This internship report includes validation documents required in meeting the quality criteria for secondary-level programs of instruction in agriculture. The documents are used during the review process conducted by subject matter experts from the California Department of Education. The internship included the development of a SAE school farm handbook, a tool storage system for the newly built woodshop, and clean up stations for all shops, including “work zone” markings around all stationary machinery are incorporated.
Internship Report

By

Steven Gambril

Winter 2011
The following consist of validation documents required for the Agricultural Incentive Grant review conducted by the California Department of Education. The documents address the quality criteria for the program of agricultural education.

Additionally, the report includes information regarding the programmatic upgrades contained in the proposal for the internship. The development of a SAE school farm handbook, a tool storage system for the newly built woodshop, and clean up stations for all shops, including “work zone” markings around all stationary machinery are incorporated.
Fruit and Vegetable Supervised Agricultural Enterprise (SAE) Projects

Handbook 2010-2011
Purpose

The purpose of this handbook is to assist you in successfully growing a fruit or vegetable project. The information contained in the following pages will act as a guideline. It must be understood that the material is not the only information you will need to grow your project, but it does cover the most common aspects of the project. Should any questions arise concerning your project, do not hesitate to contact your project advisor for help.

Good luck in your endeavor of growing your crop. With hard work and dedication, your project will be a success!

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What You Should Know Before Starting a Plant Project at the McFarlane-Coffman Agriculture Center

1. A plant project can be a very exciting and rewarding experience, or a very frustrating and discouraging project, depending on the amount of time and energy you put into it.

2. Every crop project has a different time requirement. It is very important that you put in the same amount of attention throughout the entire project (planting-growing-harvesting-marketing).

3. Growing fruit and vegetables is not a hit and miss proposition, you must be consistent in how you care and water the plants or trees. Achieving maximum yields and quality requires maximum input from you. In other words, you get out of your project what you put in.

4. It is critical that you understand that the plants or trees will be dependent on you for all their needs; including water, fertilizer, thinning, pruning weed control and pest control. You must be willing to provide for each of these areas on a daily basis for the duration on the project.

Facilities for Your Plant SAE

The Agriculture program within Clovis Unified is fortunate to have one of the newest and most advanced facilities in the nation. State of the art equipment and technologies are used throughout the program and students are given opportunities to experience real world activities with hands on instruction. It is the goal of the Clovis Agriculture faculty to give students the opportunity to work with equipment, material and supplies that will prepare them for continued education or work opportunities in the agriculture field.

The McFarlane-Coffman Agriculture Center consists of approximately 20 acres, with 10 acres dedicated to fruit and vegetable production. Five acres are currently in tree crops consisting of almonds, peaches, plums, nectarines, cherries, apricots, table grapes, raisin grapes, apples and an assortment of citrus trees. The remaining 5 acres is used for annual vegetable and field crops (see Fig. 1).
Your Responsibilities

While using the facilities of the McFarlane-Coffman Agriculture Center you will be expected to cooperate with other students. Lights will be turned off; gates kept closed, doors kept shut, respect other student property at the farm, and place equipment where it belongs and trash in the dumpster.

You are expected to follow all rules listed in the contract. If you fail to follow the rules and regulations will need to remove or disc-up your project(s) from the school farm.

Clovis Unified Schools are drug/alcohol free. If you who break the drug free policy you will be asked to remove all projects within 48 hours.

Always obey the 15 mph speed limit. Vehicles should be kept on the road with no spinning or digging of tires.

You are expected to be in good standing with the Clovis FFA Chapter in order to use the facilities of the school farm. Examples: Minimum Agriculture class GPA, FFA Record book is current with correct financial information, minimum FFA participation requirements have been met, and other policy listed in their Agriculture Education Class Student Syllabus.

You will be held responsible for the land and equipment you are using. Equipment that is tore up, abused or stolen will be the responsibility of you and the Clovis FFA Chapter will be reimbursed for the loss.

Your Advisors Responsibilities

The FFA Advisor will assign all plots of land to students at the McFarlane-Coffman Agriculture Center. Students will not take on more ground unless they have permission from the FFA Advisor.

It is the job of the advisor to guide and direct the student enterprises in that they are following the timeline of production, working safely and as a team, have available the resources necessary to complete work and to aid in the marketing of the crop.

The advisor will be available at predetermined times to answer questions from students, help perform specific tasks for the crops and to setup any necessary equipment needed for production.

It is not the advisors responsibility to water, weed, fertilize or sell the students crop.

The teacher should emulate (model) safe practices and techniques at all times, incorporate safety instruction in the course of study and maintain documentation as to who received instruction and when instruction was given.
Safety Training and Requirements

Students will be required to pass specific training, given to them by an instructor, before they can use a specific tool, equipment or tractor.

The purpose of safety training is to prevent and reduces the number of injuries and illnesses at the McFarlane-Coffman Agricultural Center. However, we cannot guarantee you will not get hurt, but proper training and good decision making will help. Clovis Unified and the instructor at the McFarlane-Coffman Agricultural Center will not be liable to any person or organization for any loss or damage of any nature, whether arising out of negligence or otherwise, which may be occasioned as a result of the use of school equipment, tools or land.

Safety Training (McFarlane-Coffman Agricultural Center Safety Training Handbook)

California law requires employees to be trained on the hazards associated with their jobs and records kept to document the training. This process applies at the McFarlane-Coffman Agricultural Center as well. In SAE projects, teachers are more likely to do instruction one on one. Tracking this instruction is more difficult but necessarily important. Group orientation sessions can reduce the time involved in safety training and make documentation easier. A training sheet will be given to each student (see below). These may be customized to the type of SAE project. If students have completed a course which includes safety training simply note the course on the form and year it was taken.

<table>
<thead>
<tr>
<th>McFarlane-Coffman Agriculture Center SAE Safety Training</th>
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<tbody>
<tr>
<td>Student: ____________________________</td>
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<tr>
<td>Training</td>
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<tr>
<td>Animal Projects</td>
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<td>Animal Handling Safety</td>
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<td>Crops Projects</td>
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<td>Tractor Safety</td>
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<td>Harvester Safety</td>
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<td>Greenhouse Projects</td>
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<td>Shop Projects</td>
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<tr>
<td>Basic Shop Safety</td>
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<tr>
<td>Welding Safety</td>
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<tr>
<td>Other Training</td>
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</tbody>
</table>
Crop Timelines

Below is a timeline for the major crops that are produced at the McFarlane-Coffman Agriculture Center. This chart is only a guide for the crops and may change throughout the growing season depending on crop varieties, weather and other environmental factors.
Keeping Track of Your Hours Worked and Money Earned

You will not be paid for your time until the crop project is complete. In most cases, projects are complete when the growing season is finished, the crop has been tilled and the record books complete. It is very important that you keep weekly Enterprise Journal cards of the money spent, earned and hours you have put into your project. Enterprise Journals are due on the Friday of each week. It is your responsibility to turn the journal cards into the project advisor. If journal cards are not turned in, or are turned in late, you may be penalized or may not get credit for those hours worked. All money spent, earned and hours worked should also be recorded in your FFA Record Book. Below is a sample of an Enterprise Journal card for a specific crop.

**Enterprise Journal Card**

Enterprise Name: ____________________________ Advisor: ______________________

Student: ________________________________

Record for the week of _________________________, 20_____

<table>
<thead>
<tr>
<th>(1) Date</th>
<th>(2) Description</th>
<th>Units (3) No.</th>
<th>(4) Price</th>
<th>(5) Income</th>
<th>(6) Expenses</th>
<th>(7) Hrs Self Labor</th>
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<td>16</td>
<td>Total for Week</td>
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<td>17</td>
<td>Total Brought forward from previous week, line 18</td>
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<td>18</td>
<td>Total to date</td>
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</tbody>
</table>

*Enterprise Journals must be turned into your project advisor every week.
*Failure to turn in Enterprise Journals may result in loss of hours worked, fined,
Marketing Your Crop

All of the crops produced at the McFarlane-Coffman Agriculture Center will marketed by the students through direct marketing. Some crops, such as almonds, are custom harvested and taken to a local processor where they are sold for market price.

What is direct marketing?

Direct marketing refers to selling that is based on a personal, one-to-one relationship that ties farmers and consumers together. Many times this relationship is face-to-face, like at farmers' markets.

How is direct marketing different from traditional (commodity) marketing?

The goal of traditional marketing is to sell a commodity. Direct marketing focuses on marketing product differences. This mindset shift to direct from traditional marketing is the fundamental difference between these marketing strategies. Commodity products are treated as if there is no difference between them: all No. 1 watermelons are the same. Because there is not much product differentiation, commodity items are sold on a price basis.

On the other hand, instead of ignoring product differences, direct marketing relies on differentiation. The idea is that neither products nor consumers are identical; products vary with consumers unique tastes and preferences. Farmers who are successful at direct marketing profit from these differences (niches), rather than compete solely on price.

How can small scale farmers use direct marketing to their advantage?

Competing solely on price is rarely feasible for small scale farmers. Farmers who accept the lowest price for their products must have the lowest costs. Larger farms can almost always produce high volume, uniform products more cheaply than smaller farms.

