment, collect and analyze data, and formulate conclusions. Through these steps, students will determine which types of plants are best in phytoremediation of saline
("halophytic" or salt loving plants) and the maximum amount of saline which can be removed from the soil in this way. Possible extension: Compare efficacy of procedure with different soil types. Students will complete a formal lab write-up.

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

3. Land Use Planning Model
Student groups will make soil/land management decisions based on specific agriculture and land use restrictions on pieces of land such as large urban gardens, range management, forest management, and farmlands. Students will use their knowledge of physical and chemical properties of soil in regards to plants, animals and water to highlight the importance of sustainable agriculture. Getting a land use plan approved and in place with multiple interest groups is complicated and relies on the checks and balances to determine the success of the project. Each student in the group needs to take on a specific role in order to determine their Land Use Plan (such as conservationist, developer, owner, law enforcement, Department of Public Works, Anthropologist, City Planner, etc.). Groups will then prepare a presentation to present their plan. This presentation could be presented to the class and instructor or even community/local industry members.

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

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

Capstone Project and Portfolio

1. Soil Management Capstone Project
As the final course capstone project, students will be given a scenario and soil sample designed around their local agriculture industry. The given scenario will provide students with specific information about the topography and climate/rainfall data of the location where the soil sample was collected. Students will use knowledge and skills learned in previous units to physically and chemically analyze the soil sample. Their soil analysis should include the composition and nutrient, pH, and salinity levels. The data collected from their soil sample analysis and the provided land information should be included in the soil management plan that the students create. The student’s Soil Management Plan will recommend soil amendments, proper tillage practices, optimal irrigation methods, crop recommendations, and animal use suggestions. Their recommendations and suggestions should be justified in terms of the 3 pillars of sustainable agriculture.
2. Course Portfolio
The course portfolio will provide evidence of real world agriculture application of scientific research done throughout this course. The portfolios will highlight student work from throughout the course to show a progression of learning, experimentation, and application of course content. Items that will be included in the portfolio are student lab reports, the Agriscience Research paper, and their Soil Management Plan.

E. **COURSE OBJECTIVES FOR** (The objectives area to include the specific, major skills or understandings which students will be able to demonstrate or acquire instruction in the course. A minimum of eight to twelve objectives should be identified for each semester of the course. Each objective is to be clearly linked to the Board adopted standards for the course or subject area; indicate the link by placing the number of the appropriate standards (s) after each objective. **Minimum length: one page**
<table>
<thead>
<tr>
<th>1. Agriculture and Agricultural Research Skills</th>
<th>Ag Standard</th>
<th>Practices</th>
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</thead>
<tbody>
<tr>
<td>C1.0 Evaluate the role of agriculture in the California economy.</td>
<td><strong>HS-ETS1-1</strong>: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</td>
<td><strong>Planning and Carrying Out Investigations</strong>: Planning and carrying out in 9-12 builds on K-8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.</td>
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<td>C1.2 Describe how California agriculture affects the quality of life.</td>
<td><strong>HS-ETS1-2</strong>: Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</td>
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<td>C1.4 Research the economic impact of leading California agricultural commodities.</td>
<td><strong>HS-ETS1-3</strong>: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.</td>
<td><strong>Constructing Explanations and Designing Solutions</strong>: Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (HS-LS1-3)</td>
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<td>C1.5 Assess the economic impact of major natural resources in California.</td>
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<td>C3.1 Describe how technology affects the logistics of moving an agricultural commodity from producer to consumer.</td>
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<td>C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, and communication.</td>
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<td>C3.5 Integrate the use of technology when collecting and analyzing data.</td>
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<td>C13.1 State the steps of the scientific method.</td>
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<td>C13.2 Analyze an agricultural problem and devise a solution based on the scientific method.</td>
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<td>2. The Nature of Soil</td>
<td>C10.1 Recognize the major soil components and types.</td>
<td>HS-PS1-1: Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.</td>
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<td>C10.2 Summarize how soil texture, structure, pH, and salinity affect plant growth.</td>
<td>HS-PS1-3: Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.</td>
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<td>C10.3 Assess water delivery and irrigation system options.</td>
<td>HS-PS1-8: Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.</td>
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<td>C10.4 Differentiate among the types, uses, and applications of amendments and fertilizers.</td>
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<td>E3.1 Demonstrate techniques used to classify soils.</td>
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<td>E3.2 Explain the reasons for, and importance of, soil conservation.</td>
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<td>E3.3 Analyze soils found in the different natural resource management areas.</td>
<td>HS-ESS2-5: Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.</td>
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<td>HS-ESS2-7: Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.</td>
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<td>F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.</td>
<td>HS-ESS2-2: Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause</td>
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<tr>
<td>3. Soil and Water</td>
<td>E6.1 Summarize the different types of aquatic resources.</td>
<td>HS-PS1-1: Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.</td>
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<td>E6.4 Analyze the relationship between water quality and aquatic species habitat.</td>
<td>F2.4 Experiment with the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.</td>
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<td>F5.1 Explain how basic soil science and water principles affect plant growth.</td>
<td>F5.2 Illustrate basic irrigation design and installation methods.</td>
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<td>F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.</td>
<td>F5.4 Research major issues related to water sources and water quality.</td>
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<td>F5.5 Explain the components of soilless media and test the use of those media in various types of containers.</td>
<td>F5.6 Research how soil biology affects the environment and natural resources.</td>
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<td>G6.4 Research how soil biology affects the environment and natural resources.</td>
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<tr>
<th>G6.3 Explain soil biology and diagram the cycles in nature as related to the soil food chain.</th>
<th><strong>HS-PS1-4</strong>: Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.</th>
<th><strong>Constructing Explanations and Designing Solutions</strong>: Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.</th>
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<tr>
<td>G6.4 Research how soil biology affects the environment and natural resources.</td>
<td><strong>HS-PS1-6</strong>: Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.*</td>
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<td>G3.4 Research the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.</td>
<td><strong>HS-PS1-7</strong>: Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.</td>
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<td><strong>HS-ESS3-3</strong>: Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.</td>
<td><strong>HS-PS1-5</strong>: Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.</td>
<td><strong>Engaging in Argument from Evidence</strong>: Engaging in argument from evidence in 9–12 builds from K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.</td>
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<tr>
<th>5. Soil and Animals</th>
<th><strong>D7.1 Evaluate a rangeland and identify methods of rangeland improvement used in an effective animal production program.</strong></th>
<th><strong>HS-PS1-3</strong>: Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.</th>
<th><strong>Planning and Carrying Out Investigations</strong>: Planning and carrying out investigations in 9–12 builds on K–8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.</th>
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<tr>
<td><strong>D7.2 Summarize how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.</strong></td>
<td><strong>HS-PS1-4</strong>: Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.</td>
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<td><strong>D7.4 Evaluate a plan to balance rangeland use for animal grazing and for wildlife habitat.</strong></td>
<td><strong>HS-PS1-6</strong>: Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.*</td>
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<td>6. Soil and Agricultural Technology</td>
<td>G9.3 Differentiate among the components of &quot;whole-system management.&quot;</td>
<td>HS-LS2-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.</td>
<td>Using Mathematics and Computational Thinking: Mathematical and computational thinking in 9-12 builds on K-8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are</td>
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<td>D8.1 Assess treatment and disposal management systems for animal waste.</td>
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<td>D8.2 Compare various methods for using animal waste and the environmental impacts associated with each method.</td>
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<td>D8.3 Research the health and safety regulations that are an integral part of properly managed animal waste systems.</td>
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<td>D10.1 Formulate and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.</td>
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<td>D2.1 Assess the flow of nutrients from the soil, through the animal, and back to the soil.</td>
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<td>D2.2 Explore the principles for providing proper, balanced rations for a variety of production stages in ruminants and monogastrics.</td>
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<td>HS-ESS3-3: Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.</td>
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<td>HS-PS1-2: Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.</td>
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<td>Objective</td>
<td>Description</td>
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<td>C2.1 Identify important agricultural environmental impacts on soil, water, and air.</td>
<td>HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.</td>
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<td>C2.2 Explain current environmental challenges related to agriculture.</td>
<td>HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.*</td>
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<td>C2.3 Summarize how natural resources are used in agriculture.</td>
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<td>C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.</td>
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<td>E3.4 Develop and implement a soil management plan for a natural resource management area.</td>
<td>HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.</td>
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<td>E3.5 Understand how to analyze existing soil surveys to develop effective management plans.</td>
<td>HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</td>
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<tr>
<td>G9.1 Identify and classify the plants and animals in an agricultural system (as producers, consumers, or decomposers).</td>
<td>HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</td>
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</tr>
<tr>
<td>G9.2 Compare and contrast the elements of conventional, sustainable, and organic production systems.</td>
<td>HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.</td>
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</tbody>
</table>

Engaging in Argument from Evidence: Engaging in argument from evidence in 9–12 builds from K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.

Constructing Explanations and Designing Solutions: Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.
F. **STUDENT EVALUATION STANDARDS** (List the criteria on which students will be graded in the course. Give the approximate weight for each of the grading criteria in determining the student's grade, such as tests, homework, labs, class participation. Also indicate the weight given to quarter grades and semester final in tabulating the final grade.)

- Assignments and labs: 60%
- Assessments: 30%
- FFA Participation: 10%

G. **SUGGESTED INSTRUCTIONAL ACTIVITIES** (This item is optional and is not required of the course of study. If it is completed, it should include teacher and/or student activities such as field trips, demonstrations, speakers, or special procedures that will assist the students in learning the course objectives.)

_Prepared by Elizabeth Bledsoe_
Kern High School District

Course of Study

AG Chemistry CP

Course Title

11

Grade Level

Agriculture

Department

10

Max. Credit

Does this course satisfy a graduation requirement in another subject area? Yes (Chemistry CP)

James Selgrath

Prepared by

Bakersfield High School

School

March 18, 2007

Date

Approval of Site Administrator:

Signature

Date

1. **Course Description:** (Include a brief explanation of the course; mention any prerequisites, including standardizing test scores; and indicate whether the course satisfies a specific graduation requirement. Approximate length: Two or three sentences). Ag. Chemistry includes inductive reasoning, laboratory techniques and technical scientific methods concerning aspects of chemistry. Aspects of molecular bonding, stoichiometry, reactions, and classification of molecules will be included. This class will satisfy the University of California ‘D’ entrance level requirement.

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

General Text: World of Chemistry

Zumdahl, Zumdahl and DeCoste

McDougal Littell

A Houghton Mifflin Company

2002

Supplementary text and laboratory manual:

World of Chemistry

Teacher’s Guide

Laboratory Guide

Teacher resources test bank, worksheets and group activities.
Course Outline:

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Week</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 1 (Standards 1a-e, 3a-e)</td>
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<tr>
<td>1. Atoms, structure of the nuclear atom, distinguishing between atoms, the periodic table and organization of the elements.</td>
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<tr>
<td>2. Chemical bonding, representation of chemical compounds, ionic charges, ionic compounds, molecular compounds and acids, naming and formula writing.</td>
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<tr>
<td>3. The mole, mole-mass and mole-volume relationships, percent composition and chemical formulas</td>
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<tr>
<td>4. Describing chemical change, types of chemical reactions, and reactions in aqueous solutions.</td>
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<tr>
<td>5. The arithmetic of equations, chemical calculations, limiting reagent and percent yield.</td>
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<tr>
<td>Unit 2 (Standards 4a-f, 7a-d)</td>
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<tr>
<td>1. The flow of energy, heat, measuring and expressing heat changes, heat in changes of state, calculating heat changes.</td>
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<tr>
<td>2. Properties of gases, factors affecting gas pressure, the gas laws, ideal gases, gas molecules, mixtures and movements.</td>
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<tr>
<td>3. Periodic trends</td>
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<tr>
<td>Second Semester</td>
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</tr>
<tr>
<td>Unit 3 (Standards 2a-e, 6a-d, 11a-e)</td>
<td></td>
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<tr>
<td>1. Electron configuration in ionic bonding, ionic bonds, bonding in metals.</td>
<td></td>
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<tr>
<td>2. The nature of covalent bonding, bonding theories, polar bonds and molecules.</td>
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<tr>
<td>3. Electron arrangement in atoms.</td>
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<tr>
<td>5. Nuclear radiation, nuclear transformations, fission and fusion of atomic nuclei, radiation in your life.</td>
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<tr>
<td>Unit 4 (Standards 5a-d, 8a-c, 9a-b)</td>
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<tr>
<td>1. Rates of reactions, reversible reactions and equilibrium, determining whether a reaction will occur, calculating entropy and free energy, the progress of chemical reactions.</td>
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<tr>
<td>2. Describing acids and bases, hydrogen ions and acidity, acid-base theories, strengths of acids and bases.</td>
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</tbody>
</table>

4. Course Objectives

<table>
<thead>
<tr>
<th>Course Goals</th>
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</thead>
<tbody>
<tr>
<td>Students will know and understand that the periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure (Standard 1).</td>
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<tr>
<td>Students will know and understand that the conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants (Standard 3).</td>
</tr>
<tr>
<td>Students will know and understand that the kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases (Standard 4).</td>
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</tbody>
</table>
Students will know and understand that energy is exchanged or transformed in all chemical reactions and physical changes of matter (Standard 7).

Students will know and understand that the biological, chemical and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules (Standard 6).

Students will know and understand that solutions are homogenous mixtures of two or more substances (Standard 6).

Students will know and understand that nuclear processes are those in which an atomic nucleus changes, including radioactive decay of naturally occurring and human-made isotopes, nuclear fission, and nuclear fusion (Standard 11).

Students will know and understand that acids, bases, and salts are three classes of compounds that form ions in water solutions (Standard 5).

Students will know and understand that chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules (Standard 8).

Students will know and understand that chemical equilibrium is a dynamic process at the molecular level (Standard 9).

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

Students will understand the relationship between a supervised occupational experience (SOE) and their preparation for a career in agriculture. Students will actively engage in and manage a SOE which enables them to develop occupational skills.

Students will be aware of existing and future employment opportunities in the field of agriculture and will develop an understanding of how to conduct a job search, write a resume, and interview for a job.

Students will be able to read and use measuring equipment, and perform calculations for problem solving.

Students will understand the operating principles of common laboratory equipment and will understand the principles of safety that apply to them.

Students will understand the principles of feeds and feeding and the chemistry behind them.

Students will understand the use of technology in chemistry and agriculture.

Students will understand the importance of energy, including sources, conservation, and future needs.

Students will understand soil composition and the chemical factors which affect the use of different types of soil.

The course objectives are designed to help the students achieve the following Bakersfield High School ESLR’s: 1a, b, c, 2a, b, c, d, f, and 3 a, d.

5. Student Evaluation Standards
Students will be able to care for and use agriculture equipment as related to the labs. Students will receive points for projects/laboratories, ag, projects, leadership, homework and class work, and quizzes, reports and midterms and finals. A grade will be determined by computing the total number of points the student acquires out of the total points possible. Semester grades will reflect the following grading system:

<table>
<thead>
<tr>
<th>Area</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Leadership activities (FFA)</td>
<td>10</td>
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<tr>
<td>Homework</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes, Midterm and Final</td>
<td>40</td>
</tr>
<tr>
<td>Reports/SAE</td>
<td>20</td>
</tr>
<tr>
<td>Laboratories</td>
<td>20</td>
</tr>
</tbody>
</table>
Supporting Documents 4: Course Gradebooks
Course Grade Books

I do all of my grading through Synergy. I update grades every week or worst case scenario when I am busy, every two weeks. Students and parents have access to grades through an online app that they can download to their phone or through an online portal on the web. This helps students be more accountable because they are able to check their own grades whenever they like. I always announce to the class when grades have been updated as well.
Supporting Documents 5:
SAE and Home Visit Supervision Forms
HOME VISIT REPORT

Student Name: ___________________________ Grade: _____ Date: __________

Project Location: ______________________ Phone: __________________

Project: ____________________________ Project Type: __________________

Purpose of Visit: ______________________

Current Feeding Program: ______________________

Project Weight: __________________________ Goal Weight: __________________

Record Book Check ______________________ Up-to-date: __________

General Comments / Recommendations:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

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<thead>
<tr>
<th>Date</th>
<th>Animal Treated</th>
<th>Medication</th>
<th>Amount Given</th>
<th>Withdrawal</th>
<th>Withdrawal end Date</th>
<th>Responsible Person</th>
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Student Signature: ___________________________  Est. Date of Next Visit __________

Instructor Signature: _______________________

Parent Signature: ___________________________
Thursday August 15, 2018

Dear Parents and Guardians,

Welcome to 2018-2019 school year and the Highland High School Agriculture Department! After a busy summer preparing for the year ahead, we are happy to welcome students back to our home here on campus! The Agriculture Department has been hard at work planning many great activities, lessons, and leadership events for this upcoming school. We want to especially welcome all the new parents to Highland High School and to the Agriculture Department.

The Agriculture Department is comprised of four teachers and offers a variety of classes for students to choose from. Both U.C. and Cal State approved Agriculture Soil Sciences, Sustainable Ag. Biology, Agriculture Chemistry, Veterinary Science, Environmental Horticulture, Agricultural Mechanics, and Agriculture Economics, classes are offered through the Agriculture Department. It is our goal for each student to develop a plan for the next four years that will accommodate their interests, needs, and provide them with a great education.

One of the best ways to ensure your student succeeds at school and in our classroom is for all three of us; parent(s)/guardian(s), student, and teacher to have a working relationship that promotes communication, understanding of responsibilities, and knowledge of opportunities offered. One of your son/daughter’s first assignments is to schedule a Home Visit with me - I will come to your home and discuss our program, opportunities for your student within the agriculture program, and much more. It is my hope that this will provide a solid beginning for parent/teacher/student communication. Please fill out the enclosed Home Visit Schedule sheet and have your student bring it back to me by Monday September 1st. I will be making most home visits on Mondays and Wednesdays throughout the first semester, but if either of those dates do not work for you, please feel free to write in some additional possibilities on your home visit schedule.

Thank you for your support and I look forward to meeting you soon!

Sincerely,

Meagan Dunlap
Highland High School Agriculture Department
Office Phone: (661) 872-2777
2018-2019 Tentative Home Visit Scheduling Sheet

Agriculture Soil Science- Ms. Meagan Dunlap

Please mark 4-5 time slots with an “X” that will work best for you! Please select some further in the semester...as most people usually pick all the first dates. I will do the best I can to pick one that works! ☺ I can also meet you at school or another location if you want or if it’s easier for you. ALSO: Cancellations happen often, as such I will send out mass texts (Via Remind) to your student to notify them that I have an opening. Feel free to accept a visit then, regardless when you signed up or not.

<table>
<thead>
<tr>
<th>Date</th>
<th>4pm</th>
<th>5pm</th>
<th>6pm</th>
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<tbody>
<tr>
<td>Tuesday, Aug 21st</td>
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<td>Wednesday, Aug 22nd</td>
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<td>Tuesday, Aug 28th</td>
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<tr>
<td>Wednesday, Aug 29th</td>
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<td>Tuesday, Sept 11th</td>
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<td>Tuesday, Sept 18th</td>
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<td>Wednesday, Sept 19th</td>
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<td>Tuesday, Sept 25th</td>
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<tr>
<td>Wednesday, Sept 26th</td>
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<tr>
<td>Tuesday, Oct 2nd</td>
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<td>Wednesday, Oct 3rd</td>
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<td>Tuesday, Oct 9th</td>
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<tr>
<td>Wednesday, Oct 10th</td>
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<tr>
<td>Tuesday, Oct. 16th</td>
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<tr>
<td>Wednesday, Oct. 17th</td>
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</tbody>
</table>
Date

4pm

5pm

6pm

Tuesday, Oct. 23rd

Wednesday Oct. 24th

Tuesday, Oct. 30th

Tuesday, Nov 6th

Wednesday, Nov 7th

Tuesday, Nov 13th

Tuesday, Dec 4th

Wednesday, Dec 5th

Tuesday, Dec 11th

Wednesday, Dec 12th

***Let me know if you need to do a 4:30 or 5:30 etc…. I am pretty flexible. Thanks! 😊

Name of student: __________________________________________________________

Parent and / or Guardian’s names: __________________________________________

Phone Numbers of Parent and / or Guardians: ________________________________

E-mail address: __________________________________________________________

(I will send you a reminder that I am scheduled to come or if I need to reschedule)

Directions: Please give your Home Address.

Please mark the box if you would rather meet at school. ☐
Highland Agriculture Department
Home Visit Report

Student's Name: ____________________________
Period: _______ Class: Ag Soils / Ag Mech 1 / Other
Date: _______________ Time: ___________ Parent’s Names: ___________________________

✓ Student’s Current Grade: _______ Explanation of Grade Breakdown by Teacher.
✓ FFA Interest? ____________________________________________________________
(Animals/Plants/Mechanics/Floral)
✓ SAE Project Idea or Started?

________________________________________________________________________

✓ What are you going to do for FFA Credits?

________________________________________________________________________

✓ Greenhand Leadership Conference ________________________________? 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 Leadership                           Ornamental Horticulture                        Ag Mechanics
  Ag Sales and Communication             Veterinary Science                          Floral Design

✓ Suggested four year plan based on your interest:
  ▪ Sophomore Year: Sustainable Ag Biology & ______________________________
  ▪ Junior Year: ________________________________
  ▪ Senior Year: Ag Economics & Government & ______________________________

✓ Webpage Available at www.highlandffa.webs.com where you can check activities, news & various other things at all times! Or follow us on Instagram or facebook!

✓ Signatures:

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
<th>Parent</th>
<th>Date</th>
<th>Teacher</th>
<th>Date</th>
</tr>
</thead>
</table>

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

Name of student ___________________ Date ________________

Grade Level _________ Length of Visit ________________

Objective of Visits: (Circle all that apply)

Meet Parents Inform about Ag. Dept. SAE Contest Leadership

Topics Covered:

Project Goals:

FFA Goals:

Academic/Career Goals:

Miscellaneous Information/ Follow Up:

Student Signature: ______________________

Parent Signature: ______________________

Instructor Signature: ____________________
Highland High School Agriculture Department

Name of student: [Redacted]  Date: 7/19/2018

Grade Level: 9  Length of Visit: ________________

Objective of Visits: (Circle all that apply)

Meet Parents  Inform about Ag. Dept.  SAE  Contest  Leadership

Topics Covered:
- Circle model - grades
- Pathways
- Opportunities

Project Goals:
- Currently has a lamb (Ava)
- Built her own greenhouse at home
- Helped grandpa landscape backyard

FFA Goals:
- Shy so unsure about contests but will go to activities

Academic/Career Goals:
- Wants to go to college but unsure what/where

Miscellaneous Information/ Follow Up:

Student Signature: __________________________

Parent Signature: __________________________

Instructor Signature: Mr. [Redacted]
Name of student: [Handwritten: Student Name]
Date: 8/10/18
Grade Level: 9
Length of Visit: ______________

Objective of Visits: (Circle all that apply)
- Meet Parents
- Inform about Ag. Dept.
- SAE
- Contest
- Leadership

Topics Covered:
- 3 Cule Model Pathways
- SAE Options
- Get to know you

Project Goals:
- Raise a show rabbit

FFA Goals:
- Be involved
- Attend state conference

Academic/Career Goals:
- Be a photographer
- Attend college - unsure

Miscellaneous Information/ Follow Up:

Student Signature: __________________________

Parent Signature: __________________________

Instructor Signature: ________________________

Fun Facts:
- bine
- Watermelon
- Comp. cheer
- 3 dogs
- Arts/Crafts
- Drama class
- Has a brother in ag.
Highland High School
Agriculture Department

Name of student: [Redacted]
Date: 8/21/18

Grade Level: 9
Length of Visit: [Redacted]

Objective of Visits: (Circle all that apply)
- Meet Parents
- Inform about Ag. Dept.
- SAE
- Contest
- Leadership

Topics Covered:
- 3 circle model - grading
- SAE credit and pathways

SAE project: [Redacted]

Project Goals:
raise a pig next summer

FFA Goals: [Redacted]

Academic/Career Goals:
college in SB
study marine biology

Miscellaneous Information/ Follow Up:

Student Signature: [Redacted]
Parent Signature: [Redacted]
Instructor Signature: [Redacted]
Highland High School
Agriculture Department

Name of student: [Student Name]  Date: 8/24/18

Grade Level: 9  Length of Visit: _____________

Objective of Visits: (Circle all that apply)

Meet Parents  Inform about Ag. Dept.  SAE  Contest  Leadership

Topics Covered:
- 3 Dirce model
- ag. pathways and credits
- SAE options and project competition

Project Goals:
- Currently raising a lamb named Ricky Bobby
- Will continue raising lambs
- More money in sponsors

FFA Goals:
- Small engines team interest

Academic/Career Goals:
- Attend college but unsure

Miscellaneous Information/ Follow Up:

Student Signature: ____________________________

Parent Signature: ____________________________

Instructor Signature: [Signature]
Highland High School
Agriculture Department

Name of student: [Names]
Date: 8/28/18

Grade Level: 9
Length of Visit: ____________

Objective of Visits: (Circle all that apply)
- Meet Parents
- Inform about Ag Dept.
- SAE
- Contest
- Leadership

Topics Covered:
- 3 curl model - grading
- SAE and project comp
- FFA opportunities
- Get to know you

Project Goals:
- Show rabbit - wants to breed
  - Named Oliver

FFA Goals:
- Plan on running for E.I.T. Office
- And attending SCC

Academic/Career Goals:
- Attend college - possibly Fresno
- For animal science

Fun Facts
- Color = Grey
- Angel fan
- Plays softball/golf
- Watches YouTube
- Plays cello

Miscellaneous Information/ Follow Up:

Student Signature: __________________________

Parent Signature: __________________________

Instructor Signature: ____________________
Name of student: [Handwritten Name]
Date: 8/20/18

Grade Level: 9
Length of Visit: [Handwritten]

Objective of Visits: (Circle all that apply)

- Meet Parents
- Inform about Ag. Dept.
- SAE
- Contest
- Leadership

Topics Covered:
- 3 CEREAL MODEL - grading
- pathways offered
- SAE project and project camp.

Project Goals:
- has a market lamb - "oreo"
- needs sponsor

FFA Goals:
- [Handwritten]

Academic/Career Goals:
- Marine vet
- University of Florida

Miscellaneous Information/ Follow Up:

Student Signature: ____________________________

Parent Signature: ____________________________

Instructor Signature: [Handwritten]

Fun Facts:
- pink dolphin
- rainbow sherbet
- song "Youlynプレー"
- swim/softball
- hanging with friends
- Chicago Fire
Highland High School
Agriculture Department

Name of student: [Redacted]
Date: 10/19/18
Grade Level: 9
Length of Visit: ________

Objective of Visits: (Circle all that apply)
- Meet Parents
- Inform about Ag. Dept.
- SAE
- Contest
- Leadership

Topics Covered:
- Circle model and grading pathways and science credit for potential SAE projects
- FFA involvement

Project Goals:
- Currently has a rabbit - goal to go to 4 rabbit shows
- Interested in large animal in the future or ag mech project - weld a sign or a bible verse

FFA Goals:
- Satisfy 25 hours
- Serve on a committee

Academic/Career Goals:
- Air Force or navy depends on service scholarship

Miscellaneous Information/ Follow Up:

Student Signature: ________________________
Parent Signature: ________________________
Instructor Signature: M. Philip

Fun Facts
- 6 siblings - middle child
- Rabbit's name is Swan (named after grandma)
- Swims 50/100 free and breaststroke
- Plays COD
- Hair color = red/ black
- Likes the Flash, Arrow, and the Office
- Spirit animal is a koala bear
- Has broken his collar bone jumping off a tree
Highland High School
Agriculture Department

Name of student: Myla Perry-Lloyd
Date: 7/18/18

Grade Level: 9
Length of Visit: ________________

Objective of Visits: (Circle all that apply)
- Meet Parents
- Inform about Ag. Dept.
- SAE
- Contest
- Leadership

Topics Covered:
- Circle model - grading
- Ag classes
- FFA opportunities
- SAE ideas

Project Goals:
- Raise chickens or grow plants
- Possibly raise a lamb next summer like her older sister

FFA Goals:
- Attend chapter activities
- 6LU

Academic/Career Goals:
- College still unsure which one
- Looking into marine biology

Miscellaneous Information/ Follow Up:

Student Signature: ____________________________
Parent Signature: ____________________________
Instructor Signature: M. Philips

Fun Facts:
- 5′ 9″
- Fav color is green
- Likes listening to Luke Bryan
- TV show = Friends
- Favorite animal is a snake
- Really good at baking
Highland High School
Agriculture Department

Name of student: Matthew Dyker  Date: 7/6/18
Grade Level: 9  Length of Visit: 

Objective of Visits: (Circle all that apply)
Meet Parents  Inform about Ag. Dept.  SAE  Contest  Leadership

Topics Covered:
3. Order and grading
SAE projects
Chapter activities
Get to know you

Project Goals:
Works over the summer at his family's cattle ranch in Oregon
Builds feeders, repairs, vaccinates animals and more!

FFA Goals:

Academic/Career Goals:
Not sure but something in Ag
Is farming
By consulting firm for Ag

Miscellaneous Information/ Follow Up:

Fun Facts
- Peaky Blinders
- Plays violin/guitar
- Lakers
- Loves football
- Hair color is blue
- Enjoys sleep

Student Signature: ____________________________
Parent Signature: ____________________________
Instructor Signature: __________________________
Name of student: [redacted] Date: 7/5/18

Grade Level: 9 Length of Visit: ___________

Objective of Visits: (Circle all that apply)
- Meet Parents
- Inform about Ag. Dept.
- SAE
- Contest
- Leadership

Topics Covered:
- 3 circles - grading
- SAE projects
- Pathways

Project Goals:
Currently has a market lamb named Coco, plans to keep doing lambs

FFA Goals:
- Get involved
- Doesn't mind public speaking

Academic/Career Goals:
- Interested in Penn State
- Maybe landscape architect or anesthesiologist

Miscellaneous Information/Follow Up:

Student Signature: ____________________________

Parent Signature: ____________________________

Instructor Signature: Mr. [redacted]
Why am I here?

The purpose of this meeting is to acquaint you with the opportunities offered in the Highland High School Agriculture Department and FFA so that your son/daughter/student will be able to take advantage of what we have to offer. Our program not only provides our students with a rigorous pathway of courses established to prepare students for successful continuation onto college or university and joining the workforce, but it also provides students with the opportunity to grow and develop as an individual.

1. To meet and talk with the parents/guardians of my students.
2. To discover project opportunities that might exist at home.
3. To establish a caring relationship with my students.
4. To establish a relationship with a parent/guardian.
5. To reduce parent/guardian anxiety about having to go to the school.
6. To meet with the parents/guardians and the students on their turf.
7. To inform parents/guardians on the opportunities that are available through the FFA and agriculture department.

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The 3 Circles in Agricultural Education

1. **Classroom**: This circle includes classroom, farm laboratories, and shop laboratory.

2. **SAE**: Supervised Agricultural Education. This is the project that your student has that is related to the agriculture. They will be keeping records on the transactions related to the project (ie. hours, income, expenses, etc.). The SAE enables students to apply their education in a hands-on 'Learn by Doing' environment.

3. **FFA**: FFA is an intra-curricular agriculture student organization designated only for students enrolled in agriculture education. The FFA organization seeks to make a positive difference in students' lives in the areas of premier leadership, personal growth, and career success. Students are able to learn valuable communication skills, leadership, and personal qualities that will help to make them successful in college and their future careers.
Supervised Agriculture Experience and Me—
I Don’t Know What to DO! (P. 1 of 2)

Every agriculture student is required to have an S.A.E. project, but don’t worry... it’s not as bad as it sounds. It’s about what interests you!!!! Use this map to help you get some ideas of what you would like to do.

I consider myself more of a...

- Start here and answer the following questions...

- Do you want to volunteer or earn money?
  - $$$$$!!!
  - Volunteer

- Do you prefer maintaining a garden or growing veggies and flowers?
  - Plants!
  - Maintenance!

- Do you have space & $$ for a large or small animal?
  - Large
  - Operate a lawn maintenance company, install garden fences or waterfalls, build garden ponds

  - Small
  - Raise a pig, raise a lamb, raise a market goat, raise a pygmy goat
  - Grow a vegetable garden, grow plants for the plant sale, work at a florists shop.

  - Weld lawn art, do welding repairs, build shade structures for livestock or homes
  - Raise a rabbit, raise a chinchilla, breed guinea pigs, raise chickens, breed koi fish

  - Fixing engines?

- Volunteer at CALM, an animal shelter, MARE, Seeing Eye Dogs for the Blind, work in a community garden, organize a canned food drive

  - Work at a hardware store or plant nursery, work at a feed store or pet store

The possibilities are endless... if you are totally stumped, talk to your agriculture teacher and they can show you resources on line... OR you can do a search yourself. The most important thing to remember is this should interest you. It doesn’t have to be paid, but you DO have to have a business agreement, earn hours for your journal pages, and learn personal skills for your future!

I think the SAE I am most interested in is: ______________________
What Do I Need to Do Now? (P. 2 of 2)

First things first- get parent approval! If your parents say no, you will need to find another project that interests you and they approve of.

1. My parents approved my project? Yes ___ No ___ (if no, go back to the front page and start over)

Next, get approval from your agriculture teacher. Is your project acceptable?

2. My agriculture teacher approved my project? Yes ___ No ___ (if no, go back to the front page and start over)

Now you get to answer the following questions:

3. Is my project considered agriculturally related? How so? (if no, go back to the front page and start over)

4. Does my project need a place to be stored or kept? If YES, where will I keep it? How will I get to my project if it’s not kept at home?

5. Do I need money to start my project? If YES, how will I get it?

6. When will I get my project or start my project?

7. If I am working at a job, do I have transportation to get to work? Does my employer know my school/activity schedule?

8. If I am getting plants or an animal, when will I get them? How will I get them?

9. If I am starting my own business, how will I advertise to get new clients?

10. Who should I create a business or placement agreement with? Does my business agreement address rate of pay, who gets profit or loss, who is responsible for what, etc., etc.?

