

**AGED 539**

***Program Plan***



***Mira Monte High School***

***Bakersfield, CA***

***Joshua McKenzie***

***Spring 2020***

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# **Quality Criteria Section 1: Reflection on 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- Introduction to AFNR\*\*

Sustainable Agriculture (Biology)\*\*

Agriculture Business (Econ/Gov)\*

### **Agriculture Business**

Agriculture- Introduction to AFNR\*\*

Sustainable Agriculture (Biology)\*\*

Agriculture Business and Marketing\*

Agriculture Business (Econ/Gov)\*

### **Agriculture Mechanics**

Agricultural Mechanics 1- Introduction to Shop Skills

Agricultural Welding 1- Introduction to Welding

Agricultural Welding 2- Advanced welding and Fabrication

\* 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 - Introduction to AFNR (College Prep Physical Science Lab Credit, UC/CSU approved)
  - Sophomore Year - Agriculture Biology (College Prep Life Science Lab Credit, UC/CSU approved)
  - Senior Year - Ag Business (Government/Economics Credit) (BC Dual Enrolled)
- Agriculture Business Pathway
  - Freshmen Year - Introduction to AFNR (College Prep Physical Science Lab Credit, UC/CSU approved)
  - Sophomore Year - Agriculture Biology (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) (BC Dual Enrolled)
- 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)

### 1d. Course Sequences

- Introduction To AFNR
  - 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 thorough 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.
- Agriculture Biology
  - 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 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- Introduction to Shop Skills**
  - 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.
- **Agricultural Welding 1- Introduction to Welding**
  - 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.
- **Agricultural Welding 2- Advanced Welding and Fabrication**
  - 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.

#### 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 Jam Boards
- 4 Document Cameras
- 1 Xerox Machine
- 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 student's file.

# **Quality Criteria Section 2: Leadership & Citizenship Development**

#### 2a. FFA Chapter

- Mira Montes Chapter Charter can be found framed and is currently located/displayed in room 1701.

#### 2b. FFA Program of Work

- This is completed by the department as a team, but once we have things planned and organized we will be having our chapter historian take this over to be completed each year.

#### 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 roser. 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

- Mira Monte 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 Mira Monte FFA Activity List.

# **Quality Criteria Section 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 Mira Monte 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 Mira Monte 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 Criteria Section 4: Qualified and Competent Personnel**

#### 4a. Appropriate Credentials

Joshua Mckenzie

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

Ariana Hallum

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

Roobie Richards

- Professional Clear 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.

#### 4d. Department Meeting Minutes

- Ariana Hallum 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 Criteria Section 5: Facilities**

#### 5a. Special Population Modification

- Mira Monte is the newest high school built in Bakersfield, it opened up in fall 2008. With that they built a state of the art welding shop.
- Each Ag classroom has their own set of Chrome books, Along with each class having up to date projectors. The two Ag science classrooms have interactive jam boards.

#### 5b. Adequate Storage

- During construction of the shop, they built a storage facility for the agriculture department. We also have 2 seatrain units for Ag mech storage.
- 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 1701 and 1702 which both have lab tables and a sink. The sinks are equipped with eye wash stations.
- The following laboratory facilities are available to students:
  - District School Farm including the following
  - District Greenhouse
  - District Shadehouse
  - District Sheep, poultry and rabbit units
  - Outside growing area, including orchards, planter boxes and row crops
  - Shop Laboratory

#### 5d. Email

All instructors have access to and implement usage of email.

- Joshua\_mckenzie@kernhigh.org
- Ariana\_hallum@kernhigh.org
- Roobie\_richards@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 Criteria Section 6: Community, Business and Industry Involvement**

#### 6a. Advisory Committee Membership

- The advisory committee membership consists of local 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](http://calaged.org)
- Each member is officially invited to be a participant on the committee by the school principal.

#### 6b. Advisory Committee Minutes

- The Mira Monte 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](http://calaged.org).
- The advisory committee minutes are filed and located in the advisory committee binder.
- Our advisory committee was overhauled in 2017 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 3 years, the Mira Monte advisory committee has given direction in several areas of the Comprehensive Program Plan. These areas include the hiring of a third 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.

# **Quality Criteria Section 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 communications and Ag sales courses are articulated with Bakersfield College.

# **Quality Criteria Section 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.
- Mira Monte also provides an array of videos to incoming freshmen at our Future Lions Preview Night and Registration.

#### 8b. Financial Alternatives

- The Mira Monte 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.
- 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 our Future Lions Preview Night that incoming freshmen attend to learn about clubs and programs on campus.
- Mira Monte future Lions 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 8<sup>th</sup> 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 Ag Day, is seen as a recruitment event because many of these students remember their experiences and enroll in agriculture when they get to high school.

# **Quality Criteria Section 9: Program Accountability and Planning**

#### 9a. Comprehensive Program Plan

- Our program is on file and is updated by December 15<sup>th</sup> every year.

#### 9b. Updates

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

#### 9c. Follow-up System

- As a new program we are developing a method to do graduate follow ups and how to effectively use and store this data.

#### 9d. Graduate Data

- As a new program we are developing a method to do graduate follow ups and how to effectively use and store this data.

#### 9e. Retention

- Retention rate is analyzed using the R-2 Student Report found on [calaged.org](http://calaged.org).
- 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 Mira Monte 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 two “Senior” classes.

# **Quality Criteria Section**

## **10: Student-Teacher Ratio**

#### 10a. Class Size

- The Mira Monte Agriculture Department classes are above the maximum permitted students due to an increase in all classes throughout the campus.

#### 10b. Student/Teacher Ratio

- Joshua Mckenzie Student/Teacher Ratio is 142:1
- Roobie Richards Student/Teacher Ratio is 132:1
- Ariana Hallum Student/Teacher Ratio is 140:1
- Department Student/Teacher Ratio is 412:3
- Joshua Mckenzie, per class
  - Ag Mech 1 Period 1:
  - Ag Welding 1 Period 2:
  - Ag mech 1 Period 3: 23
  - Ag Mech 1 Period 6: 34
  - Ag Welding 2 Period 7: 34
- Roobie Richards
  - 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
- Ariana Hallum
  - 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

# **Quality Criteria Section**

## **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 8<sup>th</sup> 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. 2019-20 Program Achievement

Mira Monte has been off to a great start this year especially now within the department. Mira Monte saw one addition the year before this year and we got our first student teacher. 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 Ag mechanics, ag sales, ag computers, and communications teams that were not offered previous years by the old teachers.

Our chapter has made major changes for the good and the results continue to show as we put the work in. We had 10 state degree recipients this year, which is the most in our chapters history. Our Ag Mechanics team placed 10th in the state at Cal Poly for the 2019 season. For opening and closing our spanish speaking team took 1st place and we had many other teams place. As we continue to grow as a young chapter the FFA culture continues to grow, and it is giving us success with student involvement.

## **Section 2:**

# **Supporting Documents**

Chapter Account  
Inbox  
Calendar  
Portfolio  
Scoreboard  
Sign Off

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

Student Help  
Teacher Help  
AET Classroom  
Ask AET a Question

**My Program**

Bakersfield - Mira Monte  
375 Students  
4 Teachers  
3 AET Log-ins this week

**Privacy Settings**

**Scoreboard Privacy:**  
Hide name in scoreboard?  
☐ Yes ☒ No

**Account Information and Settings**

**Program:** Bakersfield - Mira Monte  
**Member Number:** [REDACTED]

**Basic Profile Complete:** 100% ?

**Personal and Parent Contact Info:** 40%

**Emergency Info and Permission Forms:** [EDIT](#)

**Password:**

[Reset](#)

**Profile Pic:** [Upload](#)

**Demographics**[EDIT](#)

**HS Graduation:** June 2022  
**Shirt Size:** -  
**Gender:** Female  
**Race:** No Answer  
**Ethnicity:** No Answer  
**Residence:** -

**Mailing Address**[EDIT](#)

**Address:**  
**City, State, Zip:** Bakersfield, CA [REDACTED]

**Contact Information**[EDIT](#)

**Email:** [REDACTED]  
**Home Phone:** [REDACTED]  
**Cell Phone:** [REDACTED]

**Parents/Guardians**[EDIT](#)

**Father / Parent / Guardian:**  
**Name:**  
**Occupation:**  
**Phone Number:**  
**Email:**

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

Profile

Journal

Finances

Reports

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$0

Current/Projects: \$0

Non-Current: \$0

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

**My Program**

Bakersfield - Mira Monte  
375 Students  
4 Teachers  
3 AET Log-ins this week

**Privacy Settings****Scoreboard Privacy:**

Hide name in scoreboard?

☐ Yes ☒ No**Account Information and Settings****Program:** Bakersfield - Mira Monte**Member Number:** **Basic Profile Complete:** 100% ?**Personal and Parent Contact Info:** 100%**Emergency Info and Permission Forms:** [EDIT](#)**Password:**[Reset](#)**Profile Pic:**[Upload](#)**Demographics**[EDIT](#)**HS Graduation:** June 2021**Shirt Size:** M**Gender:** Male**Race:** White, Non-Hispanic**Ethnicity:** Non-Hispanic**Residence:** Rural**Mailing Address**[EDIT](#)**Address:****City, State, Zip:****Contact Information**[EDIT](#)**Email:****Home Phone:****Cell Phone:****Parents/Guardians**[EDIT](#)**Father / Parent / Guardian:****Name:****Occupation:**

Teacher/engineer

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

teacher

**Phone Number:****Email:**



Profile

Journal

Finances

Reports

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$5,610

Current/Projects: \$0

Non-Current: \$0

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

**My Program**

Bakersfield - Mira Monte  
375 Students  
4 Teachers  
3 AET Log-ins this week

**Privacy Settings****Scoreboard Privacy:**

Hide name in scoreboard?

☐ Yes ☒ No
**Account Information and Settings**

Pronounced: Sa-i-e Alta-mira- no  
Program: Bakersfield - Mira Monte  
Member Number:

Basic Profile Complete: **100%** ?Personal and Parent Contact Info: **60%**Emergency Info and Permission Forms: **60%**[EDIT](#)

Password:

[Reset](#)

Profile Pic:

[Upload](#)**Demographics**[EDIT](#)

HS Graduation: May 2020  
Shirt Size: -  
Gender: Female  
Race: No Answer / Non-Disclosed  
Ethnicity: No Answer  
Residence: -

**Mailing Address**[EDIT](#)

Address:  
City, State, Zip:

**Contact Information**[EDIT](#)

Email:  
Home Phone:  
Cell Phone:

**Parents/Guardians**[EDIT](#)

Father / Parent / Guardian:

Name: NA  
Occupation: NA  
Phone Number:  
Email:

Mother / Parent / Guardian:

Name: NA  
Occupation: NA  
Phone Number:  
Email:

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$0

Current/Projects: \$0

Non-Current: \$0

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

**My Program**

Bakersfield - Mira Monte  
375 Students  
4 Teachers  
3 AET Log-ins this week

**Privacy Settings****Scoreboard Privacy:**

Hide name in scoreboard?

☐ Yes ☒ No
**Account Information and Settings**

Program: Bakersfield - Mira Monte

Member Number: 1

Basic Profile Complete: **100%** ?Personal and Parent Contact Info: **40%**Emergency Info and Permission Forms: [EDIT](#)

Password:

[Reset](#)

Profile Pic:

[Upload](#)**Demographics**[EDIT](#)

HS Graduation: June 2021

Shirt Size: -

Gender: Male

Race: No Answer

Ethnicity: No Answer

Residence: -

**Mailing Address**[EDIT](#)

Address:

City, State, Zip:

**Contact Information**[EDIT](#)

Email:

Home Phone:

Cell Phone:

**Parents/Guardians**[EDIT](#)

Father / Parent / Guardian:

Name:

Occupation:

Phone Number:

Email:

Mother / Parent / Guardian:

Name:

Occupation:

Phone Number:

Email:

Profile

Journal

Finances

Reports

Chapter Account  
Inbox  
Calendar  
Portfolio  
Scoreboard  
Sign Off

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

Student Help  
Teacher Help  
AET Classroom  
Ask AET a Question

**My Program**

Bakersfield - Mira Monte  
375 Students  
4 Teachers  
3 AET Log-ins this week

**Privacy Settings**

**Scoreboard Privacy:**  
Hide name in scoreboard?  
☐ Yes ☒ No

**Account Information and Settings**

**Program:** Bakersfield - Mira Monte  
**Member Number:** 1

**Basic Profile Complete:** 100% ?

**Personal and Parent Contact Info:** 80%

**Emergency Info and Permission Forms:** [EDIT](#)

**Password:**

[Reset](#)

**Profile Pic:** [Upload](#)

**Demographics**[EDIT](#)

**HS Graduation:** June 2023  
**Shirt Size:** L  
**Gender:** Male  
**Race:** Hispanic  
**Ethnicity:** Hispanic  
**Residence:** Rural

**Mailing Address**[EDIT](#)

**Address:**  
**City, State, Zip:**

**Contact Information**[EDIT](#)

**Email:**  
**Home Phone:**  
**Cell Phone:**

**Parents/Guardians**[EDIT](#)

**Father / Parent / Guardian:**

**Name:**  
**Occupation:**  
**Phone Number:**  
**Email:**

**Mother / Parent / Guardian:**

**Name:**  
**Occupation:**  
**Phone Number:**  
**Email:** N/A

Profile

Journal

Finances

Reports

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$0

Current/Projects: \$0

Non-Current: \$0

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

**My Program**

Bakersfield - Mira Monte  
375 Students  
4 Teachers  
3 AET Log-ins this week

**Privacy Settings****Scoreboard Privacy:**

Hide name in scoreboard?

☐ Yes ☒ No
**Account Information and Settings**

Program: Bakersfield - Mira Monte

Member Number:

Basic Profile Complete: **100%** ?Personal and Parent Contact Info: **40%**

Emergency Info and Permission Forms:

[EDIT](#)

Password:

[Reset](#)

Profile Pic:

[Upload](#)**Demographics**[EDIT](#)

HS Graduation: June 2020

Shirt Size: -

Gender: Male

Race: No Answer

Ethnicity: No Answer

Residence: -

**Mailing Address**[EDIT](#)

Address:

City, State, Zip:

**Contact Information**[EDIT](#)

Email:

Home Phone:

Cell Phone:

**Parents/Guardians**[EDIT](#)

Father / Parent / Guardian:

Name:

Occupation:

Phone Number:

Email:

Mother / Parent / Guardian:

Name:

Occupation:

Phone Number:

Email:

Profile

Journal

Finances

Reports

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$0

Current/Projects: \$0

Non-Current: \$0

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

**My Program**

Bakersfield - Mira Monte  
375 Students  
4 Teachers  
3 AET Log-ins this week

**Privacy Settings****Scoreboard Privacy:**

Hide name in scoreboard?