While small farmers cannot effectively compete with large scale operations on price, their businesses are uniquely positioned to compete on other, non-price factors. Competing on non-price factors means that farmers must offer their customers something they want but cannot buy at the grocery store, or anywhere else. Differences can include: convenience, flavor, variety and novelty.

Convenience: Ready-to-eat salad mix is an example of products that are more convenient for consumers and could be direct marketed by small-scale producers effectively. Selling produce
or meat with recipes and serving suggestions is another way that farmers can make their products more convenient than what is sold at the grocery store.

**Flavor:** Consumers often list taste and freshness as the top reasons for buying directly from farmers. Producers who get their products to consumers the same day they are harvested will always win on this issue. Also, small scale producers can pay more attention to detail, which often results in a more flavorful product.

**Variety:** Small farmers can produce 20 different varieties of tomatoes, or grow a multitude of vegetables, flowers and raise livestock. Small farms can diversify in a way that larger farms do not, and offer their consumers a wide variety of products.

**Novelty:** This ties into the variety and specialty issues. Farmers who are tuned into their customers' preferences are prepared to respond to those preferences with their products.

**Specialty Products:** Labeling can distinguish your unique products from the generic. "Eco-labels" are a good example of this: locally grown, certified organic, grass-fed or free-range. When consumers purchase products with these labels, they are expressing preferences; they are "voting with their dollars."

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**What are some examples of direct marketing alternatives suitable for small farmers?**

There are a variety of ways that small scale farmers reach their customers with direct marketing. Some may be more suited to your farm and products than others. For many farmers, a combination of several marketing outlets is effective. Specific examples of direct marketing strategies include:

- U-pick
- Roadside stands
- Farmers' Market
- Community markets
- Retail outlets
- Chefs & Restaurants
Community Supported Agriculture (CSA) or Subscription
Institutional sales

The following lists highlight some of the advantages as well as the challenges of five of these direct marketing strategies.

U-Pick

Advantages

- No harvest costs
- No transportation costs
- No intermediary
- Crop/Product mix is not critical

Potential Issues

- Location is critical
- Legal liabilities
- Intrusion on family life
- Parking and staffing
- Limited growth potential and product value

Roadside Stand

Advantages

- No intermediary
- No one on your farm
- Can re-sell products you don't raise
- Long potential season, depending on the crop mix
- Usually limited transportation and packaging

Potential Issues

- Location is critical
- Appearance, upkeep of the stand
- Advertising
- Crop/Product mix
- Staffing – long business hours
- Parking and traffic
Farmers' Market

Advantages

- No intermediary
- No one on your farm
- Product mix can be supplied by other vendors
- Networking opportunity

Potential Issues

- Requires farmer to be good salesperson
- Can be time intensive
- Packaging and presentation are important
- Distance to market
- Market fees
- Market season and days may not fit your needs
- Competition among vendors

Community Supported Agriculture (CSA) and Subscription

Advantages

- Up-front payments help with cash flow
- Income doesn't depend on weather (farmers market) or crop prices (retail)
- Acts as an "insurance policy" in case of crop failure in the case of CSAs
- May help with labor shortage; many CSA members volunteer on farm
- Satisfied members are great advertising

Potential Issues

- Hard "sell" because of the up-front cost to the consumer
- Requires quality consistency with variety of products
- Member turnover
- Requires highly organized farmer and "core group" of helpers
- Delivery logistics can be complicated

Institutional Markets

Advantages

- Non-volatile market
- Very long planning cycle (up to a year in advance)
• High potential for growth in Florida, with the importance of cruise lines, amusement parks, etc.

Potential Issues

• Up front legwork – contacts
• May require that farmers or group of farmers meet regulatory requirements
• Failure to deliver is a disaster
• May be suitable for a limited number of products
• Transportation, delivery
• Requires large and consistent volume

4 Keys to Successful Marketing

Key 1: Bring ALL the players to the table

Involve the community including consumers, farmers, supportive elected leaders, and other businesses to help your efforts. Make use of the different skills and talents in your own network. These people are also invaluable for building a network of people to advertise your product(s) and business. Remember, go it alone efforts are rarely successful.

Key 2: Start Small and grow naturally

There is a steep learning curve for producers getting into direct marketing. This is true even of those farmers who have been involved in agriculture their whole lives. Smaller operations tend to be easier to manage, and if you find you've miscalculated or otherwise erred; those mistakes will tend to be less costly for a smaller operation than a bigger one.

If one marketing technique or product isn't successful, its easier to switch gears and try something else if you haven't invested a whole lot.

Key 3: Make decisions based on good records

Lack of consistent and useful records can undermine the most enthusiastic agricultural entrepreneur. Without good information, it can be difficult to evaluate your progress and to determine whether or not you are meeting your goals. Financial records may be required for tax purposes, but other records can be helpful as well. Farm maps detailing what grows best
where or detailed records of what specific products sell best (to which clients, at what time of
day or year etc.) can help you narrow down your product mix to the most profitable items.

Key 4: Find your market niche

This one requires you to think like a consumer. What do consumers want? Whenever you have
the opportunity, talk to your customers about their purchases. Good marketing means that you
know your customers' preferences, you listen to their suggestions, and you are willing to adjust
your production accordingly. Be pro-active! Consider having tastings or sampling new products
with family, friends or loyal customers.
General Rules for McFarlane-Coffman Agriculture Center

1. Students using the facilities of the McFarlane-Coffman Agriculture Center will be expected to cooperate with other students using the McFarlane-Coffman Agriculture Center. Lights will be turned off; gates kept closed, doors kept shut, respect other student property at the farm, and place equipment where it belongs and trash in the dumpster.

2. Students will be expected to follow all rules listed in this contract. Students who fail to follow the rules and regulations will need to remove or disc-up their projects from the school farm. Students will have 48 hours to remove project(s) or project will be removed by teacher and sold. The project will be sold in the name of the Clovis FFA Chapter. The money will be held in the Clovis FFA Account. Money owed to the Clovis FFA Chapter will be retained and then the appropriate party(s) paid.

3. Clovis Unified Schools are drug/alcohol free. Students who break the drug free policy will be asked to remove all projects within 48 hours. *Parents of students who break the drug/alcohol free policy of the Clovis Unified School System will lose their privilege to come on the School farm. Parents who break the school policy will be referred to district personnel.

4. The use of unethical practices or improper conduct by either student or adult will result in that student losing all rights to the McFarlane-Coffman Agriculture Center. A signed and notarized ethics agreement must be on file with the Ag teacher each year by Sept.15.

5. All students driving vehicles must obey the 15 mph speed limit. Vehicles should be kept on the road with no spinning or digging of tires. Violation of this rule will result in loss of Ag farm privileges.

6. All students using the Ag farm may be assigned Chapter crops (if applicable) to care for as part of their responsibility.

7. All violators of the rules set forth will receive a written warning once, upon second offense student will forfeit all rights to the McFarlane-Coffman Agriculture Center facilities.

8. FFA Students are expected to be in good standing with the Clovis FFA Chapter in order to use the facilities of the school farm. Examples: Minimum Agriculture class GPA, FFA Record book is current with correct financial information, minimum FFA participation requirements have been met, and other policy listed in their Agriculture Education Class Student Syllabus.

9. Students will be held responsible for the land and equipment they are using. Equipment that is tore up, abused or stolen will be the responsibility of the student and the Clovis FFA Chapter will be reimbursed for the loss by the student.
Clovis FFA
McFarlane-Coffman Agriculture Center
Plant SAE Contract

I. Introduction

a. The McFarlane-Coffman Agriculture Center is a structured to allow students enrolled in an agriculture class at Clovis East High School a place to keep a Supervised Agricultural Experience project (SAE). The SAE project is the responsibility of the student and will be supervised by agriculture FFA Advisor.

b. Listed below are rules and regulations to be followed by all students using the McFarlane-Coffman Agriculture Center. The school farm is an extension of the classroom of the Clovis East High School Agriculture Education Program, all policies of the Clovis East High School Student/Parent Handbook will be enforced.

II. Rules and Regulations pertaining to the operation of the McFarlane-Coffman Agriculture Center.

A. Purposes of the Ag Farm

1. A laboratory where material taught in the classroom can be applied in actual hands-on experiences.

2. A place for testing with livestock and plants.

3. A place for demonstrating agriculture production practices, including plant, horticulture and animal sciences.

4. An area where chapter owned livestock can be kept for experimental purpose.

5. Provide an area for FFA students to plant and grow crops and practice management techniques.

6. To provide an opportunity for students to develop responsibility by subjecting them to situations in which their performance can result in a profit or loss, therefore creating “real life” situations and better preparing them for future occupations.

7. To learn to work together as a team –respecting the rights of their fellow man, learning to care for and respect the property of others and sustaining productive agricultural lands.

B. General Rules

1. Students using the facilities of the McFarlane-Coffman Agriculture Center will be expected to cooperate with other students using the McFarlane-Coffman Agriculture Center. Lights will be turned off; gates kept closed, doors kept shut, respect other student property at the farm, and place equipment where it belongs and trash in the dumpster.