Now that you have answered these questions, take a step back and congratulate yourself! You are about to start your SAE project!!!!!!

I think the SAE I am most interested in is: _______________________________
Other Competitions

Job Interview- Participants have to create a cover letter, resume, job description. The purpose of this event is to get members ready for their future and a test run on a real job interview.

Vegetable Crop Judging- Judges go into a room filled with vegetables, weeds, seeds, transplants, and bugs. They have to correctly spell and name the item. Next, they judge a group of vegetables and put them in an order of appeal. They have to state their reasoning. The purpose is to teach members how to back up their claim with reasoning.

Tractor Driving- Members learn how to drive and operate a tractor. This event allows members to learn how to operate farm machinery properly.

Parliamentary Procedure- Parli Pro is a team competition that has teams present their basic understanding of parliamentary law and procedure.

Why Join A CDE?

After reading about just a few career events we take part in, you may ask yourself why I, or my child should, join a competition team? Here are a few reasons why:

Visit Colleges- Most events are regional events, which means the competition is held at a college. Some colleges we have competed at are: UC Davis, Cal Poly San Luis Obispo, Cal Poly Pomona, Reedley College, Modesto Junior College, Merced College, Fresno State University, and many more. Joining a team opens you up to new opportunities and you could possibly visit your dream school.

New Skills- Every career development event improves your skills. Many events improve public speaking skills, thinking skills, and people skills. Going to events, you meet new people, which could help with social skills.

Memories- Through the whole experience, you will make unforgettable memories with amazing people, good or bad.

We hope to see you on a team!
What are CDEs?

CDE stands for Career Development Event.

Career Development Events are competitions that improve your life skills and prepare you for your future in a fun way.

There are many different types of competitions that we take part in:

- **Public Speaking**
- **Job Interview**
- **Farm Records**
- **Parliamentary Procedure (Debate)**
- **Tractor Driving**
- **Vegetable Crop Judging**
- **Project Competition**

The different levels of competing are:
- **Chapter**
- **Sectional**
- **Regional**
- **State**
- **National**

Events for Greenhands

Events that only greenhands—first-year ag members—can compete in are: **FFA Creed and B.I.G.**

The **FFA Creed** competition is a public speaking competition where the greenhands memorize the FFA Creed, present the Creed, and answer a few questions about it. The purpose of this event is to have the students really learn about the creed and find what it means to them.

**B.I.G.** stands for Best Informed Greenhand. This competition is a two-hour test about the FFA. It tests the greenhands’ knowledge about the history of FFA and lets them learn a lot. Taking a test may not sound exciting, however, the whole experience of the event is very memorable. Members will look back and remember all of the memories and information they got from this event.

Public Speaking Events

**Prepared** public speaking is when the member comes with a written five-minute speech and presents it.

**Impromptu** public speaking is a competition only offered to sophomore members. At the competition, speakers draw an agricultural topic and get a minute to prepare what they are going to say, then they present a two-minute speech.

**Extemporaneous** is a competition where members are prepared with binders, or notebooks, of information on agricultural issues. At the competition, the speaker draws a topic to write a speech on. They get 30 minutes to write out points about their 5-minute speech and practice. After they recite their speech, they get asked questions.

**Open/Close Competition** is a team competition that recites the traditional Opening and Closing ceremonies that are recited at every FFA meeting.
Supporting Documents 6:
School Board Approved
SAE and FFA
Requirement Referenced
in Class Syllabus
I. **Course Information**
A. Instructor: Ms. Dunlap  
B. Room: 12 C (meet in 12B)  
C. Contact Info: Email: meagan_dunlap@kernhigh.org  
   Phone: (661) 827-2777 ext. 74089

II. **Course Materials**
- Minimum of 1 1/2” or 2” Binder  
- Writing Utensils (pencil, blue/black pen, highlighters)  
- Color Utensils (markers, colored pencils, crayons)  
- Binder Paper

III. **Course Description**
Introduction to Agricultural Soil Science is an introductory course that explores a wide variety of Agriculture industries. The goals of the course are to provide the students with a foundation for the higher levels of the Highland High School agriculture program.

Students will use scientific and mathematical applications through relevant scientific and agricultural topics. In addition, students will complete numerous lab-based and project-based activities that will give students the opportunity to develop an understanding of the scientific process and increase hand-eye coordination and motor skills. Areas of study in this course include careers in agriculture, Environmental safety and hazards, Nature Cycles, Scientific Method, Animals and society, and Plants. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration, and reinforcement of academic concepts.

Career opportunities in agriculture will be addressed and students will participate in a Supervised Agricultural Experience Program which will give students hands-on experience in a particular agricultural industry. The California Agriculture content standards will be taught as mandated by the California department of education.
Students will also be involved in the largest high school organization in America – The FFA. The FFA will give students opportunities to serve the community in many ways, develop leadership skills, develop public speaking skills, be an entrepreneur, and travel throughout the nation in many competitions, to say a few.

This course is more arduous and involved than the other electives. As such it is imperative that the student does not miss any class time due to the limited amount allotted to us. If the student is present, participates and involved then they will successfully pass this course.

IV. **Course Outline**

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

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

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

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

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

**V. Philosophies and Grading Standards**
The primary goal of the Highland High School Agriculture Department is to provide each student with an opportunity for the best possible education in keeping with the student’s interest and abilities. This opportunity is available so long as the student benefits do not interfere with other student’s rights to receive an education. The Highland High School Agriculture Program recognizes that individual differences exist among students. The Ag program is planned to develop a strong educational foundation, career development and educational skills, personal growth, worthy attitudes, and interest of all students enrolled.

The following grading system has been developed in order to be fair and equitable when assigning grades to students and is consistent with the philosophy and polices of the Kern High School District.

**Grading Scale:**
The following scale is used to determine a students’ letter grade in the class and grade on every assignment. Each assignment will be graded on a 5 point scale. All assignments not turned in will be given 0 points. The class assignments will be broken down into various categories but graded according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Value</th>
<th>Percentages</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5</td>
<td>100-90%</td>
<td>Mastery</td>
</tr>
<tr>
<td>B</td>
<td>4</td>
<td>89-80%</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>3</td>
<td>79-70%</td>
<td>Proficient</td>
</tr>
<tr>
<td>D</td>
<td>2</td>
<td>69-60%</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>59% and below</td>
<td>Failing</td>
</tr>
</tbody>
</table>

**Grading Categories:**
Grades are factored using the following weighted categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Work &amp; Participation</td>
<td>50%</td>
</tr>
<tr>
<td>Homework &amp; Lab Reports</td>
<td>10%</td>
</tr>
<tr>
<td>Test &amp; Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>SAE Project</td>
<td>10%</td>
</tr>
<tr>
<td>FFA Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>
The student will be expected to demonstrate knowledge and skill competence in a variety of ways:

A. **Class-Work & Participation:** This includes daily warmups, class discussions, in-class projects and presentations, group work, worksheets, and participation.

B. **Tests and Quizzes:** These include weekly quizzes and unit exams. The final will also be included in this category. The final examination at the end of both semesters will consist of multiple parts:
   a. A comprehensive Agriculture Examination
   b. Work on the school farm laboratory
   c. A class binder with all work from the semester and year
   d. Project Showcase

C. **Homework & Lab Reports:** This includes homework assignments a student may have in addition to class work and any lab reports assigned after a science lab.

D. **FFA Participation:** All of the Highland High School Agriculture courses fall under the California State Agriculture Curriculum. The curriculum includes an “intra-curricular” framework to incorporate classroom, SAE Projects, and FFA involvement in instruction. **10% of a student’s grade is based on FFA participation in every agriculture course and is designed to encourage activity/involvement beyond the classroom. Each student is required to participate in 25 hours of FFA Activities per semester.** These hours may be earned by attending monthly FFA meetings, participating in public speaking and Career Development Events or practices, and serving as a committee member, helping out at any FFA event, or participating in community service activities. Our staff is always willing to work with any student in fulfilling this requirement. Our staff ensures there are numerous opportunities available for students to achieve this goal.

E. **SAE Project:** The Supervised Agricultural Experience Project is an agriculture related project the student designs and implements outside of class. This includes but is not limited to; raising a livestock animal, growing/selling greenhouse plants, performing landscape work for parents or neighbors, or working at an agriculture related business (i.e. feed stores, vet office, etc.). The student will keep track of hours of labor, income, and expenses in an online record book called the Agriculture Experience Tracker (AET). The record book MUST be kept up to date and will be graded monthly in class. **10% of the student’s grade is based on their SAE project and will consist of the student working at least 50 hours on their project.** In addition, every student will create a tri-fold science board that will showcase their project for the year.

F. **Project Showcase:** The tri-fold science board showcasing the student’s project will be included in the SAE Project grade. The student will set up their presentation board and each project will be judged in the Highland Project Competition in March. Students will be graded on the following, but not limited to:
   i. Effort of the project
   ii. Effort on the presentation
   iii. Skills they learned
   iv. 5 distinctly different photographs of him/her working on their project
   v. Creativity and scope of the project
In order to give worst-case scenarios to students' and their parents regarding the FFA and SAE components of their grades (and to avoid any surprises at the end of the semester), the points will begin being inputted at the end of the 1st quarter and 3rd quarter. The final grade for those categories will be completed by the end of the respective semester. Although SAE projects will be finalized in March at the time of the project competition, students will earn points for their hours/milestones during the first semester of the class as well per California Department of Education Policy.

G. **Text Message Notifications**
In order to better communicate with the students and remind them of upcoming events and deadlines for this class, we ask all students and parents to sign up for alerts by texting the appropriate messages below:
1. **General FFA Updates:** Text "scottyscot" to 81010
2. **Soil Science Updates:** Text "@hhsagsoils" to the number 81010

VI. **Classroom Expectations:**

A. **Respect:** Respect is the key to a successful year in class. The concept of respect can look different to different people, so let's take some time to define what that looks like in this class.
1. First, every student will be treated the way you would like to be treated. There will be no name-calling or put-downs, profanity, or any other language which is deemed unacceptable at school. This includes being defiant with the teacher and talking when you are not supposed to be talking.
2. Second, respect means assuming the best for someone. If someone is in need, help them, and so on.
3. Third, students will be respectful of the classroom. This means leaving the class as clean (if not cleaner) than you found it, removing all trash prior to leaving the classroom.
4. Lastly, I, the teacher want to help you. I want you to learn about agriculture and have a good time doing so. I want you to earn an A in the class and succeed to your fullest potential. You are in this class because you want to be. Therefore, doing all assignments and turning them in on time is a sign of respect. Not doing so tells me that you don't care about the hard work I have put into preparing for the lesson.

B. **Attendance:** It is required to attend and be on-time every day to class. This goes into the concept of respect. Tardiness and absences have negative impacts on students' progress. As such, cuts and tardies will not be tolerated and will lower the students' final grade in the class considerably. Students are encouraged to make up their missing work and in lieu of participation, can make up their cuts and tardies by participating in work-days on the school farm throughout the semester.

C. **Class Binder:** Each student will be responsible for maintaining their own class binder. The student needs to purchase a 1½ inch 3-ring binder and must have a clear slip on the front cover to put a cover page in. This binder will be used for the entirety of the class and each student is responsible for keeping all work in this folder. It is imperative to maintain this binder because often times we will refer back to past work. A grade will be given for maintaining this binder.

D. **Bathroom Policy:** Going to the bathroom takes time away from learning and even disrupts the education of the other students seeing as the teacher has to fill out a
bathroom request and security must interrupt class time to escort the student to the bathroom. It is expected that the student goes to the bathroom at an appropriate time such as before school, during passing periods, or at lunch. Bathroom requests will only be made if it is an absolute emergency. NO bathroom requests can be made in the first 10 or last 10 minutes of class. All students being escorted out of class MUST also have a pass.

E. **Electronic Devices:** All electronic devices and their accessories are prohibited during class. This includes cell phones, mp3 players, headphones, etc. Any personal electronics VISIBLE or AUDIBLE in the classroom will be picked up by security and turned into the office according to school policy. The only time electronics may be used is when the teacher deems it an appropriate time and for a specific purpose. Off task behavior during electronic time will also result in confiscation.

F. **Defiance or Poor Behavior:** If a student is found to be defiant or displays poor behavior or lack of respect, the instructor has the right to assign work-detail on the school farm. It is the belief of the instructor that every student needs to be held responsible for every action he/she takes. These actions may be good or bad but responsibility, leadership, and respect will be key characteristics taught in this class. This also includes being cooperative and treating all substitutes and visitors with respect.

G. **Effort:** Effort is the key to success in this class. Students who show up every day and do all their work will receive a good grade in this class. Contrary to popular belief, it is not easy to receive an A in Ag. However, effort will go a long way. The instructor will also consider perfect attendance and how much effort a student puts in to their work at the end of the semester.

H. **Assignments:** Assignments will be turned in via the “in-box” at the beginning of the period. When they are graded, they will be returned to the student for review. It is the responsibility of the student to keep track of all assignments and their due dates.
   1. **Late work:** will be accepted but is automatically worth only 3 points (on the 5 point scale), and then will be graded accordingly. Late work will only be accepted up to one week past the due date.
   2. **Make-up/Absent Work:** It is the student’s responsibility to obtain any assignments, notes, etc. that the student missed while being absent. The student will be given an equal amount of days that they were absent to turn in the missed work. In the event that the student is absent on a test or lab day, it will be the student’s responsibility to schedule a time with the teacher to make-up the test/lab before school or after school (lunch will not be enough time to make-up this work). Failure to make-up the test/lab will result in a ZERO.

I. **Borrowing stuff:** When items are borrowed from the teacher, a deposit needs to be given, such as your ID card, key, etc. which will be returned upon returning the borrowed item.

J. **Plagiarism Policy:** Plagiarism is defined as the false presentation of another’s work as one’s own. Students who turn in essays or other written work “borrowed” from outside sources or fellow students are subject to consequences listed below. Cheating will not be tolerated. Students who either provide or accept answers from fellow students on homework, quizzes, or tests will be subject to the following consequences.
   1. 1st offense: parent contact and forfeit of all points
   2. 2nd offense: Parent contact, forfeit of all points and recommend to administration
Parents: Please read, sign, and have your student return this form to the Agriculture Department.

NOTE: This form is worth 5 points towards the students’ grade.

- I have read the syllabus and understand what the course will entail. I also understand the expectations from the instructor, including the understanding that my son/daughter must be involved in FFA, and I will do my best to make sure this year is successful and enjoyable.

- I understand that my son/daughter will also be required to have a Supervised Agriculture Education Project (SAE) with an accumulated 50 hours of work.

- Consequences for inappropriate behavior include (but not limited to) a verbal warning, removal from class, referral, Ag Dept Work Duty on the farm, parent contact and/or HHS administration action.

- I have signed up to receive text message alerts related to the classroom activities/deadlines and the FFA program.

We have discussed the information above, and throughout this packet in class. Please take the time to discuss the information with your son/daughter. If you have any questions, please don’t hesitate to contact any of the instructors at 872-2777.

By signing below I recognize that I have read and received the class syllabus, outline, grading procedures, and expectations, and I agree to uphold these standards and requirements.

Student Name (Print) ___________________________ Period ___________________________

Student Signature ___________________________ Date ___________________________

Parent Signature ___________________________ Date ___________________________

Parent Email: __________________________________________

Parent Phone (best number to contact): _________________________
Parents: Please read, sign, and have your student return this form to the Agriculture Department.

Highland High School Agriculture Department Safety Policy

It is our policy that the safety and health of our instructors and students is equal in importance to the quality of our instructional program. We, as agriculture educators and students, take great pride in NOT ONLY meeting minimum safety and health standards in our school laboratories (classrooms, shops, greenhouses, and our school farm), BUT ALSO in providing the environment for the development of those safety concepts and habits which will guide the actions of each student throughout their life.

It is our policy that every instructor and student is entitled to a safe and healthful place to learn.

When a student enters our agriculture program, he or she has a right to expect a safe place in which to learn, as well as proper facilities, machines, and tools with which to learn, and that the student will be able to devote his or her energies to those studies without undue danger.

It is a basic responsibility for all to make SAFETY a part of their daily concern. This responsibility must be accepted by everyone who is involved with our agriculture programs, regardless of capacity.

Students are expected to use safety equipment provided. Rules of conduct and rules of SAFETY shall be observed. Proper steps and protocols must be followed at all times, to ensure all safety measures are met. SAFETY equipment must not be destroyed or abused. The SAFETY concept and habits developed in our agriculture program will prepare students to cope with obvious and presumed hazards in the world of work. The Joint cooperation of instructors and students in the observance of this policy will provide safe learning conditions and accident-free performance to our mutual advantage. We ask your full cooperation in making this policy effective.

Student Name (Print) Period

Student Signature Date

Parent Signature Date
## SAE Project Rubric

### Year 1 Ag Students

<table>
<thead>
<tr>
<th></th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Approved Project Proposal</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. AET Records</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Plan</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Journal (hours)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Finances (Income and Expenses)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>FFA Hours for all activities participated in</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Photographs uploaded showing different skills</td>
<td>X 2 photographs</td>
<td>X 5 photographs</td>
</tr>
<tr>
<td>4. Hours</td>
<td>X 10 hours</td>
<td>X 50 hours</td>
</tr>
<tr>
<td>5. Printed AET report turned in</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Note: A cumulative of 50 hours is the minimum required at the completion of the project. This can be done using a variety of projects. A minimum of 5 photographs (showing student’s face) showing the student doing 5 different skills will be required at the completion of the project.

### Returning Ag Students (Years 2-4)

**Note: A cumulative of 50 hours is the minimum required at the completion of the project. This must be worked with one project, unlike 1st year students. A minimum of 5 photographs (showing student’s face) showing the student doing 5 different skills will be required at the completion of the project.**

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<th></th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
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<tbody>
<tr>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. AET Records</td>
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</tr>
<tr>
<td>Budget</td>
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<td>X</td>
</tr>
<tr>
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<tr>
<td>Learning Objectives</td>
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<td>Journal (hours)</td>
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<td>4. Hours</td>
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<td>X 25 hours</td>
</tr>
<tr>
<td>5. Printed AET report turned in</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
I. **Course Information**
   A. Instructor: Ms. Dunlap
   B. Room: 12 C
   C. Contact Info: Email: meagan_dunlap@kernhigh.org
                     Phone: (661) 827-2777 ext. 74089

II. **Course Materials**
   - TI 30XA Scientific Calculator (NOT your phone)
   - Writing Utensils (pencil, blue/black pen, highlighters)
   - Color Utensils (markers, colored pencils, crayons)
   - Binder Paper or Notebook

III. **Course Description**
This class is a detailed and in depth examination of chemistry for those students interested in math, science or agriculture related fields of study in college. A prerequisite completion of Agriculture Biology is required. It is an intensive course that is project-based. This includes weekly labs, student projects and presentations, an Agriscience project, FFA and Supervised Agriculture Experience requirements. There is likely to be homework most nights.

**Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration, and reinforcement of academic concepts.** Career opportunities in agriculture will be addressed and students will participate in a Supervised Agricultural Experience Program which will give students hands-on experience in a particular agricultural industry. The California Agriculture content standards will be taught as mandated by the California department of education.

Students will also be involved in the largest high school organization in America – The FFA. The FFA will give students opportunities to serve the community in many ways, develop leadership skills, develop public speaking skills, be an entrepreneur, and travel throughout the nation in many competitions, to say a few.

This course is more arduous and involved than the other electives. As such it is imperative that the student does not miss any class time due to the limited amount allotted to us. If the student is present, participates and involved then they will successfully pass this course.

IV. **Why Agriculture Chemistry?**
Often times, students take a challenging academic class and by the end of the year, remember little. The goal of having an agriculture based chemistry class is to not only teach content in a relatable and specific way, but to apply the concepts through project based learning. The concepts learned in class will be related to the agriculture industry. Throughout the year, students will perform experiments, write papers, and participate in discussions which expand on various chemistry and agriculture topics. This course also requires students to work cooperatively in groups, speak in front of peers and give presentations, and use a wide variety of computer based technology.
V. **Course Outline**
- Safety & Scientific Method
- States of Matter
- Solutions
- Significant Figures
- Metrics
- Atomic Structure
- Electron Configuration
- Quantum Mechanics
- Chemical
- Thermodynamics
- Periodic Table
- Chemical Reactions
- Chemical Bonding
- Chemical Equations
- Stoichiometry
- Gas Properties
- Molarity
- Acids and Bases
- Plant Nutrient Requirements
- Soil Chemistry
- Organic/Bio Chemistry
- Agriculture Issues

VI. **Philosophies and Grading Standards**
The primary goal of the Highland High School Agriculture Department is to provide each student with an opportunity for the best possible education in keeping with the student's interest and abilities. This opportunity is available so long as the student benefits do not interfere with other student's rights to receive an education. The Highland High School Agriculture Program recognizes that individual differences exist among students. The Ag program is planned to develop a strong educational foundation, career development and educational skills, personal growth, worthy attitudes, and interest of all students enrolled.

The following grading system has been developed in order to be fair and equitable when assigning grades to students and is consistent with the philosophy and polices of the Kern High School District.

**Grading Scale:**
The following scale is used to determine a students' letter grade in the class and grade on every assignment. Each assignment will be graded on a 5 point scale. All assignments not turned in will be given 0 points. The class assignments will be broken down into various categories but graded according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Value</th>
<th>Percentages</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5</td>
<td>100-90%</td>
<td>Mastery</td>
</tr>
<tr>
<td>B</td>
<td>4</td>
<td>89-80%</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>3</td>
<td>79-70%</td>
<td>Proficient</td>
</tr>
<tr>
<td>D</td>
<td>2</td>
<td>69-60%</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>59% and below</td>
<td>Failing</td>
</tr>
</tbody>
</table>

**Grading Categories:**
Grades are factored using the following weighted categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Work &amp; Participation</td>
<td>50%</td>
</tr>
<tr>
<td>Homework &amp; Lab Reports</td>
<td>10%</td>
</tr>
<tr>
<td>Test &amp; Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>SAE Project</td>
<td>10%</td>
</tr>
<tr>
<td>FFA Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>
A. **Class-Work & Participation**: This includes daily warmups, class discussions, in-class projects and presentations, group work, worksheets, and participation.

B. **Tests and Quizzes**: These include weekly quizzes and unit exams. The final will also be included in this category.

C. **Homework & Lab Reports**: This includes homework assignments a student may have in addition to class work and any lab reports assigned after a science lab.

D. **FFA Participation**: All of the Highland High School Agriculture courses fall under the California State Agriculture Curriculum. The curriculum includes an “intra-curricular” framework to incorporate classroom, SAE Projects, and FFA involvement in instruction. **10% of a student’s grade is based on FFA participation in every agriculture course and is designed to encourage activity/involvement beyond the classroom. Each student is required to participate in 25 hours of FFA Activities per semester.** These hours may be earned by attending monthly FFA meetings, participating in public speaking and Career Development Events or practices, and serving as a committee member, helping out at any FFA event, or participating in community service activities. Our staff is always willing to work with any student in fulfilling this requirement. Our staff ensures there are numerous opportunities available for students to achieve this goal.

E. **SAE Project**: The Supervised Agricultural Experience Project is an agriculture related project the student designs and implements outside of class. This includes but is not limited to; raising a livestock animal, growing/selling greenhouse plants, performing landscape work for parents or neighbors, or working at an agriculture related business (i.e. feed stores, vet office, etc.). The student will keep track of hours of labor, income, and expenses in an online record book called the Agriculture Experience Tracker (AET). The record book MUST be kept up to date and will be graded monthly in class. **10% of the student’s grade is based on their SAE project and will consist of the student working at least 50 hours on their project.** In addition, every student will create a tri-fold science board that will showcase their project for the year.

F. **Project Showcase**: The tri-fold science board showcasing the student’s project will be included in the SAE Project grade. The student will set up their presentation board and each project will be judged in the Highland Project Competition in March. Students will be graded on the following, but not limited to:

- Effort of the project
- Effort on the presentation
- Skills they learned
- 5 distinctively different photographs of him/her working on their project
- Creativity and scope of the project

***In order to give worst-case scenarios to students’ and their parents regarding the FFA and SAE components of their grades (and to avoid any surprises at the end of the semester), the points will begin being inputted at the end of the 1st quarter and 3rd quarter. The final grade for those categories will be completed by the end of the respective semester. Although SAE projects will be finalized in March at the time of the project competition, students will earn points for their hours/milestones during the first semester of the class as well per California Department of Education Policy.***
G. **Text Message Notifications**
In order to better communicate with the students and remind them of upcoming events and deadlines for this class, we ask all students and parents to sign up for alerts by texting the appropriate messages below:

1. General FFA Updates: Text "scottyscot" to 81010
2. Chemistry Updates: Text "@hhsagchem" to the number 81010

VII. **Classroom Expectations:** Due to the lab nature of this class, following these guidelines is important not just to the student’s grade, but also to their safety and the safety of the rest of the class.

A. **Lab expectations:** Food is NOT allowed in the wet lab. The class will be working with hazardous materials. Eating in the room is unsafe. Beverages are also NOT allowed during a lab and must be put away, out of sight. In the classroom beverages are permitted, provided that they are closed with a lid or in a travel-cup to reduce the chance of spills. Students are expected to follow all laboratory and safety rules established in class. Students jeopardizing the safety of themselves or others in the lab will be removed from the lab immediately, may lose lab privileges, and be referred to administration.

B. **Respect:** Respect is the key to a successful year in class. The concept of respect can look different to different people, so let’s take some time to define what that looks like in this class.

1. First, every student will be treated the way you would like to be treated. There will be no name-calling or put-downs, profanity, or any other language which is deemed unacceptable at school. This includes being defiant with the teacher and talking when you are not supposed to be talking.
2. Second, respect means assuming the best for someone. If someone is in need, help them, and so on.
3. Third, students will be respectful of the classroom. This means leaving the class as clean (if not cleaner) than you found it, removing all trash prior to leaving the classroom.
4. Lastly, I, the teacher want to help you. I want you to learn about agriculture and have a good time doing so. I want you to earn an A in the class and succeed to your fullest potential. You are in this class because you want to be. Therefore, doing all assignments and turning them in on time is a sign of respect. Not doing so tells me that you don’t care about the hard work I have put into preparing for the lesson.

C. **Attendance:** It is required to attend and be on-time every day to class. This goes into the concept of respect. Tardiness and absences have negative impacts on students’ progress. As such, cuts and tardies will not be tolerated and will lower the students’ final grade in the class considerably. Students are encouraged to make up their missing work and in lieu of participation, can make up their cuts and tardies by participating in workdays on the school farm throughout the semester.

D. **Bathroom Policy:** Going to the bathroom takes time away from learning and even disrupts the education of the other students seeing as the teacher has to fill out a bathroom request and security must interrupt class time to escort the student to the bathroom. It is expected that the student goes to the bathroom at an appropriate time
such as before school, during passing periods, or at lunch. Bathroom requests will only be made if it is an absolute emergency. NO bathroom requests can be made in the first 10 or last 10 minutes of class. All students being escorted out of class MUST also have a pass.

E. **Electronic Devices:** All electronic devices and their accessories are prohibited during class. This includes cell phones, mp3 players, headphones, etc. Any personal electronics VISIBLE or AUDIBLE in the classroom will be picked up by security and turned into the office according to school policy. The only time electronics may be used is when the teacher deems it an appropriate time and for a specific purpose. Off task behavior during electronic time will also result in confiscation.

F. **Defiance or Poor Behavior:** If a student is found to be defiant or displays poor behavior or lack of respect, the instructor has the right to assign work-detail on the school farm. It is the belief of the instructor that every student needs to be held responsible for every action he/she takes. These actions may be good or bad but responsibility, leadership, and respect will be key characteristics taught in this class. This also includes being cooperative and treating all substitutes and visitors with respect.

G. **Effort:** Effort is the key to success in this class. Students who show up every day and do all their work will receive a good grade in this class. Contrary to popular belief, it is not easy to receive an A in Ag. However, effort will go a long way. The instructor will also consider perfect attendance and how much effort a student puts in to their work at the end of the semester.

H. **Assignments:** Assignments will be turned in via the “in-box” at the beginning of the period. When they are graded, they will be returned to the student for review. It is the responsibility of the student to keep track of all assignments and their due dates.
   1. **Late work:** will be accepted but is automatically worth only 3 points (on the 5 point scale), and then will be graded accordingly. Late work will only be accepted up to one week past the due date.
   2. **Make-up/Absent Work:** It is the student’s responsibility to obtain any assignments, notes, etc. that the student missed while being absent. The student will be given an equal amount of days that they were absent to turn in the missed work. In the event that the student is absent on a test or lab day, it will be the student’s responsibility to schedule a time with the teacher to make-up the test/lab before school or after school (lunch will not be enough time to make-up this work). Failure to make-up the test/lab will result in a ZERO.

I. **Borrowing stuff:** When items are borrowed from the teacher, a deposit needs to be given, such as your ID card, key, etc. which will be returned upon returning the borrowed item.

J. **Plagiarism Policy:** Plagiarism is defined as the false presentation of another’s work as one’s own. Students who turn in essays or other written work “borrowed” from outside sources or fellow students are subject to consequences listed below. Cheating will not be tolerated. Students who either provide or accept answers from fellow students on homework, quizzes, or tests will be subject to the following consequences.
   1. 1st offense: parent contact and forfeit of all points
   2. 2nd offense: Parent contact, forfeit of all points and recommend to administration
Parents: Please read, sign, and have your student return this form to the Agriculture Department.

NOTE: This form is worth 5 points towards the students’ grade.

- I have read the syllabus and understand what the course will entail. I also understand the expectations from the instructor, including the understanding that my son/daughter must be involved in FFA, and I will do my best to make sure this year is successful and enjoyable.

- I understand that my son/daughter will also be required to have a Supervised Agriculture Education Project (SAE) with an accumulated 50 hours of work.

- Consequences for inappropriate behavior include (but not limited to) a verbal warning, removal from class, referral, Ag Dept Work Duty on the farm, parent contact and/or HHS administration action.

- I have signed up to receive text message alerts related to the classroom activities/deadlines and the FFA program.

We have discussed the information above, and throughout this packet in class. Please take the time to discuss the information with your son/daughter. If you have any questions, please don’t hesitate to contact any of the instructors at 872-2777.

By signing below I recognize that I have read and received the class syllabus, outline, grading procedures, and expectations, and I agree to uphold these standards and requirements.

Student Name (Print) ___________________________ Period _______________________

Student Signature ___________________________ Date _______________________

Parent Signature ___________________________ Date _______________________

Parent Email: ____________________________________________

Parent Phone (best number to contact): ____________________________
Parents: Please read, sign, and have your student return this form to the Agriculture Department.

Highland High School Agriculture Department Safety Policy

It is our policy that the safety and health of our instructors and students is equal in importance to the quality of our instructional program. We, as agriculture educators and students, take great pride in NOT ONLY meeting minimum safety and health standards in our school laboratories (classrooms, shops, greenhouses, and our school farm), BUT ALSO in providing the environment for the development of those safety concepts and habits which will guide the actions of each student throughout their life.

It is our policy that every instructor and student is entitled to a safe and healthful place to learn.

When a student enters our agriculture program, he or she has a right to expect a safe place in which to learn, as well as proper facilities, machines, and tools with which to learn, and that the student will be able to devote his or her energies to those studies without undue danger.

It is a basic responsibility for all to make SAFETY a part of their daily concern. This responsibility must be accepted by everyone who is involved with our agriculture programs, regardless of capacity.

Students are expected to use safety equipment provided. Rules of conduct and rules of SAFETY shall be observed. Proper steps and protocols must be followed at all times, to ensure all safety measures are met. SAFETY equipment must not be destroyed or abused.

The SAFETY concept and habits developed in our agriculture program will prepare students to cope with obvious and presumed hazards in the world of work. The Joint cooperation of instructors and students in the observance of this policy will provide safe learning conditions and accident-free performance to our mutual advantage. We ask your full cooperation in making this policy effective.

Student Name (Print)_________________________ Period  _______________________

Student Signature ___________________________ Date _______________________

Parent Signature ___________________________ Date _______________________


# SAE Project Rubric

## Year 1 Ag Students

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<tr>
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<tr>
<td>4. Hours</td>
<td>X 10 hours</td>
<td>X 50 hours</td>
</tr>
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<td>5. Printed AET report turned in</td>
<td>X</td>
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</tr>
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Note: A cumulative of 50 hours is the minimum required at the completion of the project. This can be done using a variety of projects. A minimum of 5 photographs (showing student’s face) showing the student doing 5 different skills will be required at the completion of the project.

## Returning Ag Students (Years 2-4)

** Note: A cumulative of 50 hours is the minimum required at the completion of the project. This must be worked with one project, unlike 1st year students. A minimum of 5 photographs (showing student’s face) showing the student doing 5 different skills will be required at the completion of the project.

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Supporting Documents 7:
Program of Activities
Highland High School Agriculture Department
&
Highland FFA

"Flash Into Action"
2018–2019
President's Welcome

Dear Members and Guests,

Welcome to Highland FFA! This school year is already off to a great start as we begin another year in the FFA Organization. The Highland Agriculture Program has a long history of promoting students' success and personal growth. We have the pleasure of adding many new agriculture courses, members, teams, and ideas to our program this year and will continue to enhance our program to best serve the students of Highland High.

The FFA Officer team works to ensure that our chapter and members are forever growing in leadership and success. I speak for the officer team when I say we look forward to guiding each member in every way possible, so that each member can have the greatest experience in FFA. To ensure the personal development of our members, our chapter holds a variety of events, which can range from community service events like Holiday Helping Hands, to fun activities that promote teamwork like Kickball. Our chapter strives to ignite inspiration in our members and keep them engaged in whatever passions they pursue, whether it be agriculturally related or not. This goal is embodied in our theme, "Flash Into Action!"

I look forward to working each and every day with my officer team and fellow FFA members to preserve and enhance the traditions of our chapter, school, and community. Let’s have an awesome year!

Sincerely,

Sophia Fabrizio
2018-2019 Chapter President
Advisor’s Welcome

Dear Parents,

As you know, your son/daughter is enrolled in an agriculture class at Highland High School. The Agriculture classes are like no other course on campus. The student’s grade is broken down into three specific areas: classroom assignments, FFA leadership component, and the Supervised Agriculture Experience Program.