☐ Yes ☒ No**Account Information and Settings****Program:** Bakersfield - Mira Monte**Member Number:****Basic Profile Complete:** 100% ?**Personal and Parent Contact Info:** 80%**Emergency Info and Permission Forms:** [EDIT](#)**Password:**[Reset](#)**Profile Pic:**[Upload](#)**Demographics**[EDIT](#)

**HS Graduation:** June 2023  
**Shirt Size:** XL  
**Gender:** Male  
**Race:** Hispanic  
**Ethnicity:** Hispanic  
**Residence:** City

**Mailing Address**[EDIT](#)

**Address:**  
**City, State, Zip:**

**Contact Information**[EDIT](#)

**Email:**  
**Home Phone:**  
**Cell Phone:**

**Parents/Guardians**[EDIT](#)**Father / Parent / Guardian:****Name:****Occupation:****Phone Number:****Email:****Mother / Parent / Guardian:****Name:****Occupation:****Phone Number:****Email:**

Profile

Journal

Finances

Reports

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$0

Current/Projects: \$0

Non-Current: \$0

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

**My Program**

Bakersfield - Mira Monte  
375 Students  
4 Teachers  
3 AET Log-ins this week


**Privacy Settings****Scoreboard Privacy:**

Hide name in scoreboard?

☐ Yes ☒ No
**Account Information and Settings****Program:** Bakersfield - Mira Monte**Member Number:****Basic Profile Complete:** 100% ?**Personal and Parent Contact Info:** 40%**Emergency Info and Permission Forms:** [EDIT](#)**Password:**[Reset](#)**Profile Pic:**[Upload](#)**Demographics**[EDIT](#)**HS Graduation:** June 2021**Shirt Size:** -**Gender:** Female**Race:** No Answer**Ethnicity:** No Answer**Residence:** -**Mailing Address**[EDIT](#)**Address:****City, State, Zip:****Contact Information**[EDIT](#)**Email:****Home Phone:****Cell Phone:****Parents/Guardians**[EDIT](#)**Father / Parent / Guardian:****Name:****Occupation:****Phone Number:****Email:****Mother / Parent / Guardian:****Name:****Occupation:****Phone Number:****Email:**

- Chapter Account
- Inbox
- Calendar
- Portfolio
- Scoreboard
- Sign Off
- Cash/Checking: \$0
- Current/Projects: \$0
- Non-Current: \$0
- Liabilities: \$0
- Student Help
- Teacher Help
- AET Classroom
- Ask AET a Question

**My Program**



Bakersfield - Mira Monte

375 Students

4 Teachers

3 AET Log-ins this week

**Privacy Settings**


**Scoreboard Privacy:**

Hide name in scoreboard?

☐ Yes

☒ No

Account Information and Settings



Program: Bakersfield - Mira Monte

Member Number: 123456789

Basic Profile Complete: 100% ?

Personal and Parent Contact Info: 60%

Emergency Info and Permission Forms: [EDIT](#)

Password:  [Reset](#)

Profile Pic: [Upload](#)

**Demographics**

HS Graduation: June 2023

Shirt Size: M

Gender: Female

Race: Hispanic

Ethnicity: Hispanic

Residence: -

[EDIT](#)

**Mailing Address**

Address:

City, State, Zip:

[EDIT](#)

**Contact Information**

Email:

Home Phone:

Cell Phone:

[EDIT](#)

**Parents/Guardians**

Father / Parent / Guardian:

Name:

Occupation:

Phone Number:

Email:

Mother / Parent / Guardian:

Name:

Occupation:

Phone Number:

Email:

[EDIT](#)

## Student file System

Currently the only "File system" we have as a department would be our AET account that has record of all our students and what projects, activities, and school leadership they are involved in. Personally, for the Ag mechanics program I keep an individual file with all the safety training my students have been tested on, this file is kept held on too, and compiles all four years together. Eventually I will be moving all my training to online so it can be managed better. So, I believe that as department we should be looking at some digital format to start keeping in the future.

## Agriculture Welding 2 Course Outline

Instructor: Mr. McKenzie

### Goals:

This class is designed to take all the skills learned in Ag Mechanics/Shop Skills to the next level. Students will learn beginning skills in welding and put them to use in construction of projects. Students will receive classroom instruction as well as “hands on” experience. Each unit of instruction includes a required lab assignment that will allow the student to apply the skills learned in the classroom. When the student has completed the required lab assignments to the instructor’s satisfaction, he/she will be expected to apply those skills with the construction of a project.

### Topics May Include:

Leadership- FFA and Record Books  
SAE- Supervised Ag Experience project  
Safety and First Aid  
Career Development / Job Preparation  
Employability  
Hand and Power Tools  
Machine Tools and Foundry Principles  
Applied Mathematics  
Fasteners and Hardware  
Tool Fitting and Sharpening  
Oxy – Acetylene Welding  
SMAW Welding

Sheet Metal Projects  
Metal Cutting Techniques  
Metal Application  
MIG Welding Process  
Metalworking Process  
Construction Application  
Manuals  
Scientific Application  
Maintenance and Repair  
Construction Projects  
Computer Technology Application  
Current Events Reports

### Class Rules:

1. Be on time (in seat when bell rings or tardy)
2. Be courteous, respectful, and cooperative.
3. Respect school and others property.
4. Obey all safety and school rules.
5. Participate in all class activities. HAVE FUN!

### Consequences:

1. Verbal Warning
2. Teacher Student Conference
3. Teacher Discipline
4. Teacher/Parent/Administrator contact
5. Class Suspension

Referral to office will take place on first offence and will result in removal from class if behavior does not change.

**Automatic removal from class will take place for repeated safety violations.**

### Grading Procedures:

Group or individual Projects, Shop involvement, participation, attendance, and clean up	50%
Tests/Quizzes/Homework	30%
FFA/SAE Activities (3 required/Quarter)	10%
Notebook / Record book	10%

### Grading Scale:

A=90% B=80% C=70% D=60% F= less than 59.5%

### Requirements:

- Three ring binder and a writing utensil (pencil recommend) for this class.  
*Must have it before the end of first week of class.*
- Safety glasses- Will be provided
- Lockers- There are no lockers so student items will remain in the classroom during shop time.
- Coveralls or shop coat w/long sleeves - **you will get dirty in this class.**
- A Positive Attitude!

Introductory Agriculture Mechanics/Shop Skills  
Course Outline

Instructor: Mr. McKenzie

Goals:

The purpose of this course is to expose the students to general skills that you would find necessary on the farm, home, or ranch. This is a "hands on" type of course and students will get their hands and clothes dirty on a daily basis. You will become familiar with and use almost all of the tools, power and hand, safety in the shop. Students will be required to complete group and individual projects in the course of the year that will provide training and practice for the working world and home projects. Students will also experience valuable leadership opportunities provided by the Mira Monte FFA Chapter.

Topics May Include:

FFA Organization  
SAE- Supervised Ag Experience project  
Employability and Careers  
Record Books  
Leadership  
Shop Procedures and Safety  
Measuring/Measurement  
Tool ID and Sharpening

Wood Working  
Rope Work  
Metal Work  
Electrical Principles and Application  
Plumbing  
Concrete and Masonry  
Welding  
Class Presentations

Class Rules:

1. Be on time (in seat when bell rings or tardy)
2. Be courteous, respectful, and cooperative.
3. Respect school and others property.
4. Obey all safety and school rules.
5. Participate in all class activities. HAVE FUN!

Consequences:

1. Verbal Warning
2. Teacher Student Conference
3. Teacher Discipline
4. Teacher/Parent contact

Referral to office will take place on step 4 and will result in removal from class if behavior does not change.  
**Automatic removal from class will take place for repeated safety violations.**

Grading Procedures:

Class involvement, participation, attendance	30%
Shop Projects, Shop Participation	50%
FFA/SAE Activities (3 required/Quarter)	10%
Notebook / Record book	10%

Grading Scale:

A=90% B=80% C=70% D=60% F= less than 59.5%

**Requirements:**

Three ring binder for this class and writing utensil (pencil). Must have it before the end of first week of class.

Safety glasses- Will be provided

Lockers- There are no lockers so student items will remain in the class when working in the shop.

On shop days, don't wear nice shoes / clothes or bring and extra set - you will get dirty in this class.

A Positive Attitude!

It is required that all projects constructed will be shown at Kern County Fair. Students or parents will be able to claim their projects once the Kern County Fair has concluded. The instructor will provided you with a pick up date(s) before the end of the school year.

## Agriculture Welding I Course Outline

Instructor: Mr. McKenzie

### Goals:

This class is designed to take all the skills learned in Ag Mechanics/Shop Skills to the next level. Students will learn beginning skills in welding and put them to use in construction of projects. Students will receive classroom instruction as well as “hands on” experience. Each unit of instruction includes a required lab assignment that will allow the student to apply the skills learned in the classroom. When the student has completed the required lab assignments to the instructor’s satisfaction, he/she will be expected to apply those skills with the construction of a project.

### Topics May Include:

Leadership- FFA and Record Books  
SAE- Supervised Ag Experience project  
Safety and First Aid  
Career Development / Job Preparation  
Employability  
Hand and Power Tools  
Machine Tools and Foundry Principles  
Applied Mathematics  
Fasteners and Hardwood  
Tool Fitting and Sharpening  
Oxy – Acetylene Welding  
SMAW Welding

Sheet Metal Projects  
Metal Cutting Techniques  
Metal Application  
MIG Welding Process  
Metalworking Process  
Construction Application  
Manuals  
Scientific Application  
Maintenance and Repair  
Construction Projects  
Computer Technology Application  
Current Events Reports

### Class Rules:

1. Be on time (in seat when bell rings or tardy)
2. Be courteous, respectful, and cooperative.
3. Respect school and others property.
4. Obey all safety and school rules.
5. Participate in all class activities. HAVE FUN!

### Consequences:

1. Verbal Warning
2. Teacher Student Conference
3. Teacher Discipline
4. Teacher/Parent/Administrator contact
5. Class Suspension

Referral to office will take place on first offence and will result in removal from class if behavior does not change.

**Automatic removal from class will take place for repeated safety violations.**

### Grading Procedures:

Group or individual Projects, Shop involvement, participation, attendance, and clean up	50%
Tests/Quizzes/Homework	30%
FFA/SAE Activities (3 required/Quarter)	10%
Notebook / Record book	10%

### Grading Scale:

A=90% B=80% C=70% D=60% F= less than 59.5%

### Requirements:

-Three ring binder and a writing utensil (pencil recommend) for this class.

*Must have it before the end of first week of class.*

-Safety glasses- Will be provided

-Lockers- There are no lockers so student items will remain in the classroom during shop time.

-Coveralls or shop coat w/long sleeves - **you will get dirty in this class.**

-A Positive Attitude!

### Daily Grade sheets

Attached are daily grade sheets from each class. Unfortunately, there are not any sections for grading FFA and SAE activity. I personally do those grades at the end of each semester, and with the current COVID situation we have not been able to move in that direction to grade FFA and SAE. Students are graded each semester for both and is in my course syllabus, and each semester 10% of their grades are based on FFA and SAE.



Student	Grade	Measurement Packet MAX:100.00 PTS:100.00 1/8/2020	measurement quiz MAX:30.00 PTS:30.00 1/8/2020	planter box MAX:100.00 PTS:100.00 1/30/2020	sub work 1/31 MAX:100.00 PTS:100.00 1/31/2020	step stool MAX:100.00 PTS:100.00 2/19/2020	3rd qt. Binder Check MAX:100.00 PTS:100.00 3/8/2020	cold metal safety test MAX:50.00 PTS:50.00 3/12/2020
		class involvement,	class involvement,	Project	class involvement,	Project	class involvement,	class involvement,
	95.3% A	95	30	98	100	90	90	50
	95.5% A	90	30	98	100	96	90	50
	93.3% A	97	26	90	100	88	90	50
	N/A							
	97.1% A	97	30	98	100	90	100	48
	75.5% C	90	30	88	0	92	90	48
	94.5% A	97	30	93	100	90	90	48
	96.7% A	97	24	98	100	94	100	48
	76.7% C	95	30	88	0	94	90	48
	94.0% A	100	30	97	100	84	90	44
	91.6% A	90	24	85	100	94	90	48
	92.8% A	90	30	98	100	82	90	48
	92.9% A	90	30	95	100	94	80	50
	95.9% A	97	30	90	100	94	95	50
	95.9% A	97	30	95	100	96	90	48
	94.5% A	90	30	90	100	90	100	48
	87.9% B	80	30	85	100	85	80	50
	76.4% C	90	30	95	0	90	90	48
	36.9% F	97	22	95	0	0	0	0
	92.3% A	90	30	95		90	90	48
	94.5% A	92	28	92	100	96	90	50
	92.2% A	90	24	88	100	87	100	46
	96.7% A	93	30	90	100	98	100	50
	96.7% A	97	30	90	100	94	100	50
	90.0% A	90	24	90	100	90	80	48



Search

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Sign Out

Support (/Support/support.htm)

Help (/Help/Help.htm)

(S2) McKenzie, J AG WELDING(2) SEC:5539-2-0002 / Quarter 4

Filters & Options

Search by Asgn Name

+ New

Reports

Save Changes

Undo (gb\_GradebookMain.aspx)

1 of 5 - Pipe Weld

Student		Grade	Pipe Weld MAX:75.00 PTS:75.00 1/9/2020	GMAW test MAX:66.00 PTS:66.00 1/15/2020	sub work 1/31 MAX:100.00 PTS:100.00 1/31/2020	torch cutting MAX:100.00 PTS:100.00 3/11/2020	Weld Sheet MAX:200.00 PTS:200.00 3/12/2020
Project			class involvement,	class involvement,	Project	Project	
		80.4% B	60	39	100	75	
		57.8% F	60	52	0	85	
		96.3% A	65	66	100	90	200
		89.7% B	65	61	100	80	
		94.6% A	70	58	100		
		90.1% A	65	62			
		90.9% A	72	63	90	85	
		92.5% A	60	63	100		
		83.0% B	68	42	90		
		88.4% B	60	63	90		
		99.5% A	72	62	100		205
		94.3% A	60	58	100		198
		92.5% A	72	56		95	
		99.1% A	73	58	100		206
		41.5% F	60	40	0		
		88.4% B	60	53	100		
		83.4% B	60	41	100		
		93.9% A	68	58	100		188
		91.8% A	60	59	100		186
		43.6% F	65	40	0		
		97.9% A	70	66	100		
		68.0% D	0	64	100		
		97.1% A	68	66	100		
		77.6% C	60	27	100		
		88.4% B	60	53	100		