2. Students will be expected to follow all rules listed in this contract. Students who fail to follow the rules and regulations will need to remove or disc-up their projects from the school farm. Students will have 48 hours to remove project(s) or project will be removed by teacher and sold. The project will be sold in the name of the Clovis FFA Chapter. The money will be held in the Clovis FFA Account. Money owed to the Clovis FFA Chapter will be retained and then the appropriate party(s) paid.
3. Clovis Unified Schools are drug/alcohol free. Students who break the drug free policy will be asked to remove all projects within 48 hours. Parents of students who break the drug/alcohol free policy of the Clovis Unified School System will lose their privilege to come on the School farm. Parents who break the school policy will be referred to district personnel.

4. The use of unethical practices or improper conduct by either student or adult will result in that student losing all rights to the McFarlane-Coffman Agriculture Center. A signed and notarized ethics agreement must be on file with the Ag teacher each year by Sept.15.

5. All students driving vehicles must obey the 15 mph speed limit. Vehicles should be kept on the road with no spinning or digging of tires. Violation of this rule will result in loss of Ag farm privileges.

6. All students using the Ag farm may be assigned Chapter crops (if applicable) to care for as part of their responsibility.

7. All violators of the rules set forth will receive a written warning once, upon second offense student will forfeit all rights to the McFarlane-Coffman Agriculture Center facilities.

8. FFA Students are expected to be in good standing with the Clovis FFA Chapter in order to use the facilities of the school farm. Examples: Minimum Agriculture class GPA, FFA Record book is current with correct financial information, minimum FFA participation requirements have been met, and other policy listed in their Agriculture Education Class Student Syllabus.

9. Students will be held responsible for the land and equipment they are using. Equipment that is tore up, abused or stolen will be the responsibility of the student and the Clovis FFA Chapter will be reimbursed for the loss by the student.

C. Orchard and Field Crops

1. All plants or trees must be properly watered and cared for at the agriculture farm or they will be taken from the student and assigned to another student.

2. Students are responsible for the daily care of their plant project. All projects will be expected to be watered and cared for on a daily basis. (Allowances will be made on trees during dormancy.) Some crops may need additional fertilizer, water, and etc. throughout the growing season.

3. Before a crop project is sold, the agriculture advisor must be notified by the student.

4. Students with projects at the McFarlane-Coffman Agriculture Center may be asked to provide produce for events held. Respective students will be notified before their produce is harvested or used.

5. FFA members will be responsible to monitor the heath of their plant project. If their crop appears stressed or is dying, it is their responsibility to notify the advisor.

   1. The FFA member will be responsible to pay for all professional services they call upon.

   2. The Advisor, Clovis Unified or the Clovis FFA will not be held financially responsible for project loss.

6. The FFA Advisor will assign all plot of land to students at the McFarlane-Coffman Agriculture Center. Students will not take on more ground unless they have permission from the FFA Advisor.
7. Students/Parents having personal equipment at the McFarlane-Coffman Agriculture Center will need to have their name on it and verified with the FFA Advisor.

E. Tractors / Equipment

1. Clovis FFA School tractors, trailers and/or other equipment owned by the FFA Chapter or Clovis Unified will not be used by students or parents without the permission of the FFA Advisor or other Clovis Unified Personal.

2. FFA members requesting transportation for crop projects to school approved marketing outlets will be required to notify the agriculture advisor.

F. Cleanup

1. All land and storage areas must be cleaned on a regular basis.

2. The student is also responsible for keeping tractors and equipment in good condition.

3. Land and storage area should be cleaned out when crop is sold or removed from farm.

4. Workdays will be announced from time to time as necessary to maintain the Ag farm.

5. Any student not participating on workdays without previous arrangements will forfeit rights to the McFarlane-Coffman Agriculture Center.

6. At the end of the crop or season, the student will be responsible to disc land, clean walk-in cooler, and clean any other area their project may have used.
   a. The FFA Advisor will determine the date and notify all parties involved for clean up.
   b. Failure to clean will result in the student paying the Clovis FFA Chapter $100.00.

III. Conclusion

a. All students using the McFarlane-Coffman Agriculture Center will be expected to follow the above contract. Two copies must be signed by the student, parent, and FFA Advisor. One copy of the contract will be kept on file in the FFA Advisor’s Office.

b. (We) ___________________________ and ___________________________

FFA Member and Parent(s) have reviewed the contract and understand our responsibility to use the facilities of the McFarlane-Coffman Agriculture Center.

______________________________ Student

______________________________ Parent

______________________________ FFA Advisor
OWNERSHIP ENTERPRISE AGREEMENT

This agreement is entered into this _______ day of _________, 20____ until

__________________________ , by and Between ________________________________

(Student)

And __ The McFarlane-Coffman Agriculture Center (CUSD) and covers the student’s enterprise in:

(Other Party)

____________________________

(Name of Enterprise)

The McFarlane-Coffman Agriculture Center (CUSD) agrees to provide the equipment such as a
disk, tractor, and use of any other equipment that may be needed to efficiently operate
______________ (student) project. ______ acres of __________ (crop) will be leased by
________________________ (student) from The McFarlane-Coffman Agriculture Center (CUSD)
through a _______ month agreement. A storage shed and use of a walk-in cooler and will be
provided as part of the original lease. The tractor and field equipment will be housed in the
storage shed. The money to operate the project will be secured from the McFarlane-Coffman
Agriculture Center (CUSD). An SAE Contract, Student Enterprise Agreement and a Crop
Budget and projected income sheet will be prepared as part of this agreement. The
management decisions will be made in consultation with the agriculture teacher who will make
regular visits and recommendations.

All profits will be for the retention of the student(s), based on hours worked, after all outstanding
bills and debts have been paid, project cleaned up and FFA Record Book completed.

Signatures __________________________________________

Of Parties __________________________________________

Involved ____________________________________________
# ENTERPRISE BUDGET

The budget is your best estimate of income and expenses to determine net income. The budget is to be completed **before** the start of the enterprise.

<table>
<thead>
<tr>
<th>ESTIMATED EXPENSES</th>
<th>CASH LABOR1</th>
<th>NON-CASH LABOR2</th>
<th>COST MATERIALS</th>
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1 Cash labor is hired labor paid through the enterprise project account.

2 Non-Cash Labor is your time spent on each operation as is not taken out for an expense.
Enterprise Statement

Enterprise Name:__________________________________________________________

Enterprise Term (date range to the complete period of this enterprise):

Start (Month/Day/Year):_____________ through End (Month/Day/Year):_____________

1. An Enterprise student must comply with the following requirements to participate:
   
   Be enrolled in an Agriculture class at Clovis East High School and in good standings
   
   Completed a SAE Contract
   
   Completed an Ownership Business Agreement
   
   Completed a Crop Budget

2. Distribution of net proceeds are to be divided as follow:
   
   ______% to the Enterprise Students, to be allocated among the students per the formula set forth below.
   
   ______% to McFarlane-Coffman Agriculture Center (Clovis FFA), to their Clovis East High School Account.

   TOTAL 100 PERCENT

3. The distribution among the Enterprise Students will be based on the formula:

   __________________________________________________________

4. Other provisions as needed.

Enterprise Student(s)

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<tr>
<th>Printed Name</th>
<th>Phone #</th>
<th>Date</th>
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Shop Organization and Safety for the McFarlane-Coffman Agricultural Center

Steve Gambril
AgEd 500
Fall 2010 (3 Units)

Statement of Purpose

Organize the new Clovis East High School Agriculture Mechanic Shops with Tool Cabinets and Specialty Storage cabinets
Objectives and Outcomes

Objective #1

Identify current tool storage method

Outcome #1

Currently there is not a tool storage method being used in the Agriculture Mechanics 1 (AME1) Shop. The new shop was build in 2010, so this is the first year the AME1 shop has been used. Because we are going from a single shop to 5 specialized shops, the need for student tool storage is great. The shop does have student lockers and metal storage cabinets below the counter; however a visible cabinet for everyday student use is needed. Tape measures, framing squares, screw drivers and other common tools are hard to find and are many times scattered throughout the shop (Photo 1, 2).
Objective #2

Explore different tool storage methods used in Agricultural shops.

Outcome #2

Different high school agriculture programs and college shops were evaluated and studied to determine the best method for tool storage in the CEHS AME1 shop. Many schools used a comprehensive tool board/cabinet. These types of cabinets can take up as much as an 8 X 8 square foot area on a wall (photo 3, 4). Wall space is limited in the AME 1 shop and would not accommodate this system.
Specialized cabinet (Photo 4) are used to house certain tools for a specific unit. This type of tool storage unit eliminates the students using tools improperly and minimizes the size needed.

A hybrid of both tool storage cabinets is desirable for the AME1 shop. With limited wall space and open areas, the AME 1 shop needs multiple storage units for common and specialized tools. The storage cabinets will be mounted and locked on the back counter of the work benches and will be visible to the instructor easily.
Objective #3

Establish a list of tools that will be housed in the storage cabinets

Outcome #3

Each student tool storage cabinets will be used by up to eight students and will house a number of common hand and layout tools:

- 6 Framing squares
- 4 Curved Claw hammers
- 4 Putty knives
- 4 Speed squares
- 4 12' Tape measures
- 2 Standard screwdrivers
- 2 Phillips screwdrivers
- 4 Wood files and rasps
- 2 Nail sets
- 4 Combination squares
- 1 Adjustable end wrench
- 2 Handsaws
- 2 Bench brushes
- 4 Wood clamps
Objective #4

Identify location for the tool storage cabinet(s).