Classroom assignments will account for 80% of your student’s grade and develops your students understanding of the agriculture industry and the subject he/she is enrolled in. Ten percent of your child’s grade will be based on FFA activities. The FFA is a national organization of students enrolled in Agriculture Education classes. Through the FFA, students gain leadership skills, compete in various events, which are an extension of the classroom instruction, and interact with students from across the state as well as the nation. The majority of these activities do not occur during the school day; most are on weekends or after school. Last year, students in our program traveled to the university campuses of Davis, Fresno, Cal Poly San Luis Obispo, as well as many other local destinations and community colleges. Some students also had the opportunity to travel to Washington, D.C and Indianapolis, Indiana. The FFA and the activities associated with this organization provide a unique educational experience for the students. Students enrolled in the agriculture program are graded by the number of hours they spend in leadership and recreational activities offered by the FFA. An activity chart has been handed out to the students, and he/she can pick or choose the activities in which they wish to participate.

The other part of the program is your child’s participation in the Supervised Agriculture Experience Program (S.A.E.P). S.A.E.P’s are devised to teach responsibility and the students are required to maintain the project and keep an account of hours, income, and expenses incurred. One of the most popular projects is a livestock animal. These County Fair animals, obtained in Late May - June, are purchased and raised by the students. The county fair animals are sold during the livestock auction. A livestock project is only one out of literally hundreds of potential projects in which a student may participate- talk to your ag teacher for more ideas!

Please take the time to look over the syllabus your son / daughter will be providing you with and make sure you understand the scope of the program and the expectations we have for your child. Highland High School prides itself in having one of the best Agriculture programs in the state. We welcome you to our program and look forward to having your son / daughter. If you have any questions, please feel free to contact me at your earliest convenience: craig_davidson@khsd.k12.ca.us.

Sincerely,

Craig Davidson
Chapter Officers

President- Sophia Fabrizio

Vice President- Hannah Ballard

2nd Vice President- Emily Gonzalez

2nd Vice President- Austin Helms

Secretary- Brianna Hughes

Treasurer- David Carter

Reporter- Ashlynn Noble

Sentinel- Evan Haro

Parliamentarian- Juver Gonzalez

Historian- Madison Collins

Representative- Rachel Caya

Representative- Michael Lara

Representative- Ben Stevens
**Sophia Fabrizio** -
Sophia is proudly serving as Chapter President. She loves the FFA because of the many opportunities the program offers and allows people to create friendships and memories that will last a lifetime. Her SAE is growing a flower garden. She enjoys competing in CDEs and traveling. Outside of the FFA, she plays tennis and guitar, she's involved in Academic Decathlon, National Honors Society, and Theatre.

**Hannah Ballard** -
Hannah is ecstatic to be serving as your 2018-2019 Chapter Vice President. Her SAE is raising, showing, and breeding rabbits, and showing a market hog. Some of her other hobbies include playing video games and painting. She loves the FFA because it provides her with a lot of opportunities and possibilities that she wouldn't get in any other class. Outside of the FFA, she works a lot with the "Highland Kindness Revolution" which focuses on acts of kindness to make the school and community a better, happier place.

**Emily Gonzalez** -
Emily is ecstatic about serving Highland FFA as the 2nd Vice President and Kern Inyo Sectional Sentinel. She shows sheep at the Kern County Fair and will be presenting baked goods, as well. In her free time, she enjoys baking, reading and playing tennis. Her favorite FFA competitions are Public Speaking competitions and Vegetable Crop Judging. She aspires to go to Fresno State to become an agriculture educator once graduated and wishes to give students a similar experience that she was so greatly impacted by. She hopes to give back to her chapter and section as much as she can in her year of service.

**Austin Helms** -
Austin is ready to serve as the 2018-2019 Chapter 2nd Vice President and Kern Inyo Sectional Treasurer. Some of Austin's hobbies include competitive Pokémon and playing Fortnite. His SAE project is an Agriculture Mechanic Entrepreneurship called "Austin Ag". He was a state finalist and placed 2nd. Austin would like to pursue a career as an Agriculture Mechanics Educator and attend Fresno State. He aspires to become a CA FFA State Officer to expand his love of FFA and give back to the organization that brought him out of his shell.

**Brianna Hughes** -
Brianna is proudly serving you as your Chapter Secretary. She has been involved and dedicated to raising market lambs to show in the Kern County Fair for her SAE project. She loves taking pictures, especially if it has to do with animals and a good sunset at
the beach. Outside of the agricultural community, she plays soccer and on her free time likes to play the piano. She loves the FFA because it is a great community to express yourself and it always feels like you're with people you can count on.

**David Carter -**
David is the 2018-2019 Chapter Treasurer. He loves math in all of its forms and is sure to use it every chance he gets at our meetings. He believes that the FFA is an organization of service and that that’s what makes it great. Inside and outside of the FFA, he enjoys playing the Scottish bagpipes (at times to the annoyance of our advisers). He’s excited to serve on the team this year.

**Ashlynn Noble -**
Ashlynn is the 2018-2019 Chapter Reporter. She loves to hang out with her family, sleep, and make attempts at cooking. She has shown lambs for 3 years and hopes to show again next year. She loves the FFA for many reasons. One major one being because she has made so many amazing friends that she can call family. Outside of the FFA, she loves to sleep and be with her family.

**Evan Haro -**
Evan is currently serving as Chapter Sentinel. His SAE project is horticulture which involves garden cultivation and management. He likes the FFA because it encourages you to get out of your shell and be more confident in a fun and engaging way. A CDE he enjoys is Parliamentary Procedure. Aside from FFA, Evan is involved in Project Lead The Way (PLTW) for engineering. Evan enjoys playing Yu-Gi-Oh, running, and Star Wars.

**Juver Gonzalez -**
Juver Gonzalez is honored and excited to be serving as Chapter Parliamentarian. His SAE was an ag mech project which he is entering at the Kern County Fair. He loves FFA because of all the opportunities it provides the members. He loves to participate in CDE’s like Vegetable Crop Judging and Parliamentary Procedure. Outside of the FFA, Juver likes to hang out with his friends.

**Madison Collins -**
Madison is excited to be serving as Chapter Historian in this year’s 2018-2019 school year. Madison's SAE project for the past 3 years has been raising and showing lambs at the Kern County Fair. Madison loves the FFA program because it is one of a kind. The FFA program breaks the members out of their shell, as well as, shows them all they can achieve. That is something you might not get anywhere else. Madison's favorite thing to
do in the FFA program is the Opening/Closing ceremonies. She has done this for 3 years and she has made tons of friends doing so. This was the very first thing that brought her out of her shell of shyness. Now, she is able to speak comfortably in front of an audience.

**Rachel Caya** -
Rachel is currently serving as Chapter Representative. Her SAE project is raising and showing a market hog. She loves the FFA because it brings her challenges that have changed her in many positive ways. The FFA has also formed many friendships for her. Rachel is a sophomore and is fifteen years old. She also plays golf at Highland.

**Michael Lara** -
Michael is a Junior this year and is very excited to be Chapter Representative. He shows hogs at the Kern County Fair, and this will be his third year showing. He loves FFA because of all of the opportunities it has presented to him. He is a member of the Vegetable Crop Judging and Citrus Judging CDE teams.

**Ben Stevens** -
Ben is one of our 2018-2019 Chapter Representatives. He is in his third year of high school. He is hugely involved in the FFA and Highland’s Ag program. He spends a lot of his free time with animals. Outside of the FFA, he loves to bond with his family and hangs out with his friends.
Highland FFA Calendar of Activities
2018-2019

*Chapter Officer Meetings at 3:45 pm in 12A (1st Tuesday of every month)

**Note: Some dates have been changed and are subject to change in the future.

<table>
<thead>
<tr>
<th>Event</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Bootcamp</td>
<td>San Luis Obispo</td>
<td>Aug 12-13</td>
</tr>
<tr>
<td>Fair Entries Due</td>
<td>HHS</td>
<td>June 6</td>
</tr>
<tr>
<td>Buyers Workshop</td>
<td>HHS</td>
<td>June 8</td>
</tr>
<tr>
<td>Summer Picnic</td>
<td>Hart Park</td>
<td>June 14</td>
</tr>
<tr>
<td>Register for student Conferences</td>
<td>HHS</td>
<td>July 1</td>
</tr>
<tr>
<td>Sheep/Goat Ear Tagging</td>
<td>KC Fair</td>
<td>July 15 or 16</td>
</tr>
<tr>
<td>Officer Retreat</td>
<td>Highland HS</td>
<td>Aug 2-3</td>
</tr>
<tr>
<td>Sectional Officer Leadership Conf</td>
<td>Exeter 1</td>
<td>July 29-30</td>
</tr>
<tr>
<td>Farm Work Day</td>
<td>HHS</td>
<td>Sept 3</td>
</tr>
<tr>
<td>KC Fair Parent Meeting</td>
<td>HHS</td>
<td>Sept 8</td>
</tr>
<tr>
<td>Interviews for Fresh Reps</td>
<td>Highland</td>
<td>Sept 12 (and 13)</td>
</tr>
<tr>
<td>COLC Leadership Conf</td>
<td>Kern Valley HS</td>
<td>Aug 27</td>
</tr>
<tr>
<td>Ice Cream Social and Greenhand Initiation</td>
<td>Ag Field 7:30pm</td>
<td>Sept 13</td>
</tr>
<tr>
<td>MFE and ALA Registration opens</td>
<td>HHS</td>
<td>Sept 1</td>
</tr>
<tr>
<td>KC Fair Workday</td>
<td>KC Fair 7am</td>
<td>Sept 17</td>
</tr>
<tr>
<td>K.C Fair</td>
<td>Fairgrounds</td>
<td>Sept 21-Oct 2</td>
</tr>
<tr>
<td>National Delegate Conv Training</td>
<td>Galt, CA</td>
<td>Sept 27</td>
</tr>
<tr>
<td>Sect Meeting and CATA</td>
<td>Kern Valley</td>
<td>Aug 27</td>
</tr>
<tr>
<td>Greenhand Conf</td>
<td>Bakersfield</td>
<td>Sept 7,8, or 9</td>
</tr>
<tr>
<td>Fall Festival</td>
<td>Ag Field</td>
<td>Oct 28</td>
</tr>
<tr>
<td>Fall Movie Night (or alternative)</td>
<td>Ag Field</td>
<td>Oct 25</td>
</tr>
<tr>
<td>CO-OP, BIG, Novice Records contest</td>
<td>Bakersfield College</td>
<td>March 1 *</td>
</tr>
<tr>
<td>Regional CATA Roadshow</td>
<td>Yosemite</td>
<td>Nov 11-12</td>
</tr>
<tr>
<td>Principals Luncheon</td>
<td>Ag Pavilion</td>
<td>Nov 3</td>
</tr>
<tr>
<td>Open Close Contest</td>
<td>Bakersfield College</td>
<td>Nov 10</td>
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<tr>
<td>Poinsettia Sales</td>
<td>HHS</td>
<td>Nov 1-18</td>
</tr>
<tr>
<td>Kern Roller Skating</td>
<td>Skateland</td>
<td>Nov 17</td>
</tr>
<tr>
<td>Lip Sync Battle</td>
<td>WAH</td>
<td>Nov 29th</td>
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<tr>
<td>Speech Manuscripts Due</td>
<td>North</td>
<td>Dec 22</td>
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<tr>
<td>Banking Contest</td>
<td>Hanford</td>
<td>Dec 8</td>
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<tr>
<td>Public Speaking Contests</td>
<td>North HS</td>
<td>Jan 21</td>
</tr>
<tr>
<td>Holiday Helping Hands (or substitute)</td>
<td>HHS</td>
<td>Dec 6</td>
</tr>
</tbody>
</table>
Record Book Proficiency Scoring
Vegetable Crop Contest
Regional Proficiency Scoring
State Officer Test
B.I.G Contest
Cow Plop and Casino Night
Chapter Activity – TBD
Farm Work Day
Winter State Finals Citrus
Regional Officer Application and Interview
World Ag Expo
Advanced Leadership Conf
Made For Excellence Leadership Conf
State Nominating Com Apps Due
State Officer Apps Due
Press Crop Apps Due
State Choir/ Band Apps Due
National FFA Week Activities (every day)
Chapter Bowling (or substitute)
Record Book Contest
Regional FFA Meeting
Tractor Driving
State Proficiency Scoring
UC Davis Parli Pro & Field Day
Chapter Activity -
Kern Section Parli Pro
Sacramento Leadership Conf
Work Days
Regional Parli Pro Contest
Merced JC Field Day
Modesto Field day
Regional Speaking / Job Interview
State Officer Training
Cal Poly, Pomona Field Day
Kern Sectional Awards Banquet
Serving SV Sectional Awards
Reedley Field Day
State Public Speaking Finals
State Parli Pro Finals
Fresno State Field Day
State FFA Leadership Conf
Sectional Officer Contracts Due
Chapter Officer Apps Due

Ag Pavilion
HHS
Exeter
Ag Pavilion
Bakersfield College
Ag Pavilion
HHS
Fresno State
Visalia
Tulare
Monterey
Monterey
Region Supervisor
State Advisor
State Advisor
State Advisor
HHS
Westchester
B.C
Tulare
Fillmore
Bakersfield ROC
Davis
Foothill
State Capital
Ag Field
Visalia COS
Merced 2
Modesto
C.O.S
Fresno State
Pomona
Ag Pavilion
Ag Pavilion
Reedley College
Fresno
Fresno
Fresno
Fresno 3
Highland
Highland

Jan 31
Feb 27
Feb 13
Feb 28
March 1
March 4
Jan 12
Jan 28
Feb 4
Feb 17-18
Feb 14-16

Feb 3
Feb 3
Feb 3
Feb 20-24
Feb
March 1
Feb 25
Feb 18 or 25
March 1, 2
March 3-4

March 14
March 7-10
March/April
March 31
March 18
March 25
March 17

April 8
March 29
March 30

April 20
April 20-21
April 22
April 21-25
April 27
April 28
<table>
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<tr>
<th>Event</th>
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<tbody>
<tr>
<td>Project Boards and books Due</td>
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<tr>
<td>Project Competition</td>
<td></td>
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<tr>
<td>Sectional Elections</td>
<td></td>
</tr>
<tr>
<td>Cal Poly State Finals</td>
<td></td>
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<tr>
<td>CATA Meeting</td>
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<tr>
<td>Chapter Elections</td>
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<tr>
<td>Highland</td>
<td>April 7</td>
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<tr>
<td>Highland</td>
<td>April 14</td>
</tr>
<tr>
<td>Highland 5pm</td>
<td>May 2</td>
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<tr>
<td>San Luis Obispo 2</td>
<td>May 5-6</td>
</tr>
<tr>
<td>Beechinor House</td>
<td>May 16</td>
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<tr>
<td>HHS</td>
<td></td>
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<tr>
<td>Scholarship Night</td>
<td>May 1</td>
</tr>
<tr>
<td>Highland Awards Banquet</td>
<td>Interviews/speeches</td>
</tr>
<tr>
<td>Awards Night Practices</td>
<td>May 3</td>
</tr>
<tr>
<td>Regional Officer Retreat</td>
<td>Voting</td>
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<tr>
<td>State CATA Conference</td>
<td>Announce results</td>
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<td>Regional Officer Leadership Conf</td>
<td>May 5</td>
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<tr>
<td>Chapter Officer Retreat</td>
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<tr>
<td>Ag Pavilion</td>
<td>May 12</td>
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<tr>
<td>Highland WAH/cape</td>
<td>May 3, 8, 10</td>
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<td>Highland WAH</td>
<td>June 13-16</td>
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<td>TBD</td>
<td>June 18-22</td>
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<td>SLO</td>
<td>TBD July 2016</td>
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# Budget

**OFFICER APPROVAL ITEMS**  
**2018-19**

The Executive Officer Team approves all calendar activities and expenditures.  
Approved = Y  
Not Approved = N  
Undecided = U (Push to next meeting)

<table>
<thead>
<tr>
<th>Calendar Event</th>
<th>Act. Pts.</th>
<th>Est. Budget ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Ice Cream Social</td>
<td>3</td>
<td>300</td>
</tr>
<tr>
<td>Kern County Fair work day</td>
<td>3</td>
<td>300</td>
</tr>
<tr>
<td>COLC (Officer Team)</td>
<td>3</td>
<td>300 (or matching)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Calendar Event</th>
<th>Act. Pts.</th>
<th>Est. Budget ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Officer Retreat</td>
<td>5</td>
<td>1200</td>
</tr>
<tr>
<td>Ice-Cream Social</td>
<td>3</td>
<td>200</td>
</tr>
<tr>
<td>COLC</td>
<td>3</td>
<td>300</td>
</tr>
<tr>
<td>KC Fair (See Business Projects)</td>
<td></td>
<td>200 (K.C.F)</td>
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<tr>
<td>Host/Hostess Interview</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Sectional Meetings</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>Regional Meetings</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>State Convention</td>
<td>5</td>
<td>3000</td>
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<tr>
<td>National Convention</td>
<td>5</td>
<td>200/student</td>
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<tr>
<td>Fall Festival / Ag Appreciation</td>
<td>3/day</td>
<td>300 /event</td>
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<tr>
<td>BBQ / Movie Night</td>
<td>5 (3+2)</td>
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<tr>
<td>Team Competitions (local/state Field Days)</td>
<td>3 to 7</td>
<td>50-75 / event</td>
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<tr>
<td>Team Competitions (earn next level)</td>
<td>10-15 pending</td>
<td>100 / event</td>
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<tr>
<td>Ind. Competitions (Earn next level)</td>
<td>10-15 pending</td>
<td>50 / event</td>
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<tr>
<td>Greenhand Initiation</td>
<td>5 am and 2pm</td>
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</tr>
<tr>
<td>Cookie Dough Sale</td>
<td>2-7</td>
<td>9000 (upfront)</td>
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<tr>
<td>Leadership Conf (day or overnight)</td>
<td>3</td>
<td>2000</td>
</tr>
<tr>
<td>Proficiency Awards</td>
<td>3-10</td>
<td>0</td>
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<tr>
<td>Chapter Fun Activities (ex. Bowling)</td>
<td>3</td>
<td>200</td>
</tr>
<tr>
<td>Sectional Fun Activities (ex. Skating)</td>
<td>3</td>
<td>0</td>
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<tr>
<td>College or Educational Tour</td>
<td>3</td>
<td>100-200</td>
</tr>
<tr>
<td>Sectional Awards Dinner</td>
<td>10</td>
<td>100-200</td>
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<tr>
<td>Fundraisers (excl. poinsettias)</td>
<td>3</td>
<td>1000 (upfront)</td>
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<tr>
<td>Ice Cream Social (all)</td>
<td>3</td>
<td>200/event</td>
</tr>
<tr>
<td>Item</td>
<td>Category</td>
<td>Amount</td>
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<tr>
<td>-------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
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<tr>
<td>Work Days</td>
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<tr>
<td>Awards Night (i.e. scholarship)</td>
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<td>10 / student</td>
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<tr>
<td>Banquet</td>
<td>6-12</td>
<td>3000 gross</td>
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**Additional Pre-Approved Items**

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<thead>
<tr>
<th>Item</th>
<th>Description</th>
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<tbody>
<tr>
<td>Lowes</td>
<td>Ag Field Maintenance</td>
<td>$2000</td>
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<tr>
<td>Smart and Final</td>
<td>Miscellaneous activities not mentioned above</td>
<td>$500</td>
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<tr>
<td>Feed Stores</td>
<td>Animal Projects (school year and summer)</td>
<td>$1000</td>
</tr>
<tr>
<td>Sullivans</td>
<td>Animal Project Equipment</td>
<td>$1000</td>
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<tr>
<td>National FFA</td>
<td>Banquet Items and Misc FFA Supplies</td>
<td>$2000</td>
</tr>
<tr>
<td>Nasco</td>
<td>Animal Project supplies</td>
<td>$500</td>
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<tr>
<td>KC Fair</td>
<td>KC Fair Expenses</td>
<td>$100</td>
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<tr>
<td>Blade Sharpening</td>
<td>Sheep Blades and clipper servicing</td>
<td>$300</td>
</tr>
<tr>
<td>Livestock Insurance</td>
<td>California FFA</td>
<td>$1000</td>
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<td>FFA Yearbooks</td>
<td>Reimbursement to Advisor</td>
<td>$500</td>
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<tr>
<td>T-Shirt Sales</td>
<td>FFA T-shirts purchase and sell</td>
<td>$2000</td>
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<tr>
<td>Open/Close Contest</td>
<td>Registration Fees</td>
<td>$200</td>
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<tr>
<td>Party City</td>
<td>Banquet Supplies</td>
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<td>Mayesh</td>
<td>Floral Arrangement Supplies</td>
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<tr>
<td>Costco</td>
<td>FFA meetings</td>
<td>$500</td>
</tr>
<tr>
<td>KHSD</td>
<td>Cafeteria workers, transportation, etc</td>
<td>$1000</td>
</tr>
</tbody>
</table>

**Sources of Funds:**

- Ag Incentive Grant: Approx. $20,000
- Perkins: Approx. $10,000
- ASB FFA Account: Approx $15,000

***Note: Funding has not been issued yet so these are estimated income based on previous year.***
Chapter Goals

Goal 1: Our first goal for the year is to increase our Junior and Senior grade involvement throughout two events. We plan on tackling this goal with increased advertising through posters, flyers, and even videos. We also plan on using more effective planning methods to make the events more enjoyable for our older members. We even plan on doing a Senior only event to really engage with our graduating members.

Goal 2: As a large chapter, executive meetings are normally closed. We have made it one of our goals to host a large executive meeting once every quarter. This will hopefully engage our members by giving them a voice. We plan on creating these meetings through encouraging our members to attend these meetings and by linking up with other parts of our school to diversify our meetings.

Goal 3: We intended to engage with our members more throughout the year. It is one of our chapter’s goals to increase student engagement amongst the officers and students. We plan on using officer announcements and videos to expose our members to the executive team. We also plan on making it a duty for the officers to engage with members during events and encouraging the officers to partake in many CDEs to give themselves a presence.

Goal 4: Fundraising is essential to our chapter. This year, our goal is to make $9000 through fundraising. To make sure we reach this goal, we plan on having incentives, such as, a fifty dollar gift card to the FFA shop for the top seller. We will also plan on the officers to sell twice the amount normal members are supposed to sell.

Goal 5: Our last goal is to win the National Chapter Award. We plan on utilizing our team’s strengths and weakness and dividing the work amongst the whole officer team. We also plan on marking specific due dates to make sure our work is the best that it can be. We also have criteria for every piece of the application that the officers will need to achieve for this goal to be made.
Committees: Goals and Objectives

Committees are an important part of our program at Highland High School. We have two committees, the decorations/clean up committee and the poster committee. Both of these committees are important because without them, we wouldn’t have the flow of our program.

Decorations/Clean up Committee: This is hosted by Hannah Ballard and Adrian Garcia with 30 plus members. This committee is especially important with our big events, such as, Holiday Helping Hands and our Banquet. They will help set up everything we need before activities and gatherings. They are there to help from beginning to end. Setting up, clean up and to taking everything down.

Poster committee: This is hosted by all thirteen officers. We make all the event posters, having a great bonding time. We may not all be artist, but we are putting our best foot forward. We are willing to add more members to this committee if needed, or if anyone wants to join.
Supervised Agricultural Experience Projects

Supervised Agricultural Experience projects, also known as SAE's, are one of the biggest parts in your FFA involvement. It goes along with FFA and Classroom in the three ring model. In the three ring model, SAE is 80% of your grade, Classroom is 10%, and FFA is also 10%. There are three categories for your project: placement, research, and entrepreneurship. The students invest 50 hours into a project of their choice that has to do with the agricultural industry. Students can try different things through their SAE projects and sometimes find their true interest. Here are just a few awesome examples of what our students do!

Madison Collins is showing a wether (male) market lamb at the Kern County Fair. She feeds her lamb 2 pounds of feed twice a day everyday for roughly 5 months. Three times to twice a week she gets her lamb “show ready”. Madison squares his legs and makes him push against her so he will brace. At this time, her lamb weighs 134 pounds and is working extremely well.

Juver Gonzales had an ag mechanics project. His project was making a cornhole set, which had no cost. He says that he plans on selling this project at the Kern County Fair at a minimum of $140.

Jessianne Solis' current SAE project is an entrepreneurship involving manufacturing dog toys, leather dog collars, and all weather dog collars for sell. These aren't just any normal dog toys, these toys are made of retired fire hoses, retired hoses are fire hoses that are torn and cannot be used any more, that are stuffed and has a handle attached to it. Her dog toys are priced at $7 per toy, or 3 for $18. She also makes hand crafted leather collars that can be customised and personalized with your dog's name and decorative stamps on it. Jessianne’s Company, St. Florian Leather Co., can be found at local farmers markets and art walks in Bakersfield.

Grace Knaggs had a summer project working on our school farm. Grace participated in the horticulture group with one of our advisors, Mr. Leishman, which was her summer project. Her favorite things she learned was transplanting plants and learning to drive a tractor.

Ben Stevens is raising a market hog for his SAE project. He has a gilt (female) that weighs about 210 pounds right now. His gilt is around 5 months old and will be shown and sold at the Kern County Fair. This project requires you to invest money into it, but you get a profit as well.
Project Competition

Project competition was started in 2013 to address a need for growth in our student SAE projects. All Highland FFA Students are expected to participate in the contest, or else they lose the 10% of their SAE grade for the spring semester. Each student submits a tri fold board with a summary of their project, a reflection on skills learned, as well as pictures of them engaged in their SAE. Students are also required to update and complete their record book in order to earn credits.

We hold one of the largest chapter level project competitions in the state, with close to 90% of our members participating. The following page is the outline of the student requirements for the project competition boards.

All students submit a tri fold board for display; projects are judged by local community members
Supervised Agricultural Experience Project Competition

10% of overall class grade – SAE Component

Your Ag Project (SAE) is a showcase of your hands-on learning in an agriculture-related position over the past seven months. Now you have an opportunity to show off what you have done with your other classmates, Highland Staff, parents, and community members. Additionally, prizes will be passed out to students who have excelled in their project areas.

Date: March 29th is the day of the showcase. The boards and AET records are due on Wednesday March 27th.

Location: Highland High School Gymnasium

Awards will be given to students in the following project areas:
- Animal Science
- Plant Science
- Ag Mechanics
- Entrepreneurship / Ag Business
- Placement
- Food Processing
- Natural Resources

Students will be required to showcase their project using the following format:
1. Completed Internet Record Book on AET
   a. Pencil Plan, Budget, Journal, and FFA Activities pages
   b. Username and password should be the same. Chapter #: CA0360
2. 5 distinctively different photos of you working with your project. Your face must be visible.
3. A tri-fold bulletin board with at least the following information
   a. Description of your project
   b. Number of hours worked
   c. 5 Skills you learned
   d. At least 5 distinctly different Photos
   e. Money Earned and Spent
   f. Colorful and Eye-pleasing
   g. Reflection of your project – what was good, bad, and what you would do differently.
4. Artifacts from your project, if applicable

A maximum of 200 Points will be earned for this project which will be based on the following:
- 100 points for the project competition board
  - Followed the format of the project guidelines
  - Effort was put in to the presentation
- 100 points for completion of the project
  - 50 hours was completed over a the course of the year
  - Must be agriculturally related

Note: A zero score for the project will be earned for not having your AET completed.
Community Service

Annually, the Highland FFA chapter has arranged community service events to help the community around us. We host these events to give back to the people who have always given so much to us. Over the past few years, we have hosted several community events/donations including: Fire clean-up, Holiday Helping Hands, Book drives, Jacket donations, Tree plantings, volunteer work, and other items.

The past year we had hosted several events to give back to our community. One being a tree planting event to brighten up the community and the environment around it. Another community service activity is that several of last years officers organized a volunteer event to help serve at our local homeless shelter.

This year we have several community service events lined up. We will host a community clean-up at the bluffs to help beautify our city. Another event we will host is our annual toy drive that we host to raise a large amount of toys that we give to the company, Toys for Tots. From there, they give them to children who aren't fortunate enough to buy them on their own.
Fall Harvest

In 1988, Ric Lemucchi established the first ever Fall Harvest at Highland High School. He invited kindergartners from around Bakersfield to partake in a hands on learning experience that they would cherish. The activity was ran by the FFA officers and the members of the Future Farmers of America Organization. Since its beginning, the Highland FFA Farm has been annually filled with around 700 kindergartners each autumn and serves its purpose of this event is to teach children about the importance of agriculture in our world.

The Highland Fall Harvest has a plethora of activities and experiences for the children to enjoy. The activities can range from a bean bag toss to face painting, learning about plants and insects to animals and food production. Some students will often bring their animals, such as lambs, pigs, horses, snakes, rabbits and other kinds to let kids experience a fun learning experience that helps them become aware to agriculture. Each student that hosts their booth have fun and active learning activities for the younger children.

Although the Fall Harvest is for the kindergartners, it is also a beneficial learning experience for the high school students. They gain knowledge about communication skills, leadership and responsibility. The students each make an agricultural based board that is suitable for children between the ages of 4-6. After approved by a teacher, the students make a family friendly script to follow and recite to the children. Fall Harvest has given children that are in rural areas a chance to discover more about agriculture and has had an impact on the community around it as well.
Fundraising

Highland FFA has done many fundraisers over the years such as Poinsettias, Christmas Trees, Coupon Books, and FFA Cookies Dough.

In years past, we have sold FFA brand Cookie Dough, however, due to improved profit margin and more consistent order delivery, we have decided to switch to Mrs. Fields’ Cookie Dough. This cookie dough sells with a price range, depending on product, from $18-$22 and has a profit margin from $8-$10 also depending on product sold.

Last year's fundraiser made approximately $6500 in profit.

Our chapter goal this year is to make $10000 in profit, requiring about 30% more participation than last year.

This fundraiser is meant to support the majority of our chapter's maintenance costs and growth pains as we add three new (two additional) teachers to our program. As such the only way to generate these bulk funds is by the activity and participation of all the members of our chapter. We, as chapter officers, intend to put our trust in our members and ensure that the members know that we trust them. As such, we intend to put the chapter in the hands of the members and ensure they know that this is their chapter. The chapter is nothing without it's members and we believe the members need to know that.

This fundraiser was approved by majority vote at the Officer Retreat on July 24th, 2018.
Highland FFA Alumni Association

Across the nation, FFA relies heavily on the FFA Alumni to garner support from community members and industry leaders, as well as helping in fundraising.

Our chapter's Alumni Association acts as a crucial support for our FFA chapter. The Highland FFA Alumni Association is comprised of former members, parents, and community members interested in supporting our program. Alumni assist in chaperoning events, driving students to competitions, helping in fundraising efforts, and much more. The Alumni Association holds regular meetings, in which fundraising events and other ways to support the chapter is discussed.

We are always looking for new Alumni Association members, and we encourage students to join when they graduate.

*Cow Plop Fundraiser dinner, the largest event hosted by our Alumni Association, which raises funds to support our chapter*
Chapter Applications

All applications are submitted via Google Forms. Students must log in to their KernHigh.org account to submit the forms.

State Convention Application: https://goo.gl/forms/RyOS72s48RcfTthW2

Made for Excellence/Advanced Leadership Academy Application:
https://goo.gl/forms/RFq9RTQNgfBGuDgc82

Greenhand Degree Application: shorturl.at/cpsC2

Chapter Degree Application: shorturl.at/bntW1

Chapter Officer Application: https://docs.google.com/forms/d/1IroELJ6zssfeN3zB-T-UAsleU9YSuXbe2GSVNCjOwl/edit

The following applications are available through student’s Agriculture Experience Tracker accounts, once the account is activated by their advisor:

- Proficiency Applications
- State FFA Degree
- American FFA Degree
FFA Degree Descriptions

Discovery Degree

1. Must me enrolled in an agriculture class for the majority of the school year in 7th or 8th grade
2. Must participate in one local chapter activity outside of scheduled class time.
3. Must become a due paying member of the FFA at a local, state, and national level.
4. Must submit a written application for the Discovery degree.
5. Must be familiar with the local FFA program of activities

Greenhand Degree

1. Must be an active member enrolled in an agriculture class.
2. Must have an SAE project.
3. Must learn and be able to explain the FFA creed, motto, salute, and mission.
4. Must be able to explain and describe the FFA emblem and colors.
5. Explain the proper use of the FFA jacket.
6. Have satisfactory knowledge of the history of the organization.
7. Know the duties and responsibilities of FFA members.
8. Personally own or have access to the Official FFA Manual.
9. Submit written application for the degree for chapter records.

Chapter Degree

1. It shall be understood that conformance with the provisions of this article precludes a member from receiving both the Greenhand FFA and Chapter FFA Degrees during the same academic year.
2. Must have satisfactorily completed at least one year of systematic instruction in agriculture education, at or above the ninth grade level, have in operation an approved supervised farming and/or other supervised agricultural experience program, have developed plans for continued growth and improvement in a supervised farming and/or other supervised agricultural experience program, 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.

5. Be familiar with Parliamentary Procedure.

6. Must have led a group discussion for fifteen minutes.

7. Must have earned at least $150 by his/her own efforts from his/her supervised farming and/or other supervised agricultural experience program, and have it productively invested or deposited in a bank, or have worked 100 hours on his/her SOEP in excess of scheduled class time.

8. Have a 2.0 scholastic record in an agricultural course.

9. Participate in activities for community improvement as evidenced 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 serve and/or improve the quality of life in the local community.

State Degree

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

2. Have been an active member of the FFA for at least two years preceding application for the State FFA Degree. At the time of application for the State FFA Degree, must have completed at least two years of instruction in agriculture education, at or above the ninth grade level, which included an agricultural Supervised Agricultural Experience Program; and must be regularly enrolled in an agriculture education class at the secondary education level, an agriculture course at the post-secondary education level, or be a graduate of a secondary agriculture education program who is engaged in an agricultural occupation.