Search

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(S2) McKenzie, J AG MECHANIC1(3) SEC:5527-3-0002 / Quarter 4

Filters &amp; Options

Search by Asgn Name

+ New

Reports

Save Changes

Undo (gb\_GradebookMain.aspx)

1 of 7 - Measurement Packet

Student	Grade	Measurement Packet	measurement quiz	planter box	sub work 1/31	step stool	3rd qt. Binder Check	cold metal safety test
		MAX:100.00 PTS:100.00 1/8/2020	MAX:30.00 PTS:30.00 1/9/2020	MAX:100.00 PTS:100.00 1/30/2020	MAX:100.00 PTS:100.00 1/31/2020	MAX:100.00 PTS:100.00 2/19/2020	MAX:100.00 PTS:100.00 3/6/2020	MAX:50.00 PTS:50.00 3/12/2020
class involvement,	class involvement,	Project	class involvement,	Project	class involvement,	Project	class involvement,	class involvement,
	93.8% A	92	30	90	100	88	100	44
	94.8% A	90	30	90	100	90	100	50
	94.1% A	100	28	90	100	90	90	48
	90.2% A	93	18	90		94	90	48
	95.7% A	97	30	90	100	90	100	48
	94.3% A	90	25	90	100	92	100	50
	79.0% C	97	18	90	25	94	90	44
	94.8% A	100	30	90	100	92	90	48
	95.2% A	90	30	90	100	94	100	48
	72.4% C	67	4	90	25	88	100	46
	0.0% F	0	0	0	0	0	0	0
	94.8% A	100	22	90	100	98	90	50
	89.4% B	85	28	90		88	90	48
	95.2% A	90	28	90	100	96	100	48
	0.0% F	0	0	0	0	0	0	0
	91.6% A	97	4	90	100	92	100	48
	87.2% B	90	4	90	90	92	90	50
	56.7% F	0	30	90	25	86	60	38
	92.4% A	90	28	90	100	90	90	48
	95.3% A	90	28	90	100	95	100	50
	94.3% A	97	30	90	100	92	90	48
	87.2% B	100	30	90	50	98	90	48
	55.2% F	75	2	90	25	0	80	48
	92.9% A	77	28	90	100	94	100	50
	81.2% B	90	14	90	100	87	90	0



		Measurement Packet MAX:100.00 PTS:100.00 1/8/2020	measurement quiz MAX:30.00 PTS:30.00 1/9/2020	planter box MAX:100.00 PTS:100.00 1/30/2020	sub work 121 MAX:100.00 PTS:100.00 1/31/2020	step stool MAX:100.00 PTS:100.00 2/19/2020	3rd qt. Binder Check MAX:100.00 PTS:100.00 3/6/2020	cold metal safety test MAX:50.00 PTS:50.00 3/12/2020
Student	Grade	class involvement,	class involvement,	Project	class involvement,	Project	class involvement,	class involvement,
	93.3% A	97	30	90	90	94	90	50
	91.6% A			88	100	94	80	50
	86.0% B	95	28	88	90	84	70	44
	93.3% A	94	30	88	100	85	100	44
	87.6% B	90	12	80	90	88	100	48
	92.4% A	90	26	88	90	96	100	46
	91.6% A	90	30			90	90	48
	93.8% A	90	30	92	100	92	90	50
	84.8% B	95	24	92	90	85	60	46
	0.0% F	0	0	0	0	0	0	0
	93.6% A	100	28	93	90	94	90	48
	91.2% A	95	22	88	100	88	90	46
	75.2% C	90	22	88	100	90	0	46
	93.8% A	97	28	91	100	92	90	46
	91.4% A	100	28	90	90	96	80	46
	89.8% B	85	20	92	90	94	90	50
	88.4% B	100	22	88	90	85	80	48
	92.2% A	100	22	92	90	96	85	50
	92.7% A	100	30	89		92	90	44
	64.5% D	90	0	88	0	92	60	44
	74.5% C	90	30	94	0	90	80	48
	89.8% B			88	90	90	90	46
	N/A							
	89.7% B	90	24	88	100	80	100	38
	86.4% B	75	0	90	100	90	100	46

1 of 3 - Time card #3

		Time card #3 MAX:45.00 PTS:45.00 2/21/2020	project progress MAX:50.00 PTS:50.00 2/21/2020	Time card #4 MAX:50.00 PTS:50.00 3/9/2020
Student	Grade	class involvement,	Project	class involvement,
	94.5% A	40	50	47
	93.1% A	35	50	50
	96.6% A	45	50	45
	100.0% A	45	50	50
	93.1% A	45	50	40
	100.0% A	45	50	50
	65.5% D	0	50	45
	100.0% A	45	50	50
	100.0% A	45	50	50
	100.0% A	45	50	50
	100.0% A	45	50	50
	96.6% A	40	50	50
	95.9% A	42	50	47
	N/A			
	100.0% A	45	50	50
	100.0% A	45	50	50
	100.0% A	45	50	50
	96.6% A	45	50	45
	100.0% A	45	50	50
	96.6% A	45	50	45
	100.0% A	45	50	50
	94.5% A	45	50	42
Grade		Time card #3	project progress	Time card #4
Avg: 96.3%		Avg: 92.8%	Avg: 100.0%	Avg: 95.8%

1 of 3 - Time card #3

## SAE Supervision Form

Home visits are something we as a young chapter start to grow. As a younger teacher I have not made home SAE visits a priority because I have been busy trying to get grounded in my shop and classroom. AS a department we have discussed the importance of home visits and that we need to start implementing them as a chapter. This fall semester our student teacher helped us create a visitation form, and started implementing home visits with his master teacher.

# Mira Monte High School Agriculture



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: \_\_\_\_\_

Instructor Signature: \_\_\_\_\_

## Agriculture Welding 2 Course Outline

Instructor: Mr. McKenzie

### Goals:

This class is designed to take all the skills learned in Ag Mechanics/Shop Skills to the next level. Students will learn beginning skills in welding and put them to use in construction of projects. Students will receive classroom instruction as well as “hands on” experience. Each unit of instruction includes a required lab assignment that will allow the student to apply the skills learned in the classroom. When the student has completed the required lab assignments to the instructor’s satisfaction, he/she will be expected to apply those skills with the construction of a project.

### Topics May Include:

Leadership- FFA and Record Books

**SAE- Supervised Ag Experience project**

Safety and First Aid

Career Development / Job Preparation

Employability

Hand and Power Tools

Machine Tools and Foundry Principles

Applied Mathematics

Fasteners and Hardwood

Tool Fitting and Sharpening

Oxy – Acetylene Welding

SMAW Welding

Sheet Metal Projects

Metal Cutting Techniques

Metal Application

MIG Welding Process

Metalworking Process

Construction Application

Manuals

Scientific Application

Maintenance and Repair

Construction Projects

Computer Technology Application

Current Events Reports

### Class Rules:

1. Be on time (in seat when bell rings or tardy)
2. Be courteous, respectful, and cooperative.
3. Respect school and others property.
4. Obey all safety and school rules.
5. Participate in all class activities. HAVE FUN!

### Consequences:

1. Verbal Warning
2. Teacher Student Conference
3. Teacher Discipline
4. Teacher/Parent/Administrator contact
5. Class Suspension

Referral to office will take place on first offence and will result in removal from class if behavior does not change.

**Automatic removal from class will take place for repeated safety violations.**

### Grading Procedures:

Group or individual Projects, Shop involvement, participation, attendance, and clean up	50%
Tests/Quizzes/Homework	30%
FFA/ <b>SAE</b> Activities (3 required/Quarter)	<b>10%</b>
Notebook / Record book	10%

### Grading Scale:

A=90% B=80% C=70% D=60% F= less than 59.5%

### Requirements:

-Three ring binder and a writing utensil (pencil recommend) for this class.

*Must have it before the end of first week of class.*

-Safety glasses- Will be provided

-Lockers- There are no lockers so student items will remain in the classroom during shop time.

-Coveralls or shop coat w/long sleeves - **you will get dirty in this class.**

-A Positive Attitude!

# Introductory Agriculture Mechanics/Shop Skills Course Outline

Instructor: Mr. McKenzie

## Goals:

The purpose of this course is to expose the students to general skills that you would find necessary on the farm, home, or ranch. This is a “hands on” type of course and students will get their hands and clothes dirty on a daily basis. You will become familiar with and use almost all of the tools, power and hand, safety in the shop. Students will be required to complete group and individual projects in the course of the year that will provide training and practice for the working world and home projects. Students will also experience valuable leadership opportunities provided by the Mira Monte FFA Chapter.

## Topics May Include:

FFA Organization

**SAE- Supervised Ag Experience project**

Employability and Careers

Record Books

Leadership

Shop Procedures and Safety

Measuring/Measurement

Tool ID and Sharpening

Wood Working

Rope Work

Metal Work

Electrical Principles and Application

Plumbing

Concrete and Masonry

Welding

Class Presentations

## Class Rules:

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2. Be courteous, respectful, and cooperative.
3. Respect school and others property.
4. Obey all safety and school rules.
5. Participate in all class activities. HAVE FUN!

## Consequences:

1. Verbal Warning
2. Teacher Student Conference
3. Teacher Discipline
4. Teacher/Parent contact

Referral to office will take place on step 4 and will result in removal from class if behavior does not change.

**Automatic removal from class will take place for repeated safety violations.**

## Grading Procedures:

Class involvement, participation, attendance

30%

Shop Projects, Shop Participation

50%

FFA/**SAE** Activities (3 required/Quarter)

**10%**

Notebook / Record book

10%

## Grading Scale:

A=90% B=80% C=70% D=60% F= less than 59.5%

## Requirements:

Three ring binder for this class and writing utensil (pencil). Must have it before the end of first week of class.

Safety glasses- Will be provided

Lockers- There are no lockers so student items will remain in the class when working in the shop.

On shop days, don't wear nice shoes / clothes or bring an extra set - you will get dirty in this class.

A Positive Attitude!

It is required that all projects constructed will be shown at Kern County Fair. Students or parents will be able to claim their projects once the Kern County Fair has concluded. The instructor will provide you with a pick up date(s) before the end of the school year.

# Agriculture Welding I

## Course Outline

Instructor: Mr. McKenzie

### Goals:

This class is designed to take all the skills learned in Ag Mechanics/Shop Skills to the next level. Students will learn beginning skills in welding and put them to use in construction of projects. Students will receive classroom instruction as well as “hands on” experience. Each unit of instruction includes a required lab assignment that will allow the student to apply the skills learned in the classroom. When the student has completed the required lab assignments to the instructor’s satisfaction, he/she will be expected to apply those skills with the construction of a project.

### Topics May Include:

Leadership- FFA and Record Books

**SAE- Supervised Ag Experience project**

Safety and First Aid

Career Development / Job Preparation

Employability

Hand and Power Tools

Machine Tools and Foundry Principles

Applied Mathematics

Fasteners and Hardware

Tool Fitting and Sharpening

Oxy – Acetylene Welding

SMAW Welding

Sheet Metal Projects

Metal Cutting Techniques

Metal Application

MIG Welding Process

Metalworking Process

Construction Application

Manuals

Scientific Application

Maintenance and Repair

Construction Projects

Computer Technology Application

Current Events Reports

### Class Rules:

1. Be on time (in seat when bell rings or tardy)
2. Be courteous, respectful, and cooperative.
3. Respect school and others property.
4. Obey all safety and school rules.
5. Participate in all class activities. HAVE FUN!

### Consequences:

1. Verbal Warning
2. Teacher Student Conference
3. Teacher Discipline
4. Teacher/Parent/Administrator contact
5. Class Suspension

Referral to office will take place on first offence and will result in removal from class if behavior does not change.

**Automatic removal from class will take place for repeated safety violations.**

### Grading Procedures:

Group or individual Projects, Shop involvement, participation, attendance, and clean up	50%
Tests/Quizzes/Homework	30%
FFA/ <b>SAE Activities</b> (3 required/Quarter)	<b>10%</b>
Notebook / Record book	10%

### Grading Scale:

A=90% B=80% C=70% D=60% F= less than 59.5%

### Requirements:

-Three ring binder and a writing utensil (pencil recommend) for this class.

*Must have it before the end of first week of class.*

-Safety glasses- Will be provided

-Lockers- There are no lockers so student items will remain in the classroom during shop time.

-Coveralls or shop coat w/long sleeves - **you will get dirty in this class.**

-A Positive Attitude!

## Agriculture Welding 2 Course Outline

Instructor: Mr. Mckenzie

### Goals:

This class is designed to take all the skills learned in Ag Mechanics/Shop Skills to the next level. Students will learn beginning skills in welding and put them to use in construction of projects. Students will receive classroom instruction as well as “hands on” experience. Each unit of instruction includes a required lab assignment that will allow the student to apply the skills learned in the classroom. When the student has completed the required lab assignments to the instructor’s satisfaction, he/she will be expected to apply those skills with the construction of a project.

### Topics May Include:

#### Leadership- FFA and Record Books

SAE- Supervised Ag Experience project  
Safety and First Aid  
Career Development / Job Preparation  
Employability  
Hand and Power Tools  
Machine Tools and Foundry Principles  
Applied Mathematics  
Fasteners and Hardwood  
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SMAW Welding

Sheet Metal Projects  
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Construction Application  
Manuals  
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Construction Projects  
Computer Technology Application  
Current Events Reports

### Class Rules:

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### Grading Scale:

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### Requirements:

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*Must have it before the end of first week of class.*
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Introductory Agriculture Mechanics/Shop Skills  
Course Outline

Instructor: Mr. McKenzie

Goals:

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Topics May Include:

**FFA Organization**

SAE- Supervised Ag Experience project  
Employability and Careers  
Record Books  
Leadership  
Shop Procedures and Safety  
Measuring/Measurement  
Tool ID and Sharpening

Wood Working  
Rope Work  
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Plumbing  
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Class Presentations

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Current Events Reports

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Group or individual Projects, Shop involvement, participation,  
attendance, and clean up

50%

Tests/Quizzes/Homework

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FFA/SAE Activities (3 required/Quarter)

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Notebook / Record book

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-A Positive Attitude!