Outcome #4

Due to the size of the shop (2,500 sq. ft.), number of stationary power equipment, permanent benches and counters, there is only one area in the shop that student tool storage cabinets can be place. The east wall, on top of the work counter is the only location available for the new storage cabinets (See Figure 1). 3 storage units can be placed on top of the counter and in the middle of the students work bench. This location will make is assessable to all and visible to the instructor. Students will have access to the tools and ease in putting away.

Figure 1.
Objective #5

Prepare a drawing of the tool storage cabinet(s).

Outcome #5

Two different tool storage cabinets were created. One will be used to store common tools for students every day use (Figure 2). The other cabinet will be used to store power equipment and chargers (Figure 3). Figure 4 is a drawing of the tool layout within the student storage cabinet.
Wood Shop Tool Cabinet Plans

Figure 2

2' bracket

16' deep

48' (1-1/2 square tubing)

24'

24'
Specialty Cabinet Plans

- Use to store drills, orbital Sanders, jig saws and chargers for cordless equipment.
- Frame constructed from 1-1/2” square tubing
- Tool board 1/8” plate
- Build holding brackets out of wood to accommodate possible changes in the future.

Figure 3
Objective #6

Create a Bill of Material for the Storage cabinet(s).

Outcome #6

Clovis East High School
McFarlane-Coffman Agriculture Center
Agriculture Mechanics and Agriculture Engineering

Project: Tool Storage Cabinets
Buyer: ____________________________

Name ____________________________
Date ____________________________
Period ____________________________

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Sub Total $427.10

Consumable Materials Fee 15% $64.00
Tax - 7.825% $33.42
Total $524.52
Objective #7

Purchase all needed materials and hardware for the storage cabinet(s).

Outcome #7

Fortunately we were able to use material that came from our comprehensive tool boards and did not have to purchase the necessary materials.

Objective #8

Build and install tool storage cabinet(s).

Outcome #8

Students from Agriculture Mechanics / Engineering 3 (AME 1), were given the assignment to construct the tool storage cabinets needed for the AME1 shop (see Photos 6, 7, 8). The installation was performed by me after school (Photos 9, 10).
Shop Organization and Safety for the McFarlane-Coffman Agricultural Center

Steve Gambril
AgEd 580
Fall 2010 (3 Units)

Statement of Purpose

Organize the new Clovis East High School Agriculture Mechanic Shops with cleanup stations and safety markings, “Work Zones”, around equipment.
Objectives and Outcomes

Objective #1

Identify current cleanup method

Outcome #1

The current method for cleaning up the shop consist of the instructor telling the students, 10 minutes before class is out, to put their projects away, and cleanup their work areas. 2-3 students will grab bush brooms, that are on a portable stand, and sweep up the large walk areas and put the waste in a trash can. The shop has a dust collection system that will vacuum up the sawdust and other small particles. Cleanup tools are left against the wall, dust pans and bench brooms are found throughout the shop (See Photos 1, 2). Proper holding brackets are needed to centrally locate the cleanup equipment and hold students accountable for putting them away.
Objective #2

Explore different Cleanup Stations used in Agricultural shops.

Outcome #2

Teaching high school shop for over 8 years, I have seen and used many different cleanup stations. The tools need to be accessible to all students easily and quickly. The best location is always by the entrance/exit. There also needs to be an adequate number of tools so every student can participate in cleanup. If you have too many tools for students to use, many times they do not get put away properly or get broken. Too few cleanup tools and not every student will participate. Because of the shop size and class numbers, it was determined to have a centrally located cleanup station, but to also add bench brushes on each work bench.

Objective #3

Establish a list of equipment that will be housed in the cleanup station

Outcome #3

Based on shop size, power equipment and class size, the following list was created for the necessary cleanup equipment needed for the shop.

- 4 mop brooms
- 4 hand brooms
- 10 bench brushes
- 4 dust pans
Objective #4

Identify location for the cleanup station for each shop.

Outcome #4

Due to the size of the shop (2,500 sq. ft.), number of stationary power equipment, permanent benches and counters, there is only one area in the shop that a centrally located cleanup station can be placed. The south wall is the location for the new cleanup station (See Figure 1). This concrete block wall is close to the entrance/exit, and students will have easy access to the equipment (Photo 3).

Figure 1.
Objective #5

Prepare a drawing of the cleanup station.

Outcome #5

Because of the area of the proposed wall and the limited space, it was determined to build four separate brackets to support the necessary cleanup equipment. One bracket for hand brooms, one for push brooms, a third bracket for bench brushes and dust pans and the forth bracket to mount on the new tool cabinets and hold more bench brushes. Plans were then drawn for these brackets (Figure 2).
Broom and Brush Brackets Plans

Hand Broom Bracket

1" Angle

12"

3" space

Push Broom Bracket

2" Angle

24"

3" space

Front View

Bench Brush Bracket

1" Angle

6"

Bench Brush/Dust Pan Bracket

1" Angle

24"

Side View

7"-3/8 round stock

Figure 2
Objective #6

Create a Bill of Material for the cleanup station

Outcome #6

Clovis East High School  
Mcfarlane-Coffman Agriculture Center  
Agriculture Mechanics and Agriculture Engineering

Project: **Cleanup Station Brackets**
Buyer: ____________________________

Name ____________________________
Date ____________________________
Period ___________________________

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**Bill Of Materials**

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Sub Total $15.02
Consumable Materials Fee $2.25
Tax- 7.825% $1.18
Total $18.45
Objective #7

Purchase all needed materials and hardware for the cleanup station.

Outcome #7

A purchase order was obtained from the department and the necessary metal was purchased from a local vendor.

Objective #8

Build and install cleanup station.

Outcome #8

Students from Agriculture Mechanics / Engineering 3 (AME), were given the assignment to construct the brackets needed for the cleanup station (see Photos 4, 5). The installation was performed by me after school (Photos 6, 7).
Objective #9

Create map of each shop locating equipment and placement of "Safety Zones".

Outcome #9

A map was first drawn to scale showing all permanent fixtures and equipment (figure 1), the next step was to determine a safe working area for each piece of equipment. Due to of the layout of the shop and the multiple units of instruction, it was important to me to create "operator areas". These zones are for the operator only and warn others to stay out. Figure 3 illustrates the "Work Zones" around each piece of equipment.

Figure 3
Objective #10

Create Safety Zone around shop equipment.

Outcome #10

The zones were measured, marked and masked off according to each piece of equipment. Yellow stripping paint was used to paint the zones around the equipment. The paint was allowed to dry for two hours before the masking was removed, this prevented the paint from running out and made for a sharper line. The total time it took to paint the striping was about 6 hours. Photos 8, 9, 10 show the actual zones that were created for every stationary piece of equipment. Additional lines were painted at the entrance of the shop and in front of the service panel, later stenciling on the floor will warn students to always wear safety glasses and not to block.
Quality Criteria One

Curriculum and Instruction

In 2000 the Clovis Unified School District relocated its Agriculture Program to the McFarlane Coffman Agriculture Center. Along with this move the district expected that the current curriculum would be reviewed and revised to meet academic requirements. This process resulted in the inclusion of the performance standards across the board. As a result test scores have increased. All students taking Agriculture classes to meet science requirements are tested and evaluated in the related science area. A key focus of our curriculum planning has been in the area of State Standards. At this time four of our courses meet UC admission requirements (Ag Biology, AP Environmental Science, Plant and Animal Physiology and Botany). In addition our Introduction to Agriculture Science meets the Life Science graduation requirements within the district.

All classes taught within Clovis Unified Agriculture Program include units in and discussion related to Agriculture Careers. Teachers are encouraged to bring industry representation into the classroom as guest speakers and to create real world connections for our students. Students understand the impact of agriculture on many careers not only those directly related to the agriculture field.

In addition to specific class projects taught in subject areas such as English and Math with Agriculture as an emphasis, all courses foster the development in strong basic skills in math and language. Record book units are taught in all classes including those courses receiving UC credit. Currently the sample record book problems are used for their pertinence to the subject matter. (ie. Botany and Horticulture students work with the Horticulture problem set). Record books are maintained and housed in each classroom for use as seen fit by each teacher. As
second year members, students are required to maintain a digital record book to help prepare them to apply for their State FFA Degree as third year member. Copies of digital record books are stored on external drives in both teacher’s classrooms and the Agriculture Department Office. All non-current hard copy record books are kept in the student’s cumulative file in the Agriculture Department Office.

All students within the Clovis Unified Agriculture Program are expected to lead a discussion or teach a lesson totaling no less than forty five minutes by the end of the second year within our program. This may include agriculture related topics of their choice or those chosen for them by their teacher or advisor. Students are encouraged to choose topics of interest to them or related to their SAE or CDE to strengthen their own understanding of the topics. Additionally, Career Development Events related to the curriculum are used as class activities to develop higher level thinking skills, application of group and individual decision making.