3. Have worked for a minimum of 500 hours, in excess of scheduled class time, on his/her Supervised Agricultural Experience Program, and must have earned by his/her own efforts from an agricultural enterprise or other agriculturally-related work and deposited in a bank or otherwise productively invested at least
$1,000.00; or show an investment cost of at least $2,000.00 in depreciable property inventory; or have earned by his/her own efforts from agricultural enterprise or other agriculturally-related work and deposited in a bank or otherwise productively invested a combination of dollars and unpaid labor hours which, when summed, equal at least $1,000.00. When qualifying based on a combination of dollars and hours, the hours counted for qualification must be unpaid labor hours of agriculturally-related work which are hours in excess of class time and which are hours over and above the minimum of 500 hours required in (4) above. Under no circumstances shall a member be qualified for the degree when qualifying based on a combination of dollars and hours without posting a minimum of $750.00 of earned and productively invested income.

4. For the purposes of this subsection, productively invested is defined as any, all, or any combination of the following: amounts held in secured liquid financial investments, expenses paid for educational purposes, financial support of the immediate family, and/or that proportion of the purchase price of a motor vehicle which is equivalent to the proportion of the vehicle’s normal usage which is used for transportation to, from, or in the conduct of educational and/or SAE activities. Demonstrate leadership ability by:

5. performing ten procedures of parliamentary law OR demonstrate proficiency in parliamentary law as evidenced by passing a written examination prepared and administered by the local agriculture instructor; giving a six-minute speech OR lead a group discussion for forty-minutes on a topic relating to agriculture or the FFA; serving as an officer, committee chairperson, or participating member of a committee; participating in at least five distinctly different FFA activities at the chapter level; participating in at least two distinctly different non-FFA school activities which are conducted outside of normal class time; participating in activities for community improvement as evidenced by participating in at least two distinctly different activities, to the extent of spending at least 25 hours of personal time, which seek to serve and/or improve the quality of life in the local community; and being familiar with the provisions of the constitution of the State Association and National FFA Organization as certified by the local FFA advisor.

6. The scoring committee's decision regarding a candidate's worthiness may not be disputed or re-evaluated based on an applicant's complaint that pertinent information was omitted and/or misstated on the application form.
7. A member who has received the State FFA Degree may apply for Star consideration at all levels provided he/she:
8. Have a 2.0 scholastic record as certified by the local principal or superintendent.
9. Have participated in the planning and completion of the Chapter Program of Activities.
10. Have participated in at least five FFA activities above the chapter level.
11. Written records of achievement, verified by the local advisor, shall be submitted to the state advisor by the local chapter's governing body at least two months prior to the State Leadership Conference. These written records shall be based on the member's own entries in the California Agricultural Education Record Book which is currently approved by the California state staff for Agricultural Education as the official record book for California Agricultural Education students. Such a record book is the only substantiation a member may use for the purpose of applying for advanced degrees and awards in this association. A committee appointed by the state advisor will then review the records and submit its findings to the state advisor, who will make his/her recommendations to the State Executive Committee. The Executive Committee will nominate and elect the candidates who have been found qualified to receive the degree. The state officers shall, at each region's special awards program, raise to the State FFA Degree those candidates who have been elected by the State Executive Committee.
12. The member's Record Book entries must meet the verification process approved by the State FFA Advisor.
13. It shall be the responsibility of the applicant, under the supervision of the local FFA advisor, to submit an application for the State FFA Degree which is thorough, complete, and accurate. Information which appears on the application form that is submitted to the State FFA office shall be the primary information which the scoring committee shall consider in its evaluation of the candidate's worthiness for the degree. In the interest of providing maximum flexibility and fairness to all candidates, the regional supervisors of agriculture education shall be empowered under this section to make minor modifications to state degree application forms during the scoring and verification process.
14. There shall be four annual awards for the State FFA Degree recipients known as the California Star Farmer, California Star in Agribusiness, California Star in
Agricultural Placement, and the California Star in Agriscience. is a Junior, Senior, or first year Graduate, is an active FFA member in good standing at the time of application, and has an ongoing supervised occupational experience program which has been continuously under the supervision of the local agriculture instructor.

American Degree

1. 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 level.
2. 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 at least the equivalent of 360 hours of systematic secondary school instruction in agricultural education and one full year of enrollment in a postsecondary agricultural program, or have completed the program of agricultural education offered in the secondary school last attended.
3. Have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted.
4. Have in operation and have maintained records to substantiate an outstanding supervised agricultural experience program, through which the member has exhibited comprehensive planning and managerial and financial expertise.
5. A student after entering agricultural education must have: (a) Earned at least $10,000 and productively invested $7,500 or (b) Earned and productively invested $2,000 and worked 2,250 hours in excess of scheduled class time. Any combination of hours, times a factor of 3.56, plus actual dollars earned and productively invested 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 be duplicated as hours of credit to meet the minimum requirements for the degree. Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of “C” or better as certified by the principal or superintendent.
6. Have participated in at least 50 hours of community service within at least three different community service activities. These hours are in addition to and cannot
be duplicated as paid or unpaid supervised agricultural experience hours.

7. Applicants must submit an application electronically through ffa.org. Applicants must submit the signature page with the signatures of the chapter president, chapter advisor, superintendent or principal, and state advisor or state executive secretary, certifying accuracy of all statements in the application and that the applicant conducted him/herself in a manner to be a credit to the organization, chapter and community.
Scotsmen market

The Future Farmers of America is an organization that encourages interactions with the communities around our chapters. Our Scotsmen Market is one way we involve our chapter with our community, utilizing the three ring model. For example, the market uses the Senior Economics class to price and plan the whole process behind the event. The Senior class allows for SAE products to be sold at this event to encourage students to have unique and special SAE projects. FFA is represented through the professionalism that is taught through public speaking contests that set the tone of this event. The event connects our membership to the community through these rings. Our students get to directly deal with and play square with the community as producers. This event also shows how Highland FFA is open to the community with the work we do. The Scotsmen Market is unique throughout our section and is a step towards the connection between our chapter and the community.
Background of the Highland FFA

The Highland FFA Agriculture Department, founded in 1985, began with one class of 16 students and an agriculture teacher, Mr. Lemucchi. As of the 2018-2019 school year, Highland FFA has grown to almost 500 students and currently has 4 agriculture teachers; Mrs. Carter, Mr. Davidson, Ms. Dunlap and Mr. Leishman. We also have a student teacher, Ms. Saldana. Along with this, the program now offers several courses to choose from. These include Agriculture Soils, Sustainable Ag. Biology, Agriculture Chemistry, Veterinary Science, Environmental Horticulture, AG Mechanics 1, 2 & 3, and Agriculture Government/Economics. Member participation has also grown with activities such as showing at the Kern County Fair, Public Speaking Contests, Chapter Events, Community Service, and attending Leadership Conferences.

Highland FFA's school farm was built in 1986 and in 1987, it began to teach the importance of agriculture. The first major project was in 1993 for showing sheep at the Kern County Fair. Today, the school farm houses rabbits, a greenhouse, shade house, garden, poultry, sheep, and cattle projects.

The Highland FFA Agriculture Department continually makes progress each year with help from the advisors and chapter officers. These two goals "to have a great agricultural education" and "to have a sense of leadership we can develop with our students" has been fundamental in this program's development. It is also a priority to follow the FFA motto "Learning to Do, Doing to Learn, Earning to Live, and Living to Serve," to ensure that everyone lives up to the legacy of the Highland FFA program.
Highland FFA Chapter Constitution
Revised July 2013

Article I
Highland FFA Chapter

Section A: The name of this organization shall be the Highland Future Farmers of America, Chapter No. 439; Established Fall of 1984.
Section B: The purposes for which this chapter is formed are as follows:

To develop competent urban and rural leaders that supports the FFA and the agricultural leadership.

To participate in worthy undertakings for the improvement of agriculture.

To develop an appreciation for small businesses by encouraging FFA students to participate SAE projects.

To encourage others, and to learn to be a productive citizen.

Article II
Organization

Section A: The Highland Chapter of the Future Farmers of America is a chartered local entity of the Kern Section of the California Association made up of local members.
Section B: This chapter accepts in full the provisions in the Constitution and bylaws of the California Association, Future Farmers of America, the San Joaquin Region Constitution as well as those of the national organization of Future Farmers of America.

Article III
Membership

Section A: Membership in this organization shall be Active, Alumni, and Honorary.
Section B: Membership is limited to students enrolled in agriculture education at Highland High School.
Section C: Alumni members is limited to students that were active members their 12th year and graduated from high school.
Section D: Active members in good standings may vote on all business brought before the chapter. An Active member shall be considered in good standing when their annual dues are paid and they part-take in Chapter activities.
Section E: Paid FFA members are required to participate in chapter activities as a portion of their grade.
Section F: Membership dues must be paid by December 15 to stay in good standings with the chapter. The amount of dues shall be set by a majority vote of the FFA Executive Committee. (See Article VIII, Expenditures for more details.)

Article IV
Officers

Section A: The chapter officers of the Highland FFA program will be President, First Vice President, Secretary, Treasurer, Reporter, and Sentinel.
Section B: A Historian, Parliamentarian, and up to three Chapter Representatives will be offered as positions at the discretion of the nominating committee.

Section C: All elected chapter officers shall hold their office position for one year. The annual officer tenure is Banquet to Banquet.

Section D: All elected Sectional and Regional officers shall hold, but not limited to, the office of Second Vice President with our Chapter.

It is to be understood, that all Sectional and Regional officers will have the responsibility of their office position first; however, they cannot forget their loyalty to the Chapter Officer Team.

See Section H regarding removal.

Section E: All officers will partake in 100% of our chapter meetings unless a valid reason is provided. Notification of not being able to attend should be made to an advisor before the meeting.

Section F: All officers are required to fulfill officer contract.

Section G: Recognition of officers at our annual banquet will depend on the completion of the officer contract and the discretion of the advisor. See Section K, Incomplete Contracts.

Section H: Process of voting for chapter officers is as follows:

Members will vote for 6 to 8 candidates per ballot.

Once votes are counted, the candidates with the highest cumulative scores become the Officer Team. The scores will include: interview, speech, votes, applications, posters, G.P.A and turning in the contract on time.

The Officer Team will then vote themselves into their desired office positions.

In the event of a tie, the second Vice President(s) will be allowed to vote. If there is no second Vice President(s) or there is still a tie, the candidate with the highest cumulative score will take the position.

The number of Chapter Representatives (with no minimum but a maximum of three) will be at the discretion of the Chapter Officer Election Committee based on the number and quality of chapter officer candidates.

*Note: The representatives must have been part of the first election group.

Section H: Officer Removal/Implement:

The removal of an officer will be carried out when the officer is showing neglect or irresponsibility towards their office position.

The officer will be removed at the discretion of the advisor.

Some Reasons for Removal:

*Student breaks a major rule regarding the chapter or KHSD policies.
*Section D & E are not completed.
*Student cannot maintain a 2.5 GPA in all their subject areas.
*Student must be able to maintain a “C” in the Ag Class.
*Student abusing the FFA Code of Ethics.

Section I: When an officer position becomes void prior to the termination of its contract, a perspective candidate for that position may temporarily assume the responsibilities of that position. If the prospective candidate fulfills the contract of the office he/she is substituting for a period of two months, he/she will be granted that position. These positions will be appointed by the advisor.

In order for the perspective candidate to commence the offered substitution, he/she must receive a simple majority (50% plus one) from the Officer Team.

Section J: Officer duties will be specified by a contract as developed by the advisor(s). They will be in a contract form and require three signatures – the officer, their parent, and the advisor.

Section K: Incomplete Contracts:

The purpose of the contract is to discipline the officer and make them responsible for the commitment that the officer has made, choosing to be a leader of the Highland FFA Chapter.

The minimum requirement for an officer to be recognized at the annual banquet is to complete their chair requirement and attend all chapter meetings.

Article V
Executive Committee

Section A: The Chapter Officers shall belong to the Executive Committee.

Section B: The Advisor(s) shall be non-voting member unless it concerns impeachment.

Section C: The duties of the Executive Committee shall be as follows:

Meet the first Wednesday of the month at 6:30 a.m. unless changed.

To meet before a chapter or booster meeting.

Enforce the constitution and by-laws.

Recommend members for Greenhand and Chapter FFA degrees based on their applications.

To amend the chapter constitution; a paid member may submit or propose a resolution but it must first receive a majority vote from the executive committee.

Section D: The President has the power to call special meetings.

Article VI
Fairs and Contests
Section N: All winning members that take first place or receive a plaque is entitled to points on the activity chart. Open/Close is excluded because double points are already given for participation.

Article VII
Classroom/Farm laboratory

Classroom

Section A: The goal of the classroom is to teach students an appreciation of what agriculture is and how it affects our daily lives.

Section B: The goal of the FFA is to teach students an appreciation of leadership. The FFA is an integral part of the grading that takes place in the classroom.

Section C: Overall grading will be based on classroom, FFA, and outside performance on the two acre site, and extra credit.

Section D: The agriculture program is an elective. It is by choice that a student decides to take this class. If a student does not wish to abide by the rules of the KHSD and the by-laws of the Highland Ag Program, then they lose the liberty of returning the following year (or semester).

Section E: In this program, rules will be used when liberties are being abused.

Section F: The name of the two acre site located on the North-East corner of Highland High School will be called Scots Land.

Section G: The two acre site will be used as a hands-on learning facility and will be an integral part of the overall grading.

Section H: The goal is to create a fun and safe learning environment that can be utilized by the agriculture students and serve as a teaching tool for all grade levels that visit the facility.

Section I: Rules set by the KHSD and the Highland Chapter FFA will be used.

Article VIII
Degrees & Merits

Section A: An award system has been set up, giving all members, who are in good standing, the opportunity to receive recognition for their achievement(s).

Section B: Awards will be based on applications(s), completed records books, placing in competition, classroom disciplines, and overall involvement in the FFA.

Section C: Evaluations will be made by the executive committee, and/or Ag Advisors.

Article IX
Expenditures

Section A: It will be the decision of the executive committee on how money will be raised and spent each year.

Section B: Annual dues need to be collected to offset the expenses of increasing packets, awards for the banquet, and instructional and facility costs.

*See Article III, Membership for more details.

Section C: Annual dues will be based on the chapter needs and will be paid by the 15th of December each year.
Article X
Amendments

Section A: To amend the constitution, a two-thirds (2/3) vote of all active members or by the executive committee (officer team) is required.

Section B: A resolution is the process that will be used to make amendment changes or additions to the constitution; it must be submitted to the executive committee and voted upon at the next officer meeting.

*Note: A special meeting maybe called by the Chapter President or Advisor to expedite constitutional changes.

Section C: Once the resolution has passed, there will be a 30-day grace period for the amendment to become active.

Section D: A petition is a form that can be used in protest of an amendment, voting procedure, etc... The petition needs to fulfill all of the following criteria:

- FFA advisor must be made aware of the protest before the protest commences.
- The protest must be submitted in written form.
- The petition must contain the signatures of the majority of the executive committee (the majority of the officers and/or paid FFA members).

A majority is defined by and must be achieved through one of the two following ways:

- The signatures of 50% of the executive board plus one more.
- The signatures of 50% of the paid members plus one more.

At the final stage, the petition will be put to vote in a special meeting only after the previous three criteria have been met. This special meeting will be held for the purpose of voting on the petition.

- The petition is considered passed if it receives the votes of at least two-thirds (2/3) of the members present.

- Once the petition has been passed, a 15-day grace period from the day the vote took place will be observed before the protest is adopted.

Article XI
Ratification of the Constitution

Section A: This constitution shall become effective when passed by a two-thirds (2/3) vote of the voting members.
Introduction to the National FFA Organization

The passage of the Smith-Hughes Vocational Education Act in 1917 not only provided federal funds to states for high school courses in vocational education (agriculture, family and consumer sciences, and trades and industries) – but it also led to the idea for an organization that is known today as the National FFA Organization.

In the early 1920s, just a few years after the Smith-Hughes Act was enacted, Virginia formed a Future Farmers of Virginia club for boys in agriculture classes. Other states soon followed Virginia's lead and formed their own Future Farmers organizations. The next logical next step was to create a national organization to bring together all of the state organizations.

In 1928, a group of vocational agriculture students were in Kansas City, Mo., for the third annual National Congress of Vocational Agriculture Students, which was held during the American Royal Livestock and Horse Show. On Nov. 20, 33 of those students from 18 states met at the Baltimore Hotel in Kansas City and formed the Future Farmers of America.

FFA was for young men who were studying vocational agriculture in public secondary schools, and the new organization was designed to develop agricultural leadership, character, thrift, scholarship, cooperation, citizenship and patriotism.

The organization was structured on three levels – local, state and national – with students starting their FFA experience by joining a local chapter at their school, where the agriculture teacher serves as the chapter advisor. As part of the larger program that is now called agricultural education, FFA members are encouraged to participate in all three components of the program: (1) classroom/laboratory work (through enrollment in agriculture classes); (2) membership in FFA; and (3) hands-on work experience through the supervised agricultural experience program.

Each FFA chapter develops and follows an annual program of activities, and all members share in planning the program and participate in its execution. Through their participation, members learn how to take part in meetings, follow parliamentary procedure, speak in public and cooperate with their fellow students.

Student officers are elected on each level to lead the organization’s activities, and FFA members receive recognition for their achievements through competition and award programs. The annual national convention and expo offers FFA members an opportunity to come together from across the country and celebrate their accomplishments over the past year.
Over the years, FFA has shown the value it places on service to country and community. This was never more evident than in 2005. Following Hurricane Katrina, the National FFA Organization raised more than $835,000 through their Seeds of Hope campaign to help FFA members, chapters and agricultural education facilities affected by the hurricane.

Today, the National FFA Organization is a premier youth leadership organization with more than 610,000 members in 7,600+ chapters in all 50 states, Puerto Rico and the Virgin Islands. The FFA mission is to make a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

Source: National FFA Website: “A Brief History of the National FFA Organization”
Our department spends an ample amount of time recruiting future members and generations of agriculturalists. We maintain a social media presence throughout the year through Instagram, Snap Chat, Twitter, Facebook, and our chapter webpage. We also have specific activities geared to making our chapter known in the community and recruiting 8th graders. These activities include our annual Fall Harvest where current members teach elementary students from the local schools about agriculture, garden buddies where current members regularly visit local schools to help with their gardens, and registration night where our agriculture teachers help incoming freshmen register for classes explaining their option for an ag class. Many of our members remember participating in Fall Harvest and Garden Buddies and mention that it was one of the reasons that they decided to join Ag. However, our main recruitment event is Scots Preview Night (pictured below) where all of the incoming freshmen are invited to the gymnasium to visit club and program booths. All of our members get involved with this event talking to parents and students, passing out brochures and paraphernalia, and showing off their SAE projects. In addition to these activities, we also spend time educating the counselors and administration about our program so that they can encourage students to participate and enroll in our classes. The following documents are a part of our recruitment program.
On behalf of the Agriculture Department, we (the Ag instructors) felt that we should give you a quick overview of our pathway for our first year students.

Our success over the years has been the continuity of the agriculture pathway. Creating classes that have different curriculums but still meet graduation requirements for the Kern High School District and Bakersfield College has helped tremendously in developing the Ag pathway at Highland. As you have experienced as a counselor, we have witnessed the success of our students each year by observing their strengths in the classroom and especially when they participate in competitions. This helps us in advising students on how to strengthen their resume.

This year, as you meet with incoming freshmen and their parents, we are asking that we coincide with the information that will be shared with the future Highland students. A student who signs up to be in the Ag class is automatically enrolled in the FFA. The curriculum will be the same as the regular science class; however, many additional opportunities will become available to the student. This can include but is not limited to: 1) business project, 2) competitions (especially in public speaking), 3) community service, 4) fun social events, and 5) end of the year science display that they must set up and present in the gym. There are many opportunities for both male and females. The agriculture industry is making a big push for females who graduate with a four year Ag degree for the purpose of career balance. Freshman will not make regular class visits to the farm unless they have a business project. Those visits occur after school. Almost all of the events that have been mentioned take place after school or in the evening. Many of the events are intra-curricular and are averaged into their grade. All after school events are not a requirement, but they are highly encouraged to participate so they can build up their resume.

If a student continues with the agriculture pathway their sophomore year, we will continue to encourage students to pursue both the intra-curricular and extracurricular activities as they meet graduation requirements within our pathway. I hope this clarifies our program and what we do as Agriculture Instructors.

Thank you for your support!

Sincerely,

Ms. Dunlap       Ms. Saldana       Mr. Leishman       Mrs. Carter
Attention
Parents!

**Highland Mission:** “Cultivating Students, Harvesting Success”

Highland Direction: We are in the business of harvesting success through agriculture education. The goal is to continue the historical success of the Highland FFA youth organization. However, for this to be successful, we need your son/daughter to become part of the program. When they sign up for the Ag Soils class (fulfills the freshmen science requirement), they automatically become members of the FFA youth organization.

**Agriculture Pathways:** The learning pathway will include a four year curriculum that will include:

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<th>Ag Science Pathway</th>
<th>Ag Mechanics</th>
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<tbody>
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<td>1st year</td>
<td>Ag Soils (D Lab)</td>
<td>Introduction Ag Mechanics *</td>
</tr>
<tr>
<td>2nd year</td>
<td>Ag Sustainable Biology (D Lab)</td>
<td>Advanced Ag Mechanics</td>
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<tr>
<td>3rd year</td>
<td>Horticulture* ((D Lab) and/or Vet Science* (D Lab) and/or Ag Communication*</td>
<td>Ag Construction and Fabrication</td>
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<tr>
<td></td>
<td></td>
<td>and/or Floral Arrangement</td>
</tr>
<tr>
<td>4th year</td>
<td>Ag Econ/Government (C.P Graduation)</td>
<td></td>
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</tbody>
</table>

* Our classes are dual enrolled with Bakersfield College

**Additional Benefits with FFA:** Public speaking events, business projects (ex: animals), Leadership positions (officers, chair positions), Career Development, Touring Colleges, BBQ’s, Ice cream social, Community service events.

**Interaction:** we not only want student involvement, but we encourage parent participation too. If you have additional questions, please visit our booth tonight.
ATTENTION

Incoming Highland Freshman

Wow!!! Starting next August, you will be a part of Highland High School and all of its traditions. We have one tradition that what we want you to consider...

It is the FFA!!!

When you sign up
Keep in mind: The FFA will meet a Physical Science Requirement & we start off with an ice cream social to break the ice & get to know who your classmates are.

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Dear Highland FFA Member,

You have an opportunity to participate in an 8th grade orientation on Thursday night April 4, 2019. I want to remind you that if you commit to this recruitment night, that you will participate in the lunch time meeting and be on time for the event. You are representing our FFA Program and we want you to demonstrate common sense in presenting yourself. If you feel you cannot be positive with the 8th graders or their parents about this program, please do not sign up for the event.

To receive your hours, you are required to be at the 15 min lunch meeting on April 2th for freshman and sophomores and April 3rd for juniors and seniors. You are to arrive at 4:15 p.m. (or earlier) and closure should be around 8 p.m. or after clean up and your instructors have excused you. Your primary job is to get the 8th graders interested in the ag program and get the students over to one of the FFA booths. You need to work in pairs and when you introduce yourself focus on the students and the parents. Remember, be courteous, always have a smile and firm (eye contact) handshake. Say your name and what year you are in the AG Program. Discuss one or two activities that you have participated in during the year. You will receive a paper called, “What should I say...” this will help you in talking to the students and parents. You are required to wear your FFA T-shirt (which we will give you) throughout the entire event. If you are required to be at another booth, good, you are required to wear your FFA T-shirt the entire time to get your points. To all the 9th graders, you have the best contact with the 8th graders. Get over to them during the evening and get them to an FFA station. Encourage them to sign up.

Sincerely,

FFA Officer Team
What should I say...?

1. Introduce yourself
   If parent, shake their hand. (eye contact and smile)
   If student, shake hand or high five them

2. Give background on yourself w/ the FFA.

3. Tell them about the program. Include:
   Tell them about the science class. Requires a work ethic.
   Tell them fun activities that we do (ex: ice cream social, BBQ)
   Tell them about competitions and public speaking
   Tell them about a Fair Project. More info at the main table.
   Tell them about community service
   Tell them about leadership and becoming a chapter officers.
   The opportunity to travel to conference.

4. Tell them to sign up and get involved!!!!
Agricultural Career Opportunities
While all classes offered at HHS prepare you for college. There are careers available that do not require a college degree.

**Agriscience**
- Crop specialist
- Fertilizer sales representative
- Plant geneticist
- Livestock production manager
- Feed sales/management
- Livestock procurement
- Stable management
- Livestock feedlot operator
- Animal geneticist
- Food microbiologist
- Food researcher

**Ornamental Horticulture/Floriculture**
- Soil scientist
- Crop specialist
- Plant breeder
- Plant geneticist
- Soil conservationist
- Soil surveyor
- Veterinarian
- Farm management
- Ranch/farm hand
- Animal scientist
- Food chemist
- Food manufacturing
- Marine Biologist

**Agribusiness**
- Grain Broker
- Insurance agent
- Agriculture leader
- Farm and land appraiser
- Food distribution manager
- Agriculture policy analysis
- Resource economist consultant

**Agriculture Mechanics**
- Structural engineer
- Irrigation engineer
- Sanitary/waste handling
- Carpenter
- Machine design engineer
- Landscape manger
- Diesel repair

- Construction worker
- Welder
- Electrician
- Mason
- Plumber
- Small engine repair
- Large equipment operator

---

**Leadership Development**

**Conferences**
- Greenhand Conference
- Made For Excellence
- Chapter Officer Leadership Conference
- Advanced Leadership Academy
- Sacramento Leadership Conference
- State FFA Convention
- National FFA Convention

**Career Development Events**
- Public Speaking
  - FFA Creed
  - Prepared
  - Extemporaneous
  - Impromptu
- Job Interview
- Farm Records
- Parliamentary Procedure (Debate)
- Small Engines
- Vegetable Crop Judging
- Project Competition

**Visit Colleges All Over California**
- UC Davis
- Cal Poly San Louis Obispo
- Fresno State University
- Chico State University
- Cal Poly Pomona
- Reedley College
- Modesto Junior College
- Merced College

**Agriculture Instructors**

Victoria Saldana
Victoria_Saldana@khsd.k12.ca.us

Meaghan Dunlap
Meagan_Dunlap@kernhigh.org

Amber Carter
Amber_carter@kernhigh.org

Michael Leishman
Michael_leishman@khsd.k12.ca.us

---

Learn by Doing with Investigative Hand on Instruction

The FFA organization seeks to make a positive difference in the students’ lives in the area of premier leadership, personal growth, and career success.
**Ag Soil Science:** This course is the first in the sequence of Agriculture courses and meets the graduation requirement for earth science. The purpose of the course is to introduce students to the world of agriculture through the exploration of soil science. This covers scientific investigation and experimentation, California agriculture, rock cycle, California geology, biochemistry, Earth's atmosphere, energy, heat, climate and astronomy, as well as, soils and plant taxonomy. This course will also focus on leadership development, business management through the principles of accounting and computer applications, and basic plant and animal husbandry techniques. UC a-g approved for "d".

**Ag Biology:** This course covers molecular and cellular aspects of life, energetic of life, growth and reproduction in plants, animals, and microorganisms, animal and human environments, plant and animal genetics, taxonomy of modern agriculture plants and animals, the ecology of farming, nutrition, health and disease of agricultural plants and animals, and the cultural practices of selecting crops and livestock. This course has an extensive laboratory component and is UC a-g approved for "d".

**Ag Economics:** This class covers a basic understanding of the economics of the agriculture industry. It is an introduction to the economic aspects of agriculture and their implications to the agricultural producer, consumer and the food system, UC a-g approved for "g".

**Ag Government:** This class is designed to familiarize students with the structure and processes of the United States Government system. Students will learn about the responsibilities and rights of citizenship, voting, political parties, elections, campaign, the constitution, the branches of government, and the Bill of Rights. Students will study and discuss political issues and what role the government system plays in the agricultural industry. UC a-g approved for "a".

**Intro to Ag. Mechanics:** This course covers introductory levels in the areas of: welding, electrical, plumbing, masonry, cold metal, project layout and design, landscape management and welding. We do offer Ag Mechanics II.

**Vet Science:** Dual Enrolled with BC: This course covers the fundamentals of the Vet Science industry, including animal handling, diseases, and labs. This course will also focus on leadership development, business management through the principles of accounting and computer applications. Students enrolled in this course will be encouraged to participate in leadership training activities, public speaking events and become active members in the FFA. UC a-g approved for "g".

**Ag Business and Communication:** Dual Enrolled with BC: Survey of marketing, including consumer behavior, company and environmental analysis, market segmentation, product development, pricing, promotion, and distribution. Present and evaluate speeches as they relate to business practices. Critical analysis of how to communicate effectively in the business world will be presented. Learn about selling process by demonstrating product knowledge, creating sales strategy approaches, understanding consumer behaviors.

**Ornamental Horticulture:** Dual Enrolled with BC: This course provides students with theories, principles, and standards related to EH Sciences. The curriculum will incorporate biological principles as they apply to plant and soil science. Students will utilize the school farm and will learn about the structure, growth process, propagation, physiology, growth media, biological competitors, and soil conservation advantages of organic farming. UC a-g approved for "d".

**Why should I take an Ag class?**

Enrolling in an Ag class will not only educate you on the number 1 industry in America but it will also provide many opportunities to you; leadership development, career readiness and college preparations are just a few. Our goal at Highland Agriculture Department is to help you prepare yourself for whatever academic or career goals you may have.
What is Ag Education?

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!

The curriculum is split into three different “circles.” These three circles consist of regular classroom instruction, or your regular science class, SAE projects, and the FFA. Mastering all three areas is quite a challenge, but it is also one of the most efficient and wonderful opportunities your child can experience.

What is the FFA?

The FFA or Future Farmers of America is the largest youth organization in the U.S. Today, more than 500,000 student members are engaged in a wide range of agricultural education activities, leading to over 300 career opportunities. As an FFA member, you will work on developing your potential for premier leadership, personal growth, and career success. By participating in competitions, degree programs, conferences, state and national conventions, community service projects, summer camps, and chapter committees, you'll grow in ways that utilize your talents and help you become a leader you were meant to be. The key to success in the FFA is to get involved!

Fast Facts About the FFA

- Founded: 1928
- Current National Membership: 507,763
- Number of Chapters: 7,439 (National)
- Highland FFA membership: 289
- The top five membership states are California, Texas, Georgia, Oklahoma and Ohio
- FFA scholarships have awarded more than $22 million
What Opportunities Will I Have Available to Me During Freshman Year?

When you put on an FFA jacket, you become part of a total agricultural education program that will connect you to exciting careers in the science, business and technology of agriculture. Its not just cows and plows anymore! Whether you are looking to enhance your public speaking skills, become a leader, understand parliamentary procedure, or even work with numbers and records, the FFA is the way to go.

There are a wide variety of competitions and events that can appeal to your desires. From our B.I.G (Best Informed Green hand) Team, which was 1st in state and undefeated at six field days in 2009, to our Parliamentary Procedure team, which took Fourth place at the regional competition and will be competing at the State level, there most definitely will be something for everyone.

Aside from the competitions there is also a great amount of conferences that aim at helping each student reach their full potential. Motivational speakers often come in and inspire your minds to go out and make a difference. Once you step in, you'll find yourself not wanting to step out.

What Skills Will My Child Attain?

In this organization, your child will be given numerous opportunities to step up and go far beyond the average high school experience. The variety of programs and the emphasis on leadership helps build the student's self-esteem and self-confidence. Personal growth is measured by gaining expertise in an area(s). When students feel they can handle a task on their own, their confidence grows accordingly. Ag programs show students how to use the skills they learn in high school for their chosen career, including resumes, work applications, and going after that important job interview. This is a rare occasion for your child to expand their qualifications and start towards their bright future.

What is an S.A.E.?

Nothing takes your skills to the highest level faster than putting them into practice. Through an S.A.E or Supervised Agricultural Experience project, you can create your own landscaping business, conduct a scientific research project that could change the world, grow crops or raise live stock, 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! Not to mention the life-time friendships you make and memories you will never forget.

An S.A.E is a “learning by doing” tool in agricultural education. Through these individual programs, some paid and some unpaid, members receive hands-on training in goal setting, planning, and record keeping. The hours you put into your project are definitely awarded and recognized. There are numerous awards, proficiencies, and scholarships that you can apply for. From the chapter degree, state degree, American degree, and other honors, your child could be recognized at a prestigious level for doing something they love and will help them later on in life.
How Is My Child Graded?

Just like any other course, your child’s grade will be based on tests, homework, quizzes, and interaction in the classroom. However, unlike the usual learning environment, there is also the Resume Chart. This chart keeps track of your students’ involvement in the FFA and the community. Everything recorded on that chart can be used later on as achievements and involvements during your high school career. The resume chart is an excellent way to show colleges and jobs your skills and advancements. While earning a grade you’ll be building your future.

Why Should My Child Enroll in an Ag Class?

Would you rather sit in a regular science class and settle for average or would you rather dive in and explore a new and exciting world know as Ag Education? Do you like challenges? Do you want to be able to say years after your high school career that you were a part of a very prestige and respectable program that enhanced your skills and gave you wonderful opportunities that no other program offers? If so, then you have definitely come to the right place! So what does AG 1 offer that Earth Science doesn’t? Leadership opportunities, public speaking, awards and scholarships, opportunities to travel around the U.S., the chance to own your own business, and the chance to raise an animal and compete at the Kern County Fair just to name a few. No matter what you want to do when you leave high school, Ag education will prepare you to go out and face the world. Although this is a very fun and exciting class, there are also responsibilities each student must fulfill. You must be dedicated to finish any project that you start, participate with the chapter activities, and show an interest in personal growth. As Mr. Davidson, one of the Ag teachers, always says, “Let your yes mean yes.” There is limited space, which means that being in our Ag program is a privilege. Rise to the occasion and you will succeed.

Is This Class College Approved?