# **Mira Monte FFA**

**Chapter Number 539**



## **Program of Activities**

**2019-2020**

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## ***PRESIDENT'S MESSAGE***

Dear Friends and Members of the FFA,

I would like to, with this letter, recognize your unbounding support and involvement in our chapter's activities. Although our school was established in 2008, our chapter has been more engaged with FFA activities from the commencement of the 209-2020 school year. With the guidance of our current advisors, we have continued to see an increase of participation in all levels of our organization. With our advisors and current active members help, our chapter has been successful in making Mira Monte's members friendly faces at our sectional and regional activities. Thanks to them, we have been introduced to the meaning of agriculture both in the classroom and at the district farm. Our chapter's appreciation for agriculture is notable and I hope that we continue to expand that interest of Ag.

With this letter I say thank you to our advisors, members and friends. Thank you for being so supportive as we continue to grow within our chapter, but most of all to say thank you for your contributions as well. Let us work diligently and fairly, and allow our devotion to guide us to be a well known chapter for our successes.

Yours Sincerely,

2019-2020 FFA Chapter President

# Officers



***Greetings and Welcome,  
Mira Monte FFA is excited to share our upcoming events with everyone from our chapter and community. The positive influence Mira Monte FFA has to offer to our members helps them grow as a person and develops new leadership qualities. As this year's Chapter officer team, we will be working hard to make this year a great and full of opportunities for our members. We hope that our doings help our members and community be successful in their lives.***

***Sincerely,  
From all the Mira Monte FFA officers***

**President**

**Vice President**

**Secretary**

**Treasurer**

**Reporter**

**Sentinel**

**Historian**

**Parliamentarian**

**Class Reps :**

# Advisor's Message

Dear Members and Friends of the FFA,

Mira Monte FFA takes great pride in this year's focus to engage our members and make connections within those in the chapter, school and community. As we begin the school year of 2019-2020, we look forward to another exciting year providing as many opportunities as possible to the members of this chapter. As the FFA advisor, I would like to personally thank everyone who has and continues to support our chapter. We wouldn't be able to accomplish or had some of the opportunities for our members within the encouragement and support of so many parents, community members, staff and faculty.

Mira Monte FFA will continue to grow and strive to assist members in providing opportunities for personal growth, career success, and premier leadership. Even though, we are still a fairly young chapter who is beginning to build stronger connections with its members and a strong financial base, the members of this chapter are ready to participate in as many activities or events as possible. The 2019-20 officer teams is excited and prepared for numerous events for this year. We are looking forward to another great year!!!

Sincerely,



Ariana Hallum  
FFA Advisor

## ***The National FFA Organization***

1. The National FFA Organization is an organization geared toward preparing high school students for careers in the agriculture industry.
2. The FFA activities and award programs complements the instruction of the agricultural education by providing students with practical experience and knowledge in agriculture.
3. The mission of agricultural education is to prepare and support individuals for careers, build awareness and develop leadership for the food, fiber and natural resource systems.
4. To be a member of the FFA, students must be enrolled in the agricultural education program at Mira Monte High School. Students may retain their membership in the FFA following their high school graduation until age 21.

## ***The Aims and Purposes of the FFA***

FFA makes a positive difference in the lives of students by developing their potential for **premier leadership, personal growth and career success** through agricultural education. To accomplish this mission, FFA:

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

## ***FFA History***

The original idea for the organization was fostered after the National Vocational Education Act of 1917 established courses in vocational agriculture. In the early 1920's Virginia formed a Future Farmer Club for boys in agriculture classes. This innovation caught fire across the country and the national organization was born in 1928 in Kansas City, Missouri. National dues to the **Future Farmers of America** were set at 10 cents per member. State associations were chartered at that time; California was issued charter number 4. In January of 1930, a newly formed high school, Mira Monte High School, was chartered as California's 73 rd chapter in the state.

Membership grew, and the selection of the national colors and the naming of the first Star Farmer of America distinguished the following year's convention. By 1934, the only states, which had not chartered associations, were Rhode Island and Alaska. As years went by, the organization began providing services to support its expanding membership: National FFA Camp; National FFA Center; National FFA Foundation; The National Future Farmer magazine; merging with the New Farmers of America (organization for black boys); allowing girls to become members; forming the National FFA Alumni Association.

In 1988, delegates at the National FFA Convention voted to change the official name from the Future Farmers of America to ***National FFA Organization***. The National FFA Organization is a driving force in developing leadership in today's youth, which holds the largest national youth leadership conference in the United States.

## ***Past Leaders of the Mira Monte FFA***

### **Past FFA Presidents:**

2008-09	Alyssa
2015-16	Luzero
2016-17	Michelle
2017-18	Jacqueline
2018-19	Emily

## ***American FFA Degrees (American Farmer)***

**Coming soon!!**

## ***State FFA Degrees (State Farmer)***

2009-2010 Aaron	2017-2018 Rodrigo
2009-2010 Alyssa	2017-2018 Alvaro
2009-2010 Diana	2017-2018 Sharon
2009-2010 Brandon	2017-2018 Juliann
2010-2011 Jessie	2017-2018 Miguel
2010-2011 Callie	2018-2019 Angelina
2010-2011 Destiny	2018-2019 Anna
2010-2011 Tiffani	2018-2019 Emily
2010-2011 Corry	2018-2019 Leslie
2011-2012 Janessa	2018-2019 Jacob
2011-2012 Janette	
2011-2012 Jose	
2011-2012 Dillan	
2012-2013 Justin	
2012-2013 Josh	
2013-2014 Caryann	
2013-2014 Alexis	
2013-2014 Heather	
2013-2014 Isabel	
2014-2015 Antonio	
2014-2015 Itzayanna	
2014-2015 Lucero	
2015-2016 Priscilla	
2015-2016 Gonzalez	
2015-2016 Leroy	
2015-2016 Michelle	
2015-2016 Jonathan	
2015-2016 Ebony	
2016-2017 Yaritza	
2016-2017 Jacqueline	
2016-2017 Nicholas	
2016-2017 Ramos	
2016-2017 Yarely	

## ***Past State FFA Officers***

**Coming soon!!**

## ***Honorary FFA Members***

2019- Logan

## ***Parents of the Year***

2018- Cindy

2019- Infante

## ***The FFA Emblem***

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



The **cross section of the ear corn** provides the foundation of the emblem. Just as corn has historically served as the foundation crop of American agriculture. It is also a symbol of unity, as corn is grown in every state of the nation.

The **rising sun** signifies progress and holds a promise that tomorrow will bring a new day glowing with opportunity.

The **plow** signifies labor and tillage of the soil, the backbone of agriculture and historic foundation of our country's strength.

The **eagle** is a national symbol, which serves as a reminder of our freedom and ability to explore new horizons for the future of agriculture.

The **owl**, long recognized for its wisdom, symbolizes the knowledge required to be successful in the industry of agriculture.

The words "**Agricultural Education**" and "**FFA**" are emblazoned in the center to signify the combination of learning and leadership necessary for progressive agriculture.

### ***The FFA Motto***

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

***LEARNING TO DO***

***DOING TO LEARN***

***EARNING TO LIVE***

***LIVING TO SERVE***

### ***FFA Colors***

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

### ***Member's Responsibilities***

For a chapter to operate effectively, each member must take an active part in activities of the chapter. The success or failure of chapter activities and programs rests with the membership. Therefore, each member is charged with the responsibility of upholding the ideals and principles of the organization as well as participating in all chapter activities.

When all members are active, the entire chapter benefits. Developing leadership skills should be everyone's role, not just that of the officers and the advisors. The Program of Activities ensures that each member has specific duties in the chapter.

### ***Official FFA Dress***

The uniform worn by FFA members at local, state, and national functions is

called the **official FFA dress**. It provides identity and gives a distinctive and recognizable image to the organization. The official FFA dress for males shall be the official FFA jacket, zipped to the top, worn with a white collared dress shirt, and official FFA necktie, black slacks, black socks, and black dress shoes. The official FFA dress for females shall be the official FFA jacket, zipped to the top, worn with a white collared dress blouse, an official FFA scarf, appropriate women's hose, neutral in color, without design or pattern, a black skirt (of knee-length or longer), or black slacks, and black dress shoes.




### ***Official FFA Show Uniform***

The uniform to be worn by members while showing livestock at fairs or livestock shows is as follows: for females, white pants, white blouse with official FFA scarf, and official FFA jacket zipped to the top; for males, white pants, white shirt with official FFA tie, and official FFA jacket zipped to the top.

### ***Proper Use of the FFA Jacket***

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

- ☞ The jacket is to be worn only by members.
- ☞ The jacket should be kept clean and neat.
- ☞ The back of the jacket includes only: a large official FFA emblem, name of the state association, and the name of the local chapter, district or area. The front of the jacket includes only: a small official FFA emblem, the name of the member, one office or honor, and year of that office or honor.
- ☞ The jacket should be worn on official occasions with the zipper fasten to the top. The collar should be turned down and the cuff buttoned.
- ☞ Members and officers should wear the jacket on all official FFA occasions, as well as other occasions where the chapter or state association is represented. It may be worn to school and other appropriate places.
- ☞ The jacket should only be worn to places that are appropriate for members to visit.
- ☞ School letters and insignia of other organizations should not be attached to or worn on the jacket
- ☞ When the jacket becomes faded and worn, it should be discarded or the emblems and lettering removed.
- ☞ The emblems and lettering should be removed if the jacket is given or sold to a non-member.

-  A member should act professionally when wearing the official FFA jacket.
-  Members should refrain from use of tobacco and alcohol while wearing the FFA jacket or officially representing the organization.
-  All chapter degree, officer, and award medals should be worn beneath the name on the right side of the jacket, with the exception that a single State FFA Degree charm or American FFA Degree key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket. These should represent the highest degree earned, the highest office held, and highest award earned by the member.

## ***The Code of Ethics***

FFA members conduct themselves at all times to be a credit to their organization, chapter, school, community and family. FFA members should pledge to follow the code of ethics listed below:



Develop their potential for premier leadership, personal growth and career success.



Make a positive difference in the lives of others.



Dress neatly and appropriately for the occasion.



Respect the rights of others and their property.



Be courteous, honest and fair with others.



Communicate in an appropriate, purposeful and positive manner.



Demonstrate good sportsmanship by being modest in winning and generous in

defeat.



Make themselves aware of FFA programs and activities and be an active participant.



Conduct and value a supervised agricultural experience program.

Strive to establish and enhance their skills through agricultural education in order to enter a successful career.



Appreciate and promote diversity in the FFA organization.

## ***Chapter Officer Duties***

Chapter officers serve a vital function in the FFA organization. By taking a major part in the leadership role, these students grow from the experience and benefit the chapter. It should be the officer's goal to lead by example and encourage others to participate in chapter activities. The following are general duties expected of each officer:

1. A commitment to a genuine desire to be a part of the leadership team.
2. A willingness to accept responsibility.
3. A sincere desire to work with all chapter members in meeting their leadership, personal and chapter goals.
4. A commitment to lead by example.
5. A knowledge and understanding of the chapter, state and national constitution and by-laws.
6. A working knowledge of parliamentary procedure.
7. An ability to memorize their parts in official ceremonies.

### ***Specific duties for each office are as follows:***

#### **President**

1. Preside over meetings according to accepted rules of parliamentary procedure.
2. Appoint committees and serve on them as an ex-officio member.
3. Coordinate the activities of the chapter and evaluated the progress.
4. Represent the chapter in public relations and official functions.

#### **1st Vice President**

1. Assume all duties of the president if necessary.
2. Develop the Program of Activities and serve as an ex-officio member of each committee.
3. Coordinate all committee work.
4. Work closely with the president and advisor to assist in the goals of the chapter.
5. Establish and maintain a chapter resource file.

#### **2nd Vice President**

- 1.

#### **Secretary**

1. Prepare and post the agenda for each chapter meeting.
2. Prepare and present the minutes of each chapter meeting.
3. Place all committee reports in the Official FFA Chapter secretary's book.

4. Be responsible for chapter correspondences.
5. Maintain member attendance and activities wall chart.
6. Keep the Program of Activities wall chart up to date.
7. Have on hand for each meeting:
  - a. Official FFA Secretary book with minutes
  - b. Copy of the Program of Activities
  - c. Official FFA manual and/or student handbook
  - d. Copies of the chapter constitution and by-laws

#### Treasurer

1. Present monthly treasurer's reports.
2. Maintain a neat and accurate Official FFA Chapter Treasurer's book
3. Serve as chairman of the earnings and savings committee.

#### Reporter

1. Plan public information programs with local radio, television, newspaper, and service clubs and make use of other opportunities to tell the FFA story.
2. Release news information to local and regional news media.
3. Publish a chapter newsletter.
4. Send local stories to sectional, regional and state reporters.
5. Send articles and photographs to FFA New Horizon and other publications.
6. Serve as the chapter photographer.

#### Sentinel

1. Assist the president in maintaining order.
2. Keep the meeting room, chapter equipment and supplies orderly.
3. Welcome guest and visitors
4. Keep the room comfortable.
5. Take charge of candidates for degree ceremonies.
6. Assist with special features and refreshments.

#### Historian

1. Develop and maintain a chapter scrapbook.
2. Research and prepare items of significance of the chapter's history.
3. Prepare displays of chapter activities.
4. Assist the reporter in providing photography needs
5. Fill in for the absences of any other officer.

#### Chaplain/Parliamentarian

1. Present the invocation at banquets and other functions.
2. Help set a high moral tone for the chapter members.
3. Fill in for the absence of any other officer.

#### ASB Representative

- 1.

# ***Mira Monte FFA Organization***

## ***Chapter 539***

### ***Constitution and By-laws***

#### **ARTICLE I.      Name and Purpose**

##### **Section A.**

The name of this chapter shall be "**The Mira Monte FFA**" or the "**Mira Monte High School FFA**".

##### **Section B.**

The purposes for which this organization is formed are as follows:

1. To develop competent, assertive agriculture leadership
2. To create more interest in the intelligent choice of agricultural occupations
3. To create and nurture a love for agricultural life and the importance it plays to the global well-being
4. To improve the rural home, community and school surroundings
5. To advance the cause of vocational education in agriculture within the

community

#### **ARTICLE II.      Organization**

##### **Section A.**

This chapter is open for membership to any student who is enrolled in the vocational agriculture education program at Mira Monte High School. Membership is open to students for three (3) years after graduation from high school.