All courses within the Clovis Unified Agriculture Program fit into the sequence set forth in the State Agriculture Education Implementation Guidelines. Following a preliminary two year sequence of core instruction where students are exposed to a wide variety of subject’s student are allowed to specialize in a given area during years three and four. Although not required by prerequisites, in all classes students are encouraged to follow the career path sequences. Unfortunately, those classes offered through the Clovis Unified Regional Occupational Program (ROP) are not allowed to carry prerequisite status. Nevertheless, each teacher within the program is expected to be a student advocate and serve as an academic advisor to those students assigned to them. This additional attention helps students to make informed decisions as to scheduling and meeting requirements.
The use of technology within the Clovis Unified Agriculture Program is widespread and inclusive. All students have access to laptop computers through the three mobile computer carts. Each classroom has a smart board and access to qwizdom remote response systems. Clovis Unified Agriculture program maintains four technology driven greenhouses, climate controlled livestock facilities and environmental growth chambers. All of the learning areas are available for student use. Students in the Agriculture Mechanics and Engineering pathway receive hands AUTOCAD training.

Clovis Unified School District follows all rules regulations and laws pertaining to student gender, ethnicity, handicap and disadvantage. All necessary accommodations are met on an as needed basis. Agriculture teachers attend and follow all IEP’s, 504’s and SST’s. As per district policy students, staff and district representatives will tolerate no discrimination. Contrary to common belief, not all students within Clovis Unified School District are academically gifted or financially stable, particularly those students within the Reagan Area (home of the Agriculture Department) of the district. Many are first generation citizens, come from single parent homes and receive specialized instruction. As needed, students may require modified instruction, additional time for completing assignments or even the use of an academic assistant to aid their progress. Many students will take quizzes and exams under supervision of the teachers within the Special Education department. All teachers within the program work closely with the special education teachers and counselors to ensure that our students receive the best possible chance at academic success. All modifications are made in accordance to state law.

Unique to Clovis Unified Agriculture Program is the districts dedication to program integration. The Agriculture Center is a comprehensive 7th through 12th grade program that meets the needs of over 300 7th and 8th grade students each year. Additionally, the program
serves as a district wide career technical education center for students enrolled in five high schools in the district.
Quality Criteria One

Curriculum and Instruction

1.1 The content of the Agricultural Education Program has been assessed against, and where necessary, modified to satisfy the Agriculture Content Standards, Grades 9-12.

Example: Agricultural Mechanics/Engineering 3 (AME3) Course Outline

1.2 The curriculum is in written form and includes:
   1.2.1 Course description(s), goals, objectives, and outlines
   1.2.2 Course/ program duration
   1.2.3 Description of major instructional methodologies/strategies
   1.2.4 Identification of instructional materials, texts, supplemental materials, software, equipment, and facilities
   1.2.5 Performance standards for program completers
   1.2.6 Student evaluation procedures

Example: Agricultural Mechanics and Engineering 1 Course Outline, Agriculture Biology Course Syllabi

1.3 Academic courses, technical preparation course sequences, and workplace learning sequences are structured in career path clusters.

Example: Agriculture Career Pathways chart, Agriculture Pathways list, Targeted Occupational Clusters list

1.4 Curriculum and instruction provide students with career path information and planning strategies. Career performance standards are interwoven and reinforced throughout the curriculum.

Example: Agriculture Careers Lesson Plan (Trends in Career Opportunities), Success in Horticulture Careers Lesson, Agriculture Certificate, Certificate Program Brochures, CUSD Learning a Living Pathways flyer

1.5 Integration across disciplines is evident in planning curriculum development, instruction, and assessment.

Example: AME / CTE Information Chart, AME 4 Year Cross Curriculum Matrix

1.6 The curriculum indicates that students in agricultural education courses/programs engage in specific activities designed to enhance academic skills in math, science, communication, and technology.

Example: CTE cross curriculum lesson example, Record Book Problem Sets
1.7 Each course of study incorporates higher order thinking skills and includes the application of group, individual decision-making, and interpersonal skills.

Example: Varying Instruction for Multiple Intelligences (Ag Biology) chart

1.8 Evidence exists that agricultural/academic courses are sequenced to support the occupational clusters identified in each career path.

Example: CUSD Agricultural Course description from the District Course Catalog

1.9 Courses of study for each program indicate a planned, logical, and articulate sequence of learning experiences required to meet the identified instructional objectives.

Example: Agriculture Mechanics / Engineering 1 (AME1) Curriculum Guide

1.10 Instructions in competency-based, sufficient in duration, current and relevant, and reflects the knowledge, attitudes, and skills currently required in the identified career path.

Example: Clovis East High School Career Technical Education Plan

1.11 Computer instruction is provided throughout the Agricultural Education program to assist students with career path objectives.

Example: Agricultural Center Technology List, Technology Photos

1.12 Program instruction, activities, and materials are consistent with the national goal of eliminating discrimination on the basis of gender, race, disabilities, or disadvantages.

Example: California FFA Roster - R2

1.13 The Agricultural Education curriculum has been designed to serve the needs of all students, especially those with special learning needs resulting from academic and economic disadvantages, and mental, emotional, and physical disabilities.

Example: CST Demographic Reports for S. Gambril 2010-11 students

1.14 Resources are available to assist with remediation for successful course Completion.
1.15 Documentation exists that validate course/program articulation and sequencing between and among feeder schools, high schools, ROC/P’s, adult education, community colleges, and four-year institutions.

Example: Exploratory Agriculture 7th and 8th grade Ag Class

1.16 The program uses business and industry sponsored resources and support, such as guest speakers, equipment, demonstration, field trips, student scholarships, community learning sites, partnerships, and placement opportunities.

Example: ROP Veterinarian Science and Agriculture Mechanics Placement List
Quality Criteria Two

Leadership and Citizenship Development

Clovis FFA was chartered in 1932 (chapter number 0042) and has enjoyed a competitive reputation throughout its history. All students are encouraged to participate in leadership activities relevant to their needs and interest. Along with monitory accounting, each student is expected to keep record of their participation in chapter, section, region, state and national activities. Our program consistently participates in a minimum of twelve FFA activities each year.

Although not stipulated in course outlines circulated beyond the district level, students within the Clovis Unified Agriculture Program are required to participate in FFA activities and receive a grade for those activities. For many classes that meet UC requirements FFA involvement found to be integral to their academic success is in the form of record keeping and public speaking. Additional each teacher is required to participate in leadership activities and serve as an advisor in student activities. The district reimburses teachers within the program for any expenses incurred while carrying out activities outlined in the Program of Work. Reimbursements can only be made for those expenses with pre-approval.

All courses emphasize the importance of FFA and other agriculture organizations. The Clovis District Agriculture Program encourages students to pursue leadership opportunities in our program and in the community through community service activities. The concept of citizenship is a common thread throughout the program. All Agriculture advisors are certified agriculture instructors employed by Clovis Unified School District.
2.1 All Agriculture Education students have full access to FFA and/or alternative leadership activities corresponding to their selected career path.

Example: Clovis FFA Charter, 6 and 12 week grades Chapter FFA/SAE Activities List

2.2 FFA or alternative leadership activities are integral to instruction, are conducted by the appropriate Agriculture Education instructors, and are supported by the administration of the local education agency.

Example: Chart of Duties 2010-11

2.3 Instruction intended to develop and/or enhance citizenship, leadership, and interpersonal skills, as defined in the Agriculture Content Standards, is clearly identified in courses and activities throughout the program.

Example: Participation Guide, 2008-09 Point Award Chart
Although encouraged by each teacher, Clovis Unified School District will not allow our program to make it a requirement that all students participate in a Supervised Agriculture Experience Program. Clovis Unified Agriculture Department does however provide a number of paid and unpaid internship and work experience opportunities on site. Our department has an onsite farm which houses student animal projects year round. The greenhouse, orchard and field crop areas and agriculture mechanics shop house student projects as well. A Student Handbook was created to help facilitate SAE projects in the plant science area.

Project visits are performed by all teachers program wide with the intent to increase the scope of student involvement within the program. Currently our program has three vans and one truck available at all times to carryout necessary project visits. All expenses incurred while carrying out project visits is fully reimbursable by the district. The Department Chairman and Learning Director must clear reimbursements prior to all expenditure.

All students engaged in community classroom or other job site training must use a record book and have a business agreement in place. Expenses and receipts will be accounted for and hour's tract before student is to receive a passing grade. All jobsite training is supervised by the Agriculture Instructor as well as the job supervisor. Students are placed at job sites appropriate for their ability level and interest. Special resources are identified and available for all students who may require them.
Quality Criteria Three
Practical Application of Occupational Skills

3.1 The Agriculture Education program includes entrepreneurship or paid/unpaid job-site experiences. These experiences are directly related to, and coordinated and evaluated with regular classroom instruction.

Example: Market Animal Budgets, Plant Project Flyer

3.2 For all Supervised Agricultural Experiences student supervision is accomplished through the cooperation of the credentialed instructor(s) and when appropriate the on-site supervisor(s).

Example: School Farm Contract, Fresno Fair Parent/Student Contract, Student Safety Training Manual

3.3 For all SAEs, there is a specific training plan for each student that is used to guide and evaluate a student’s progress.

Example: Fruit and Vegetable SAE Handbook

3.4 A variety of instructional strategies such as work exploration/experiences are available for all students.

Example: Tree Vine map/ Student Project opportunity,

3.5 Services and/or resources are available to assist special populations with the practical application of skills.

Example: Booster Club Student Loan
Quality Criteria Four

Qualified and Competent Personnel

Five Agriculture instructors hold an Agriculture Teaching Credential, one teacher holds a Designated Subject Teaching Credential. All instructors have been assigned subject areas for which they are qualified to teach. In order to receive credentialing each instructor was required to complete at least 3,000 hours of experience in agriculture and teaching.