Many of the parents concerns is whether or not enrolling in Ag is approved by colleges and count for each students A-G requirements. There is a simple answer to this question...YES! This course takes the place of a regular Earth Science class. It is a College Prep course and approved by CSU and UC systems. In fact, many colleges prefer their students to be diverse in their academic backgrounds and involvement with their community and activities. Our Ag program works diligently to make sure that each student fulfills the areas that colleges look for in their students. The FFA is based on community service, leadership, and life skills which is what colleges look for. Its not enough to just stick to the books anymore. Being able to balance academics and the FFA is an accomplishment that is highly looked upon by colleges. Not to mention the awards, degrees, proficiencies, scholarships, and honors that you could attain with this program. Just imagine, you'll be applying for a top notch college, and be able to say that you were recognized at the national level for your achievements in public speaking, business skills, or any other area that you have participated in. What a GREAT way to jazz up your resume. So if your wondering if colleges accept this program, you better believe it!
FFA makes a positive difference in the lives of students by developing their potential for Premier Leadership, Personal Growth, and Career Success through agricultural education.

To accomplish its mission, FFA:

- Develops competent and assertive agricultural leadership.
- Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
- Strengthens the confidence of agriculture students in themselves and their work.
- Promotes the intelligent choice and establishment of an agricultural career.
- Encourages achievement in supervised agricultural experience 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 Motto

Learning to do, Doing to Learn, Earning to live, Living to Serve.
I WANT TO RAISE AN ANIMAL!

Contact Info

Name____________________
Address__________________
Tel.#______________________
Tel.#______________________

YES! I am interested in purchasing and raising an animal for the Kern County Fair through the agriculture program.

Cost of animal: About $200 + about $200 for feed and other expenses.

Please check the animal you would like to purchase and you will be contacted soon.

______Pig
_______Lamb

Office Use Only...
The final decision to purchase the animal was
______Yes
_______No

Office Use Only. Do not write here...
Contacted?______Yes
_______No
1st contact______2nd contact______3rd Contact______
# Agriculture Soil Science

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@HighlandHSFFA

Highland FFA

Find Highland FFA on...

HighlandFFA.com

Text “hhsffahelp” to 81010

@HighlandHSFFA

#HHSAgCrew
Supporting Documents 9: FFA Chapter Scrapbook
The Highland FFA Chapter does not currently have an up-to-date scrapbook on hand. Outdated scrapbooks can be found in the closet in room 12B. The last scrapbook that was made was in 2010. Since then, the school decided to preserve all of photos for each year by creating an end of the year slideshow. These slideshows are saved on our YouTube channel as well as saved onto the agriculture staff drive and can be accessed by any teacher in the department at any time. The program also tried creating an agriculture yearbook for each year, rather than the scrapbook. However, since we have the historian position on the officer team, I would like to see the scrapbook re-implemented in our program. The historian could help with the scrapbook or recruit current members to help with the task, giving yet another opportunity for student involvement. The scrapbooks are also more easily accessed by students and could be used as a tool at recruitment activities for future members and parents to look through.

Here is the link to the 2017-18 end of the year slideshow: https://youtu.be/SWpRUFQijCk
Supporting Documents 10: Summer Activities Calendar
Supporting Documents 11: Graduate Follow Up Survey
Graduate Follow Up Survey
* Required

1. First Name *

2. Last Name *

3. Year Graduated *

4. Current Education *
   Mark only one oval.
   ○ High School GED
   ○ Trade School
   ○ Community College
   ○ 4-Year College

5. If you are currently enrolled in college or trade school, what is your major/degree program? *

6. What is the highest level of education you plan on working towards? *
   Mark only one oval.
   ○ AA
   ○ BA/BA
   ○ MA/MS
   ○ Doctorate

7. Current Employment *
8. Current industry of employment or college coursework *
   
   Check all that apply.
   
   ☐ agriculture
   ☐ business
   ☐ communication
   ☐ engineering
   ☐ liberal arts
   ☐ architecture
   ☐ education
   ☐ science
   ☐ math
   ☐ public health
   ☐ art and design
   ☐ Other: 

9. Did any of the following FFA/SAE activities assist you in being better prepared for your current employment or educational pursuits? *
   
   Check all that apply.
   
   ☐ resume/job interview preparation
   ☐ public speaking events
   ☐ project competition
   ☐ AET recordkeeping
   ☐ SAE project
   ☐ CDE Team
   ☐ Other: 

10. To what degree do you think your involvement with Highland FFA impacted your future? *
    
    Mark only one oval.
    
    1  2  3  4  5
    
    No impact ☐ ☐ ☐ ☐ ☐ strong positive impact

11. How can Highland FFA improve to better prepare students for future endeavors? *
    
    ___________________________________________________
    
    ___________________________________________________
    
    ___________________________________________________
    
    ___________________________________________________
## California Ag Ed Online

### Post Graduate Follow-Up

**Students by Graduation Year**  
(45 Students)  
2018

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

<table>
<thead>
<tr>
<th>NAME</th>
<th>FFA ID</th>
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34 Program Completers
6 Ag-related Majors
11 Percent Ag Majors

**76 Seniors: Not all accounted for above
(Based on the reported numbers)**
Supporting Documents 12: Comprehensive Program Plan
Highland High Agriculture Department
Comprehensive Program Plan

HIGHLAND HIGH SCHOOL
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A. Job Market Description

Highland High School is located Northeast of Bakersfield. Our occupational area would consist of the Kern County area. Kern County is part of the highly productive San Joaquin Valley, and ranks in the top 5 most productive agricultural counties in the nation. The major production in our occupational area consists largely of: cotton, grapes, cattle and calves, milk, alfalfa hay, oranges, plums, nectarines, seed cotton, turkeys, seed alfalfa, wheat almonds, and peaches. Our campus is surrounded by agriculture. You can find fields of grape vines, cotton, citrus trees, dairy farms, and small family farm operations.

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## B. Targeted Occupations

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<td>Farmworkers and Laborers, Crop, Nursery, and Greenhouse (452092)</td>
<td>29840</td>
<td>8.87</td>
<td>18460</td>
<td>1.3</td>
<td>8.80</td>
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<tr>
<td>Farmworkers, Farm, Ranch, and Aquacultural Animals (452093)</td>
<td>(8)</td>
<td>10.93</td>
<td>22740</td>
<td>5.9</td>
<td>10.12</td>
<td>21050</td>
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</table>
B. Targeted Occupations

**Agriculture Business**

**Management and Financial Specialties Careers**
- a. Agricultural Consultant
- b. Agricultural Economist
- c. Agricultural Extension Agent
- d. Agricultural Loan Officer

**Marketing, Merchandising and Sales Careers**
- e. Farm Appraiser
- f. International Agriculture Specialist
- g. Agricultural Sales Representative
- h. Agriculture Inspector
- i. Commodity Broker
- j. Landscape Contractor
- k. Equipment Sales

**Education and Communication Careers**
- l. Agriculture Instructor
- m. Cooperative Extension Agent
- n. Graphic Designer
- o. Journalist
- p. Marketing Manager
- q. Farm News Director

**Agriculture Mechanics**

- a. Agriculture Equipment Operator
- b. Construction Welder
- c. Farm Equipment Mechanic and Service Technician
- d. Production Machine Operator
- e. Agricultural Engineer
- f. Welder/Pipe fitter Fitter
- g. Welder Maintenance/Craftsperson
- h. Production Machine Operator
- i. Equipment Fabricator
- j. Owner/Operator Welder
- k. Plumbing

**Agriscience**

- a. Research Assistant/Associate
- b. Water Quality Specialist
- c. Plant Scientist
- d. Agriscience Teacher
- e. Entomologist
- f. Soil Conservationist
- g. Environmental Analyst
- h. Plant and Soil Scientist
- i. Crop Consultant
- j. Pest Control Advisor
C. Total Program Goals and Objectives

Ag Department Goals

2018-19

**Goal 1: Landscape the slope and the triangle**
- Action Item 1: Determine game plan for long-term maintenance
- Action Item 2: Design the locations
- Action Item 3: Evaluate methods of erosion control prior to landscaping

**Goal 2: Shade-house renovation**
- Action Item 1: Work with A.P of Facilities to get a project estimate
- Action Item 2: Approval from Principal for CTIG

**Goal 3: Mist-house**
- Action Item 1: Work with Clay on pricing
- Action Item 2: Work with A.P of Facilities to get a project estimate
- Action Item 3: Approval from Principal for CTIG

**Goal 4: Seatrain**
- Action Item 1: Work with Clay to secure this.
- Action Item 2: Design the layout of the seatrain – multiple rolling doors, compartmentalized, ramps.

**Goal 5: Strengthen Ag Mech 2 projects**
- Action Item 1: Research projects
- Action Item 2: Cost analysis of projects
- Action Item 3: Determine game plan to have funds revolving back in to the program

**Goal 6: Hydroponics Project**
- Determine game plan for long-term use
- Action Item 2: Cost analysis for creating
- Action Item 3: Cost analysis for maintenance
- Action Item 4: Sustainability analysis
Agriculture Department Objectives

1. Each student will plan a career development with the program area of major agriculture interest.
2. Each student will engage in Supervised Occupational Experience Program by the end of the first year in agriculture.
3. Each student shall participate in FFA activities and shall receive a grade for such.
4. All graduates will be surveyed within a year after their graduation.
5. Instruction by the Highland Agriculture Department will reflect skills, knowledge and attitudes required for employment as determined from information gathered from graduate follow up surveys and Advisory committee surveys.
6. Staff members will continue to update their skills and competencies by attending professional development activities sponsored by the CATA and industry.

FOUNDATION STANDARDS:

1.0 Academics Students understand the academic content required for entry into postsecondary education and employment in the Agriculture and Natural Resources sector.

2.0 Communications Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

3.0 Career Planning and Management Students understand how to make effective decisions, use career information, and manage personal career plans.

4.0 Technology Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

5.0 Problem Solving and Critical Thinking Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

6.0 Health and Safety Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

7.0 Responsibility and Flexibility Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings.

8.0 Ethics and Legal Responsibilities Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

9.0 Leadership and Teamwork Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution

10.0 Technical Knowledge and Skills Students understand the essential knowledge and skills common to all pathways in the Agriculture and Natural Resources sector.
Agriculture Business

The Agriculture Business Program is designed to give students an appreciation for the agriculture industry and expose them to the numerous opportunities within that industry. In the Agriculture Business pathway, students learn about agricultural business operation and operation. Topics include accounting, finance, economics, business organization, marketing, and sales.

- Recordkeeping- Students will understand the importance of keeping accurate records of business transactions in agriculture. Students will maintain and complete the California Agriculture Record Book which pertains to their Supervised Occupational Experience (SOE) program and explain the consequences of inaccurate records.
- A1.0 Demonstrate an understanding of decision-making processes within the American free-enterprise system.
- A2.0 Explain the fundamental economic principles of agribusiness and agricultural production.
- A3.0 Explore the role of credit in agribusiness and agricultural production.
- A4.0 Use proper accounting principles and procedures to accomplish fiscal management and tax planning.
- A5.0 Manage risk and uncertainty.
- A6.0 Evaluate the role and value of agricultural organizations.
- A7.0 Understand agricultural marketing systems.
- A8.0 Understand the sales of agricultural products and services.
- A9.0 Differentiate among local, national, and international agricultural markets and communicate how trade affects the economy.
Agriculture Mechanics

The Agricultural Mechanics pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

- Recordkeeping- Students will understand the importance of keeping accurate records of business transactions in agriculture. Students will maintain and complete the California Agriculture Record Book which pertains to their Supervised Occupational Experience (SOE) program and explain the consequences of inaccurate records.
- B1.0 Implement personal and group safety practices.
- B2.0 Apply the principles of basic woodworking.
- B3.0 Demonstrate basic electricity principles and wiring practices commonly used in agriculture.
- B4.0 Select and apply plumbing system practices commonly used in agriculture.
- B5.0 Understand agricultural cold metal processes.
- B7.0 Understand oxy-fuel cutting and welding.
- B8.0 Understand electric arc welding processes.
- B9.0 Assimilate metallurgy principles and fabrication techniques.
- B10.0 Understand small and compact engines.
- B11.0 Understand the principles and applications of various engines and machinery used in agriculture.
- B12.0 Apply land measurement and construction techniques commonly used in agriculture.
Agriscience

The Agriscience pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

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

- C1.0 Evaluate the role of agriculture in the California economy.

- C2.0 Examine the interrelationship between agriculture and the environment.

- C3.0 Analyze the effects of technology on agriculture.

- C4.0 Determine the importance of animals, the domestication of animals, and the role of animals in modern society.

- C5.0 Compare the structure and function of plants, animals, bacteria, and viruses.

- C6.0 Explore animal anatomy and systems.

- C7.0 Comprehend basic animal genetics.

- C8.0 Understand fundamental animal nutrition and feeding.

- C9.0 Evaluate basic animal health.

- C10.0 Explain soil science principles.

- C11.0 Analyze plant growth and development.

- C12.0 Understand fundamental pest management.

- C13.0 Design agricultural experiments using the scientific method.
D. Program Description of Included Courses

Courses Offered

**Ag Soils/Intro to Agriculture, Forestry, and Natural Resources (18-19)**
Agricultural Earth Science is a college prep course that explores the Earth’s composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment.

**Ag Biology** Agricultural Biology is a college prep science course that explores the principles and central concepts of Biology, as well as interrelationships among living organisms.

**Vet Science** - The Veterinary Science course is designed to provide students with an opportunity to investigate different aspects of the animal health and care occupations, or to continue on in post-secondary education in the animal science field. This content of this course will include: job-search skills, comparative anatomy and physiology, animal reproduction, animal inheritance and selection principles, basic pet grooming skills, animal restraint, nutrition and housing, medical terminology, animal welfare concerns, production practices for large and small animals, production of small animals, how animal products and by-products are processed and marketed, species and breed identification, and disease control/management. This course will also combine fundamentals of academics to include communications, career planning and management, technology, problem solving and critical thinking, health and safety practices, ethics as well as legal responsibilities, leadership development and team work through active participation in the FFA, personal responsibility and flexibility as it applies to specific job skills.

**Ornamental Horticulture** - This course covers the fundamentals of the horticulture industry and the science behind plant production. Plant ID and floral design will also be taught. Students will learn theories, principles, and standards related to environmental horticulture sciences. Curriculum will focus on sustainable organic farming and composting science. Course of study will incorporate biological standards as it applies to environmental plant and soil science. Students will use investigative techniques to study aspects of the botanical world including plant anatomy and physiology, plant nutrition, plant genetics, plant reproduction and development, plant ecology, plant evolution, and plant taxonomy.

Career opportunities in the agriculture and animal science industry will be addressed and students will be encouraged to participate in a Supervised Agriculture Experience Program (SAEP) which will give students hands-on experience.
Students will also be involved in the largest student organization in America- the FFA. The FFA will give students opportunities to serve the community in many ways, through developing their leadership skills, develop their public speaking competency, be an entrepreneur, and travel throughout the state and nation- and these are just a few things that your student can do!!!

**Ag Government** This course is designed to familiarize students with the structure and processes of the United States Government system. Students will learn about the responsibilities and rights of citizenship, voting, political parties, elections, campaigns, the Constitution, the branches of government, and the Bill of Rights. Students will also learn about state powers as it compares to the national government powers, and be introduced to world leadership. Students will study and discuss agricultural issues and what role the government system plays in the agricultural industry. Students will pursue a deeper understanding of the institutes of American Government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state and local governments and their relationship to agriculture and agribusiness. This course will create civic literacy as students prepare to vote, participate in community activities and assume the responsibility of citizenship.

**Ag Economics** The purpose of the Ag Economics course is to convey the importance of various economic systems within a global economy. Students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro and macro economics, international economics, comparative economic systems, measurement, and methods. The study of economics must include an analysis of banking, business, labor and their effects on society. At the conclusion of the course, students will have received training to evaluate current fiscal policy (US Farm Bill, NAFTA, WTO, etc).

**Intro Agricultural Mechanics 1 (Shop Skills)** is a course designed to provide individual instruction to students in developing basic shop skills. Specific areas of instruction include: Shop and Personal safety, Measurement, Shop Math, Tool Identification, A/C Residential Electricity, Sheet metal/ Cold metal, Plumbing, Rope work, and Woodworking skills. The development of leadership and employability skills are emphasized throughout the course. This course includes active membership in the FFA and creation and involvement of a Supervised Agricultural Experience Program.
**Advanced Agricultural Mechanics 2** - This advanced course will teach students specialized skills for the construction, maintenance, repair and service of agricultural equipment. This class will teach the student to fabricate and adapt various pieces of machinery by cutting, forming, and welding different types of metals. Examples of equipment includes: tractors, trailers, processing equipment, tilling equipment, and others. This course integrates math and physical applications to applied principles within the everyday work world.


**Supervised Occupational Experience**
- Livestock
- Work Experience
- Ag Mechanics
- Small Animals
- Fruit and Vegetables
- Volunteerism

**Leadership Activities**
- BIG Contest
- Prepared Public Speaking
- Extemporaneous Public Speaking
- Creed Speaking
- Job Interview Contest
- Banking Quiz
- Ag Marketing Contest
- Novice Farm Records
- Officer Retreat
- Novice Parli-Pro
- Advanced Parli-Pro
- Opening and Closing Contest
- Regional Meetings
- State FFA Conference
- National FFA Convention
- Sectional FFA Meetings
- Made For Excellence
- Advanced Leadership Academy
- Green hand Conference
- Sectional and Regional Offices
- Awards Banquet
- Agronomy CDE
- Computer Applications CDE
- Ag Marketing Plan CDE
- Ag Mechanics CDE

**Fairs and Shows**
- Kern County Fair
- California State Fair
- CoVi Livestock Clinic
- Livestock Jackpot Shows
- ARBA sanctioned Rabbit shows
E. Program Completion Standards

Completed Student Program Plan:
All students that are program completers have their program plans stored until they are no
longer eligible for the American FFA Degree. This file consists of the following:
1. All the students records books on AET
2. Completed Follow up Survey
3. List of Awards and Scholarships earned
4. Copies of Recommendations
5. Applications
6. Other Information as seen fit by the Ag Staff.

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

Standard 1- Career Plan
Minimum Compliance Criteria
1. Each student fills out and annually with the Ag teacher a career plan on the student R2
   Data sheet which is stored in Ag office.
2. Student, under the advisers supervision will update these files annually. The files will
   contain records of projects, records books, records of competitions, and any other
   pertinent information for the student’s history.
3. These career plans will include a choice and plans to attain that career.

Standard 2- Supervised Occupational Experience Programs
Minimum Compliance Criteria
1. Each student will have a project each of the years they are in ag.
2. The student’s project should be teaching them skills and abilities that will be valuable to
   their career choice and must be started the end of their first year in ag.
3. The student should try to attain growth in their project plans and attempt to versatile
   and adventurous is encouraged.
4. SAE’s will be a part of the student’s grade in the classroom.
5. Students will receive instruction on recordkeeping and project management in the
   classroom.
6. EVERY student regardless of whether they have an ongoing project or not will be
   required to maintain a project record book.
Standard 3- Future Farmers of America

Minimum Criteria Compliance

1. Every student in the Highland Agriculture Department will be a member of the FFA.
2. The students FFA participation will be used to determine part of the student's classroom grade.
3. The agriculture program will sponsor various FFA activities that will afford all students an opportunity to participate in areas that will allow them to grow. They will include but not be limited to:
   a. Leadership
   b. Project support
   c. Cooperation
   d. Fundraising
   e. Production Contests
   f. Career Development Events
   g. Students Awards
   h. Community Support
   i. Recreation
4. All student FFA affiliation dues will be paid by the chapter or funds available by budget.
5. Instruction in the history, purpose, goals, and function of the FFA will be provided in the classroom.
6. Students will develop and maintain an annual program of work that will available to each student.
7. Students will develop a career plan for FFA activities and will update these activities on an annual basis.
8. A point award system will be used to aid in the grading procedure and the award system.
9. The following awards and recognition will be encouraged: Proficiency awards, Project competition, Degree Awards, Chapter, Sectional, Regional and State Offices, Top 10 Awards, and competition recognition.

Standard 4- Completion of Sequence for Pathway Courses

Minimum Compliance Criteria

1. Each student must complete and pass a minimum of three years in an agriculture class.
2. Student will complete a pathway sequence in either agriculture business or agriculture mechanics.
### Pathway Sequence

<table>
<thead>
<tr>
<th>Ag. Business Pathway</th>
<th>Ag Soils *Required</th>
<th>Ag Biology *Required</th>
<th>Horticulture or Vet Science *Required</th>
<th>Ag Econ/Gov't</th>
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<tbody>
<tr>
<td>Ag. Mechanics Pathway</td>
<td>Intro Ag Mech I *Required</td>
<td>Adv Ag Mech II *Required</td>
<td>Ag Mech III</td>
<td>Ag Construction *Required</td>
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F. Description of Facilities and Major Equipment

Agriculture Department
Shop Inventory
1300 Square Feet

Welding Power Sources and Wire Feeders
- Millermatic 252 12
- Miller Thunderbolt XLARC 10
- Maxstar 161 STL 1
- Miller 22A Wire Feed 12

Plasma and OFC/OAW Equipment
- Miller Spectrum 2050 1
- Miller Spectrum 375 1
- Lincoln Plasma Cutter Table 1

Fabrication Equipment
- Bench Grinder 4
- Drill Presses 3
- Belt Sander 1
- Bandsaw 4
- Edwards 65 ton Iron Worker 1

2-Acre Farm

Facilities
- Animal Barns 4
- Greenhouse 1
- Shadehouse 1
- Storage units 4

Major Equipment
- John Deere Tractor 1
- Ride-on-Mower with sprayer 1
### Agriculture Department
School Farm and Classroom Inventory

**Farm Equipment**
- 2016 Ford 250 Diesel Truck 1
- 16’ Bumper Pull Stock Trailer 1
- 22” Gooseneck Stock Trailer 1
- 3 Point Rototiller 1
- 3 Point Furrower 1
- 3 Point John Deere Topper 1
- 3 Point Box Scraper 1
- John Deere Tractor 1
- Ride-on-Mower with sprayer 1

**Classroom/Lab Equipment**
- Chromebook cart 1
- Color Printer 1
- Black and White Printer 1
- Video Camera 2
- Wireless Microphone Kit 1
- Room 12B - Desktop Computers 3
- Room 12E - Desktop Computers 3
- Room 12A - Desktop Computer 3
- Grow Lights 2
- Laser Engraver 1
- Floral Cooler 1
- Storage room 2
Five-Year Facility and Acquisition Schedule

**2018-19**
1. Design and build a new entrance to the ag field – IN PROGRESS
2. Re-build the sheep pens to make them “safer” for the sheep and add on to the existing unit to allow more sheep projects – IN PROGRESS
4. Expand the poultry facilities at the farm to allow for more projects – IN PROGRESS
5. **Purchase** new camera and video equipment for surveillance on the ag field – COMPLETED

**2019-20**
1. Hire a fifth agriculture teacher
2. **Purchase** a new Chromebook cart to reflect increased enrollment
3. Purchase a new incubator for the farm
4. Purchase/trade-in a new ag truck
5. Purchase a new floral cooler
6. Put up new shade cloth or build a shade structure for the shade house

**2020-21**
1. Install new fertigation systems on the farm
2. Asphalt the farm driveway
3. Build a retaining wall at the school farm along Panorama Drive
4. Tear down rabbit barn and build new structure
5. Continue to purchase shade trees for aesthetics

**2021-22**
1. Replace old chain link fence with wrought iron.
2. **Purchase** miscellaneous supplies/equipment for school farm and farm shop
3. Revamp garage and office at the farm – possible grant to update facilities

**2022-23**
1. Create a better drainage system for wastewater
2. Obtain facilities for an agriculture lab so we don’t have to share with science
3. Purchase and install a second greenhouse
I. School and Department Policies

Ag Department Policies

Farm
1. Tools are put away at the end of every period
2. Things that are brought out, are put away
3. The farm office and storage units are to be kept clean/organized at all times.
4. Work orders are to be submitted by the CTE Department Chair
5. Tools being used should be inventoried and organized in a way that we have accountability of what is in stock.
6. Storage units and office is to be locked when leaving

Classrooms

Shop
1. Tools put away after being used at all times.
2. Students are not excused from the shop unless everything is put away in their respective locations.

Vehicles
1. Trucks should be washed every month and interiors should be clean of trash and “stuff”
2. Vehicle Condition Report is completed at least weekly by the primary driver.

Requisitions
1. Perkins and CTEIG requisitions go through CTE Department Chair
2. AIG requisitions go through Ag Program Head.
3. 

Equipment
1. Equipment should not be loaned out to students without a proper process in place (need to create one). Signed stating value of the equipment will be charged
2. Power tools should never be loaned out

Other
1. Any changes to layout or organization should be introduced to the other ag teachers, if appropriate before changes are made.
FFA Constitution
CHAPTER CONSTITUTION

Revised July 2013
Article I
Highland FFA Chapter

Section A: The name of this organization shall be the Highland Future Farmers of America, Chapter No. 439; Established Fall of 1984.

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

To develop competent urban and rural leaders that supports the FFA and the agricultural leadership.

To participate in worthy undertakings for the improvement of agriculture.

To develop an appreciation for small businesses by encouraging FFA students to participate SAE projects.

To encourage others, and to learn to be a productive citizen.

Article II
Organization

Section A: The Highland Chapter of the Future Farmers of America is a chartered local entity of the Kern Section of the California Association made up of local members.

Section B: This chapter accepts in full the provisions in the Constitution and bylaws of the California Association, Future Farmers of America, the San Joaquin Region Constitution as well as those of the national organization of Future Farmers of America.

Article III
Membership

Section A: Membership in this organization shall be Active, Alumni, and Honorary.

Section B: Membership is limited to students enrolled in agriculture education at Highland High School.

Section C: Alumni members is limited to students that were active members their 12th year and graduated from high school.
Section D: Active members in good standings may vote on all business brought before the chapter. An Active member shall be considered in good standing when their annual dues are paid and they part-take in Chapter activities.

Section E: Paid FFA members are required to participate in chapter activities as a portion of their grade.

Section F: Membership dues must be paid by December 15 to stay in good standings with the chapter. The amount of dues shall be set by a majority vote of the FFA Executive Committee. (See Article VIII, Expenditures for more details.)

Article IV
Officers

Section A: The chapter officers of the Highland FFA program will be President, First Vice President, Secretary, Treasurer, Reporter, and Sentinel.

Section B: A Historian, Parliamentarian, and up to three Chapter Representatives will be offered as positions at the discretion of the nominating committee.

Section C: All elected chapter officers shall hold their office position for one year. The annual officer tenure is Banquet to Banquet.

Section D: All elected Sectional and Regional officers shall hold, but not limited to, the office of Second Vice President with our Chapter.

   It is to be understood, that all Sectional and Regional officers will have the responsibility of their office position first; however, they cannot forget their loyalty to the Chapter Officer Team.

   See Section H regarding removal.

Section E: All officers will partake in 100% of our chapter meetings unless a valid reason is provided. Notification of not being able to attend should be made to an advisor before the meeting.

Section F: All officers are required to fulfill officer contract.

Section G: Recognition of officers at our annual banquet will depend on the completion of the officer contract and the discretion of the advisor. See Section K, Incomplete Contracts.

Section H: Process of voting for chapter officers is as follows:

   Members will vote for 6 to 8 candidates per ballot.
Once votes are counted, the candidates with the highest cumulative scores become the Officer Team. The scores will include: interview, speech, votes, applications, posters, G.P.A and turning in the contract on time.

The Officer Team will then vote themselves into their desired office positions.

In the event of a tie, the second Vice President(s) will be allowed to vote. If there is no second Vice President(s) or there is still a tie, the candidate with the highest cumulative score will take the position.

The number of Chapter Representatives (with no minimum but a maximum of three) will be at the discretion of the Chapter Officer Election Committee based on the number and quality of chapter officer candidates.

*Note: The representatives must have been part of the first election group.

**Section H:** Officer Removal/Implemment:

The removal of an officer will be carried out when the officer is showing neglect or irresponsibility towards their office position.

The officer will be removed at the discretion of the advisor.

Some Reasons for Removal:

- *Student breaks a major rule regarding the chapter or KHSD policies.
- *Section D & E are not completed.
- *Student cannot maintain a 2.5 GPA in all their subject areas.
- *Student must be able to maintain a “C” in the Ag Class.
- *Student abusing the FFA Code of Ethics.

**Section I:** When an officer position becomes void prior to the termination of its contract, a perspective candidate for that position may temporarily assume the responsibilities of that position. If the prospective candidate fulfills the contract of the office he/she is substituting for a period of two months, he/she will be granted that position. These positions will be appointed by the advisor.

In order for the perspective candidate to commence the offered substitution, he/she must receive a simple majority (50% plus one) from the Officer Team.

**Section J:** Officer duties will be specified by a contract as developed by the advisor(s). They will be in a contract form and require three signatures – the officer, their parent, and the advisor.

**Section K:** Incomplete Contracts:

The purpose of the contract is to discipline the officer and make them responsible for the commitment that the officer has made, choosing to be a leader of the Highland FFA Chapter.
The minimum requirement for an officer to be recognized at the annual banquet is to complete their chair requirement and attend all chapter meetings.

Article V
Executive Committee

Section A: The Chapter Officers shall belong to the Executive Committee.

Section B: The Advisor(s) shall be non-voting member unless it concerns impeachment.

Section C: The duties of the Executive Committee shall be as follows:

Meet the first Wednesday of the month at 6:30 a.m. unless changed.

To meet before a chapter or booster meeting.

Enforce the constitution and by-laws.

Recommend members for Greenhand and Chapter FFA degrees based on their applications.

To amend the chapter constitution; a paid member may submit or propose a resolution but it must first receive a majority vote from the executive committee.

Section D: The President has the power to call special meetings.

Article VI
Fairs and Contests

Fairs

Section A: A student must be a paid member (Art. III, Sec. D) enrolled in the Highland Agriculture Program.

He/she must be an active member on the Highland Activity Chart.

Section B: A student is required to have a completed record book, maintain a 2.0 GPA and a “C” grade in their Ag Class. A student purchasing an animal where these standards are not met will NOT exclude them from the requirements set in this constitution. Probation is a consideration and the decision will be made by the advisor.

Section C: A student will follow the rules set by the KHSD and the State Fair By-laws. Removal from the fair is the consequence.

Section D: A student will follow the rules set by the Highland FFA Chapter at the September meeting. An effort to attend all fair meetings is required.
Section E: This is a school function, if the rules are not followed. A one-day suspension will take place or removal from the fair.

Section F: A transfer student is allowed to show for the Highland FFA provided these factors are considered:

- Must be in good standing with the school Ag program that he/she is leaving from.
- Record books are up-to-date.
- Maintaining a 2.0 GPA or better.

Section G: An alumni student may not show for the Highland FFA provided factors are considered:

- Left as a paid member with a 2.0 GPA overall.
- Record books are completed and/or up-to-date.
- Wears the Highland FFA Chapter Jacket during market and showmanship classes (alumni-Defined as a graduated senior).

Section H: If a student enrolls in the program and then drops out of the classroom at the end of the school year, spring or in the fall before fair, they lose their privilege to show for the Highland FFA Chapter.

Contests

Section I: A student will follow the same rules as stated in Art. VI, Sec. A.

Section J: With all day trips or overnight trips, both the KHSD and Highland Rules will be enforced.

Section K: To receive full points on the activity chart, the student must be an active participant in the practices and contest.

Section L: Partial points will be based on teacher discretion. However, partial points should be discouraged.

Section M: A member will sign a contract for each competition.

Section N: All winning members that take first place or receive a plaque is entitled to points on the activity chart. Open/Close is excluded because double points are already given for participation.
Article VII
Classroom/Farm laboratory

Classroom

Section A: The goal of the classroom is to teach students an appreciation of what agriculture is and how it affects our daily lives.

Section B: The goal of the FFA is to teach students an appreciation of leadership. The FFA is an integral part of the grading that takes place in the classroom.

Section C: Overall grading will be based on classroom, FFA, and outside performance on the two acre site, and extra credit.

Section D: The agriculture program is an elective. It is by choice that a student decides to take this class. If a student does not wish to abide by the rules of the KHSD and the by-laws of the Highland Ag Program, then they lose the liberty of returning the following year (or semester).

Section E: In this program, rules will be used when liberties are being abused.

Section F: The name of the two acre site located on the North-East corner of Highland High School will be called Scots Land.

Section G: The two acre site will be used as a hands-on learning facility and will be an integral part of the overall grading.

Section H: The goal is to create a fun and safe learning environment that can be utilized by the agriculture students and serve as a teaching tool for all grade levels that visit the facility.

Section I: Rules set by the KHSD and the Highland Chapter FFA will be used.

Article VIII
Degrees & Merits

Section A: An award system has been set up, giving all members, who are in good standing, the opportunity to receive recognition for their achievement(s).

Section B: Awards will be based on applications(s), completed records books, placing in competition, classroom disciplines, and overall involvement in the FFA.

Section C: Evaluations will be made by the executive committee, and/or Ag Advisors.
Article IX
Expenditures

Section A: It will be the decision of the executive committee on how money will be raised and spent each year.

Section B: Annual dues need to be collected to offset the expenses of increasing packets, awards for the banquet, and instructional and facility costs.

*See Article III, Membership for more details.

Section C: Annual dues will be based on the chapter needs and will be paid by the 15th of December each year.

Article X
Amendments

Section A: To amend the constitution, a two-thirds (2/3) vote of all active members or by the executive committee (officer team) is required.

Section B: A resolution is the process that will be used to make amendment changes or additions to the constitution; it must be submitted to the executive committee and voted upon at the next officer meeting.

*Note: A special meeting maybe called by the Chapter President or Advisor to expedite constitutional changes.

Section C: Once the resolution has passed, there will be a 30-day grace period for the amendment to become active.

Section D: A petition is a form that can be used in protest of an amendment, voting procedure, etc... The petition needs to fulfill all of the following criteria:

FFA advisor must be made aware of the protest before the protest commences.

The protest must be submitted in written form.