#### **ARTICLE III.      Membership**

##### **Section A.**

Member in this organization shall be active and honorary.

##### **Section B.**

Active members are all students of the vocational agricultural education program.

##### **Section C.**

Honorary members are farmers, school superintendents, school principals, members of the board of education, chapter advisors, teachers, staff members, businessmen and others who are helping to advance agricultural education and the FFA and who have rendered outstanding service to the chapter. Members may be elected to the honorary membership by a majority vote of the membership present at any regular meeting.

#### **ARTICLE IV.      Officers**

##### **Section A.**

The officers shall be as follows: President, Vice President #1, Vice President #2,

Secretary, Treasurer, Reporter, Sentinel, Historian, Parliamentarian, ASB Representative, and Advisors.

#### Section B.

Requirements for holding an office in the Chapter shall be as follows:

1. All of the above officers must be held by a student with a chapter degree or higher and has completed at least one year of agricultural education.
2. The office of President is open to seniors and juniors that meet the requirements.
3. Members must be elected by a majority vote of the members present at a regular meeting.
4. Members may hold only one office at a time.
5. The advisor shall be the teacher of vocational agriculture at Mira Monte High School.

#### Section C.

The duties for each office are the same as the National Constitution, FFA Manual, and the chapter Program of Activities.

### ARTICLE V Degrees

#### Section A.

There shall be four (4) degrees of membership based on achievement in the FFA.

1. Greenhand FFA Degree
2. Chapter FFA Degree
3. State FFA Degree
4. American FFA Degree

#### Section B.

To be eligible to receive the Greenhand FFA Degree, the member must meet the following minimum qualifications;

1. Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program.
2. Learn and explain the FFA Creed, Motto, Salute.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5. Demonstrate knowledge of the history of the FFA, The Chapter Constitution and by-laws, and Program of Activities.

#### Section C.

To be eligible to receive the Chapter FFA Degree, the member must meet the following minimum qualifications:

1. Must have received the Greenhand FFA Degree.
2. Must have completed at one year of instruction in agricultural education, have in operation an approved supervised agricultural experience program, and be enrolled in an agricultural education course.
3. Have participated in the planning and conducting of, at least three, official functions in the Program of Activities.

4. Have earned and productively invested at least \$150.00 by the members own efforts or worked at least 45 hours outside of class time, or a combination thereof, and have developed plans for continued growth and improvement in a supervised agricultural experience program.
5. Have demonstrated at least five procedures of parliamentary law.
6. Show progress toward individual achievement in the FFA awards program.
7. Have effectively led a group discussion for at least 15 minutes.
8. Have a satisfactory scholastic record.

Section D.

The State FFA Degree, the member must meet the requirements set forth by the California State FFA Association.

Section E.

The American FFA Degree, the member must meet the requirements set forth by the State and National FFA Organization.

## ARTICLE VI      Amendments

Section A.

1. Amendments shall be presented to the executive committee for approval and read at a regular meeting at least 30 days before a final vote is recorded.
2. A 3/4-majority vote of a quorum of the total membership present at a regular meeting shall be necessary to pass any amendments.

## 2019-2020 FFA Budget

### I. Income

Kiss the Pig .....	500
Poinsettia Sales .....	500
(200 plants @2.50)	
Skate Land .....	100
Chapter Sweetheart .....	300
T-Shirts .....	300
Banquet .....	300
(75 people @ \$4)	
Drive Thru BBQ (Tri-Tip) 4 x \$200.....	800
Donations .....	250

#### Total Income

**\$3,050**

### II. Expenses

Banquet.....	300
Awards and Supplies.....	600
Conferences.....	80
(Regional 4 @ \$10= 40)	
(Sectional 8 @\$5 = 40)	
Officer Boot Camp.....	380
Staff Breakfast .....	150
Kern Inyo Sectional Dues .....	100
State Degree Banquet .....	200
Drive Thru BBQ 4 x \$110.....	440
Officer Retreat .....	100
Top 10 Trip .....	200
Miscellaneous Expenses .....	500

#### Total Expenses

**\$3050**

## Program Recruitment Plan

Here at Mira Monte high school our Agriculture program tries to recruit new students year-round. This is done by all of the events our students participate in. Other students see what shop students are working on, what leadership events we attend and compete in and etc.. Our members peers see and catch wind of all the great things we do, so we are constantly getting new members. Besides what we do every day our school has set recruitment days such as freshmen orientation, club rush and career days. This is where we get the most success for recruitment. Besides that we have our Fall Ag day and Ag in the classroom and our students get to reach out to the elementary schools and educated the youth about Agriculture and FFA.

## FFA Chapter Scrapbook

Currently we don't have a chapter historian, or a chapter scrapbook being made. We have an officer run our Instagram account and so now we are using that as our scrapbook to hold pictures and to help market our program. When we get grounded enough and find a student who will do a great job is when we will have a student start a scrap book for our chapter.

## Responsibilities Chart

Mkt/Pygmy/dairy Goats	x		
Dairy Cattle			x
Poultry	x		
Rabbits/Cavies			x
Mechanics		x	
Horticulture			x
<b>June</b>			
New Officer Dinner			x
CATA, SLO	x	x	x
WLC Conference			x
<b>July</b>			
Midstate Fair Project Auction			
Officer Retreat	x	x	x
State Fair			
<b>August</b>			
Project Comp contest	MOVE TO SPRING		
Chapter Theme			x
Chapter T-shirts			x
FFA Calendar & POA			x
Freshmen Orientation	x	x	
Classroom Prep	x	x	x
Welcome Back FFA Meeting			x
SOLC			x
COLC Registration	x		
Ag Buddies	x		
SJR Bootcamp		x	x
KCF Fair Meeting(s)	x		
<b>September</b>			
FFA Meeting			x
COLC	x	x	x
Kern County Fair	x	x	x
Kiss The Pig Fundraiser	x		
<b>October</b>			
KC Fair Meeting			
Greenhand Conference	x		
GH/Chapter Degree			x
creed/impromptu	x		x
Open/Close Open teams	x	x	x
Open/Close Freshmen	x		
Open/Close Officer			x
National Convention	x		
Food Sale Days			x

## Responsibilities Chart

Prepared/Ext/Job Interview	x	x	
FFA Meeting	x	x	x
<b>November</b>			
Drive-thru BBQ		x	
Fall CATA/FFA Mtg	x	x	x
KI Opening/Closing Contest	x	x	x
FFA Meeting	x	x	x
New Professionals In-service		x	
Delivery of Speaking Manuscripts	x		
Ag Advisory Meeting	x	x	x
Poinsettia sales			x
West Hills College Field Day Cotton/Citrus			
<b>December</b>			
KI Skateland			x
Kern Inyo Speaking Contest	x	x	x
Holiday Classic			
Banking Contest			x
KHSD CATA Industry Day	x	x	x
Staff Breakfast	X		
FFA Meeting	x	x	x
Proficiencies			x
State Degrees			x
Christmas Officer Dinner			x
<b>January</b>			
Minarets Parli-Pro/ Creed Contest	x		
Record Book Scoring	x	x	x
Sierra Winter Classic			x
Activity Night/MTG	x	x	x
Reedly State Finals			
State Conference Registration			rooms
Regional Officer Applications			x
Co-Ops Contest/ BIG	x		x
<b>February</b>			
Chapter Sweetheart			x
Regional Applications			x
FFA Week General	x	x	x
Tulare Farm Show			x
ALA/MFE Registartion	x		
ALA/MFE Chaperone		x	x
Western Bonanza			
Spring CATA/ FFA Meeting Registration	x		
Spring CATA/ FFA Meeting	x	x	x

## Responsibilities Chart

<b>March</b>			
State Proficiency Awards			x
UC Davis Parli-Pro	x		
UC Davis Field Day	x		x
El Capitan Field Day		x	
Sv Section Bowling		x	x
SV Parli-Pro Contest	x		
Butte/Chico State Field Day			
Merced Field Day		x	
FFA Meeting	x	x	x
State Candidate Training	x		
Drive-Thru BBQ		x	
KI Awards Banquet Reservations	x		
Regional Speech Contest	x	x	x
State Conference Registration/ Hotel	Registration		Hotel
<b>April</b>			
Regional Parli-Pro Contest	x		
KI Awards Banquet	x	x	x
KI Officer Applications			x
Banquet Orders			x
MJC Field Day		x	x
Madera Welding Contest			
Fresno Field Day/ Clovis Welding	x	x	x
Ag Advisory Meeting		x	x
State Speaking Finals	x	x	x
State Parli-Pro Finals	x		
State Conference Chaperones	x	x	x
Freshman Point Awards			x
Upper Class point Awards			x
<b>May</b>			
KI sectional Elections			x
Project comepetition- info	x		x
Cal Poly State Finals	x	x	x
Officer Applications			x
Officer interviews			x
Officer Elections			x
KI CATA Planning Meeting	x	x	x
Banquet General			x
American Degree Scoring			x
Officer Banquet Practice			x
Speaking Banquet Practice	x	x	x
Banquet Dinner		x	
Banquet Slide-show	x		
Banquet Guest Speaker	x		
Banquet Mailer	x	x	x

### Responsibilities Chart

Banquet Awards Lists			
Banquet Decorations	x		
FFA Banquet Night	x	x	x
Top 12 Trip	x	x	x

## Graduate Follow Up

\* Required

Please take this quick survey to help your Ag teachers stay in contact with you!  
Your future and success in life is highly important to us. Staying in contact with you we will be able to help send educational along with career opportunities locally and state wide!



First Name: \*

Your answer

Last Name: \*

Your answer

home address: \*

Your answer

Phone number: \*

Your answer

Personal Email: \*

Your answer

What year did you graduate? \*

Your answer

What are your plans after high school? \*

- ☐ College (2 years)
- ☐ College (4 years)
- ☐ Trade School
- ☐ Work force
- ☐ Military

If you are still going to school, is your major Ag related?

- ☐ Yes
- ☐ No

## Graduate Follow Up

If you are still going to school are you part time or full time?

- ☐ Full time
- ☐ Part time

If you are currently working please tell us what you do?

Your answer

what is some advice for students who are still in high school?

Your answer

Is there anything we can help you with?

Your answer

Submit

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## Graduate Follow Up Results

I am currently working on a graduate follow up for my AGED 539 project because our program does not have a graduate follow up created yet. Now that our young program has completers, we want to get a follow up established and implemented. This summer will be our first year launching our Graduate follow up.

# **Mira Monte Agriculture Department**








## **Comprehensive Program Plan**
























- A. Job Market Description**
- B. Targeted Occupations**
- C. Total Program Goals and Objectives**
- D. Program Description of Included Courses**
- E. Program Completion Standards**
- F. Description of Facilities and Major Equipment**
- G. School and/or Department Policies Pertaining to:**
- H. Proficiency Standards for Program Completers**
- I. Teacher Data Sheet for each Teacher**

## A.Job Market Description

Mira Monte High School is located approximately 5 miles southeast of downtown 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.

<b>Bakersfield, CA Data Series</b>	<b>Back Data</b>	<b>May 2015</b>	<b>June 2015</b>	<b>July 2015</b>	<b>Aug 2015</b>	<b>Sept 2015</b>	<b>Oct 2015</b>
<b><u>Labor Force Data</u></b>							
<b>Civilian Labor Force (1)</b>		396.7	396.0	398.5	398.9	(P) 395.9	
<b>Employment (1)</b>		356.9	356.9	359.1	362.2	(P) 362.8	
<b>Unemployment (1)</b>		39.8	39.1	39.4	36.7	(P) 33.1	
<b>Unemployment Rate (2)</b>		10.0	9.9	9.9	9.2	(P) 8.4	
<b><u>Nonfarm Wage and Salary Employment</u></b>							
<b>Total Nonfarm (3)</b>		258.7	259.0	254.6	256.1	258.7	(P) 262.9
<b>12-month % change</b>		0.5	1.6	0.9	-0.2	0.0	(P) 0.7
<b>Mining and Logging (3)</b>		10.7	10.7	10.6	10.6	10.5	(P) 10.5

<b>12-month % change</b>		-18.3	-18.9	-20.9	-21.5	-21.1	(P) -18.0
<b>Construction (3)</b>		17.1	16.9	17.2	17.3	17.1	(P) 17.4
<b>12-month % change</b>		-6.0	-7.7	-6.5	-6.5	-6.0	(P) -5.9
<b>Manufacturing (3)</b>		14.4	14.6	14.5	14.7	15.1	(P) 14.9
<b>12-month % change</b>		0.0	0.0	-3.3	-4.5	-3.8	(P) -2.0
<b>Trade, Transportation, and Utilities (3)</b>		51.1	51.7	51.5	52.0	52.1	(P) 52.8
<b>12-month % change</b>		3.9	5.1	4.3	3.2	3.4	(P) 3.7
<b>Information (3)</b>		2.4	2.4	2.4	2.4	2.4	(P) 2.4
<b>12-month % change</b>		0.0	0.0	4.3	0.0	4.3	(P) 4.3
<b>Financial Activities (3)</b>		8.6	8.6	8.6	8.5	8.5	(P) 8.5
<b>12-month % change</b>		-2.3	0.0	-2.3	-1.2	-2.3	(P) -3.4
<b>Professional and Business Services (3)</b>		24.7	24.5	24.9	24.9	25.0	(P) 24.8
<b>12-month % change</b>		-3.5	-4.7	-2.7	-3.9	-3.1	(P) -2.7
<b>Education and Health Services (3)</b>		33.3	33.3	32.5	32.9	33.0	(P) 33.6
<b>12-month % change</b>		1.8	2.5	0.0	0.3	0.6	(P) 1.8
<b>Leisure and Hospitality (3)</b>		25.6	25.6	26.1	25.6	25.3	(P) 26.2
<b>12-month % change</b>		5.3	4.9	7.4	3.2	4.1	(P) 6.1
<b>Other Services (3)</b>		8.2	8.1	8.2	8.2	8.1	(P) 8.2
<b>12-month % change</b>		3.8	5.2	6.5	1.2	1.3	(P) 2.5
<b>Government (3)</b>		62.6	62.6	58.1	59.0	61.6	(P) 63.6
<b>12-month % change</b>		3.1	7.2	5.8	4.8	3.9	(P) 3.4