Clovis Agriculture Department instructors use a variety of teaching methods and strategies. Students of all different multiple intelligences are taught and learn the material. Each lesson or unit includes but is not limited to lecture, lab, activity, and evaluation. The goal of each lesson is mastery learning. Evidence of learning can be in the form of an exam, presentation, speech, demonstration or written response.

Each teacher attends professional development seminars annually. Professional development can be in the form of conferences, road-show, meeting and trainings. These professional development sessions encourage the use of new strategies, activities and ideas in the classroom. Many professional development opportunities provide a variety of workshops that are geared for a specific type of teacher ensuring a learning experience for all educators. Often the demonstrator is a fellow agriculture instructor sharing techniques that work in their program. Teachers are reimbursed for all personal expenses incurred while participating in approved professional development. School administration overseeing the agriculture department is invited and encouraged to attend professions development seminars pertaining to their leadership role in the Agriculture Program. All agriculture staff is held responsible for attending a minimum of four in-service meetings annually, including the CATA Annual Conference.
Each agriculture instructor has been assigned specific areas of responsibility for student projects, career development events, student activities and award programs. Agriculture instructors compensated for additional time spent outside the classroom with the Extended Contract Stipend. Agriculture staff meets annually to identify the areas of responsibility and weekly to provide reports to the other members of the department. The department chair is responsible for forwarding any questions, concerns or reports to the Learning Director. Meeting minutes are taken and kept in the department file available to each staff member.
Quality Criteria Four

Qualified and Competent Personnel

4.1 Each Agriculture Education instructor holds a valid California teaching credential authorizing the teaching of the assigned Agricultural Education courses.

Example: Staff California Teaching Credentials

4.2 Each Agriculture Education instructor has the appropriate occupational proficiency and work experience and/or professional preparation in their area(s) of instruction.

Example: Staff Agriculture Specialist Teaching Credentials

4.3 Each Agriculture Education instructor uses a variety of instructional strategies/materials and effective teaching techniques to enhance student learning and meet the individual needs of the learner, including special populations.

Example: Gradebook breakdown for Agricultural Mechanics/Engineering 1, Agricultural Mechanics/Engineering 3

4.4 All Agriculture Education instructors annually participate in professional development activities that are designed to enhance or expand their knowledge of Agriculture Education skills, technology, instructional strategies, effective teaching techniques or integration of academic and career education instruction as indicated in their professional development plan.

Example: In-service Activities Check List, SJR Roadshow Registration list

4.5 Administrators, guidance/counseling staff and instructional support staff are involved in professional development designed to enhance the quality of Agricultural Education programs.

Example: Learning Directors, Counselors and Agriculture Staff attend CTE and CPA conferences annually

4.6 Each Agriculture Education instructor is actively involved in professional subject matter and vocational education associations.

Example: CATA Conference Receipt

4.7 The department chairperson or program manager participates in the annual
Leadership/Management Conference sponsored by the California Department of Education. Information and materials disseminated at the conference are shared with department staff members.

Example: Agriculture Department Retreat Agenda, Staff Development Agenda, Weekly Meeting Agendas

4.8 Where appropriate, Agriculture Education subject matter instructor has been designated chairperson/manager of the program area.

Example: 2009-10 Chart of Responsibilities
Quality Criteria Five

Facilities, Equipment and Materials

The Agriculture program within Clovis Unified is fortunate to have one of the newest and most advanced facilities in the nation. State of the art equipment and technologies are used throughout the program and students are given opportunities to experience real world activities with hands on instruction. It is the goal of the Clovis Agriculture faculty to give students the opportunity to work with equipment, material and supplies that will prepare them for continued education or work opportunities in the agriculture field.

District personnel maintain much of the facility in accordance to district policy. A map has been developed to serve as the guide of who is responsible for each area. On site a part time Farm Laboratory Technician and the agriculture staff is responsible for the duties outlined in the agreement. All other responsibility of grounds, repairs and maintenance are done by district employees or outside contractors.

In accordance with Local, State and Federal regulations Clovis Unified School District maintains that all facilities meet or exceed ADA requirements. The Clovis Unified Agriculture facility is fully accessible to all students and staff regardless of special needs. Additionally, any modifications found necessary to accommodate special needs students will be carried out.

District approved storage area has been provide to ensure safe and secure storage of all materials, records and equipment. It is the responsibility of the Agriculture staff to keep each storage area in a clean and organized fashion. All agriculture staff has access to each of the storage areas, and are responsible for the materials stored.
Quality Criteria Five

Facilities, Equipment and Materials

5.1 Facilities, equipment, and materials are comparable to and/or simulate those currently used by business and industry and are of a quantity and quality needed to accomplish stated instructional objectives, as verified by a program advisory committee.

Example: Crops at the Farm List, Orchard Layout Chart, Tree Vine Map, Furniture and Equipment List from Ag Mech. Grant Application

5.2 Where appropriate, provisions have been made for community or school based laboratory facilities to enhance practical instruction.

Example: Facility Photos

5.3 Facilities, equipment, and instructional materials are regularly maintained, replaced, repaired, and updated to meet the local, state, and federal health and safety rules and regulations.

Example: District Farm Lab Technician Job Description
District Farm Lab Technician Justification
Facility Central, West and East Map

5.4 Facilities and equipment are purchased and/or modified to accommodate the needs of special populations.

Example: Facility Photos

5.5 Instructional materials are adapted and/or supplemented to meet the specific needs of special populations.

Example: Students can work off shop fees if they cannot pay

5.6 Adequate and secure storage space is provided for materials, supplies, records, and equipment.

Example: Facility Photos
Quality Criteria Six

Community, Business and Industry Involvement

Two of Clovis Unified School Districts distinct advantages are its strong connection to community and its understanding that local industry drives a local economy. With this in mind the district embraces the concept of advisory committees as a cornerstone to program success. The Clovis School District Agriculture Advisory Committee includes representatives from the community involved in the agriculture industry, postsecondary agencies, the School Board and District level Administration. A roster of advisory committee members is kept and updated twice a year by the Agriculture Staff.

The responsibility of the Agriculture Advisory committee is to provide the Agriculture Staff and School Administration with guidance and support in the preparation of students for future success in agriculture. It is also a focus of the committee to provide advice on running and maintaining a successful District Agriculture Lab with the appropriate facilities, safety standards, equipment and materials. The Agriculture Advisory Committee is an advocate for Agriculture Education and provides support to the agriculture staff when they are faced with district changes that can negatively affect the Agriculture Program.

Clovis Unified Agriculture Staff formally invites all Agriculture Advisory committee members to two meeting annually. Each meeting provides agriculture staff an opportunity to update the committee of recent success and program changes. Each of the agriculture staff is responsible for recruiting advisory committee members from industry related to their specific area of instruction. These sub-committees attend small breakout meeting at the conclusion of the general advisory meeting.
All recommendations by advisory members are recorded, discussed, then sent forward to school and district administration. The Clovis School District Advisory Committee has taken on a very important role in the promotion of Agriculture Education in the Clovis School District. It is their goal to provide students and staff with the tools needed to experience premier leadership, personal growth and career success.
Quality Criteria Six
Community, Business and Industry Involvement

6.1 The advisory committee membership includes, but is not limited to representatives from the community, special populations, business, industry, students, parents, community agencies, staff, post-secondary agencies, labor, and other individuals having skills in and knowledge of the occupation(s) for which instruction is provided.

Example: Agricultural Advisory Board Roster

6.2 The advisory committee assists in developing and implementing a long-range and short-range plan to ensure that the program remains current and relevant.

Example: Standard #6 - Section B, 5 year Facility & Equipment Acquisition, Targeted Occupations, Program Description, Program Completion Standards (all reviewed by the Advisory Committee)

6.3 The advisory committee provides advice, support, counsel, written recommendations, and verification pertaining, but not limited to the following: instructional content, budget, program promotion, student recruitment, facilities, safety standards, equipment and materials, articulation, program planning, job placement, class size, supervised agricultural experience, FFA student organization, proficiency standards, new technology, and current industry practices.

Example: Instructions for Clovis Agriculture Advisory Committee, AP Environmental Science Course review

6.4 Agriculture Education staff actively participates in the advisory committee Meetings.

Example: Fall 2009 Advisory Meeting, Program Update Presentation Slide

6.5 The advisory committee meets a minimum of twice a year.

Examples: Spring 2009 Advisory Committee Meeting Agenda
Fall 2009 Advisory Committee Invitation
6.6 The advisory committee provides input on program decisions affecting special populations.

Example: Fall Advisory Meeting Minutes

6.7 A record of recommendations and/or actions taken during advisory committee meetings is maintained and is provided to school/district administrators.

Example: Spring Advisory Meeting Minutes
Quality Criteria Seven
Career Guidance

Each year counseling staff from throughout the district is given a refresher course in what the Agriculture Program has to offer. The certificate program has become an effective tool in the planning process for students, teachers, counselors and parents.

Students are encouraged to select a career pathway as early as ninth or tenth grade; during students eleventh and twelfth grade year's they are given advanced instruction in their selected career pathway. Clovis Unified Agriculture Career Pathway guidelines are available for students, parents, staff and counselors to use when deciding the appropriate course for students to take. Because of the unique structure of our District Agriculture Program many student from the four high schools at alternative sites may not have the opportunity to take agriculture class until eleventh or twelfth grade. These students are accepted to the agriculture program without the traditional prerequisite class.