The petition must contain the signatures of the majority of the executive committee (the majority of the officers and/or paid FFA members).

A majority is defined by and must be achieved through one of the two following ways:

The signatures of 50% of the executive board plus one more.

The signatures of 50% of the paid members plus one more.
At the final stage, the petition will be put to vote in a special meeting only after the previous three criteria have been met. This special meeting will be held for the purpose of voting on the petition.

The petition is considered passed if it receives the votes of at least two-thirds (2/3) of the members present.

Once the petition has been passed, a 15-day grace period from the day the vote took place will be observed before the protest is adopted.

**Article XI**

**Ratification of the Constitution**

**Section A:** This constitution shall become effective when passed by a two-thirds (2/3) vote of the voting members.
# J. Staff Assignments
## 2018-19

<table>
<thead>
<tr>
<th>Area of Responsibility</th>
<th>Davidson</th>
<th>Carter</th>
<th>Dunlap</th>
<th>Leishman</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Department</strong></td>
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<tr>
<td>A. Department Chair (Ag and CTE)</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>B. Incentive Grant Reports</td>
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<tr>
<td>1.) Application</td>
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<tr>
<td>2.) Report of Expenses</td>
<td>X</td>
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<tr>
<td>3.) Program Plan</td>
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<td>X</td>
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<tr>
<td>4.) Review</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>C. Transportation Requests</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>D. 8th grade recruiting</td>
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<td>X</td>
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<tr>
<td>E. Budget Preparation</td>
<td>X</td>
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<tr>
<td>F. Textbook ordering</td>
<td></td>
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<td>X</td>
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<tr>
<td>H. Curriculum Council</td>
<td></td>
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<td>X</td>
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<tr>
<td>I. Equipment purchase/Maintenance</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>1.) Copier</td>
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<tr>
<td>2.) Computer/Technology</td>
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<tr>
<td>3.) Shop Equipment</td>
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<tr>
<td>4.) Vehicles/Trailer</td>
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<td>X</td>
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<tr>
<td>J. Checking officer binders (organization)</td>
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<td>J. Award Applications</td>
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<td>X</td>
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<tr>
<td>1.) FFA Superior Chapter Awards</td>
<td></td>
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<td>X</td>
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<tr>
<td>2.) National Chapter Award</td>
<td></td>
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<tr>
<td>3.) FFA Advisor, Counselor, Admin</td>
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<td>4.) Star Reporter, Scrapbook</td>
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<td>K. Ordering Supplies</td>
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<td>2.) Lab Supplies</td>
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<td>3.) Shop Supplies</td>
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<tr>
<td>M. Graduate Follow-up</td>
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<td>N. Scholarship Applications</td>
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<td>O. Requests to be Absent</td>
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<td>P. Student Absent Lists</td>
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<tr>
<td>Q. Master Scheduling</td>
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<tr>
<td>R. Photography (digital pics)</td>
<td>X</td>
<td>X</td>
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<td>T. R-2 Report</td>
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<td>U. Advisory Committee</td>
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<td>V. Student Files</td>
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<td>X</td>
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<td>W. Alumni Club</td>
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<td><strong>II. FFA</strong></td>
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<tr>
<td>A. Officer Training</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>B. Elections</td>
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<td>X</td>
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<tr>
<td>C. Website</td>
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<td>X</td>
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<tr>
<td>D. Yearbook</td>
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<td>X</td>
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<tr>
<td>E. Supply Orders (FFA)</td>
<td></td>
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<td>X</td>
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<td>F. Banquet</td>
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<td>supplies/Dini</td>
<td>X (script)</td>
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<tr>
<td>G. FFA Meetings</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>H. Judging Teams</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>3. Parliamentary Procedure</td>
<td>X</td>
<td>X</td>
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5. Opening/Closing  X  X  X  X
6. Best Informed Greenhand  
7. Job Interview  X
8. Landscape Nursery CDE  
9. Cotton  X
10. Sales  X
11. Vet Science  X
12. Veg Crops  
13. Citrus  X
12. Farm Records/Novice Records  X
13. Banking  X
19. COOPS  X
11. Speech Contests
   a. Creed  X
   b. Prepared Speeches  X
   c. Impromptu  X
   d. Extemporaneous  X
12. Novice Records  X
J. Fundraisers  X  X (paperwork)  X  X
K. Fair Entries  X  X  X  X
L. Awards and Degrees
   1. Greenhand  X  X
   2. Chapter  X
   3. State  X  X (Paperwork)  X  X
   4. American  X
   5. Proficiency Awards  X  X (paperwork)  X  X
M. Sectional/Regional Officer Apps.
   P. FFA Week  X
   Q. Field Days  X  X (registration)  X  X
   R. Activity Chart  
   S. FFA Roster  
   U. Program of Work  X
   V. Motels and Reservations  X  X  X
W. Leadership Conferences
   1.) ROLC  X
   2.) SOLC  
   3.) COLC  X (registration)
   4.) Greenhand Conf  X (registration)
   5.) MFE/ALA  X (registration)
   6.) SLE  X (registration)
   7.) State Leadership Conference  X (registration and hotel)
   8.) National Conference  X (registration and hotel)
X. Sectional Regional Meetings
   1.) Sectional Advisor  
   2.) Fall Regional Meeting  X (registration)
   3.) Spring Regional Meetings  X (registration)
III. Projects
A. Beef X
B. Sheep X
C. Swine X
D. Goats X
E. Rabbits X
EE Horses X
F. Chickens X
G. Mechanics/Horticulture X
H. Job Placement

IV. Plant Sale
A. Publicity X
B. Pricing X
C. Volunteers X
D. Permits / Permissions X
E. Vendors X X X
F. Supplies X X X
G. Set up X X X
H. Break Down X
I. Product Preparation X X X
K. Proficiency Standards for Program Completers

NEED ASSISTANCE - DON'T UNDERSTAND

Has completed courses of study and practice in the following courses and has attained a competency level of:

(n/a) Not applicable; (0) Does not meet basic standards; (1) Basic; (2) Good; or (3) excellent as certified by instructor.

<table>
<thead>
<tr>
<th>Agriculture Soils (Update in Progress)</th>
<th>Agriculture Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Astronomy</td>
<td>____ Cellular Biology</td>
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<tr>
<td>____ Atmosphere</td>
<td>____ Genetics</td>
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<td>____ Energy</td>
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<td>____ Evolution</td>
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<td>____ Ocean Currents</td>
<td>____ Physiology</td>
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<td>____ Animal Science</td>
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<tr>
<td>____ Plant Science</td>
<td>____ Plant Science</td>
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<tr>
<td>____ Geology</td>
<td>____ Reproduction</td>
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<tr>
<td>____ Communication</td>
<td>____ Communication</td>
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<td>____ FFA/Leadership</td>
<td>____ FFA/Leadership</td>
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<tr>
<td>____ Record Books/SAE</td>
<td>____ Record books/SAE</td>
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<tr>
<td>____ Plate Tectonics</td>
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<tr>
<td>____ Biogeochemical Cycles</td>
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<table>
<thead>
<tr>
<th>Agriculture Communications and Leadership</th>
<th>Agriculture Sales and Marketing (Future)</th>
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<tbody>
<tr>
<td>____ Personality and Leadership</td>
<td>____ Career opportunities in Agriculture</td>
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<tr>
<td>____ Emotional Intelligence</td>
<td>____ Economic Principles in Agriculture</td>
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<tr>
<td>____ Leading a team</td>
<td>____ Business Organizations in Agriculture</td>
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<tr>
<td>____ Career Readiness</td>
<td>____ Agricultural Finance and Credit</td>
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<td>____ Communication</td>
<td>____ Agricultural Cooperatives</td>
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<tr>
<td>____ Parliamentary Procedure</td>
<td>____ Agricultural Product Marketing</td>
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<tr>
<td>____ Team Development</td>
<td>____ Agriculture Sales and Services</td>
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<td>____ Event Planning</td>
<td>____ Legal Issues in Agriculture</td>
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<td>____ Agriculture Issues</td>
<td>____ Job Preparation</td>
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<tr>
<td>____ Agriculture Literacy</td>
<td>____ Agricultural Recordkeeping</td>
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<tr>
<td>____ Professionalism</td>
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<tr>
<td>____ Agricultural Recordkeeping</td>
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</tr>
<tr>
<td>____ California Agriculture</td>
<td></td>
</tr>
</tbody>
</table>
Agriculture Government and Economics

- Principle of supply and demand
- Production relationships and their effect on supply and demand
- Principles of risk management and its impact on economic viability
- Elements of marketing and marketing concepts as they apply to economics
- Fundamentals of cash flow
- Credit and credit management
- Taxation and the tax system and its impact on the economy
- Careers in agriculture
- Planning, organizing, controlling and directing a business firm
- Importance and benefits of management decision-making aids
- Records for planning and economic analysis
- Budgeting, budget development, and the budgeting process
- Elements of the legislative, executive, and judiciary branches of the government
- Relationship among federal, state, and local governments
- Civil literacy and responsibilities
- Rights and individual responsibilities of citizenship

Agriculture Welding (Update in Progress)

- Shop Terminology
- Shop Safety
- Career Preparation
- Measurement Review
- SMAW/Stick Welding Review
- Gas Metal Arc-Advanced MIG Welding
- Advanced TIG Welding
- Special Processes and Welding Certificates
- Individual Project Planning and Construction
- FFA and SAE
L. Teacher Data Sheet for each Teacher

Teacher Profile
Name: **Craig Davidson**
Program: Agriculture Department

Credential(s) Held:
- Single Subject and Specialist - Agriculture

Professional Preparation:
- **B.S**- Agriculture Education, CSU Fresno
  Emphasis - Animal Science and Ag Mechanics
- **Credential**- CSU Fresno
- **M.S**- Agriculture Education, Cal Poly, SLO

Work Experience Outside Education:
- Munro Farms - Family farm

In-service Education in the Last 3 Years:
- State and Regional CATA Conferences
- School and district-wide Workshops

Membership in Professional Organizations:
- California Agriculture Teachers Association (CATA)

Additional Experiences:
- Kern Section CATA Sectional Officer Chairs
- Star Sectional FFA Advisor
- CATA Outstanding Young Teacher (Kern)
- Highland High School and Kern County Rising Star

Teacher Profile
Name: **Michael Leishman**
Program: Agriculture Department

Credential(s) Held:
- Single Subject and Specialist - Agriculture

Professional Preparation:
B.S- Agriculture Education  
Emphasis: Animal Science  
**Credential**- California State University, Fresno

**Work Experience Outside Education:**  
Various mechanics companies  
Self Employed running sheep service

**In-service Education in the Last 3 Years:**  
State and Regional CATA Conferences  
School and district-wide Workshops

**Membership in Professional Organizations:**  
California Agriculture Teachers Association (CATA)

**Additional Experiences:**  
WASC committee chair  
Kern Sectional FFA Adviso

**Teacher Profile**

**Name:** Amber Carter  
**Program:** Agriculture Department

**Credential(s) Held:**  
Single Subject and Specialist- Agriculture

**Professional Preparation:**  
B.S- Agriculture Education  
Emphasis: Ag Business  
**Credential**- California State University, Fresno

**Work Experience Outside Education:**  
Fresno State Swine Unit, Rue and Gwen Gibson Farmer's Market

**In-service Education in the Last 3 Years:**  
State and Regional CATA Conferences  
School and district-wide Workshops

**Membership in Professional Organizations:**  
California Agriculture Teachers Association (CATA)  
National Association of Agriculture Educators
Teacher Profile

Name: Meagan Dunlap
Program: Agriculture Department

Credential(s) Held:
   Single Subject and Specialist- Agriculture

Professional Preparation:
   B.S- Agriculture Education
   Emphasis: Animal Science
   Credential- California Polytechnic State University, San Luis Obispo

Work Experience Outside Education:
   Cal Poly Calving Enterprise, Cal Poly Lambing Enterprise, Opolo Vineyards LLC.

In-service Education in the Last 3 Years:
   State and Regional CATA Conferences
   School and district-wide Workshops

Membership in Professional Organizations:
   California Agriculture Teachers Association (CATA)
   National Association of Agriculture Educators
M. Roster of Ag Advisory Committee
Highland Ag Advisory Committee
Member Biographies

1. Armando Cabrera, Livestock Judge and Former Feed Store Owner
Armando Cabrera was raised in Wasco and was an active member in the Wasco FFA Chapter. As a result of his involvement in the FFA, Armando opened a feed store in Southeast Bakersfield. During this time, Armando became actively involved in raising show dogs, rabbits, and cavies and traveling throughout the world with his champion stock. Armando has multiple national awards for his genetic improvements and is renowned for his livestock judging skills. Armando is an active member of the National American Rabbit Breeder's Association and is a former board member. Armando judges many shows each year around the country in addition to being a 4-H advisor and the Kern County Fair Rabbit Committee Chairman.

2. Darren Willis, Professor at Bakersfield College
Darren Willis is an assistant professor at Bakersfield College who has taught two years there full-time in the Engineering & Industrial Design department. He previously taught Architectural Design, Drafting, and CAD for eleven years in the KHSD at Highland High School. During that time he served as both HHS CTE Department Chairperson and the KHSD Industrial Technology (CTE) subject area facilitator for eight years. His background includes twelve years of full-time experience in the design/build field, with a specialization in architectural millwork and cabinetry. He possesses a current California Teaching Credentials in the areas of Drafting Occupations and Carpentry/Cabinetmaking. He is a volunteer designer & drafter for California RBC #2, and runs their CAD training program. Darren is the Co-Advisor to the BC Society of Women Engineers Club and serves as the CTE representative on the BC Accreditation Steerage Committee. Darren is an active member of the California Industrial Technology Education Association and the California Drafting Technology Consortium.

3. Mike Poncetta, Poncetta Farms
Mike Poncetta is a 4th generation farmer from Bakersfield. He is a partner of Poncetta Farms which includes growing and selling Alfalfa hay and breeding cattle and goats for both the show circuit and food consumption. Mike is married to Janice and father to Branson. Mike graduated with a Bachelor of Science Degree in Ag Business at Fresno State in 2006. Mike is heavily involved with the Beef Committee at the Kern County Fair and assists many local youth with their beef and goat fair projects. His wife Janice has also been involved with assisting local FFA projects, including Highland, and currently owns and operates a floral shop in Bakersfield.

4. Tim Calahan, Anchor of Channel 23 News, Former Director of Marketing and
Communication
Tim began his career working for a fox television affiliate in Seattle before working for Channel 23 KGET in Bakersfield. Tim worked as a journalist and news anchor before serving as the Director of Covenant Media, a non-profit foster youth organization. Tim was responsible for marketing the organization and raising funds for Covenant Community Services and Covenant Coffee. Tim moved to the Bakersfield Rescue Mission in 2012 to serve as the Director of Marketing and Communication. There he became responsible for promoting and branding the Bakersfield Rescue Mission by working closely with local and national news organizations, raising millions of dollars in contributions, and bringing community awareness to the newly named Mission of Bakersfield. Recently Tim has been hired as the Channel 23 News Anchor and continues to be an avid supporter for the Highland FFA program through multiple news stories and promotions.

5. Randy Thompson, Agriculture Specialist, Tri Counties Bank
Randy has been employed with the Tri Counties Bank for almost 2 years. Most recently, he worked with the Bank of the West for fifteen years and served as the Vice President/Relationship Manager in the Bakersfield Agri-Business Department. Prior, he was Vice President Branch Manager and Loan Officer with the California Republic Bank / First Interstate Bank and Home Savings for a combined six years. He was also employed by Farm Credit in Wasco as a Senior Loan Officer for three years and Community First Bank in various offices in the Bakersfield area for eleven years. Additionally, he served as a member of the Kern County small cities police review board and was involved in the final hiring decisions on police applicants. He was also involved in the restructuring of the Shafter FFA program. Randy has served with multiple service clubs and various civic events but the past 35 years have been centered around agricultural financing.

6. Melissa Iger, Executive Director of the Tree Foundation of Kern County
Native of Bakersfield and Executive Director of the Tree Foundation of Kern since March, 2008. Melissa studied Environmental Horticulture at Bakersfield College and received her certification in March, 2012. She became an International Society of Arboriculture Certified Arborist in March, 2014 and since, provides assistance to the City of Bakersfield and other organizations in beautifying the community. One of her many tasks is to find and write grants to purchase trees where she then coordinates community tree planting events all around the city. Melissa previously studied Culinary Arts in Santa Barbara and worked as a chef and caterer. She opened a retail coffee and tea shop which she sold in 1986. Since then, she married, raised her boys and returned to the workforce. She has won numerous awards for her work with the Tree Foundation and as a student at Bakersfield College.

7. Dr. David Chao, Banfield Vet Hospital
Dr. Chao was born in China and raised in Los Angeles. He attended UC San Diego and studied Animal Physiology and Neuroscience as an undergrad degree and transferred to Ross University in the Caribbean to study Veterinary Science. Following Vet School, he did his clinical at the University of Florida before working with Banfield Vet Hospital here in Bakersfield.
8. Fred Ansolabehere, *Sheep Breeder and Vegetable Sales Broker*
Fred was born and raised in Kern County and is a 3rd generation sheep producer. His Grandfather and father were both commercial sheep producers. Fred worked as a produce marketer in the agriculture industry for 26 years and continued to raise sheep as a hobby. He decided to close the marketing business to focus his attention on upgrading his club lamb stock. Since, he has developed champion lines and continues to support a plethora of youth agriculture organizations throughout the county. He is married with 3 children and 1 grandson. His youngest twin is studying at Cal Poly as a Plant Science major and the other twin is at Oklahoma State, also studying plant science.

9. Chuck Sears, *Cargill Animal Nutrition*
Chuck is the Territory Manager for central California for Cargill Animal Nutrition, and has held this position for a little over 4 years. Prior to working with Cargill he owned a local feed store, Valley Feed. Prior to that he was in the grocery business for roughly 20 years. Chuck also serves on the DPAC for the KHSD, as well as the LCAP committee and the Advisory Committee for North High Ag Dept. He has been married for over 25 years to his wife Tiffany and has 3 great kids. Charles is a Kern County Sheriff, Kelsey is finishing her student teaching at Foothill and will be an Ag teacher in the spring, and his youngest daughter Kassidy is a freshman at Fresno State University studying to become an Ag Teacher.

10. Janice Ponceeta, *The Flower Bar*
Chuck Janice Ponceeta, owner of Flower Bar, is a native to Bakersfield. She graduated from Bakersfield High in 2004. Janice graduated from Oklahoma State University in 2007 with a major in agri-business and a minor in marketing and returned to Bakersfield following graduation. Janice learned to appreciate the beauty of flowers while doing chores in her mom’s garden. While in the agriculture program in high school she learned how to make small arrangements and wreaths for fundraisers and boutonnieres and corsages for FFA events. In college she took a couple floral design and horticulture classes to fill graduation requirements. While in college, she started getting requests from friends to provide flowers for small weddings and parties and the requests continued after graduation. During weekends her garage, patio and kitchen would be filled with flowers for the weekend’s events. After a couple years of designing for parties and events, she opened the doors to Flower Bar. Her attention to detail and desire to make customers happy has enabled her to transition her favorite past time into a career.

11. Ariana Joven, *Alumni and Kern County Representative for Congressman Valadao*
Ariana is a former student of Highland and was involved in the FFA program. She decided to pursue a degree in Agricultural Communications at Cal Poly San Luis Obispo and graduated this past December. During her time at Cal Poly, she furthered her interest in agriculture and water policy through her extra-curricular activities and internships. She previously worked as an intern for the California Olive Oil Council, Wonderful Orchards, and Public Policy Solutions. This past December, she was hired as the Kern County Representative for Congressman David Valadao.

13. Ric Lemucchi, *Retired Agriculture Teacher*
Native of Bakersfield, Ric Lemucchi has received his Bachelor’s and Master’s Degree from Cal Poly (SLO). He has taught thirty years of High School Agriculture for the Kern High School District, twenty-five years at Highland High School, and five years at Shafter High
School. Lemucchi was the one who started the Highland FFA Chapter in 1985 with 16 students enrolled in one class. He developed the two and a half acre facility on the North East side of Highland High School. He enjoyed creating leadership programs that taught life skills and prepared the students for their future endeavors. Lemucchi began the program with an emphasis on public speaking as well as community outreach programs. Many of the programs he started are still a part of the calendar of events that are seen today.

14. Jason Spickler, *Outside sales manager for Mechanical Drives and Belting*. Jason was previously store manager for Sierra Valley Ag supply in Edison and mechanic for Giumarra Vineyards who's customers included Grimmway, Kernridge, Giumarra Vineyards, Sunny Gem Juice, and more. His main job responsibility is to replace parts for customers, i.e.: motors, gearboxes, belts, electrical, bearings, sprockets, and assorted conveyor parts. However he also provides knowledge and advice to his customers when he sees problems with their equipment. Spickler has publically expressed disappointment in the industry of good starting level employees. He is willing to do what he can to put the Ag departments in touch with my customers, and vendors to provide insight and products to let our students become more marketable to a potential employer.

15. David Sierra; *General Contractor, Sierra Construction* and *Kern County Employee*

David has been employed with the County of Kern for the last 20 years and has also been a general contractor for the last 5 years. He specializes in general building and has recently constructed large animal shelters for the Highland High School farm. He has been involved with Highland’s FFA chapter for the last four years and has been supporting his daughter, Lindsey Sierra, Senior, with her many FFA projects. Although his daughter will be graduating from Highland, she will be majoring in animal science and livestock management at Fresno State this fall, David will actively contribute his ideas and will continue to aid in the growth of Highland’s school farm and growing FFA program.

16. Chris Garmon; *Board Member of the Kern County Farm Bureau and Deputy Manager of the Kern County Fair*

Chris has had 10 years of County Fair experience ranging from running Livestock Superintendent of the Ventura County Fair. He has served at the Kern County Fair as Deputy Manager for the past 3 years and is currently serving as a board member on the Kern County Farm Bureau. He has extensive experience in the FFA as an active member in the Santa Paula FFA and judges many contests throughout the state for various schools.

17. Billy Barnes; *Animal Science Professor at Bakersfield College*

Billy has served as ag teacher of Arvin High School while being one of the largest and most successful pig breeders in the state. He currently serves as Department Chair of the Bakersfield College Department of Agriculture and teaches Animal Science. Billy is also actively involved in the FFA programs throughout Bakersfield and understands what it takes to be a strong and relative program in our community.
N. Advisory Committee Minutes

Highland FFA
2900 Royal Scots Way Bakersfield, CA 93306
(661) 827-2777

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

HIGHLAND HIGH SCHOOL AGRICULTURE DEPARTMENT
ADVISORY MINUTES

Instructor’s Name: Craig Davidson
Advisory Members Present:
1. Chris Garmon
2. Chuck Sears
3. Fred Ansolabahare
4. Pete Whiting
5. Jason Spickler
6. Randy Thompson
7. Rie Lemucchi
8. Dr. Max Beal

Administrators, staff, others present:
1. Craig Davidson
2. Michael Leishman
3. Meagan Dunlap
4. December 11, 2018

1. Meeting was called to order at 6:35 pm and dinner was served.

2. Review of Minutes - Motion to approve by Pete and seconded by Fred - Motion passes

3. Department Staff Changes - Victoria Saldana will be taking over Davidson’s Classes

4. Farm Goals
   a. District grant is a district wide grant - we only sent our plan to the district to be included in the grant
   b. 5 year outlook
   c. Cameras have been installed around the school and will be installed at the farm as well
   d. School farm broken into - $25,000 worth of equipment
   e. Alumni have some minor projects but nothing yet for entire farm remodel

5. Graduate Information
   a. Students going into industry/ag majors is 11% (34/76 seniors surveyed)
   b. How do we increase the percentage of students going into ag careers/majors? - More career awareness mentioned
   c. Data could be skewed by mechanics students not being in the program all 4 years - increase 4 year completers and number could change
   d. What has been the trend over the last 5 years and how does gender factor in?
   e. Regardless of career field, having students have a plan and goal when they leave high school is an achievement as well
   f. Students will become more aware and knowledgeable consumers
   g. Trade careers should be included examples: welding, electrical, etc.
   h. Career technical education
   i. Scholarship numbers through FFA should also be included in statistics
   j. Broad careers can be refined into ag careers
6. Highland Ag Program Pathways (suggestions from breakout groups collected)
   a. Current pathways: vet science, mech, hort, and business. Suggestions were made for the Ag sciences, water, and entomology as possible opportunities. We need to make sure we are labeling our pathways correctly. Pathways should be reflective of community.
   b. Ag Business Pathway - More diversity and focus on career opportunities in Ag. Bring guest speakers in classroom. Host an ag career fair. Incorporate water law and labor emphasis as well as climate change and crop patterns
   c. Mechanics Pathway - strengths: fair projects in Harvest Hall and transition from here to BC is good; Needs: water filtration system, hydraulics, automation needs, Diesel mechanics (even just an intro - possible for fourth year ag completers)
   d. Vet Science Pathway - Strengths: ag field; continue to utilize the farm; teaching staff. Weakness: losing Craig; transition period. Improvements: broader animal science class - not alot of people truly become vets. Needs: automation in dairies
   e. Overall suggestion: Industry tours in the classes

7. Adjournment.

   It was moved by Randy Thompson to adjourn the meeting at 8:23 pm. Seconded by Chuck Sears. Motion passed.

   Respectfully submitted,

   Meagan Dunlap, Agriculture Advisory Secretary
O. Current Year Budget

Perkins: 30,000
Ag Incentive: 15,000
ASB FFA: 20,000

P. Signed Articulation Agreement

Classes in our program are dual enrolled with Bakersfield College. Classes enrolled are Vet Science, Intro Ag Mechanics, Work Experience, and Horticulture. Next year, we will dual enroll Ag Mechanics 2.

Q. Graduate Follow-up system

Graduates inform the instructor of their plans after they graduate. The information is compiled into our database and used to submit as part of the annual record reporting. It is also presented to the Advisory Committee as a discussion item to improve our graduate rates going into agriculture.

R. List of Active Placement Sites

California Living Museum
Auburn Animal Hospital
Banfield Pet Hospital
Garcia’s Feed and Pet Supply
Murray Family Farms
Giovanni Vinyards
White Forest Nursery
Kushman Feed

S. Recruitment Activities

Highland Scots Preview Night
Fall Harvest
Garden Buddies
High School Registration
Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

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<td>Professional Development **</td>
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<tr>
<td>University AgEd Skills Week</td>
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* Four Section In-service Meetings equals one Professional Development Activity

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

1. Student Teacher Mentor Conference (Carter)
2. EdTech Events (Dunlap)
3. New Professionals Conference (Dunlap)
4. Kaagan Training (Dunlap)
5. Implicit Bias Training (Carter)
Meeting Brought to Order at 2:25 PM

Members Present:
- Mr. Leishman
- Mrs. Carter
- Ms. Dunlap
- Mr. Davidson

Topics Addressed:

AL/A/MFE
- Put in announcements and have students start filling out applications
- Due date: Oct. 30th
- Juniors/Seniors go to ALA, Sophomores ONLY go to MFE
- Make a list of applicants - if someone on the list does not pay by money due date, then a waitlist person will take their spot.

Fall Harvest
- 3 day sequence to get started
- Need to get on it
- Activities for booths should not be the same
- Kids must submit copies a week ahead of time. Copies cannot be in color but can be on colored paper.

National Chapter Award
- Carter will have work days for officers to come and complete the application
- Side note: create a survey for input on officer events

Lip Sync
- Decorations in the WAH: see if we can use scots balloon, rent a red carpet, MC's dress up fancy, ropes outside

Socktober
- Kids aren't going to Davidson
- Davidson will pick up pizza - PO already submitted
- Sports kids complaining but even if we moved time, they wouldn't go
- Take sign up sheets down Friday or Monday before the event to get a count

Road Show/Regional Meeting
- Everything has been submitted, we have hotel rooms
- Meagan is doing flag salute at regional meeting
- Deb might be doing a workshop on how to grow a program from the principal's perspective - still waiting on approval
- Davidson takes gas truck, everyone else in diesel

Cookie Dough
- Leishman can plan his own pizza party
- Still haven't heard about when they will be shipped

Alumni Updates
- Awaiting approval on Drive thru bbq dec. 7th and may 3rd
- Deep pit beef for dec and then pulled pork for may
- Alumni will take care of all of the food, carter will take care of drive thru/running part
- Create postcard with all of the alumni events that need parent support with remind
- Cow plop is February 9th

Meeting adjourned 3:15 PM
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Supporting Documents 13: Advisory Committee
Advisory Committee Agenda
September 4, 2018

The mission of Highland High School’s Agriculture program Advisory Committee is to provide guidance through the program to ensure every student succeeds in post-secondary, military, or workforce pursuits.

Members RSVP’d:
Chuck Sears, Fred Ansolahare, Pete Whiting, Jason Spickler, Billy Barnes, Chris Garmon, Melissa Iger, Randy Thompson, Dr. Max Beal, Dr. Kristy Utt, Debra Vigstrom, David Sierra, Amber Carter, Michael Leishman, Victoria Saldana, Meagan Dunlap, Craig Davidson, Tim Calahan.

1. Call to Order at ________________
2. Roll Call
3. Welcome New Committee Members
4. Welcome New Teachers
5. Principal Vigstrom Welcome – discuss WASC visit and Farm Renovation
6. Review Minutes from last meeting
7. Graduate Information
8. Advisor Goals and approval of goals
9. Highland Ag Program Pathway(s) and approval
10. Farm goals and approval
11. Staff responsibilities (curriculum and co-curricular activities) and approval
12. Advisory committee goals
Advisory Committee Agenda
December 11, 2018

The mission of Highland High School's Agriculture program Advisory Committee is to provide guidance through the program to ensure every student succeeds in post-secondary, military, or workforce pursuits.

Members RSVP'd:
Chuck Sears, Fred Ansolabahare, Pete Whiting, Jason Spickler, Randy Thompson, Dr. Max Beal, David Sierra, Ariana Joven, Ric Lemucchi, Chris Garmon, Amber Carter, Michael Leishman, Victoria Saldana, Meagan Dunlap, Craig Davidson.

1. Call to Order at _____________
2. Roll Call
3. Review Minutes from last meeting
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8. Staff responsibilities (curriculum and co-curricular activities) and approval
9. Advisory committee goals
10. Department Staff Changes
HIGHLAND HIGH SCHOOL AGRICULTURE DEPARTMENT
ADVISORY MINUTES

Instructor’s Name: Craig Davidson  Date: September 4, 2018

Advisory Members Present:
1. Chuck Sears
2. Fred Ansolabahare
3. Pete Whiting
4. Jason Spickler
5. Billy Barnes
6. Melissa Iger
7. Randy Thompson
8. Dr. Max Beal
9. Dr. Kristy Utt
10. David Sierra
11. Tim Calahan

Administrators, staff, others present:
1. Craig Davidson
2. Michael Leishman
3. Meagan Dunlap
4. Victoria Saldana
5. Amber Carter
6. Debra Vigstrom

1. Meeting was called to order at 6:35 pm and dinner was served.

2. Welcome of new teachers- While enjoying dinner Craig Davidson introduced the new members of the Highland Ag Department teaching staff; Meagan Dunlap, Amber Carter and teacher candidate Victoria Saldana.

3. Introduction of Committee members- Committee members present introduced themselves and gave a brief description of their role in the agriculture industry as well as the Highland Ag Advisory.

4. Curriculum- Committee members were broken up into their industry sectors and asked to review the current courses being taught in the Highland High Agriculture department. Members were asked to note any topics, labs, technology, or additional curriculum that they feel are relevant to the current industry trends that are not covered in the current courses offered. Suggestions were collected by Mr. Davidson and will be reviewed by the agriculture department.

5. Mrs. Vigstrom’s Presentation- Mrs. Vigstrom presented the findings from the WASC visit last spring and the tremendous amount of praise the Career Tech department received from the visiting team; specifically the agriculture department. She then presented the potential 2 million farm renovation grant that the department has submitted with the Kern High School District. It is a matching grant so if approved the school would receive 4 million dollars to renovate the existing farm. Each member was presented with a map of the current layout of the farm as well as a map of the proposed changes and additions. Committee member suggestions/input included the following:
   - Rather than using a septic and leach field would it be possible to tie into the city sewage line
   - Will the classrooms be made of concrete so they can be used as an indoor lab area for animals and then easily cleaned out
   - If there is a septic system there will also be a need for a gutter system that directs water from the animal areas to the leach field
FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

-The sheep pens will need to be redone and possibly using portable panels rather than building permanent pens.

-Potential to apply for USDA Urban/Rural grants to subsidize projects that won't be covered by the district grant.

-Move the solar panels behind the leach field so we don't have to remove or relocate the fruit trees.

Billy Barnes moved to approve the initial plans for modernizing the Highland High School Farm. The motion was seconded by Chuck Sears. Motion was approved by a voice vote.

3. Adjournment.

It was moved by Craig Davidson to adjourn the meeting at 7:40 pm. Seconded by Michael Leishman. Motion passed.

Respectfully submitted,

Amber Carter, Agriculture Advisory Secretary
Instructor’s Name: Craig Davidson
Advisory Members Present:
1. Chris Garmon
2. Chuck Sears
3. Fred Ansolabahare
4. Pete Whiting
5. Jason Spickler
6. Randy Thompson
7. Rie Lemucchi
8. Dr. Max Beal

Administrators, staff, others present:
1. Craig Davidson
2. Michael Leishman
3. Meagan Dunlap

1. Meeting was called to order at 6:35 pm and dinner was served.

2. Review of Minutes - Motion to approve by Pete and seconded by Fred - Motion passes

3. Department Staff Changes - Victoria Saldana will be taking over Davidson’s Classes

4. Farm Goals
   a. District grant is a district wide grant - we only sent our plan to the district to be included in the grant
   b. 5 year outlook
   c. Cameras have been installed around the school and will be installed at the farm as well
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   e. Alumni have some minor projects but nothing yet for entire farm remodel

5. Graduate Information
   a. Students going into industry/ag majors is 11% (34/76 seniors surveyed)
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   c. Data could be skewed by mechanics students not being in the program all 4 years - increase 4 year completers and number could change
      What has been the trend over the last 5 years and how does gender factor in?
   d. Regardless of career field, having students have a plan and goal when they leave high school is an achievement as well
      Students will become more aware and knowledgeable consumers
   e. Trade careers should be included examples: welding, electrical, etc.
      Career technical education
   f. Scholarship numbers through FFA should also be included in statistics
   g. Broad careers can be refined into ag careers

6. Highland Ag Program Pathways (suggestions from breakout groups collected)
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a. Current pathways: vet science, mech, hort, and business. Suggestions were made for the Ag sciences, water, and entomology as possible opportunities. We need to make sure we are labeling our pathways correctly. Pathways should be reflective of community.
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d. Vet Science Pathway - Strengths: ag field; continue to utilize the farm; teaching staff. Weakness: losing Craig; transition period. Improvements: broader animal science class - not alot of people truly become vets. Needs: automation in dairies
e. Overall suggestion: Industry tours in the classes

7. Adjournment.

It was moved by Randy Thompson to adjourn the meeting at 8:23 pm. Seconded by Chuck Sears. Motion passed.