## B. Targeted Occupations

Area: Bakersfield- Delano, CA

Occupation (SOC code)	Employment(1)	Hourly mean wage	Annual mean wage(2)	Wage percent relative standard error(3)	Hourly median wage	Annual median wage(2)
<b>Farmers, Ranchers, and Other Agricultural Managers(119013)</b>	110	49.68	103330	4.3	49.30	102540
<b>Construction Managers(119021)</b>	440	51.03	106150	3.9	44.79	93160
<b>Lodging Managers(119081)</b>	80	21.56	44830	7.4	19.90	41390
<b>Wholesale and Retail Buyers, Except Farm Products(131022)</b>	100	23.40	48670	4.7	22.19	46160
<b>Agricultural and Food Science Technicians(194011)</b>	70	14.40	29940	4.3	13.50	28080
<b>Farming, Fishing, and Forestry Occupations(450000)</b>	32860	9.16	19050	1.4	8.82	18350
<b>First-Line Supervisors of Farming, Fishing, and Forestry Workers(451011)</b>	690	19.26	40060	6.6	17.17	35720
<b>Agricultural Inspectors(452011)</b>	100	18.22	37910	15.5	18.99	39490
<b>Graders and Sorters, Agricultural Products(452041)</b>	1600	8.66	18010	2.3	8.77	18250
<b>Agricultural Equipment Operators(452091)</b>	470	10.66	22160	2.8	10.40	21620
<b>Farmworkers and Laborers, Crop, Nursery, and Greenhouse(452092)</b>	29840	8.87	18460	1.3	8.80	18300
<b>Farmworkers, Farm, Ranch, and Aquacultural Animals(452093)</b>	(8)-	10.93	22740	5.9	10.12	21050

Period: May 2012

Source: U.S. Bureau of Labor Statistics

## **B.Targeted Occupations**

### **Agriculture Business**

#### **Management and Financial Specialties Careers**

- |                                 |                                         |
|---------------------------------|-----------------------------------------|
| a. Agricultural Consultant      | e. Farm Appraiser                       |
| b. Agricultural Economist       | f. International Agriculture Specialist |
| c. Agricultural Extension Agent |                                         |
| d. Agricultural Loan Officer    |                                         |

#### **Marketing, Merchandising and Sales Careers**

- |                                      |                         |
|--------------------------------------|-------------------------|
| g. Agricultural Sales Representative | j. Landscape Contractor |
| h. Agriculture Inspector             | k. Equipment Sales      |
| i. Commodity Broker                  |                         |

#### **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 | h. Plant and Soil Scientist |
| b. Water Quality Specialist     | i. Crop Consultant          |
| c. Plant Scientist              | j. Pest Control Advisor     |
| d. Agriscience Teacher          |                             |
| e. Entomologist                 |                             |
| f. Soil Conservationist         |                             |
| g. Environmental Analyst        |                             |

## **C. Total Program Goals and Objectives**

### **Agriculture Department Goals**

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

### **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 Mira Monte 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.

### **Program Goals and Objectives**

#### **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, fresh water, 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.

**Ag Communications and Leadership** This course is designed to promote and develop leadership in the Agriculture Industry. Ag Communications and Leadership is a concentrator course for our CTE Ag Business Pathway and is project-based course aimed at increasing students' leadership capabilities. Through the planning and execution of numerous events for the school's FFA chapter, students will discover how to best effect change in their communities. Students will read extensively about the nature of leadership and its different styles. Additionally, students write frequently – critically, reflectively, persuasively – and speak about the real world issues in Agriculture. Topics will include current issues in Ag legislation, development of personal leadership skills, FFA operations, FFA Judging Teams and exploration of past and present needs in the Ag Industry and its leaders. A supervised Agricultural Experience project is required and will be developed with the aid of the instructor. Students will help plan, organize and put on events in FFA. Students are required to complete 20 hours per semester. FFA participation and SAE, Supervised Agricultural Experience, Project will be part of the grade for this course.

**Ag Sales and Marketing (18-19)** 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 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. Students will be required to complete four hours of work time per year in sales for the Mira Monte High School Agriculture department as a portion of their grade.

**Ag Government(18-19)** 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 (18-19)** 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).

**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. **(First Year in Pathway)**

**Agricultural Mechanics 2 ( Weld Tech 1)-** Is a course designed to take all the skills learned in Ag Shop skills to the next level. This course provides individual instruction to students in developing welding and fabrication skills: Oxy-fuel (welding, brazing and cutting), SMAW (Arc welding), GMAW (MIG welding), and Plasma Arc cutting. All students enrolled will continue their membership in the FFA, keep records and continue/expand their SAE Projects. **(Second year in pathway, Prerequisite class : Ag Mech 1)**

**Agricultural mechanics 3 (weld tech 2)-** is a course designed to take all the skills learned in Ag shop skills, and Weld tech 1 to the next level. Students will be trained for entry level positions in Metal Fabrication, Specialty Welding Shops and Post secondary Agricultural Mechanics, Welding Technology & Industrial Technology Education Programs. This course will develop a more focused skill in the areas of: Welding (Oxy-fuel, SMAW, GMAW, FCAW), Cutting (Oxy-fuel and Plasma Arc), Metal Working, Safety, Shop management, Measurement, Tool and Equipment use, Equipment Maintenance and repair, Equipment troubleshooting, Project design & Fabrication and Painting. All students enrolled will continue their membership in the FFA, keep records and continue with their SAE projects. Students are encouraged to exhibit any constructed, repaired, or restored projects at the Kern County Fair. **( Third year in the pathway, Prerequisite: Ag mech 2, seniors may repeat course for their senior elective if they pass the class with a C or better)**

## **Supervised Occupation 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

## **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
2. Student Data Sheet
3. Completed Follow up Survey
4. SAO Program (including field supervision forms)
5. List of Awards and Scholarships earned
6. Copies of Recommendations
7. Applications
8. 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 advisors 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 plan for 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. SOEPs 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 Mira Monte 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 be 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 welding.

## Pathway Sequence

<b>AgriScience</b>	Ag Soils  *Required	Ag Biology  *Required	Agriculture Communications  *Required	
<b>Ag. Business Pathway</b>	Ag Soils  Recommended	Ag Biology  *Required	Agriculture Communications  <b>Or</b> Agriculture Sales and Marketing *Required	Ag Government / Ag Economics *Required

<b>Ag. Welding Pathway</b>	Ag Mech I *Required	Ag Mech II *Required	Ag Mech II Or Advance Ag Mech	Advanced Ag Mech *Required
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## F. Description of Facilities and Major Equipment

### Agriculture Department

Shop Inventory

1,925 Square Feet

#### Welding Power Sources and Wire Feeders

- Miller 350 p 2
- Miller 252 4
- Miller XMT 350 2
- Miller 251 1
- Miller Syncrowave 250DX 1
- Miller Syncrowave 200 3
- Lincoln Flex tech 350 6
- Lincoln power mig 350 1
- Lincoln power mig 256 2

- ESAB mig master 1

### **Plasma and OFC/OAW Equipment**

- Hypertherm powermax 1
- Lincoln plasma table 1
- Miller
- Victor Journeyman Torches 4
- OA cutting table 3

### **Fabrication Equipment**

- Ellis Belt Grinder 1
- Drill Presses 2
- 10" Bench Grinder 1
- 10" wire wheel 1
- JD squared tubing bender 1
- Cleveland tool & steel Iron Worker 1
- Jet Cold Saw 1
- Ellis Horizontal Band Saw 1
- Toyota Forklift 1
- Milwaukee Mag Drill 1

## **Agriculture Department**

### **School Farm and Classroom Inventory**

#### **Farm Equipment**

- 2004 Chevy 3500 Diesel Truck 1
- 2009 Ford f-150 Gas truck 1
- 16' Bumper Pull Stock Trailer 1

#### **Classroom/Lab Equipment**

- Chromebook cart 1
- Color Printer 1
- Black and White Printer 1
- Room 53- Desktop Computers 4
- Room 55- Desktop Computers 7
- Ag Leadership Books 30

## **G. School and/or Department Policies**

- Student eligibility to participate in out-of-class activities
  - Fairs
  - CDE Teams
  - Field Trips
  - Leadership Conferences
- Student eligibility to show a livestock project
- Student eligibility to participate/use lab and school farm facilities
- Student Eligibility for Agriculture Business Academy
- Guest Speakers

## H.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**

- \_\_\_ 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

#### Agricultural Mechanics - Shop Skills

- \_\_\_ Shop terminology
- \_\_\_ Shop Safety
- \_\_\_ Concrete Masonry Work
- \_\_\_ Electrical Wiring
- \_\_\_ Wood Working
- \_\_\_ Cold Metal/Sheet Metal
- \_\_\_ Plumbing
- \_\_\_ Land Surveying
- \_\_\_ FFA
- \_\_\_ SAE

## I. Teacher Data Sheet for each Teacher

### Teacher Profile

**Name:** Roobie Richards

**Program:** Agriculture Department

### Credential(s) Held:

Single Subject and Specialist- Agriculture

**Professional Preparation:**

**B.S.-** Agriculture Education, CSU Fresno  
Emphasis- Animal Science

**Credential-** CSU Fresno

**M.S.-** Agriculture Education, Cal Poly, SLO

**Work Experience Outside Education:**

Montoya Ranch- Raise and sell cross breed goats for multi-purposes.

**In-service Education in the Last 3 Years:**

State and Regional CATA Conferences

School Site Workshops

**Membership in Professional Organizations:**

California Agriculture Teachers Association (CATA)

**Additional Experiences:**

South Valley CATA Sectional Officer Chairs

Star Sectional FFA Advisor 2016

CATA Outstanding Young Teacher (South Valley Section)

Mira Monte High School Teacher of the Year 2016-2017

**Teacher Profile**

**Name:** Joshua McKenzie

**Program:** Agriculture Department

**Credential(s) Held:**

Single Subject and Specialist- Agriculture

**Professional Preparation:**

**B.S.-** Agricultural Education, California State University, Fresno

**Credential-** California State University, Fresno

**Work Experience Outside Education:**

Fresno State Farm Machinery Center, Student technician: 3.5 yrs

Kubota Tractor Corporation, Service management Intern: 4 months

**In-service Education in the Last 3 Years:**

State and Regional CATA Conferences

School Site Workshops

**Membership in Professional Organizations:**

California Agriculture Teachers Association (CATA)

**Additional Experiences:**

Course related Professional Development: Torchmate Plasma Table Training

**Teacher Profile**

**Name:** Ariana Hallum

**Program:** Agriculture Department

**Credential(s) Held:**

Single Subject and Specialist- Agriculture

**Professional Preparation:**

**B.S.-** California State University, Fresno

**Credential-** California State University, Fresno

**Work Experience Outside Education:**

Fresno State Dairy Processing (Manager)- 4 years

Miguel Family Dairy - 2 years

**In-service Education in the Last 3 Years:**

State and Regional CATA Conferences

**Membership in Professional Organizations:**

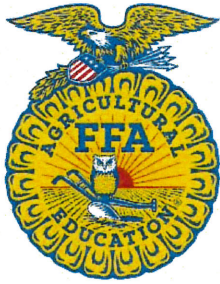
California Agriculture Teachers Association (CATA)

**Additional Experiences:**

**Mira Monte High School Agriculture Department 1800 South Fairfax Rd Bakersfield, CA  
93307**

**Advisory Committee Meeting Agenda September 4, 2019**

1. Introductions
2. Brief explanation of program and pathways
3. CTE Grant
4. Update Advisory Committee Contact List
5. Questions
6. Adjourn- Next Meeting
6. Adjourn- Next Meeting



**Mira Monte High School  
Agriculture Department  
1800 South Fairfax  
Bakersfield, CA 93307**



Advisory Minutes 11/13/19

Joshua McKenzie called meeting to order at 6:01pm.

Josh began meeting with introductions. Each member introduced themselves by stating name, profession and location of employment. In addition, Josh passed around the directory for our advisory members to confirm information was correct. Next, we introduced a template for our constitution and bylaws for advisory committee. It was motioned by Ariana and seconded by Mr. Lemucchi. Next, Josh went discussed the overview of the program by showing our enrollment numbers within our classes and the growth we have seen overall in the program.

After overview, it was announced the CTE grant that we applied for was approved and Roobie had met with Mr. Sandoval about location/design of the facility. Josh showed the initial design of the location and a template of how the lay out of the buildings/ storage/ livestock pens were to be located at on the given design. We asked for input into the design from advisory members. Mr. Lemucchi provided a lot of insight into the type of classrooms he recommended we look into. He expressed concern over the walk to the facility as well as the potential classrooms being portable vs. built buildings. Roobie Richards noted it was unsure of how the buildings would be built or what was to be bought by the district but she was going to look into portable lab classrooms. Other concerns or suggestions to be considered when Roobie was to meet with administration on matter, was outside seating for students and creating some walk way or path for students to work out to the facility and parking. The suggestions given by advisory were recorded down and were to be address at the next planning meeting regarding the facility.

Meeting adjourned at 7:10pm.

# **Mira Monte High School**

## **Agricultural Advisory Committee**

### **Constitution**

#### *I. Introduction*

- a. Advisory committees for education in various fields and on various levels are established devices for using lay resource people to assist professional staffs. Agricultural Education in the secondary schools has as great a need for such committees as any field of education, and in many states agricultural advisory committees have been an accepted and valued aid to all or most of the departments. In California, there is an appreciation of the need for, and assistance, which may be provided by: local agricultural councils or committees.

Changes in agriculture in California make extremely valuable the organized assistance of successful farmers to the agriculture department. Agriculture today is a highly scientific, mechanized and ordered procedure; yet, new materials and methods are appearing constantly. It is virtually impossible for an agriculture teacher to “keep up to date” on all agriculture changes, and still carry the heavy routine expected of him/her.

Many areas of California are changing from rural to semi-urban, yet even in the latter there is a demand for, and need for, practical agricultural education. Increased farm production per operator demands higher training in skills and techniques and more individuals gainfully employed in specialized occupations. To keep abreast of these conditions is one of the purposes of an advisory committee. The increasing number and complexity of school farms also heightens the need for advisory committee.

The establishment of a State Advisory Committee has further implemented the need and encouragement for local advisory committees in agriculture. This state group, which advises the Bureau of Agricultural Education on a statewide basis, consists of nine outstanding producing farmers, many of whom have had long experiences as school board members and on local advisory committees. They have seen firsthand the advantages of these local groups.

The importance of advisory committees is emphasized in a quotation from “Administration of Vocational Education at State and Local Levels”, a publication for superintendents and boards of trustees, prepared by the American Vocational Association:

“A vocational advisory committee is a practical device by which the school system keeps in contact with the groups in the community that it is trying to serve. Members of advisory committees are laymen from the various professions and occupations who have had broad experience in their fields, and have gained the confidence of their working associates, as well as the general public.”