All classes taught in the Clovis Unified Agriculture Department provide instruction in career planning and employability skills. The Regional Occupation Program classes taught in the Clovis Agriculture Program provide students the opportunity of job placement to practice the skill acquired. This part time job placement can often lead to fulltime paid jobs for high school students.

Each year representatives from trade schools, community colleges and State Universities are invited to visit our program and inform our students as to the agriculture opportunities they offer. Additionally, it is common practice for the Clovis Unified Agriculture program to take
students to activities on college campuses state wide. This one on one contact with postsecondary education allows for sound career educational decisions.
Quality Criteria Seven

Career Guidance

7.1 Ongoing individual assessments, counseling, career planning, and support services are initiated no later than the 9th grade for all students, including special populations (ROC/P’s provide supportive services after grade 9).

Example: Student Planning Sheet (10)

7.2 Agriculture Education staff assists guidance counselor and other resource personnel to provide career guidance activities which include:
7.2.1 Recruitment, program information, and promotional activities for students, parent, and counselors;
7.2.2 Implementation of the national goal of eliminating discrimination on the basis of gender, race, disability, or disadvantage;
7.2.3 A systematic process to ensure student enrollment in programs is consistent with their aptitudes, abilities, and career path goals.

Example: Advising Sheet 2010-11, Agriculture Program Brochure

7.3 Agriculture Education instruction includes career planning, employability skills, articulation options and provides students with information relevant to their career path goals.

Example: Student Data Sheets (10)

7.4 Students are made aware of options for post-secondary education, advanced training, job specific requirements and employment opportunities consistent with their career path goals.

Example: California Higher Education Opportunities,

7.5 With the assistance of their Agriculture Education instructor, Agriculture Education students annually review their career development plan, refine their occupational choice, identify SB813 graduation requirement alternatives, and modify their plan as necessary.

Example: CUSD High School Educational 4-Year Plan, A-G Requirements 2009-10, ROP CUSD Career Pathways Course list
Quality Criteria Eight

Program Promotion

Numerous promotional pieces are produced by the department each year. Since its inception, the School of Agriculture Science and Technology has produced numerous program brochures. Each teacher is responsible for producing brochures and informational materials in regards to their SAE and CDE.

Each year the Clovis FFA Boosters provides a Project Loan Program that allows students the opportunity to start an SAE by providing “seed money” through an interest free loan. These loans are due at the time that fair checks are received. Additionally loans are available for students wishing to participate in leadership activities.

Program promotion is a year round activity taking part on many levels. On site program promotion consist of flyers and posters made by chapter officers, committee members and chapter advisors. Within our program competition plays a major role in motivating students to get involved and stay active. Announcements of team accomplishments are made in the local media including the CUSD Today, CEHS morning broadcast and PA announcements by our principal. District wide e-mail is used to keep other school sites aware of the activities and information pertaining to the Agriculture Program.

The program promotion and recruitment plan is also driven at primary and early secondary levels. Our “Farm Tour” program introduces primary students from throughout the area (Clovis, Fresno, Sanger and Kingsburg Unified School Districts) come to the farm for an hour program focused around agriculture science, agriculture mechanics and leadership. Over 3,000 primary grade students take part in this worthwhile activity each spring.
At the early secondary level we offer Exploratory Agriculture classes to students at our primary feeder school Reyburn Intermediate, which is located across the street. Each year over 300 Reyburn students take this class designed around introducing topics related to plant and animal science, agriculture business, agriculture mechanics and FFA leadership.
Quality Criteria Eight

Program Promotion

8.1 There is a plan for program promotion and recruitment throughout the school year.

Example: Program of Activities

8.2 Program promotion activities are planned and conducted during the year to inform students, parents, counselors, other subject matter teachers, site/district administrators, board members, advisory committee members, business and industry representatives, and community members about the achievements of Agriculture Education students and merits of Agriculture Education programs.

Example: Flyers, Chapter Newsletter, Program of Activities

8.3 Promotional materials including, but not limited to, a descriptive program brochure has been developed to publicize the Agriculture Education programs' organization, sequence, and benefits.

Example: Agriculture Program Brochure

8.4 Equal access to Agriculture Education programs and services is available to all students, including those with special needs.

Example: Class Roster

8.5 Promotional activities are conducted annually to improve articulation with feeder schools and advanced training/education agencies.

Examples: 9th Grade flyer CEHS and CHS
Our Comprehensive Program Plan is complete and we continually submit our proper paperwork to the Regional Supervisor on a regular basis within the due dates. We have a graduate follow-up system for our students. Annual assessment of the effectiveness of Agriculture Education allow the Clovis Unified Agriculture Department to develop program improvement plans to continue advancement in program success. Each year a graduate follow-up survey is sent out to those individuals completing their secondary agriculture education. These surveys are compiled and analyzed for recommendations as to program effectiveness. Local advisory committees review all results and adaptation to curriculum and instruction are made.

A binder has been dedicated as the Comprehensive Program Plan. The Comprehensive Program Plan is update annually and the Regional Supervisor receives this update every year. A comprehensive budget is essential in program accountability and planning. The long term plans related to a budget allow for staff administration and the advisory committee to plant ahead for future purchases.

Each year student retention numbers are analyzed. We continue to focus on retention however due to our unique structure numbers can be misleading. Many of the agriculture course offered attract non-agriculture student in the eleventh and twelfth grade. The agriculture program is currently going changes and is addressing our low enrollment of freshman prior to 2010-11 registration. Students have pathways to follow and are able to decide which courses they should enroll to stay in an agriculture path.
Quality Criteria Nine

Program Accountability and Planning

9.1 A performance-based assessment system is used to measure students’ performance in the application of vocational and academic skills and knowledge of occupational tasks.

Example: Edusoft Cell Biology Exam Report, CUSD Biology Benchmarks (taken by Agricultural Biology Students)

9.2 There is an annual program assessment using input from instructors, administrators, students, other staff, and advisory committee members based upon the Quality Criteria for Agricultural Education.

Example: 2008-2009 Department Review Documents

9.3 Records and reports are maintained and submitted as required to comply with federal, state, and local regulations and policies.

Example: SJR October 15th Reports spreadsheet

9.4 The program improvement plan is based on the analysis of data collected for program accountability and is utilized in the application for the Carl D. Perkins Vocational and Applied Technology Act funds. Sources of data are collected, analyzed and interpreted, and utilized as required by local, state, and federal mandates, including, but not limited to: California Basic Education Data systems (CBEDS), Agricultural Education Student Follow up, Coordinated Compliance Review, Accreditation, Program Quality Review, special populations enrollment, and job market analysis for each occupational cluster.

Example: Site Plan for VEA Perkins Funds

9.5 Funding sources for programs/courses are clearly identified and guidelines for use of these funds are provided to the instructional staff for program budget development and for monitoring expenditures.

Example: 2009-10 Department Budget
Quality Criteria Ten

Student-Teacher Ratio

For many years Clovis Unified School District has not supported the student-teacher ratio class size reduction plan. Currently however four of the six instructors at the Agriculture Center maintain classes at or below student-teacher ratio requirements. This recent change is because of two main reasons. 1. Less program recruitment the previous year. 2. Lack of a ninth grade class to replace ninth grade science. As a department, our students enrolled in agriculture classes do not exceed 75 students per teacher. Our current 8 period block schedule allows for each teacher to have two preparation periods one of which is considered an SAE period.

Our school and agriculture department continues to fight to accomplish the 20-student ratio for the shop and laboratory based classes, and also the 25 students enrolled in a standard classroom-based course. Many years these numbers are close but we do not have enough overflows to hire another teacher. This causes our ratios in some of our classes to exceed the maximum limit at this point in time. The lack of support of student teacher ratio from school and site administration will result in the inconsistency of our program meeting this standard. It is essential that all agriculture instructors develop and build classroom management skills to assist in maintaining a positive learning environment regardless of the number of students in their class.
10.1 Minimum Compliance Criteria:
1. Maximum enrollment per teacher in the classroom is 25 students per class.
2. Maximum enrollment per teacher in a shop or laboratory class is 20 students per class.
3. Maximum number of individual students per full-time equivalent for instruction and supervision of students supervised agricultural experience programs and students actively engaged in FFA leadership activities is 75 students. For Agriculture Incentive Grant purposes, freshmen are counted as 1/2 when determining the 75-student limitation.

Example: R2 Teacher Information 2010

10.2 Community Awareness and Commitment
Provide the administration, school board and advisory committee members with copies of the SB 187 Report (Appendix J). Review all components of the SB 187 Report to create awareness of the uniqueness of an agriculture program and the need to maintain limitations on class size.
Invite your Regional Supervisor to speak to your site and district administration, and advisory committee on maintaining low class sizes.
Develop a student selection criteria policy that identifies those students who have an interest or should be placed in the agriculture program.

Example: CEHS Agriculture Students List 2010-2011
Quality Criteria Eleven
Full Year Employment

Prior to 2002 the Agriculture Department within Clovis Unified received summer contract for each full time agriculture teacher. In a time when staff consisted of two or three teachers this was not a contested issue and each teacher received 40 duty days of compensation. However, when the staff number reached five full time teachers the district decided that it is too expensive to continue this funding level.