Respectfully submitted,

Meagan Dunlap, Agriculture Advisory Secretary
Highland Ag Advisory Committee
Member Biographies

1. **Armando Cabrera, Livestock Judge and Former Feed Store Owner**
   Armando Cabrera was raised in Wasco and was an active member in the Wasco FFA Chapter. As a result of his involvement in the FFA, Armando opened a feed store in Southeast Bakersfield. During this time, Armando became actively involved in raising show dogs, rabbits, and cavies and traveling throughout the world with his champion stock. Armando has multiple national awards for his genetic improvements and is renowned for his livestock judging skills. Armando is an active member of the National American Rabbit Breeder’s Association and is a former board member. Armando judges many shows each year around the country in addition to being a 4-H advisor and the Kern County Fair Rabbit Committee Chairman.

2. **Darren Willis, Professor at Bakersfield College**
   Darren Willis is an assistant professor at Bakersfield College who has taught two years there full-time in the Engineering & Industrial Design department. He previously taught Architectural Design, Drafting, and CAD for eleven years in the KHSD at Highland High School. During that time he served as both HHS CTE Department Chairperson and the KHSD Industrial Technology (CTE) subject area facilitator for eight years. His background includes twelve years of full-time experience in the design/build field, with a specialization in architectural millwork and cabinetry. He possesses a current California Teaching Credentials in the areas of Drafting Occupations and Carpentry/Cabinetmaking. He is a volunteer designer & drafter for California RBC #2, and runs their CAD training program. Darren is the Co-Advisor to the BC Society of Women Engineers Club and serves as the CTE representative on the BC Accreditation Steering Committee. Darren is an active member of the California Industrial Technology Education Association and the California Drafting Technology Consortium.

3. **Mike Poncetta, Poncetta Farms**
   Mike Poncetta is a 4th generation farmer from Bakersfield. He is a partner of Poncetta Farms which includes growing and selling Alfalfa hay and breeding cattle and goats for both the show circuit and food consumption. Mike is married to Janice and father to Branson. Mike graduated with a Bachelor of Science Degree in Ag Business at Fresno State in 2006. Mike is heavily involved with the Beef Committee at the Kern County Fair and assists many local youth with their beef and goat fair projects. His wife Janice has also been involved with assisting local FFA projects, including Highland, and currently owns and operates a floral shop in Bakersfield.
4. **Tim Calahan, Anchor of Channel 23 News, Former Director of Marketing and Communication**

Tim began his career working for a fox television affiliate in Seattle before working for Channel 23 KGET in Bakersfield. Tim worked as a journalist and news anchor before serving as the Director of Covenant Media, a non-profit foster youth organization. Tim was responsible for marketing the organization and raising funds for Covenant Community Services and Covenant Coffee. Tim moved to the Bakersfield Rescue Mission in 2012 to serve as the Director of Marketing and Communication. There he became responsible for promoting and branding the Bakersfield Rescue Mission by working closely with local and national news organizations, raising millions of dollars in contributions, and bringing community awareness to the newly named Mission of Bakersfield. Recently Tim has been hired as the Channel 23 News Anchor and continues to be an avid supporter for the Highland FFA program through multiple news stories and promotions.

5. **Randy Thompson, Agriculture Specialist, Tri Counties Bank**

Randy has been employed with the Tri Counties Bank for almost 2 years. Most recently, he worked with the Bank of the West for fifteen years and served as the Vice President/Relationship Manager in the Bakersfield Agri-Business Department. Prior, he was Vice President Branch Manager and Loan Officer with the California Republic Bank / First Interstate Bank and Home Savings for a combined six years. He was also employed by Farm Credit in Wasco as a Senior Loan Officer for three years and Community First Bank in various offices in the Bakersfield area for eleven years. Additionally, he served as a member of the Kern County small cities police review board and was involved in the final hiring decisions on police applicants. He was also involved in the restructuring of the Shafter FFA program. Randy has served with multiple service clubs and various civic events but the past 35 years have been centered around agricultural financing.

6. **Melissa Iger, Executive Director of the Tree Foundation of Kern County**

Native of Bakersfield and Executive Director of the Tree Foundation of Kern since March, 2008. Melissa studied Environmental Horticulture at Bakersfield College and received her certification in March, 2012. She became an International Society of Arboriculture Certified Arborist in March, 2014 and since, provides assistance to the City of Bakersfield and other organizations in beautifying the community. One of her many tasks is to find and write grants to purchase trees where she then coordinates community tree planting events all around the city. Melissa previously studied Culinary Arts in Santa Barbara and worked as a chef and caterer. She opened a retail coffee and tea shop which she sold in 1986. Since then, she married, raised her boys and returned to the workforce. She has won numerous awards for her work with the Tree Foundation and as a student at Bakersfield College.

7. **Fred Ansolabehere, Sheep Breeder and Vegetable Sales Broker**

Fred was born and raised in Kern County and is a 3rd generation sheep producer. His Grandfather and father were both commercial sheep producers. Fred worked as a produce marketer in the agriculture industry for 26 years and continued to raise sheep as a hobby. He decided to close the marketing business to focus his attention on upgrading his club lamb stock. Since, he has developed champion lines and continues to support a plethora of youth agriculture organizations throughout the county. He is married with 3 children and 1 grandson. His youngest twin is studying at Cal Poly as a Plant Science major and the other twin is at Oklahoma State, also studying plant science.
8. Chuck Sears, Cargill Animal Nutrition
Chuck is the Territory Manager for central California for Cargill Animal Nutrition, and has held this position for a little over 4 years. Prior to working with Cargill he owned a local feed store, Valley Feed. Prior to that he was in the grocery business for roughly 20 years. Chuck also serves on the DPAC for the KHSD, as well as the LCAP committee and the Advisory Committee for North High Ag Dept. He has been married for over 25 years to his wife Tiffany and has 3 great kids. Charles is a Kern County Sheriff, Kelsey is finishing her student teaching at Foothill and will be an Ag teacher in the spring, and his youngest daughter Kassidy is a freshman at Fresno State University studying to become an Ag Teacher.

9. Ariana Joven, Executive Director of the Kern County Farm Bureau, Alumni and former Kern County Representative for Congressman Valadao
Ariana is a former student of Highland and was involved in the FFA program. She decided to pursue a degree in Agricultural Communications at Cal Poly San Luis Obispo and graduated this past December. During her time at Cal Poly, she furthered her interest in agriculture and water policy through her extra-curricular activities and internships. She previously worked as an intern for the California Olive Oil Council, Wonderful Orchards, and Public Policy Solutions. This past December, she was hired as the Kern County Representative for Congressman David Valadao.

10. Ric Lemucchi, Retired Agriculture Teacher
Native of Bakersfield, Ric Lemucchi has received his Bachelor's and Master's Degree from Cal Poly (SLO). He has taught thirty years of High School Agriculture for the Kern High School District, twenty-five years at Highland High School, and five years at Shafter High School. Lemucchi was the one who started the Highland FFA Chapter in 1985 with 16 students enrolled in one class. He developed the two and a half acre facility on the North East side of Highland High School. He enjoyed creating leadership programs that taught life skills and prepared the students for their future endeavors. Lemucchi began the program with an emphasis on public speaking as well as community outreach programs. Many of the programs he started are still a part of the calendar of events that are seen today.

11. Jason Spickler, Outside sales manager for Mechanical Drives and Belting
Jason was previously store manager for Sierra Valley Ag supply in Edison and mechanic for Giumarra Vineyards who's customers included Grimmway, Kernridge, Giumarra Vineyards, Sunny Gem Juice, and more. His main job responsibility is to replace parts for customers, i.e.: motors, gearboxes, belts, electrical, bearings, sprockets, and assorted conveyor parts. However he also provides knowledge and advice to his customers when he sees problems with their equipment. Spickler has publically expressed disappointment in the industry of good starting level employees. He is willing to do what he can to put the Ag departments in touch with my customers, and vendors to provide insight and products to let our students become more marketable to a potential employer.

12. David Sierra; General Contractor, Sierra Construction and Kern County Employee
David has been employed with the County of Kern for the last 20 years and has also been a general contractor for the last 5 years. He specializes in general building and has recently constructed large animal shelters for the Highland High School farm. He has been involved with Highland's FFA chapter for the last four years and has been supporting his daughter, Lindsey Sierra, Senior, with her many FFA projects. Although his daughter will be graduating from Highland, she will be majoring in animal science and livestock management at Fresno State this fall, David will actively contribute his ideas and will continue to aid in the growth of Highland's school farm and growing FFA program.
13. Chris Garmon; **Board Member of the Kern County Farm Bureau and Deputy Manager of the Kern County Fair**

Chris has had 10 years of County Fair experience ranging from running Livestock Superintendent of the Ventura County Fair. He has served at the Kern County Fair as Deputy Manager for the past 3 years and is currently serving as a board member on the Kern County Farm Bureau. He has extensive experience in the FFA as an active member in the Santa Paula FFA and judges many contests throughout the state for various schools.

14. Billy Barnes; **Animal Science Professor at Bakersfield College**

Billy has served as ag teacher of Arvin High School while being one of the largest and most successful pig breeders in the state. He currently serves as Department Chair of the Bakersfield College Department of Agriculture and teaches Animal Science. Billy is also actively involved in the FFA programs throughout Bakersfield and understands what it takes to be a strong and relative program in our community.

15. Pete Whiting; **Electrician for Curtis Electric**

Born and raised in Bakersfield and North High School (formerly Oilfield Tech) Alumni, Pete attended Bakersfield College before transferring to Cal Poly in 1980 and majored in Business. Since then Pete has been working in the electrical industry for the past 37 years. Currently he serves as the Project Manager for Curtis Electric. He has three children and one amazing wife who all attended Highland High School.

16. Dr. Kristy Utt, DVM; **Owner of Auburn Animal Hospital**

Owner Dr. Kristy Utt is a 1986 graduate of the Colorado State University School of Veterinary Medicine. Dr. Utt is a Diplomate of the American Board of Veterinary Practitioners certified in Canine and Feline Practice, a very prestigious title held by a select group of veterinarians worldwide. She came to Bakersfield shortly after graduating and joined Auburn Animal Hospital. Dr. Utt took over the hospital in 1990 when then-owner Dr. David Pace retired. Her professional interests include orthopedic surgery, ultrasound, endoscopy and canine reproduction. She keeps busy after hours showing her Bull Terriers and painting watercolors.

17. Dr. Max Beal, DVM; **Mill Creek Veterinary Services**

Born and raised in Bakersfield, California to a teacher mother and a petroleum engineer father. “We moved around a good bit, but my entire early childhood was spent in the comforts of the city life, never really branching out into farming and agriculture. I became involved with animal agriculture when I was allowed to participate in one of my friend’s sheep project in the 5th grade and from then on I was hooked!” Throughout his time at Highland High School in Bakersfield, he raised sheep and was an avid participant in California FFA. He has since worked on dairies, large scale swine operations, feedlots, and managed the UC Davis sheep herd. After receiving his undergraduate degree in Animal Science from UC Davis in 2014 he earned his DVM from Kansas State University. He is passionate about animal agriculture and ready to jump at any opportunity to learn and grow with his clients and their operations.
August 27, 2018

Max Beal, DVM  
Mill Creek Veterinary Services  
PO Box 6129  
Visalia, CA 93290

Dear Dr. Beal:

I would like to invite you to serve as a member of the Advisory Council to the Agricultural Education Department at Highland High School.

The enclosed guidelines for the Advisory Council outline the purpose of this group. It is anticipated that the Council will meet at least three times a year to review matters of concern to the department and to suggest and recommend direction for the future. Members of the Council might be called upon to meet in subcommittees to address specific problems or issues, and individual members might be called upon from time to time to advise and counsel the department chair.

The appointment is for a three-year term beginning effective immediately upon acceptance. We would be honored by your acceptance of this appointment to the Agricultural Education Department Advisory Council and look forward to hearing from you.

Sincerely,

Debra Vigstrom  
Principal, Highland High School

Enclosure
Highland High School Advisory Committee  
Constitution  
July 3, 2012

Article I  
Highland High School Agriculture Education Program Advisory Committee

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

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

Article II  
Committee Members

Section A: Nomination of the Committee Members
1. Nominations should be made jointly by the principal or superintendent, the head of the agriculture department, and the chairperson of the school board.
2. The advisory committee should be truly representative of the district.
   a. Should be successful agriculturists and/or individual/s engaged in a significant related occupation.
   b. Should exhibit substantial interest in the agriculture program.
   c. Should be sought as public-spirited individuals who understand a specialized area and are willing to contribute their knowledge and advice as a member of a cooperative, constructive group.
   d. Should not have frequent dealings with the department in order to minimize conflict of interest problems.
   e. Should include representatives of the areas of agriculture which is taught at Highland High School.
   f. Should recognize the time required and express a willingness to serve on the committee.
3. Advisory members may nominate an individual who will be approved by the Highland High School Principal.

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

Section C: The maximum number of committee members will be thirteen. The Minimum number of
Committee members will be seven.
   1. The number of committee members should be representative of the district.

Article III
Responsibility of Committee Members

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

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

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

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

Article IV
Operation of Advisory Committee

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

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

Section C: A Chairperson, Vice Chairperson, and Secretary will be elected by the advisory committee to serve
for one year per term.
Section D: Each member will be asked to serve for a 3-year term on the Advisory Committee. Individual
preferences in length of service will also be considered.

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

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

Section G: If a committee member misses meetings repeatedly without reason, the position will be declared
vacant by the chairperson, and the school board will be notified.
Supporting Documents 14: Proficiency Standards
K. Proficiency Standards for Program Completers

Has completed courses of study and practice in the following courses and has attained a competency level of:
(n/a) Not applicable; (0) Does not meet basic standards; (1) Basic; (2) Good; or (3) excellent as certified by instructor.

Agriculture Soils (Update in Progress)

___ Astronomy
___ Atmosphere
___ Energy
___ Climate
___ Ocean Currents
___ Investigation and Experimentation
___ Animal Science
___ Plant Science
___ Geology
___ Communication
___ FFA/Leadership
___ Record Books/SAE
___ Plate Tectonics
___ Biogeochemical Cycles

Agriculture Biology

___ Cellular Biology
___ Genetics
___ Ecology
___ Evolution
___ Physiology
___ Investigation and Experimentation
___ Animal Science
___ Plant Science
___ Reproduction
___ Communication
___ FFA/Leadership
___ Record books/SAE

Agriculture Communications and Leadership

___ Personality and Leadership
___ Emotional Intelligence
___ Leading a team
___ Career Readiness
___ Communication
___ Parliamentary Procedure
___ Team Development
___ Event Planning
___ Agriculture Issues
___ Agriculture Literacy
___ Professionalism
___ Agricultural Recordkeeping
___ California Agriculture

Agriculture Sales and Marketing (Future)

___ Career opportunities in Agriculture
___ Economic Principles in Agriculture
___ Business Organizations in Agriculture
___ Agricultural Finance and Credit
___ Agricultural Cooperatives
___ Agricultural Product Marketing
___ Agriculture Sales and Services
___ Legal Issues in Agriculture
___ Job Preparation
___ Agricultural Recordkeeping
Agriculture Government and Economics

___ Principle of supply and demand
___ Production relationships and their effect on supply and demand
___ Principles of risk management and its impact on economic viability
___ Elements of marketing and marketing concepts as they apply to economics
___ Fundamentals of cash flow
___ Credit and credit management
___ Taxation and the tax system and its impact on the economy
___ Careers in agriculture
___ Planning, organizing, controlling and directing a business firm
___ Importance and benefits of management decision-making aids
___ Records for planning and economic analysis
___ Budgeting, budget development, and the budgeting process
___ Elements of the legislative, executive, and judiciary branches of the government
___ Relationship among federal, state, and local governments
___ Civil literacy and responsibilities
___ Rights and individual responsibilities of citizenship

Agriculture Welding (Update in Progress)

___ Shop Terminology
___ Shop Safety
___ Career Preparation
___ Measurement Review
___ SMAW/Stick Welding Review
___ Gas Metal Arc-Advanced MIG Welding
___ Advanced TIG Welding
___ Special Processes and Welding Certificates
___ Individual Project Planning and Construction
___ FFA and SAE
Supporting Documents 15: Teaching Credentials
Note: If you have any questions, please view the CTC Online – Written Instructions for Application and Payment page.

Last Name: DUNLAP
First Name: MEAGAN
Middle Name: ELIZABETH

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Authorization/Subjects

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<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>
</tr>
<tr>
<td>ELAS</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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Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

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<td>R14I</td>
<td>This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-approved Induction program including Verification of Completion by the program sponsor.</td>
<td>TC Code Not Required</td>
</tr>
</tbody>
</table>

Employment Restrictions

Organization Type | Organization | County
|------------------|--------------|-------
MEGAN DUNLAP

valide: 03/12/2018 to 04/01/2023

valid with all the rights, privileges, and responsibilities afforded a teaching credential. This credential grants the authority to teach in California public schools.

California Commission on Teacher Credentialing

California Commission on Teacher Credentialing
valid: 03/12/2018 to 04/01/2023

Specialist Instruction Credential (Agriculture)

to hereby grant the

MEAGAN DUNLAP

recognition of achievement for service in California, public schools and in California Commission on Teacher Credentialing and in Commission on Teacher Credentialing.
Document

Note: If you have any questions, please view the CTC Online - Written Instructions for Application and Payment page.

Last Name: LEISHMAN
First Name: MICHAEL
Middle Name: LEE

Last Known County of Employment: KERN COUNTY OFFICE

Adverse and Commission Actions Indicator:  
Note: Please verify County of Employment is current. If flag displayed, click the Adverse and Commission Actions tab. If no flag, review.

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Authorization/Subjects

Authorization Code | Authorization Description | Subject Code | Subject Description
------------------|----------------------------|--------------|------------------|
R1S               | This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults. | AGRI | Agriculture |
ELAS              | 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. | NONE | |

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code | Renewal Description | Additional Description
-------------|---------------------|------------------------|
R20          | To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years. |

Employment Restrictions

Organization Type | Organization | County
------------------|--------------|------
Note: If you have any questions, please view the CTC Online – Written Instructions for Application and Payment page.

Last Name: CARTER
First Name: AMBER
Middle Name: RENEE

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Authorization/Subjects

Authorization Code | Authorization Description | Subject Code | Subject Description
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ELA1              | The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3. | NONE | 
R1S              | This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults. | AGRI | Agriculture |

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code: R20
Renewal Description: 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.
Additional Description: TC Code Not Required

Employment Restrictions

Organization Type: Organization
County: 

https://educator.ctc.ca.gov/esales_enu/start_swe?SWECmd=GotoView&SWEView=CTC+Person+Detail+Current+Auth+Subj+View+Web&SWE=1&...
Authorization/Subjects

Authorization Code | Authorization Description | Subject Code | Subject Description
--- | --- | --- | ---
ELA1 | The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3. | NONE |  
R1S | This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults. | AGRI | Agriculture

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code | Renewal Description | Additional Description
--- | --- | ---
R20 | To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years. | TC Code Not Required

Employment Restrictions

Organization Type | Organization | County
Supporting Documents 16:
Calendar of Activities
What is the purpose of FFA Activities? To maximize your personal growth and to build a solid resume for yourself, so that by the time you are a senior in our ag program, you have some valid accomplishments to write down to strengthen your resume.

All students must earn 25 hours of activities per semester for 10% of the overall class grade. Students must sign up on the sign up sheets in order to receive hours for an activity. If a student does not sign up but shows up to the activity, hours will not be given. Students must also sign out at the end of the activity in order to receive their hours for attending. All hours must be reflected in the AET record book in order to be counted in the gradebook. The hours you obtain will depend on the activity and are as follows:

### FFA Activities/Hours Fall Semester

- September 9th - Ice Cream Social (2 hrs)
- Cookie Dough Fundraiser (hrs vary)
  - How many did you sell? ______
    - 2 orders = 3 hours, 6 orders = 6 hours, 10 orders = 9 hours, 11+ orders = 10 hours
- September 9th - Greenhand Leadership Conference (2 hrs)
- September 12th - Greenhand Initiation (1 hr)
- September 12th - Greenhand BBQ (2 hrs)
- EIT Voting (1hr)
- Cotton Judging Team (hours vary)
  - How many meetings did you attend? ______
- October 16th - Socktober (2 hrs)
  - Did you bring a pack of socks for 1 extra hour? ______
- October 23rd - Lip Sync Battle (3 hrs)
  - Did you perform for 2 extra hours? ______
- Decorations meetings (hours vary)
  - How many meetings did you go to? ______
- October 31st - Open/Close Practice (2 hrs)
- November 5th - Open/Close Practice (2 hrs)
- November 7th - Open/Close Practice (2 hrs)
- November 13th - Open/Close Dress Rehearsal (2 hrs)
- November 14th - Open/Close Competition (4 hrs)
- November 5th - Ag Parent Meeting - Alumni Assoc. (2 hrs)
- November 8th - Skate Night (3 hrs)
  - How many cans did you bring? ______
    - 2 cans = 1 extra hour, 4 cans = 2 extra hours
- November 15th - Greenhand Olympics (1hr)
- November 15th - Screenagers Movie (2 hrs)
- November 28th - Cyberbullying Workshop (2 hrs)
- Drive Thru BBQ Tickets (hrs vary)
  - How many tickets did you sell? ______
    - 2 tickets = 2 hours, 3 tickets = 3 hours, maxed out at 5
- Drive Thru BBQ Shifts (hrs vary - 1 hr per shift)
- Creed Practices (hours vary)
  - How many practices have you attended? ______
- December 1st - Mariposa Creed/Job Interview Contest (hours vary)
- December 6th - Holiday Helping Hands (2 hrs)
Highland FFA Activities Chart

FFA Activities/Hours Spring Semester

Public Speaking: Creed/Prepared/Impromptu/Exttemp/Job Interview

Hours should be logged for every practice you attended (time/dates vary)
- January 16th - Chapter speaking contest (2 hrs)
- January 19th - Sectional speaking contest (6 hrs)
- January 15th - Regional speaking contest (7 hrs)
- April 23rd - State speaking finals (10 hrs)

CDE’s: BIG, Parli Pro, Veg Crop, Small Engines, Vet Science, Computers, Sales, Nursery

Hours should be logged for every practice you attended/competition that you went to
- February 27th - Sectional BIG/COOPS/AET (4hrs)
- March 1st - UC Davis (8hrs)
- March 12th - Foothill Parli Pro (4 hrs)
- March 16th - MJC (7 hrs)
- March 23rd - Merced (6 hrs)
- March 22nd - COS Parli-Pro (5 hrs)
- March 30th - Reedley (6 hrs)
- April 13th - Fresno (6 hrs)
- May 4th - Cal Poly SLO Finals (11 hrs)

Other Activities:
- January 24th - New Year New Me EIT Event (1 hr)
- January 26th - Farm Clean Up (hour for hour, 2X for parents)
- February 2nd - CSUB Game FFA Night (3 hrs)
- February 4th - Cow Plop Items (2 hrs for 1 item, 4 hrs for 2 items)
- February 9th - Cow Plop Tickets (5 hours for 1 ticket, 10 hours for 2 tickets)
- February 12th - Temple Grandin @ BC (2 hrs)
- February 19th - Cookie Care and Share EIT Event (1 hr)
- February 19th - Ag Olympics (2 hrs)
- February 20th - Community Service Food Pantry (2 hrs)
- February 21st - Kiss the Pig (1 hr)
- February 22nd - FFA Food Friday Finale @ Sieman Park (2 hrs)
- February 23rd - Regional FFA Meeting (8 hrs)
- March 14th - Nacho Average Game Night (2 hrs)
- April 4th - Scots Preview Night (4 Hours)
- April 11th - State Degree Awards Banquet (3 hrs)
- April 25th - 28th - California State Leadership Conference (30 hrs)
- May 2nd - Drive Thru BBQ Tickets
  How many tickets did you sell? ______
  2 tickets = 2 hours, 3 tickets = 3 hours, maxed out at 5
- May 2nd - Drive Thru BBQ Shifts (1 hr per shift)
- May 7th - Kern Sectional Officer Elections (3 hrs)
- May 11th - Plant Sale (2 hrs per shift)
- May 17th - Chapter Awards Banquet (6 hrs - with parent doubles)
### ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

**Year**: 18-19  
**School**: Highland  

Must meet at least 12 areas

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>NUMBER OF PARTICIPANTS</th>
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**TOTAL AREAS MET**: 28
Supporting Documents 17:
Professional Growth & Development
Expected Professional Growth and Development Activities
2018-2019 School Year

1. EdTech Events & Google Trainings
2. Gizmo Science Training
3. KHIP Induction
5. CATA Regional Meetings (Fall and Spring)
6. Weekly PLC Meetings
7. Weekly Department Meetings
8. Weekly Meetings with Induction Mentor
9. New Professionals Conference
10. Regional Road Show and Workshops
11. Sectional CATA Inservice
12. Kern High School District Agriculture PLC Meetings
13. Get Curious Not Furious KHSD Workshop
14. Rebels with Applause KHSD Workshop
15. Impact Team Training with an Impact Coach (Science PLC)
16. Adjunct Duties: Football Game, BasketBall Game, Fall Play, Fall Final Tutoring, Freshmen Registration
17. Sectional CATA Planning Meetings
18. Summer Externship with Floral Design Shop
19. CATA Summer Conference and AgriSkills
20. Kagan KHSD Summer Workshop
21. Remaining Masters of Agriculture Education Courses
**INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION**

**CRITERIA 4.B**

**School Year** 2018-19  **School** Highland

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

Qualified and Competent Personnel

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

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

1. Student Teacher Mentor Conference (Carter)
2. EdTech Events (Dunlap)
3. New Professionals Conference (Dunlap)
4. Kaagan Training (Dunlap)
5. Implicit Bias Training (Carter)
Supporting Documents 18: R-2
<table>
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<tr>
<th>CASStudent ChapterName</th>
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<th>DOB</th>
<th>Ethnicity</th>
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California Ag Ed Online

Dashboard

State Chapter Summaries

Chapter Information

Bakersfield-Highland
CA0360
2900 Royal Scots Road
Bakersfield, CA 93306
(661) 872-2777

Teacher Information

<table>
<thead>
<tr>
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<tr>
<td>Amber Carter</td>
<td><a href="mailto:amber_carter@kernhigh.org">amber_carter@kernhigh.org</a></td>
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<tr>
<td>Meagan Dunlap</td>
<td><a href="mailto:meagan_dunlap@kernhigh.org">meagan_dunlap@kernhigh.org</a></td>
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<td>Michael Leishman</td>
<td><a href="mailto:michael_leishman@khsd.k12.ca.us">michael_leishman@khsd.k12.ca.us</a></td>
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<td>Victoria Saldana</td>
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Course Information

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**Our Mission**

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

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Supporting Documents 19:
Travel Requests
KERN HIGH SCHOOL DISTRICT
REQUEST TO BE ABSENT
FROM ASSIGNED RESPONSIBILITIES FOR PROFESSIONAL ACTIVITIES

Instructions: This form is to be submitted by all personnel who expect to be absent from duties, other than for personal necessity or other leave. It must be received by the Office of Special Projects 10 days prior to absence.

Name: Meagan Dunlap

Social Security # (last four digits only): [Redacted]

School: Highland

Department: Agriculture

Destination (City/State): Anaheim

Attach letter of explanation for out-of-state travel.

Reason (Explain in detail): California FFA State Conference

Dates: from 4/25/19 to 4/28/19 Total Days for this Activity: 4

Substitute: NO ☐ YES ☒ Dates and Periods: 4/25th, 4/26th 1-6th periods (7th prep)

Funding Source/Substitute: Acct #: ____ - ____ - 0 - ____ - ____ - 1105 - ____ - ____

Funding Source/Expenses: Acct #: ____ - ____ - 0 - ____ - ____ - 5200 - ____ - ____

☑ Estimated Expenses:
☐ Registration
☐ Hotel/Motel Name
☐ Meals
☐ School Vehicle
☐ Private Car: *Effective 1/1/15 mileage reimbursement: 57.5¢
☐ Other Transportation:
☐ Other:

TOTAL ESTIMATE: ____________________________

Date: ____________________________ Signature ____________________________

SCHOOL AUTHORIZATION
The expenses listed above are approved.

Date: ____________________________ Principal’s
Signature: ____________________________

DISTRICT AUTHORIZATION

Date: ____________________________ District
Approval: ____________________________

(SEND TO OFFICE OF SPECIAL PROJECTS)
Teacher Request to Take Students out of Class

Check List  Please be sure to follow the following guidelines. Failure to follow these guidelines will result in your trip request being cancelled.

10 school days prior to activity: Complete this Teacher Request form. Email completed form to: Debra Vigstrom if curricular activity or to Mark Weir if it is a student body activity. If your request is approved, the form will be emailed back to you.

5 days prior to activity: students obtain required signatures on the Teacher Consent Form, Parent Consent for Field Trip and Medical Authorization and return these forms to you.

3 school days prior to activity: Email a list of students attending the activity on your approved Teacher Request form school wide. Students who are on STEP 3 and seniors who are on Level 2 will not be allowed to participate.

Day of activity: Roll must be taken prior to departure and an accurate roster of students must be submitted to the attendance office prior to departure and upon your return. If you return after the office is closed, you must submit your attendance the following school day.

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<td>Approximate number of students attending:</td>
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<td>Staff member(s) requesting activity:</td>
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<td>Staff members supervising students:</td>
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<td>Date to be excused:</td>
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Activity rationale: Participating in the leadership development of the California State FFA Leadership Conference. Learning new and effective ways to better serve the members of the Highland FFA chapter.

Approved by:

List students alphabetically, include their 4 digit 
(you may copy and paste):

Anderson, Shelby
Carrillo, Eva
Cardoza, Ely
Cayahan, Erin
Cervantes, Sandy
Davila, Andrew
Diaz, Anthony
Dolce, Andrew
Dunlap, Meagan
Edwards, Allison
Garcia, Anthony
Garcia, Eugene
Garcia, Elia
Garcia, Erika
Gonzalez, Amanda
Hernandez, Melon
Herrera, Aric
Ihle, Andrew
Jimenez, Chad
Jones, Raquel
Koosman, Kyle
Lara, Amy
Maki, Justin
Martin, Taylor
Massey, Billy
Mcclay, Caitlin
Moskowitz, Rachel
Morante, Emily
Munoz, Israel
Nunez, Michael
Ortez, Josh
KERN HIGH SCHOOL DISTRICT
PARENT CONSENT FOR FIELD TRIP
AND
MEDICAL AUTHORIZATION

To the Principal of Highland High School:

 has my permission to participate in the field trip to

Anaheim, CA 4/25/19-4/28/19

(Destination) (Date)

Departure: 8:00am Return: 9:00pm see itinerary for what to bring
(Time) (Time) (Special Instructions)

METHOD OF TRANSPORTATION:

X School Vehicle

_____ Private Auto

_____ Other: ________________________________

I agree to direct my child to cooperate and conform with directions and instructions of the school district personnel in charge of the activity.

This field trip is made pursuant to the provisions of California State Education Code Sections 35350 and 35330. These sections provide in part that “all persons making the field trip are deemed to have waived all claims against the district and its employees, the Kern County Superintendent of Schools and the State of California for injury, accident, illness, or death occurring during or by reason of the field trip.”

Signature of Approval by Parent or Guardian ____________________________ Date ______

medical Authorization

Should it be necessary for my child to have medical treatment while participating in this trip, I hereby give the school district personnel permission to use their judgement in obtaining medical service for the child, and I give my permission to the physician selected by the school district personnel to render medical treatment deemed necessary and appropriate by the physician.

Student’s Name ____________________________

Signature of Parent/Guardian or Participating Adult ____________________________

Address ____________________________

Home Phone # ____________________________ Work Phone # ____________________________

Date ____________________________ Alternate Emergency Phone # ____________________________

Please list any special instructions regarding medical treatment for your student. ____________________________
Supporting Documents 20:
CATA Membership
CATA Membership

I am a paid member of CATA and will continue to pay for membership. The rest of the department are also members of CATA. The picture below was taken at the Fall CATA Regional Meeting and lists all the paid CATA members of the Kern-Inyo Section in the San Joaquin Region.

Kern-Inyo

Front Row (L to R): Laurel Taylor, Arian Hallum, Amber O'Connor, Natalie Ryan, Jennifer Wilke

Middle Row: Victoria Saldana, Ashleigh Rossi, Carolee Trimble, Robbie Richards, Amber Carter, Meagan Dunlap, Nicole Amaral, Kelsey Sears, Michael Leishman, Bill Kelly, Robert Hanger

Back Row: Patrick Wilke, Richard Gooding, Tim Wickersheim, Joe Buffington, Jacob Eyraud, Chuck Carson, Joshua Fridlund, Vernon, Jenna Eyraud, Donald Mills, Craig Davidson, Cameron Ford
Supporting Documents 21: Report to Administration
Report to Administration

It is crucial to have support of the school board and administration otherwise our program would suffer. Currently we have great relationships with our administration that we continue to foster and develop to constantly strive for success. After attending a professional development activity, the staff at our school does not have to submit a formal report. However, I think that it is important to demonstrate to administration our continual growth in the profession and show them how we spend our time outside of class. I will work toward sharing my experiences in professional development with the school board and administration.