“...School authorities should not distrust advisory committees as potential usurpers of their functions. Lay advisory groups have no administrative or legislative authority and cannot establish policy or take the place of the administrator and the board of education. The purpose and function of advisory committees is to provide a two-way system of understanding and communication between the school and community... School administrators should respect and solicit the democratic assistance of representative advisory groups in building a vocational education program which is responsive to the changing needs of the American people and fundamental to the economic well-being and security of the nation.”

## *II. Using the Advisory Committees*

- a. In terms of what can be gained from using advisory committees, the following points are pertinent:
  - i. Improve public relations by providing a two-way communication between an agriculture department and representative citizens of a community.
  - ii. Help in developing a program of agricultural education tailor-made for a particular community and based upon the crucial needs of a community.
  - iii. Represent the laymen of a community in systematic evaluations of a department, which results in better objectives, improved programs, and more adequate facilities.
  - iv. Guide and support a teacher of agriculture, making it possible for him/her to be more effective, to gain more satisfaction from their work, and to advance more rapidly in his/her profession.
  - v. Provide a continuing program where teachers change, and prevent frequent changes of teachers.
  - vi. Assist in adjusting a department program to emergencies and to gradual changes, this keeping it more nearly up to date, and able to serve the future rather than the past.
  - vii. Correlate the work of a department with that of other agencies (working with farmers) with which committee members may have close relationships.
  - viii. Assist an agriculture department in resisting inappropriate and unreasonable demands from outside the school system.
  - ix. Develop committee members, particularly the younger ones, into valued community members.
  - x. Assist in disseminating new agricultural ideas, back into the community.

## *III. Advisory Committee Duties*

- a. The duties of the advisory committee shall include, but will not be limited to:
  - i. Assist vocational agricultural teachers in developing strong curricula.
  - ii. Assist in providing on job training sites for vocational students.
  - iii. Provide effective public relations.

- iv. Assist in evaluating the effectiveness of the vocational agriculture program.
- v. Assist teachers in unifying other groups and agencies interested in agriculture.
- vi. Visit the supervised programs of students.

#### *IV. Operation of Committee*

- a. The make-up and operation of the committee shall be as follows:
  - i. The Board of Trustees shall make actual appointments to the committee.
  - ii. Annual reports of actions and meetings of the committee shall be presented to the Board of Trustees by the Chairman of the advisory committee.
  - iii. A minimum of two meetings per year shall be conducted. These meetings shall be held in February and August.
  - iv. Officers shall consist of Chairman, Vice- Chairman, and recording Secretary. The Vice-Chairman shall move to Chairman. The term of the Chairman shall be for one year. The Director of Agriculture Education, or his/her appointee, shall serve as recording Secretary for the Committee.
  - v. The committee shall consist of ten (10) members each of whom shall serve a three-year term, with the exception of the junior member who shall serve a two-year term.

#### *V. The advisory committee membership shall consist of:*

- a. Immediate past student of the Agriculture program currently attending a college majoring in an agriculture field or currently working in an agricultural occupation. This person shall be identified as the Junior Member.
- b. Two (2) members from the plant science field.
- c. One (1) member from the animal science field.
- d. One (1) member from the agricultural sales/service field.
- e. One (1) member from the agricultural mechanics field.
- f. One (1) member who currently has a son/daughter enrolled in the agricultural science program.
- g. Three (3) members elected at large.
  - Meetings will be held in the agriculture department unless otherwise stipulated.

#### *VI. Term of Advisory Committee Members:*

- a. The term of an Advisory committee member shall be for two years unless that person is a junior member in which case the term shall be for one year.
- b. The term of the committee members shall begin January 1<sup>st</sup> of the year elected and end December 31<sup>st</sup> of the third year.

#### *VII. Filling Vacancies:*

- a. Any midterm vacancies shall be filled by appointment of the Board of Trustees.

*VIII. Amendments*

- a. Amendments to this constitution shall be made with two-thirds consent of the committee members present at a regularly scheduled meeting and approved by the Board of Trustees.
- b. Revised: November 2016

# California Commission on Teacher Credentialing

*By virtue of the authority vested in the Commission on Teacher Credentialing and in recognition of preparation for service in California Public schools*

**JOSHUA MCKENZIE**

*is hereby awarded the*

**Specialist Instruction Credential (Agriculture)**

*together with all the rights, privileges, and responsibilities appertaining thereto*

valid: 07/28/2017 to 08/01/2022

*Linda Darling Hammond*

*Linda Darling Hammond  
Chair, Commission on Teacher  
Credentialing*



*Mary Vixie Sandy*

*Mary Vixie Sandy  
Executive Director, Commission  
on Teacher Credentialing*

# California Commission on Teacher Credentialing

*By virtue of the authority vested in the Commission on Teacher Credentialing and in recognition of preparation for service in California Public schools*

**JOSHUA MCKENZIE**

*is hereby awarded the*

Single Subject Teaching Credential

*together with all the rights, privileges, and responsibilities appertaining thereto*

valid: 07/28/2017 to 08/01/2022

*Linda Darling Hammond*

*Linda Darling Hammond  
Chair, Commission on Teacher  
Credentialing*



*Mary Vixie Sandoz*

*Mary Vixie Sandoz  
Executive Director, Commission  
on Teacher Credentialing*



# Mira Monte FFA Calendar of Activities 2019-2020



	Event	Student Chair	Advisor	Category
<b>AUGUST</b>				
9-10	Offier Boot Camp		Hallum	Leadership
30	Club Rush Day	Ryan	Hallum	
<b>SEPTEMBER</b>				
	Kiss the Pig/Lamb/Goat	Marlene	Richards	Fundraiser
5-7	Greenhand Leadership Conference		Richards	Leadership
<b>7 COLC</b>			Hallum	
10	Chapter meeting	Jackie/Marlene	Hallum	Activity
11	BBQ	Kim	McKenzie	
18-28	Kern County Fair		Richards	SAE/ Career Development
<b>OCT.</b>				
	Fall Carnival			
15	Chapter meeting	Gisselle/Jackie	Hallum	Activity
	Fall Festival- Petting Zoo	Nat	Richards	Community Service/fundraiser
<b>NOV.</b>				
	Poinsettias	Laura	Hallum	
5	Chapter Meeting	Andrea/Jessica	Hallum	Activity
14	O/C BHS	NA	Richards	Activity
<b>DEC.</b>				
4	KI/SV Banking-Pavilion	NA	Hallum	Career Development
10	Chapter meeting	Ella/Daisy	Hallum	Activity
<b>11 BBQ</b>		Kim/Jackie	McKenzie	
20	Staff Breakfast	Sam	Richards	Leadership/ Community Service
	Community service	Jessica	Richards	Community Service

	Event	Student Chair	Advisor	Category
JAN.				
14	Chapter meeting	Andrea/Jessica	Hallum	Activity
18	KI Speaking Contest @ North	NA	Richards	Career Development
29	BBQ	Marlene/Jackie	McKenzie	Fundraiser
FEB.				
	Chapter Sweetheart	Jackie	Richards	Fundraiser
11-13	World Ag Expo/Farm Show	NA	McKenzie	Career Development/ Activity
9-10	Made For Excellence/Advanced Leadership Academy Conference		Richards	Leadership
18-21	FFA Week	Greenhands	Richards	Activity/Leadership
27	KI BIG/NRB/CoOp @Arvin	NA	Richards	Public Speaking/CDE/Leadership
MAR.				
7	UC Davis Field Day @ Davis	NA	Richards	Career Development
10	Chapter meeting	Jackie/Nat	Hallum	Activity
14	Merced Field Day		McKenzie	Career Development

25	BBQ	Jackie/Marlene	McKenzie	Fundraiser
21	MJC Field Day Welding	NA	McKenzie	Career Development
31	KI Banquet-Kern Fair	NA	Richards	Career Development
APR.				
18	Fresno State FFA Field Day	NA	Richards	CDE
21	Chapter meeting	Greenhands	Hallum	Activity
23-26	State FFA Conference	NA	Richards	Leadership
	Spring Carnival-Petting Zoo		Richards	Community Service/fundraiser
MAY				
24-25	Ag in the classroom lessons		Richards	Community Service
5	KI Officer elections @ Highland	NA	Richards	Leadership
14	Banquet	ALL	Richards	Activity
27	MMHS Graduation	NA	Richards	Awards

## **Expected Professional Growth and Development Activities**

### **2018-2019 School Year**

1. EdTech Events & Google Trainings
2. Gizmo Science Training
3. KHIP Induction
4. CATA Regional Meetings (Fall and Spring)
5. Weekly PLC Meetings
6. Weekly Department Meetings
7. Weekly Meetings with Induction Mentor
8. New Professionals Conference
9. Regional Road Show and Workshops
10. Sectional CATA Inservice
11. Kern High School District Agriculture PLC Meetings
12. Get Curious Not Furious KHSD Workshop
13. Rebels with Applause KHSD Workshop
14. Impact Team Training with an Impact Coach (Sceince PLC)
15. Adjunct Duties: Football Game, BasketBall Game, Fall Play, Fall Final Tutoring, Freshmen Registration
16. Sectional CATA Planning Meetings
17. Summer Externship with Floral Design Shop
18. CATA Summer Conference and AgriSkills
19. Kagan KHSD Summer Workshop
20. Remaining Masters of Agriculture Education Courses



# Bakersfield-Mira Monte

## Chapter Summary

Last Name	First Name	Gender	Ethnicity	Years Teaching	Credentials	Base Salary	Extended	FFA Stipend	Dept Head Stipend
Hallum	Ariana	Female		7	Ag Specialist Single Subject			\$0	\$0
Jaquez	Michael	Male		0	Ag Specialist Single Subject	\$0	\$0	\$0	\$0
McKenzie	Joshua	Male	White	1	Ag Specialist Single Subject			\$0	\$0
Richards	Roobie	Female		5	Ag Specialist Single Subject			\$0	\$0

### Richards, Roobie

Period	Course Title	Enrollment	Pathway
1	Prep Period	0	Agriscience
2	Introduction to Agriculture	27	Agriscience
3	Introduction to Agriculture	22	Agriscience
5	Introduction to Agriculture	31	Agriscience
6	Ag Communications & Leadership	32	Agricultural Business
7	Introduction to Agriculture	20	Agriscience

### Hallum, Ariana

Period	Course Title	Enrollment	Pathway
0	Graduate - American Degree	5	Agricultural Business
1	Sustainable Agriculture	23	Agricultural Business
2	Ag Economics	34	Agricultural Business
3	Sustainable Agriculture	23	Agricultural Business
5	Sustainable Agriculture	21	Agricultural Business
6	Agriculture Business Management	34	Agricultural Business
7	Prep Period	0	Agricultural Business

**McKenzie, Joshua**

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Period	Course Title	Enrollment	Pathway
1	Introduction to Agricultural Mechanics	33	Agricultural Mechanics
2	Agricultural Welding	28	Agricultural Mechanics
3	Introduction to Agricultural Mechanics	25	Agricultural Mechanics
5	Prep Period	0	Agricultural Mechanics
6	Introduction to Agricultural Mechanics	32	Agricultural Mechanics
7	Fabrication & Construction	24	Agricultural Mechanics



# Bakersfield-Mira Monte

## Graduate Follow-Up Data

Total Seniors (2018 Graduation Year): **52**

Total Seniors Completing 3 or more years in Ag: **19**

Program Completer Status	Count
Location or Position Unknown	5
Two Year College - Ag Major	5
Two Year College - Non-Ag Major	4
Employed - Fulltime - Non-Ag Job	3
Four Year College - Ag Major	1
Four Year College - Non-Ag Major	1



# Bakersfield-Mira Monte

## Demographics

### Gender

Pathway Name	Gender		
	Female	Male	Withheld
Agricultural Business	104	74	1
Agricultural Mechanics	12	133	
Agriscience	56	43	1

### Race

Pathway Name	Race			
	Hispanic/Latino	Two or more	White	Withheld
Agricultural Business	1	3	27	148
Agricultural Mechanics		4	16	125
Agriscience		2	7	91

### Ethnicity

Pathway Name	Ethnicity	
	Hispanic	Non-Hispanic
Agricultural Business	165	14
Agricultural Mechanics	129	16
Agriscience	97	3

### Freshman Persistence

Years in Ag	Students	Percent
1	27	36.49%
2	30	40.54%
3	6	8.11%
4	7	9.46%
5	4	5.41%
Freshman Cohort Students	74	

Average Years Completed: 2.1%

### Travel Request Documents

I was not able to get my hands on a completed travel request form due campus being closed for covid-19. On top of that an office lady tested positive so things are on lock down. When our department completes a travel request form our office admin. Keeps and stores the files in the front office. So unfortunately I do not have access to such documents.

CALIFORNIA AGRICULTURAL  
TEACHERS' ASSOCIATION

A handwritten signature in black ink, appearing to be 'J. J. Z.', is written across the middle section of the membership card.

SERVING AGRICULTURE BY TEACHING  
2019/2020 ACTIVE MEMBER

## Professional Development Report

My administration and district have never asked for me to write up a report for a professional development session.



**Mira Monte High School**  
**Agriculture Department**  
1800 South Fairfax  
Bakersfield, CA 93307



## **5-YEAR ACQUISITION SCHEDULE**

### **2019-2020**

1. Finish Ag shop updates
2. Purchase ag business class equipment
3. Work on School Farm
4. Computers for Ag Comm and Computer CDE Teams

### **2020-2021**

1. Plotter for printing ag business/sales posters and agriscience fair projectsVegetable/flower sales at farmer's market
2. Add a shadehouse facility to farm
3. Ag Engines class equipment

### **2021-2022**

1. Purchase lab supplies and equipment
2. Update computer
3. Greenhouse to School Farm

### **2022-2023**

1. Hydroponics facility
2. Update Welders

### **2023-2024**

1. Add a 4th Ag teacher
2. Add Rabbitry to school farm

**Ag mechanics general budget:**

**Ag mechanics 1 Consumables**

Rope work:	50.00
Concrete:	150.00
Woodworking:	500.00
Electrical wiring:	400.00
Cold Metal/ Sheet metal:	800.00
Plumbing:	1,500.00

**Ag welding 1 & 2:**

Welding Consumables:	6,000.00
Metal consumables:	10,000.00

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<b>Total:</b>	<b>19,400.00</b>
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PERKINS- AG Budget

CONFERENCES

AIG/ASB Funds

Date	Event	Students	Adults	Location	Reg	Hotels	Notes	Amount	Adv. Hotels	Submitted	St. Hotels
11/17-11/18	CATA Road Show (ALL)		3	Yosemite	AIG	1000	Subs Friday- Title 1	1000	1000		380
4/22-4/26	FFA State conference (ALL)	16	3	Anaheim	3534	6978	SUBS and Advisor Hotels (principals)	5278.5	1744.5		5233.5
2/16-2/17	MFE/ALA Conference (Hall/M)	12	2	Visalia	1050	280	Advisor Rooms Title 1/student rooms A	1330	280		
Jun-18	CATA Summer Conference (ALL)		3	SLO	2250	2000	Reg and Hotels- Title 1	1500	2000		
	Leadership Packets				3570		Perkins	3570			
Total								12678.5	5024.5		
Sub Total									17703		

Class	SUPPLIES	Students	Submitted	Notes	Amount	Actual
AFNR	Vernier (Lab Sensors)	115	8/16/2018	One Time- Equipment Purchase	12000	11931
AFNR	Lab Aids (AFNR Set)	115	8/17/2018	Consumables	1400	1343
AFNR	Wards	115	8/18/2018	Consumables/ Equipment Purch	1200	1142
Ag Bio	Fetal Pigs Bio	75	8/19/2018	Consumables	1000	943
Total					15600	15359

Sub days for:

9-6	Greenhand Leadership Conference- Richards	50	Perkins
9/18-10/1	KCF Subs- Richards, McKenzie, Hallum	25	CTE/CCPT
10/10	Ag One Luncheon- Richards and McKenzie	9	CRBG
10/12	BC Ag Career Expo- Hallum/Richards	18	CRBG
11/16	CATA InService- Richards, McKenzie, Hallum		Title 1
2/14	Farm Show-Hallum and McKenzie		CRBG
3/1	UC Davis CDE competition- Richards and Hallum		CRBG
3/21	Farm Day in the City- Richards		
4/25-4/28	State FFA Conference- Richards, McKenzie, and Hallum		Principals



Mira Monte HS Agriculture Mechanics has budgeted to replace our existing Milling machine and Lathe through our allotment of CCPT grant we applied for last year. We also budgeted money from the grant to purchase a 50 ton Iron worker for our Advanced Ag Mechanics courses. With the large shipments of steel and other building supplies we are having delivered to our facility throughout the year we feel the purchase of a forklift is essential to safely unload and transport this material around the work area. Our advanced Mechanics course also fabricates large projects such as trailers and could utilize a forklift for safe construction of these projects. A forklift on site would also allow us to teach forklift maintenance, repair, and operation as part of this class, a need expressed by our local industry. Teaching Agriculture Mechanics requires that we purchase safety equipment every year, to include safety glasses, welding helmets, shop coats/welding jackets, and gloves, these need to be replaced annually or as damaged, handheld power tools and cutting tools also require inspection for damage and replacement as needed. As with any shop based course consumables are necessary to teach the skills required, under consumables we must purchase the following each year: lumber, steel, electrical supplies, plumbing supplies, fasteners, abrasives, cleaning supplies, welding rod, and welding gases. Having the ability to purchase the required equipment, supplies, and consumables will allow me to teach the required hands on skills for our students to meet industry needs.

## **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. 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.

Responsibilities Chart

Activity	Mrs. Richards	Mr. Mckenzie	Ms. Hallum
<b>Department Chair</b>	x		
<b>Departmental Duties</b>			
Livestock Project ASB Account	x		
Welding Project ASB Account		x	
FFA ASB Account			x
Department/Program Budget	x		
Perkins Funding Application	x		
Ag Incentive Grant Application	x		
Incentive Grant Reviews	x		
Report of Expenditures	x		
Maintain 5-year Program Plan	x		
Maintain Comprehensive Program Plan	x		
Specialized Ag Incentive Grant			
CTE Grant Application	x		
R-2 Report & Roster	X	x	x
Graduate Follow up		x	x
Recruitment		x	x
Transportation Requests	x	x	x
<b>General FFA</b>			
FFA Advisor	Co-Advisor	Co-Advisor	X
Greenhand FFA Advisor	x		
Ag Advisory Committee		x	x
Department mailers	x	x	x
MiraMonte Boosters	x		
<b>CDE Coaching Assignments</b>			
Computers	X		
Ag Mechanics		X	
Best Informed Greenhand	x		
Banking			x
Co-Op			x
Job Interview		x	
Impromptu Public Speaking			x
Prepared Public Speaking	x		
Extemporaneous Pubic Speaking			
Creed	x		
Novice Record Book (AET)		x	
Parli-Pro	x		
Opening/Closing	x		x
Dairy Cattle Judging			x
Horse Judging			x
Ag Sales and Marketing			x
<b>Project Supervision</b>			
Beef	x		
Sheep			x

## Responsibilities Chart

Swine		x	
Mkt/Pygmy/dairy Goats	x		
Dairy Cattle			x
Poultry	x		
Rabbits/Cavies			x
Mechanics		x	
Horticulture			x
<b>June</b>			
New Officer Dinner			x
CATA, SLO	x	x	x
WLC Conference			x
<b>July</b>			
Midstate Fair Project Auction			
Officer Retreat	x	x	x
State Fair			
<b>August</b>			
Project Comp contest	MOVE TO SPRING		
Chapter Theme			x
Chapter T-shirts			x
FFA Calendar & POA			x
Freshmen Orientation	x	x	
Classroom Prep	x	x	x
Welcome Back FFA Meeting			x
SOLC			x
COLC Registration	x		
Ag Buddies	x		
SJR Bootcamp		x	x
KCF Fair Meeting(s)	x		
<b>September</b>			
FFA Meeting			x
COLC	x	x	x
Kern County Fair	x	x	x
Kiss The Pig Fundraiser	x		
<b>October</b>			
KC Fair Meeting			
Greenhand Conference	x		
GH/Chapter Degree			x
creed/impromptu	x		x
Open/Close Open teams	x	x	x
Open/Close Freshmen	x		
Open/Close Officer			x
National Convention	x		

Responsibilities Chart

Food Sale Days			x
Prepared/Ext/Job Interview	x	x	
FFA Meeting	x	x	x
<b>November</b>			
Drive-thru BBQ		x	
Fall CATA/FFA Mtg	x	x	x
KI Opening/Closing Contest	x	x	x
FFA Meeting	x	x	x
New Professionals In-service		x	
Delivery of Speaking Manuscripts	x		
Ag Advisory Meeting	x	x	x
Poinsettia sales			x
West Hills College Field Day Cotton/Citrus			
<b>December</b>			
KI Skateland			x
Kern Inyo Speaking Contest	x	x	x
Holiday Classic			
Banking Contest			x
KHSD CATA Industry Day	x	x	x
Staff Breakfast	x		
FFA Meeting	x	x	x
Proficiencies			x
State Degrees			x
Christmas Officer Dinner			x
<b>January</b>			
Record Book Scoring	x	x	x
Sierra Winter Classic			x
Activity Night/MTG	x	x	x
Reedly State Finals			
State Conference Registration			rooms
Regional Officer Applications			x
Co-Ops Contest/ BIG	x	x	x
<b>February</b>			
Chapter Sweetheart			x
Regional Applications			x
FFA Week General	x	x	x
Tulare Farm Show			x
ALA/MFE Registartion	x		
ALA/MFE Chaperone		x	x
Western Bonanza			
Spring CATA/ FFA Meeting Registration	x		
Spring CATA/ FFA Meeting	x	x	x

## Responsibilities Chart

<b>March</b>			
State Proficiency Awards			x
UC Davis Parli-Pro	x		
UC Davis Field Day	x		x
El Capitan Field Day		x	
Sv Section Bowling		x	x
SV Parli-Pro Contest	x		
Butte/Chico State Field Day			
Merced Field Day		x	
FFA Meeting	x	x	x
State Candidate Training	x		
Drive-Thru BBQ		x	
KI Awards Banquet Reservations	x		
Regional Speech Contest	x	x	x
State Conference Registration/ Hotel	Registration		Hotel
<b>April</b>			
Regional Parli-Pro Contest	x		
KI Awards Banquet	x	x	x
KI Officer Applications			x
Banquet Orders			x
MJC Field Day		x	x
Madera Welding Contest			
Fresno Field Day/ Clovis Welding	x	x	x
Ag Advisory Meeting		x	x
State Speaking Finals	x	x	x
State Parli-Pro Finals	x		
State Conference Chaperones	x	x	x
Freshman Point Awards			x
Upper Class point Awards			x
<b>May</b>			
KI sectional Elections			x
Project comepetition- info	x		x
Cal Poly State Finals	x	x	x
Officer Applications			x
Officer interviews			x
Officer Elections			x
KI CATA Planning Meeting	x	x	x
Banquet General			x
American Degree Scoring			x
Officer Banquet Practice			x
Speaking Banquet Practice	x	x	x
Banquet Dinner		x	
Banquet Slide-show	x		
Banquet Guest Speaker	x		
Banquet Mailer	x	x	x

Responsibilities Chart

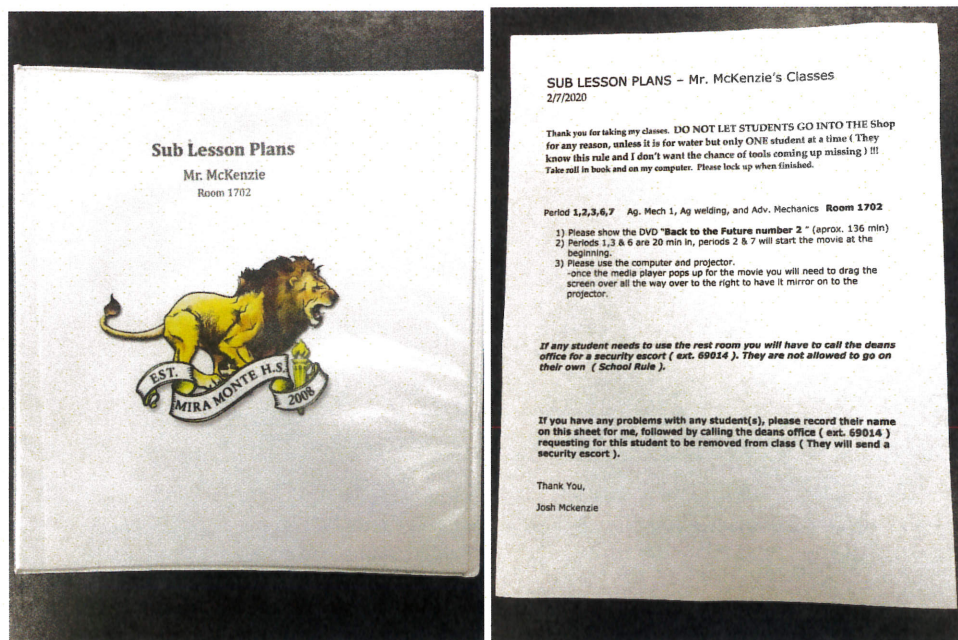
Banquet Awards Lists			
Banquet Decorations	x		
FFA Banquet Night	x	x	x
Top 12 Trip	x	x	x

## 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.



## **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.

## **2 + 2 Agreements**

Mira Monte 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.

## **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:**  
**Quality Criteria**  
**Improvement Project**

Name: Joshua McKenzie.  
Address: \_\_\_\_\_.  
City, State, Zip: Bakersfield, CA. 93301.  
Phone: \_\_\_\_\_.  
E-mail: joshua\_mckenzie@kernhigh.org.

## Project Proposal

(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed: Quality Criteria 9: Program Accountability and Planning.  
Goal or Purpose of the Project:

My goal is to develop a graduate follow up survey for my school, to help track where and what our graduate students are doing post high school. As for new chapters get rolling it is important that student data is being recorded. Having a graduate follow up will allow for our chapter to follow up with alumni students on what they are doing after high school. As a chapter we hope to use this to see how many of our students pursue a career in agriculture, whether that's going right into the work force or pursuing Agriculture at the post-secondary level.

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

- Records of Graduate student contact info.
- Create a graduate follow survey.
- Use surveys to help evaluate our chapter to help us create a more relevant and meaningful chapter.

Estimated number of hours on this project: 3 hrs.

Estimated expenditures (\$) on this project (your costs) : 0.00\$.

Proposed timeline for completion of the project:

March 1: Start, Format and Finalize the creation of the Graduate follow up.

Progress Report: How will you inform the Cal Poly faculty of your progress on a regular basis?  
I will inform faculty when I plan on starting my project, and will be sharing a copy as evidence of completion.

I will be in contact with Dr. Delay on a month to month basis via email.

### ***For Office Use Only:***

Project Approved By: \_\_\_\_\_.

Date of Approval: \_\_\_\_\_.

Quarter student will enroll in AGED 539: \_\_\_\_\_.

## AGED 539

### Quality Criteria Improvement Project Reflection

For my AGED 539 project I decided to create a graduate follow up survey for our chapter. I chose this project because Mira Monte is a freshly taken over program over these last few years. Apart of rebuilding this chapter we have found many things that need to be fixed, improved and created that this chapter had not yet established for example a graduate follow up. Along with that our chapter always get knocked a little bit on our AIG review on the part for graduate follow ups.

Since I have just created this graduate follow up our chapter will be implementing this to our current graduating seniors. We also plan to send it to past students that we still have contact with. Although there weren't many hours put into this project it will help our chapter greatly. We are hoping that by doing this we can be more influential on pushing our students into an agricultural related career, but more importantly use it as a support piece for our students as they enter the real world.

## Graduate Follow Up

\* Required

Please take this quick survey to help your Ag teachers stay in contact with you! Your future and success in life is highly important to us. Staying in contact with you we will be able to help send educational along with career opportunities locally and state wide!



First Name: \*

Your answer

Last Name: \*

Your answer

home address: \*

Your answer

Phone number: \*

Your answer

Personal Email: \*

Your answer

What year did you graduate? \*

Your answer

What are your plans after high school? \*

- ☐ College (2 years)
- ☐ College (4 years)
- ☐ Trade School
- ☐ Work force
- ☐ Military

If you are still going to school, is your major Ag related?

- ☐ Yes
- ☐ No

## Graduate Follow Up

If you are still going to school are you part time or full time?

- ☐ Full time
- ☐ Part time

If you are currently working please tell us what you do?

Your answer

what is some advice for students who are still in high school?

Your answer

Is there anything we can help you with?

Your answer

QUESTIONS

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