Although a formal report is not made, our program does use other methods to keep our administration and school board in the loop. First, our chapter officer team has an administration buddy that they visit at least twice a month to inform them of our chapter’s activities and successes. Their job is to also schedule a time for administration to visit or attend one of our meetings or events. We regularly have administration stop by and partake in chapter activities. As teachers, we also aim for open communication and involvement. We meet with our administration at the beginning of the year to review next years’ calendar, we offer personal invitations to events especially advisory meetings, and we meet at the end of the year to review enrollment, retention and to plan next years’ sections. The site administration is constantly getting emails and updates from both the officer team and advisors alike. We also try to have as many administrators, counselors, and supporting staff receive star awards by having the officers complete applications for those members on campus. This year we had many sectional star awards for those mentioned and we even had some administrators make an appearance at the regional and state levels. Our principal held a workshop at the San Joaquin CATA Regional Meeting in Yosemite and our head counselor was a judge for public speaking at the California FFA State Convention and Speaking Finals. Administrative support is a continued goal for our chapter and we are constantly seeking ways to build relationships and get them involved.
Supporting Documents 22: Five Year Acquisition Plan
Five-Year Facility and Acquisition Schedule

2018-19
1. Design and build a new entrance to the ag field – IN PROGRESS
2. Re-build the sheep pens to make them “safer” for the sheep and add on to the existing unit to allow more sheep projects. – IN PROGRESS
4. Expand the poultry facilities at the farm to allow for more projects – IN PROGRESS
5. Purchase new camera and video equipment for surveillance on the ag field – COMPLETED

2019-20
1. Hire a fifth agriculture teacher
2. Purchase a new Chromebook cart to reflect increased enrollment
3. Purchase a new incubator for the farm
4. Purchase/trade-in a new ag truck
5. Purchase a new floral cooler
6. Put up new shade cloth or build a shade structure for the shade house

2020-21
1. Install new fertigation systems on the farm
2. Asphalt the farm driveway
3. Build a retaining wall at the school farm along Panorama Drive
4. Tear down rabbit barn and build new structure
5. Continue to purchase shade trees for aesthetics

2021-22
1. Replace old chain link fence with wrought iron.
2. Purchase miscellaneous supplies/equipment for school farm and farm shop
3. Revamp garage and office at the farm – possible grant to update facilities

2022-23
1. Create a better drainage system for wastewater
2. Obtain facilities for an agriculture lab so we don’t have to share with science
3. Purchase and install a second greenhouse
Supporting Documents 23:
Current Operating Budget
Current Year Operating Budget

Perkins: 30,000

Ag Incentive: 17,000

ASB FFA: 20,000
Budget

OFFICER APPROVAL ITEMS
2018-19

The Executive Officer Team approves all calendar activities and expenditures.
Approved = Y
Not Approved = N
Undecided = U (Push to next meeting)

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<tr>
<th>Calendar Event</th>
<th>Act. Pts.</th>
<th>Est. Budget ($)</th>
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<td>Freshman Ice Cream Social</td>
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<tr>
<td>COLC (Officer Team)</td>
<td>3</td>
<td>300 (or matching)</td>
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<table>
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<th>Calendar Event</th>
<th>Act. Pts.</th>
<th>Est. Budget ($)</th>
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<td>Regional Meetings</td>
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<td>BBQ / Movie Night</td>
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<tr>
<td>Ice Cream Social (all)</td>
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<td>200/event</td>
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Work Days: 1 hr = 1 pt 300
Awards Night (i.e. scholarship): 3 10 / student
Banquet: 6-12 3000 gross

**Additional Pre-Approved Items**

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<th>Item</th>
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<td>Lowes</td>
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<td>Smart and Final</td>
<td>Miscellaneous activities not mentioned above</td>
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<td>Open/Close Contest</td>
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<td>KHSD</td>
<td>Cafeteria workers, transportation, etc</td>
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**Sources of Funds:**

- Ag Incentive Grant: Approx. $20,000
- Perkins: Approx. $10,000
- ASB FFA Account: Approx $15,000

***Note: Funding has not been issued yet so these are estimated income based on previous year.***
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<thead>
<tr>
<th>Items of Expenditure by Category</th>
<th>Total Income</th>
<th>Income Source</th>
<th>Salaries/Benefits 1000-3000</th>
<th>Books and Supplies 4000</th>
<th>Service and Operation 5000</th>
<th>Capital Exp 6000</th>
<th>Total per Line</th>
<th>Total per Category</th>
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<tr>
<th>Items of Expenditure by Category</th>
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<th>Service and Operation 5000</th>
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<td>Total without Farm, Shop, Capital, or Coord. time</td>
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<td>Supplies, metal, wood, gasses, and tools</td>
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<tr>
<td>Equipment over $5000-for shop, truck, farm</td>
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<tr>
<td>Project Supervision or Program Coord. Time</td>
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<td>Teacher Time for Program Coordination</td>
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<tr>
<td>Total</td>
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<td>$44,990</td>
<td>$15,000</td>
<td>$149,740</td>
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</table>

Possible Funding Sources: Ag Incentive Grant, Perkins, FFA Income, Ag Boosters, Principal's Budget, Transportation Budget, Partnership Academies, Kern Ag Foundation, OEIA funds, ROC Funds, School Farm Budget, School Farm Income.
<table>
<thead>
<tr>
<th>Hotel</th>
<th>Date</th>
<th>Location</th>
<th># Students</th>
<th># Rooms</th>
<th>cost/room</th>
<th>actual cost</th>
<th>estimated cost</th>
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<tbody>
<tr>
<td>Cal Poly State Finals</td>
<td>5/3/19-5/4/19</td>
<td>San Luis</td>
<td>25</td>
<td>7</td>
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<td>Anaheim Convention Center</td>
<td>4/25/19-4/28/19</td>
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<td>State PFA Leadership</td>
<td>6/2/19-6/23/19</td>
<td>Modesto</td>
<td>5</td>
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<tr>
<td>Modesto Field Day</td>
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<td>Merced Field Day</td>
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<td>Chico Field Day</td>
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<td>Chico</td>
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<td>UC Davis Field Day</td>
<td>2/28/19-3/2/19</td>
<td>UC Davis</td>
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<td>43</td>
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</table>
Supporting Documents 24:
Budget Process
District/Department Budget Process

There are different ways to have money processed depending on the account. For AIG and Perkins, in order to receive a Purchase Order number, a requisition form must be filled out and sent to the department chair. For our program, agriculture is apart of the Career Technical Education Department. Thankfully, the CTE department chair is currently Mr. Leishman, an agriculture teacher. The CTE department chair is the first person who approves the requisition. If it is approved, it is then forwarded to our A.P. of Instruction. Our A.P. reviews the requisition and will decide to approve the purchase or not. If approval is given, then we may place the order and receive the P.O. number for the purchase.

In order to receive a Purchase Order number from our FFA account, the purchase order must be approved and signed by the officer team as well as one advisor. The officer team must attach minutes that correlate to the approval of the funds when they submit the purchase order to ASB. ASB approves purchase orders every Tuesday and once the order is approved, it is sent to the finance office who distributes the P.O. number.
## Agriculture Department

**Request to Purchase**

**School**  
**Dept**  
**AG**  
**Requested by:**  
**Date:**  

---

**Address**  
**City, State, Zip**  

**Phone Number**  
**Fax Number**  

**Federal Tax Identification Number**  

---

**Approved by Department Head**  

**Administration Authorized Approval**  

### Table:

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Unit</th>
<th>Stock No.</th>
<th>Unit Price</th>
<th>Amount</th>
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<td>$0.00</td>
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</tbody>
</table>

**Subtotal**: $0.00

**Name of teacher requesting materials:**

**Class materials to be used:**

**Describe intended use:**

---

**Tax**: $0.00  
**Shipping**: $0  
**Total**: $0.00
# REQUEST TO PURCHASE ASB

**SCHOOL:** Highland  **CLUB:** 
**REQUESTED BY:** 
**DATE:** 

---

**Company Name**  
**(Area Code)** Phone Number  
**Club Account Number**

---

**Event Request Number**  
**Date needed**  
**Mail:**  
**Box:**  
**Pick-up:**

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<th>Quantity</th>
<th>Unit</th>
<th>Stock No.</th>
<th>Description</th>
<th>Unit Price</th>
<th>Amount</th>
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</thead>
<tbody>
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</tr>
</tbody>
</table>

**Subtotal** $  
**Advisor**  
**Tax** $  
**Student approval**  
**Shipping**  
**Ath/Act Director**  
**Total** $  
**Other**
Supporting Documents 25: Chart of Responsibilities
# Highland Agriculture Department

## Staff Assignments

### 2018-19

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<thead>
<tr>
<th>Area of Responsibility</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Davidson</td>
</tr>
<tr>
<td><strong>I. Department</strong></td>
<td></td>
</tr>
<tr>
<td>A. Department Chair (Ag and CTE)</td>
<td>X</td>
</tr>
<tr>
<td>B. Incentive Grant Reports</td>
<td></td>
</tr>
<tr>
<td>1.) Application</td>
<td></td>
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<tr>
<td>2.) Report of Expenses</td>
<td>X</td>
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<td>3.) Program Plan</td>
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<tr>
<td>4.) Review</td>
<td>X</td>
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<tr>
<td>C. Transportation Requests</td>
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<tr>
<td>D. 8th grade recruiting</td>
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</tr>
<tr>
<td>E. Budget Preparation</td>
<td></td>
</tr>
<tr>
<td>F. Textbook ordering</td>
<td></td>
</tr>
<tr>
<td>H. Curriculum Council</td>
<td></td>
</tr>
<tr>
<td>I. Equipment purchase/Maintenance</td>
<td>X</td>
</tr>
<tr>
<td>1.) Copier</td>
<td>X</td>
</tr>
<tr>
<td>2.) Computer/Technology</td>
<td>X</td>
</tr>
<tr>
<td>3.) Shop Equipment</td>
<td></td>
</tr>
<tr>
<td>4.) Vehicles/Trailer</td>
<td>X</td>
</tr>
<tr>
<td>J. Checking officer binders (organization)</td>
<td>X</td>
</tr>
<tr>
<td>J. Award Applications</td>
<td></td>
</tr>
<tr>
<td>1.) FFA Superior Chapter Awards</td>
<td></td>
</tr>
<tr>
<td>2.) National Chapter Award</td>
<td></td>
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<tr>
<td>3.) FFA Advisor, Counselor, Admin</td>
<td></td>
</tr>
<tr>
<td>4.) Star Reporter, Scrapbook</td>
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<tr>
<td>K. Ordering Supplies</td>
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</tr>
<tr>
<td>1.) Office Supplies</td>
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<tr>
<td>2.)Lab Supplies</td>
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<tr>
<td>3.) Shop Supplies</td>
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<tr>
<td>M. Graduate Follow-up</td>
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</tr>
<tr>
<td>N. Scholarship Applications</td>
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</tr>
<tr>
<td>O. Requests to be Absent</td>
<td>X</td>
</tr>
<tr>
<td>P. Student Absent Lists</td>
<td>X</td>
</tr>
<tr>
<td>Q. Master Scheduling</td>
<td></td>
</tr>
<tr>
<td>R. Photography (digital pics)</td>
<td>X</td>
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<tr>
<td>T. R-2 Report</td>
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<tr>
<td>U. Advisory Committee</td>
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<td>V. Student Files</td>
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<tr>
<td>W. Alumni Club</td>
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<tr>
<td><strong>II. FFA</strong></td>
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<tr>
<td>A. Officer Training</td>
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<tr>
<td>B. Elections</td>
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<tr>
<td>C. Website</td>
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<tr>
<td>D. Yearbook</td>
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<td>E. Supply Orders (FFA)</td>
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<td>F. Banquet</td>
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<td>G. FFA Meetings</td>
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<tr>
<td>H. Judging Teams</td>
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<td>----------------------------------------------------------------------------------</td>
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<tr>
<td>3. Parliamentary Procedure</td>
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<tr>
<td>5. Opening/Closing</td>
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<tr>
<td>6. Best Informed Greenhand</td>
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<td>7. Job Interview</td>
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<td>8. Landscape Nursery CDE</td>
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<td>9. Cotton</td>
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<td>10. Sales</td>
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<td>10. Communications</td>
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<td>11. Vet Science</td>
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<td>12. Veg Crops</td>
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<td>12. Citrus</td>
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<tr>
<td>12. Farm Records/Novice Records</td>
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<tr>
<td>13. Banking</td>
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<tr>
<td>19. COOPS</td>
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<tr>
<td>11. Speech Contests</td>
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<td>a. Creed</td>
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<tr>
<td>b. Prepared Speeches</td>
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<td>c. Impromptu</td>
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<tr>
<td>d. Extemporaneous</td>
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<td>12. Novice Records</td>
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<td>J. Fundraisers</td>
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<td>K. Fair Entries</td>
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<td>L. Awards and Degrees</td>
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<td>4. American</td>
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<td>P. FFA Week</td>
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<td>Q. Field Days</td>
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<td>R. Activity Chart</td>
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<td>S. FFA Roster</td>
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<td>U. Program of Work</td>
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<td>V. Motels and Reservations</td>
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<td>W. Leadership Conferences</td>
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<td>1.) ROLC</td>
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<td>4.) Greenhand Conf</td>
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<td>5.) MFE/ALA</td>
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<tr>
<td>6.) SLE</td>
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<td>7.) State Leadership Conference</td>
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<td>8.) National Conference</td>
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</tbody>
</table>

X. Sectional Regional Meetings
1.) Sectional Advisor                                                              | X | (registration) |
2.) Fall Regional Meeting                                                           | X | (registration) |
3.) Spring Regional Meetings                                                         | X | (registration) |
### III. Projects

| A. Beef      | X |
| B. Sheep     | X |
| C. Swine     | X |
| D. Goats     | X |
| E. Rabbits   | X |
| EE Horses    | X |
| F. Chickens  | X |
| G. Mechanics/Horticulture | X |
| H. Job Placement | X |

### IV. Plant Sale

| A. Publicity | X |
| B. Pricing   | X |
| C. Volunteers | X |
| D. Permits / Permissions | X |
| E. Vendors   | X | X |
| F. Supplies  | X | X |
| G. Set up    | X | X |
| H. Break Down | X |
| I. Product Preparation | X | X |
Supporting Documents 26: Substitute Teacher Procedure and Plans
Substitute Teacher Procedures

The protocol for getting a substitute is as follows:

1. Create an absence using CASE, the online sub system
2. Complete a Request to Be Absent form and submit to the A.P. of instruction
3. Email school secretary the CASE number and intended day to be absent

I leave my sub plans in my “sub binder” on my desk. In my sub binder I also have seating charts, extra attendance sheets, bell schedules, emergency information and protocol, behavior referrals, and extra sub activities in case something goes array.
Ms. Dunlap’s Substitute Plans
Room 12B

Thank you for substituting for me today. I have 3 classes of soil science (freshmen) and 2 chemistry classes throughout the day. 7th is my prep. Below is a brief outline of what to expect with my classes and common procedures, followed by the lesson plan.

Class Descriptions/Rules:
You are the teacher today so feel free to set rules how you see fit. My kids are all kind hearted but they can be kids and get off task easy. Small chatter is to be expected but they know how to be quiet when it comes down to it, you may just have to get on them. Phones is usually what my kids struggle with the most. I let them listen to music if they are getting their work done but if they are not, or they are found playing games/watching videos, please take the phones away. I mainly hope that they are quiet and respectful to you; that is what I mostly emphasize and care about at the end of the day. Please modify things as you see fit to make your life easier but below is a breakdown of my usual rules.

My Class Rules:
1. PHONES - Students should not be using their phones in class unless given explicit permission to. I sometimes let them listen to music on their phones when they are working independently on an assignment if they have headphones. This depends on how they are behaving at the start of class. However, if they are listening to music and are found being off task and not working, then the privilege is taken away. You are the teacher today so if you don’t want them to have phones out period, then tell them no phones.
2. SEATING - Students are not allowed to move seats, wander around the classroom, and visit with friends (they will try to do this.) They can work with the people sitting around them per the seating chart, but must do so quietly. They cannot leave the class without security.
3. BATHROOM - Students may only use the bathroom in case of emergency. They have to wait for escort to arrive and must always take the blue bathroom pass with them located by the door. To call for an escort, you can click on the toilet icon on your desktop and fill out the requested information. You can also call for an escort by dialing ext. 74020. Students cannot leave the first 10 minutes of the period or the last 10 minutes of the period. Students must go one at a time. NOTE: If security does not show up (which tends to happen all the time), I usually will let them go anyway once they have waited for about 5-10 minutes. They still have to take the pass. Please write any student’s name down who goes to the restroom.
4. CHROMEBOOKS - Students may not use chromebooks unless given explicit permission to do so (will say in lesson outline). If chromebooks were used per the lesson, they should be put back into the proper # slot and plugged in to charge. You could have one of the good students highlighted in pink monitor that it is being done correctly and that all computers get put away and are not left out. Give them 3-5 minutes at the end of class to start putting the computers away.
5. TEACHER’S DESK - Do not let students sit or mess around with anything on my desk please.
6. CLEAN UP PROCEDURES - At the end of each period ask the students to return any materials that they have used that period. Ask the students to make sure that their trash has been thrown away appropriately. No food left behind or food will be banned.

Again, you are the teacher now, so feel free to modify these rules as you see fit to better manage/control the class.
**Emergency Situations/Drills:** There is a red *Emergency Information* envelope and navy blue emergency backpack on the bottom shelf in the bookcase behind my desk. Hopefully you will not need this. But, if they should call for a “lockdown” – you must get the door locked, turn the lights off, and make the students get on the floor away from any windows. If they call a fire drill or an evacuation drill, you will need to lock and leave the classroom and go to the appropriate location (take the red envelope and go with the other teachers from the ag building.) I have roll sheets in the red envelope. You will need to send a runner with the message that 12B is “ALL CLEAR.”

**Accommodations:** I have multiple students with 504 plans. A breakdown of special accommodations is listed below in case needed:

- **Period 1**  Matthew Dykes--Student may listen to music on headphones to help focus, extended time on assignments
- **Period 1**  Gabriella Antogiovanni--Allow frequent breaks, extra time on assignments
- **Period 1**  Owen Torres--Allow extra time on assignments
- **Period 2**  Josh Maldonado--On task reminders, ignore minor inappropriate behaviors
- **Period 2**  Jasmine Leon--Anaphylactic reaction to bee stings (needs epi pen) - IF STUNG: call office/tell them call 911
- **Period 3**  Apollo Alaniz--Allow breaks to stand
- **Period 3**  Seth Aguilar--Allergies, allow to go to nurse’s office (she has epi-pen)
- **Period 3**  Jaylen Seals--Allow student to rest eyes, may use restroom as needed, allow student to use electronic device if more resources are needed to help with assignments, allow student to go to library if class is loud/disruptive, allow frequent breaks, several allergies (epi pen as needed)
- **Period 5**  Abigale McTaggart--Extreme allergies to cinnamon, peanuts, tree nuts & eggs. Allow to go to nurse’s office. (needs inhaler/epi)
- **Period 5**  Isabella Sandoval--Permanent bathroom pass- when the student shows the pass, allow them to leave without delay (no escort)
- **Period 5**  Shayonna Huley--Permanent bathroom pass- when the student shows the pass, allow them to leave without delay (no escort)
- **Period 5**  Grace Ramos--Large assignments only has to do ½, break into chunks, and give frequent prompts to work.

Please feel free to text/call me if you have any questions: (661) 330-2126. If something goes array and you have lots of extra time in class, I have left a worksheet in the binder titled “ag class substitute teacher activity grid.” The students can pick any of the squares in the binder to complete during class or you can pick one square for the whole class to do and write it on the board. I also have left a movie on top of the computer as an additional back up plan.

If you have any problems (or good things to say as well), please leave notes about their overall behavior and the names of specific students acting out. I will make sure to hold them accountable for their actions. Thank you again for subbing! I hope that my students treat you with respect and that you have a wonderful day!

-- Ms. Dunlap
Lesson Plan - 5/13/19

<table>
<thead>
<tr>
<th>Period</th>
<th>Subject</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Soil Science</td>
<td>Please take attendance for each period. I have left seating charts for each class in the substitute binder with names marked for students to keep an eye on as well as good students should you need help with anything. Today my freshmen will be working on their Google Slides project. I have already gone over the project with them so they should know what to do. I have left extra copies of the presentation guidelines on my desk in case anyone was absent when it was passed out. They will need chromebooks to work on this. Please make sure that they put the chromebooks away at the end of each period and that the students plug them in so they don’t die. If a student forgets the topic they were assigned, the next page has who is supposed to be doing what topic for each period.</td>
</tr>
<tr>
<td>2</td>
<td>Soil Science</td>
<td>Same as period 1 - I have an aide this period. Her name is Miss Alex. She is very helpful should you need anything.</td>
</tr>
<tr>
<td>3</td>
<td>Ag Chem</td>
<td>Third period is announcements and SSR. Students are to be quietly reading for 20 minutes. After SSR, their agenda for the day is as follows: Chemistry will also be working out of the chromebooks. Their assignment is posted on Google Classroom. It is a Google Slides assignment very similar to the freshmen but on different topics. I will go over it in more detail when I get back but the assignment is pretty self-explanatory if they read through the directions and look at the rubric that I posted on classroom.</td>
</tr>
<tr>
<td>4</td>
<td>Lunch</td>
<td>Enjoy!</td>
</tr>
<tr>
<td>5</td>
<td>Ag Chem</td>
<td>Same as period 3, except no SSR</td>
</tr>
<tr>
<td>6</td>
<td>Soil Science</td>
<td>Same as period 1 (please have them stack their chairs! Thanks!) and please turn off the projector if used</td>
</tr>
<tr>
<td>7</td>
<td>Prep</td>
<td>Enjoy!</td>
</tr>
</tbody>
</table>

Thanks again for subbing! How did my classes do?
Supporting Documents 27: Program Completer
Program Completer

The guidelines for a program completer is a student who is enrolled and active in the Agricultural Department all four years of high school. There isn’t too much more to the process than that, which is an aspect for further evaluation and development. They are recognized at our Chapter Awards Banquet for this achievement and are given a pin to wear at graduation per graduation paraphernalia rules.
Supporting Documents 28: 2 + 2 Agreements
2 + 2 Agreements

Highland FFA has a few 2 + 2 Agreements with Bakersfield College (BC) and we are working on articulating more of our courses. Currently, it is just the ag. mechanics pathway that is dual enrolled. Next year, the veterinary science courses and possibly the floral design class will be dual enrolled as well. The teachers for those courses are currently applying with Bakersfield College to begin the process. The entire process is coordinated by the Kern High School District’s Educational Services which is who receives approval and where the agreements are held. Pending meeting the qualifications, the district then coordinates class and student registration.
Supporting Documents 29: Reimbursement Process
Reimbursement Process

As a department we emphasize using the proper channels to purchase supplies and spend funds so that we don’t need to go through the reimbursement process. However, if a teacher needs to be reimbursed for personal funds spent for integral activities associated with FFA, SAE, and professional development, they must have a receipt for proof of purchase and for the dollar amount to be reimbursed. The teacher must fill out a reimbursement request which must be signed by the teacher, department chair, and the A.P. of Instruction. The form is submitted to the A.P. of Instruction’s secretary who will verify approval and initiate the reimbursement through the district. It usually takes 2 weeks for the funds to process and to get distributed to the teacher.
Section 3
AGED 539 Improvement Project
Sheep Pen Reconstruction

*Improvement of Quality Criterion 5: Facilities, Equipment, & Materials*

**Description of the Project**

The purpose of this project was to make modifications to the sheep barn at our school farm to improve the environmental conditions for the lambs and student safety. Before my arrival, this project had been a line item on the department’s five-year acquisition plan. The old pens had become a safety hazard for both students and lambs alike. Some of the metal welds holding the panels and posts together had broken which led to places where students could potentially be cut by the metal fencing. The style of the panels themselves were a grid like pattern. The lambs frequently jumped and stood on the panels, which was harmful to their hooves. This past year, we even had a couple lambs suffer from severe hoof injuries and not make it to fair. There was definitely a strong need for new pens to be built. In addition to hoof injuries, we have had years of ringworm, fungus, and other environmental issues. The 6 feet of sand that was replaced in the pen areas will improve the health conditions at the farm as well.

The project also will allow us to utilize our space more efficiently and increase the opportunity for students to house their projects at our farm. Many students are only able to show livestock because of the close proximity they have to the school farm allowing them to walk or ride a bike, as transportation arrangements can be tough. This makes the school farm projects more desirable compared to the district farm which requires having vehicle transportation. The only large animal species that was previously allowed at the school farm were lambs. However, with the addition of a fourth teacher this year our department started to allow students to raise goats at the school farm as well. With the addition of goat SAE’s and with the rising popularity of lamb SAE projects, extra pens was definitely a must. Therefore, in addition to replacing the old pens, we decided to order extra panels to build a new pen area along Panorama Drive perpendicular to the old permanent pen structure. When ordering the panels we took into consideration pen height, safety and the portability of the pens. We decided to order pens that were taller in height than before so that the animals wouldn’t be able to jump out of the pen and get loose. We also decided to order pens that were portable so that they could easily be moved around or taken down when we need extra space at the farm for events like our annual Fall Harvest and Plant Sale. The end product was a brand new sheep barn consisting of 18 portable pens with 6 feet of new sand beneath.

**Project Goals and Objectives**

- Removal of old permanent sheep pens
- Removal of 6 feet of sand
- Leveling and compaction of new sand
- Retaining wall along Panorama Drive
- Installation of new pens including those along Panorama Drive
- Labeling of pens
Methods, Procedures, and Timetable

January 26th 2019 – The project began at our annual Farm Cleanup Day. Both students and parents came to this event, donating their time to farm improvement projects. From the students that signed up, a group was chosen to start tearing down the pens. Two parents who are welders helped tremendously and were able to get most of the job done this day. Time Required: 7 hours

February 2019 – This month, when it was not raining and time saw fit, I took my classes to the farm to focus on tearing down the last remaining pens that were missed at the Farm Cleanup Day. I also borrowed Mr. Leishman’s mechanics class and with parent help, had the students build a retaining wall along Panorama Drive where the added pens were to be placed. The purpose of the retaining wall was to ensure that the new sand coming next month would stay in place and not erode due to the sloping of the area. Time Required: 2 weeks

February 2019 – Now that the pens were torn down, it was time to order new paneling to ensure that they arrived by May which is when we start to bring animals onto the farm. After finding a style that fit our needs, I created the purchase order request to start the process of acquiring funds. We ordered through a vendor with the Kern High School District, Rosedale Farrier Supply, and went through the proper channels to have the P.O. approved by administration. Time Required: 2 weeks (can take up to 1 month)

April 15-19th 2019 – Before the panels came in, we decided to replace the sand in the pen area. With the help of our FFA Alumni Group and parent connections, the students and I started digging up the soil and a construction company came with 6 feet of new sand. After filling the sand back in, we had to level the ground and run a compactor through the area. We continued to level and compact the sand over the week. Time Required: 1 week

May 2019 – With the sand level, we were now ready to build our new pens. I waited until after our annual Plant Sale to put them up. It took two days for my classes to construct the pens. The students carried the panels to the farm, laid everything out, and connected the panels together. Once up, I had a mechanics student measure and cut some scrap sheet metal lying around in the shop into even squares and attach them to the fronts of the pens so that they could be labeled. I used Mrs. Carter’s cricket to create the labels. Time Required: 4 days

Budget and Materials

The source of financing for this project came from the Highland Ag Department general budget, as well as the FFA Alumni Group. The general budget covered the main cash expense for the project which was the new paneling, gates and adaptors for the pens. Attached is a copy of the invoice from Rosedale Farrier Company which reflects the actual cost of the pens. The second main expense, the 6 feet of sand, was paid and donated by our FFA Alumni Group. Other miscellaneous items that were used to aid in the remodeling such as sheet metal, grinders, welders, and other tools, were already available and stored on the farm or ag mechanics shop.
Estimated Budget:

<table>
<thead>
<tr>
<th>Item</th>
<th>Expense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Panels</td>
<td>$10,000</td>
</tr>
<tr>
<td>Sand*</td>
<td>$6,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$16,000</strong></td>
</tr>
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</table>

*indicates donated materials

**Outcome, Analysis, and Benefit**

The construction of the sheep barn was quite successful and allowed many students and parents to show their support for the program. I am very pleased with the end result and the new appearance that any bystander who passes our farm will see. The new pens offer a sleek design and complement another one of our department’s goals to improve the aesthetic of our farm as we hold a lot of events open to the public. In addition, the project met our main goal of improving the environmental and safety conditions of the barn. I am hoping that we will see less of the issues that we had to face last year because of this.

The construction of the area itself was also a beneficial process for the students. I am very pleased that with almost every task, there were students and parents involved. It is projects such as these where students get a chance to learn by doing and apply the technical skills that they learn in the classroom. It also contributes to the pride that the students have in our program and is a way for them to leave their mark for years to come. They will always feel apart of the program which will hopefully encourage them to continue showing their support even after they have gone.

One component of the project that did not work out according to plan was the tack boxes. Prior to the project we had 8 tack boxes welded to the permanent pen structure. Initially, we decided to keep the front panel of the permanent structure so that we could re-weld the tack boxes against these seeing as the new panels we ordered were portable. However, we did not take into consideration space for the tack boxes. With how the new pens are set-up, we would have to weld the tack boxes outside each of the pens taking away the capability of students to fill up their water buckets or to clean the alley beneath. This phase of the project was ultimately eliminated and so we currently have the tack boxes lined up on the ground against the poultry barn’s wall. They are still accessible and out of the way, but maybe not the most prime real estate. As we continue our farm improvement projects, a designated area for tack would be ideal.

Overall, this project will tremendously benefit our program specifically the SAE category. Each year we see tremendous growth in the amount of students who are interested in raising livestock projects. Many of our students are only able to do livestock projects because they can house their animal at our school farm. This year I was tasked with being the goat advisor, which was previously a species that Highland students did not show. This was primarily due to the fact that we were limited on pen space at our school farm and had to house the goats at the district farm instead. Even with only having lambs at the farm last year, the pens were cramped and at max capacity. Now, with the additional pens that were constructed, we will be able to house all 60 lambs and 20 goats for the 2019 fair at our school farm, with space to fit more. We have 18 total pens and could potentially fit over 100 animals between them!
### Accounting of Hours

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>Hours</th>
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<tbody>
<tr>
<td>1/26/19</td>
<td>Tearing down old pens</td>
<td>10</td>
</tr>
<tr>
<td>1/28-2/1</td>
<td>Continue tearing down pens</td>
<td>12</td>
</tr>
<tr>
<td>2/4-2/8</td>
<td>Building retaining wall</td>
<td>10</td>
</tr>
<tr>
<td>2/13</td>
<td>Researching paneling/pen styles</td>
<td>2</td>
</tr>
<tr>
<td>2/20</td>
<td>Ordering panels</td>
<td>1</td>
</tr>
<tr>
<td>4/15-4/19</td>
<td>Removing and replacing sand</td>
<td>25</td>
</tr>
<tr>
<td>4/23-4/24</td>
<td>Compacting sand</td>
<td>10</td>
</tr>
<tr>
<td>5/11-5/12</td>
<td>Constructing new pens</td>
<td>10</td>
</tr>
<tr>
<td>5/18</td>
<td>Labeling pens</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>83</strong></td>
<td></td>
</tr>
</tbody>
</table>
Figure 1 - Lamb pens prior to remodeling. This picture shows the old paneling of the permanent sheep structure. These were the only pens on the farm for student livestock projects.

Figure 2 – Students and parents at our annual farm cleanup day assisting in tearing down the pens.
Figure 3 – Picture of the barn with the old permanent structure almost all removed.

Figure 4 – Metal Scrap after tearing down the pens.
Figure 5 – Students who volunteered to help break up the old soil to make way for new sand.

Figure 6 – Thanks to our FFA Alumni Group, we received 6 feet of new sand for the barn areas.
Figure 7 – The retaining wall built by Ag Mech students along the slope side of Panorama Drive to hold in the sand and prevent erosion.

Figure 8 – Leveling and compacting of the sand.
Figure 9 – Picture of the new pen and shade area along Panorama Drive that we did not have in prior years.

Figure 10 – Picture of barn area with new sand. This picture also demonstrates how the area can now be used for other events at the farm, such as our annual plant sale. We will be able to keep utilizing this space during off season since we purchased portable pens.
Figure 11 – New panels, gates and adapters that were purchased using the Highland Ag General Budget.

Figure 12 – Students helping set-up the new portable pens.
Figure 13 – Finished product of pens 1-8. The picture illustrates the new pen number labels using scrap sheet metal and Mrs. Carter's cricket.

Figure 14 – Finished product of pens 9-18. We now are capable of housing over 100 lambs and goats at the school farm!
February 20, 2019

Kern High School District
Highland High

Invoice #101178071

<table>
<thead>
<tr>
<th>Description</th>
<th>Quantity</th>
<th>Unit Price</th>
<th>Total</th>
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<tbody>
<tr>
<td>SHP10BN 10’ HOG &amp; SHEEP PANEL</td>
<td>18</td>
<td>$310.00</td>
<td>$5,580.00</td>
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<tr>
<td>SHP06BN 6’ HOG &amp; SHEEP PANEL</td>
<td>8</td>
<td>$200.00</td>
<td>$1,600.00</td>
</tr>
<tr>
<td>SHBG06BN 6’ HOG &amp; SHEEP BOW GATE</td>
<td>8</td>
<td>$300.00</td>
<td>$2,400.00</td>
</tr>
<tr>
<td>RSGA3GY RS GENDER ADAPTER 3 WAY</td>
<td>4</td>
<td>$14.00</td>
<td>$56.00</td>
</tr>
</tbody>
</table>

Tax $698.61

TOTAL $10,334.61