Negotiations were handled in three phases. Phase one, the school district decided that one “Extended Contact” would be granted to cover additional responsibilities after school, weekends and summer months. The staff was asked to present a report that outlined the total number of additional time spent by each teacher outside of class time. This report helped the district realize that additional compensation would be required. Phase two, in spring of 2002 negotiations continued. The focus was the fact that Agriculture teachers were being asked to take a pay reduction for the same level of service. It was at this time that it was determined that current composition levels would be granted but the dollar value of each contract be frozen at 2001-2002 levels. Additionally, project supervision periods and FFA Advisor Stipends would be revoked to make up for additional expenses. Phase three, unsatisfied with the outcome of phases 1 and 2, the Agriculture Department put together a document entitled Proposal and Justification for Compensation Paid to Agriculture Teachers within Clovis Unified School District. This document was designed to outline the common practice of additional compensation paid to those agriculture teachers performing additional responsibilities beyond the normal scope of the teaching day. Research showed that agriculture programs state wide routinely compensate
teachers at an average rate of 40 duty days. Additionally compensation in the form of SAE supervision periods and FFA stipends brought the total level of additional compensation value to approximately 60 duty days. For this reason the agriculture program staff were willing to accept the loss of FFA Stipends and SAE supervision periods in exchange for an expended contract equaling 60 duty days.

Upon receiving the final report and documentation, district administration realized that compensation levels must stay competitive with other school districts. Teachers must be paid for the additional work performed and that not teacher should be expected to carry out additional task without compensation. It was decided that all teachers would receive extended contracts at a rate of 40 duty days and that further negations to increase to 60 duty days fully warranted at a later date. Current state budgetary restraints make this a difficult time to justify additional compensation but FFA stipends may be reinstated for the 2003-2004 school year.

As of the 2009-2010 school year each of the six teachers in the Clovis Unified Agriculture Department receive an extended stipend for 40 additional duty days frozen at 2001-2002 school year level. The contract of new employees is frozen at the level of their hiring date; therefore movement across the pay scale does not increase the extended contract amount. Agriculture staff continues to pursue the option of unfreezing the extended contract but due to the current state budget cuts have not been successful. In addition, each staff member receives an annual FFA stipend.
Quality Criteria Eleven

Full Year Employment

11.1 Effective instruction in Agriculture Education extends beyond the regular school day, school year and school environment. The basic component of instruction occurs as group instruction in the classroom, shop or field during regularly scheduled classes September through June.

Example: Extended Contract Job Description, Extended Contract Background and Justification, R2 Teacher Information

11.2 There are two additional major components of instruction: activities conducted as part of the program of work of the FFA Chapter and individually conducted activities of students’ supervised agricultural experience programs. These two components are integral to the total instructional program.

Example: Chapter Calendar of Events

11.3 Minimum Compliance Criteria:
1. A minimum of one full-time equivalent teacher shall be employed during the summer months for each 75 agriculture students engaged in FFA and supervised agricultural experience during that period.
2. In addition to any preparation period otherwise provided to teachers at the program site, one project supervision period shall be provided in the agriculture teacher’s assignment during the regular school year for each 75 agriculture students actively engaged in FFA and supervised agricultural experience out-of-class activities.

Example: Summer/Fall 2011 Plant Project Student Roster
Table of Contents

a. Student Data Sheets

b. Permanent Student Records

c. Course Outlines

d. Copy of daily grade sheets for each class taught

e. SAE supervision forms used on project visits

f. Wall chart of SAE visits

g. SAE summary by individual students

h. Board approved department SAE policy, Procedures and Operations

i. Program of Activities

j. Copy of board approved policy statement pertaining to FFA as an integral part of the Ag Program

k. Recruitment program

l. Chapter Scrapbook

m. Summer activities schedule

n. Sample of Vo-Ag follow-up survey form
o. Up-to-date file on status of graduates
p. Copy of Vo-Ag comprehensive plan
q. Copy of each advisory committee minutes for current year.
r. Copy of a completed student program plan
s. Copy of proficiency standards
t. Copy of credentials
u. Department calendar of activities
v. Copy of daily logs
w. List of expected professional growth activities
x. Current R-2 Report
y. Extended contract rational/ justification with the board
z. Completed travel plan submitted to administration/ board
aa. CATA membership card
bb. Department meeting reports
cc. Wish List
ee. Advisory committee agendas for current year

ff. Copy of advisory committee charter and by-laws

gg. Current years’ operating budget

hh. Current year’s VEA district allocations

ii. Description of districts/ department budget process

jj. Department chairperson’s duties

kk. Chart of Responsibilities

ll. Substitute teacher procedures and plans

mm. Proficiency of Agriculture Students

nn. 2+2 Agreement

oo. Reimbursement of personal expenses
a. **Student Data Sheets**

At present, our student data sheet is devised specifically for the R2 and program retention. 10 samples of students from Clovis East High School have been pulled and are following. At Clovis East High School students fill out the hard copy of the student data sheet in their agriculture class.
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name ____________________________ ____________________________
   Last Name First Name, MI

B. Gender: Male ______ Female ______

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes ______ No ______
   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
   American Indian or Alaskan Native
   Asian Indian
   Cambodian
   Chinese
   Hmong
   Japanese
   Korean
   Laotian
   Vietnamese
   Black or African American
   Filipino
   Guamanian
   Samoan
   Tahitian
   White

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

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

F. I Am Taking This Course Because: (Select One)
   ______ I plan a career in agriculture
   ______ Not a career, just an interest in agriculture.
   ______ Not interested, placed in class.

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

H. Date: ____________________________

I. Locator Data
   Street Address: ____________________________
   City, Zip: ____________________________
   Phone Number: ____________________________

   Email: ____________________________

   Parent/Guardian Name (Print Full Name For Each):
   Mr. ____________________________
   Miss/Mrs./Ms. ____________________________

J. Program of Instruction Being Pursued: (Select Only One)
   ______ Plant & Soil Science (4010)
   ______ Animal Science (4020)
   ______ Agricultural Mechanics (4030)
   ______ Agricultural Business (4040)
   ______ Ornamental Horticulture (4050)
   ______ Forestry & Natural Resources (4060)
   ______ Agriscience (4070)

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time ____________________________
      No Further Education ____________________________
      Some College Later ____________________________

   2. Go to College ____________________________
      Community College ____________________________
      Four Year College ____________________________
      Full-Time Student ____________________________
      Part-Time Student ____________________________
      Agriculture Major ____________________________
      Non-Agriculture Major ____________________________

   3. Go Into Military Service ____________________________
L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

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M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

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N. Planned Department Activity (FFA)

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Parents/Guardians Signature: ________________________________
AGRICULTURAL EDUCATION STUDENT DATA CAREER PLAN

DATA SHEET

A. Name: [Print] ___________________________ Last: ___________________________ First: ___________________________ MI: ___________________________

B. Gender: (Circle One) Male [ ] Female [X]

C. Date: 1/23/04 ___________________________ Age: ___________________________

D. Year In Agriculture Program: (Circle One) 1 [ ] 2 [ ] 3 [ ] 4 [X]

E. Grade Level In School: (Circle One) 9 [ ] 10 [ ] 11 [ ] 12 [X]

F. Program Of Instruction Being Pursued: (Select Only One)
   [ ] Plant & Soil Science (4010)
   [ ] Animal Science (4020)
   [ ] Agricultural Mechanics (4030)
   [ ] Agricultural Business Management (4040)
   [X] Ornamental Horticulture (4050)
   [ ] Forestry & Natural Resources (4060)
   [ ] Agriculture Core - Year One (4070)
   [ ] Agriculture Core - Year Two (4080)

G. I Am Taking This Course Because: (Select One)
   [X] I plan a career in agriculture.
   [ ] Not a career, just an interest in agriculture.
   [ ] Not interested, placed in class.

H. Ethnic Origin: (Select Only One)
   [ ] White
   [X] Hispanic
   [ ] Black (Except Hispanic)
   [ ] Filipino
   [ ] Asian or Pacific Islander
   [ ] American Indian/Native Alaskan

I. Locator Data:
   Street Address: ___________________________
   Phone Number: (550) 232-9876

   Parent/Guardian Name (Print Full Name For Each)
   Mr. ___________________________
   Miss ___________________________
   Mrs. ___________________________

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

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full-Time
      [ ] No Further Education
      [ ] Some College Later
   2. Go to College
      [X] Community College
      [ ] Four Year College
      [ ] Full-Time Student
      [X] Part-Time Student
      [ ] Agriculture Major
      [ ] Non-Agriculture Major
   3. Go Into Military Service

STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently being taken, and planned to be taken in

Revised 8/03
A. Name: Fund Brittney  D
   (Print)  Last
   First
   MI
B. Gender: (Circle One)  Male Female
C. Date: 9-25-09  Age: 17
D. Year In Agriculture Program: (Circle One)  1 2 3 4
E. Grade Level In School: (Circle One)  9 10 11 12
F. Program Of Instruction Being Pursued: (Select Only One)
   __ Plant & Soil Science (4010)
   __ Animal Science (4020)
   __ Agricultural Mechanics (4030)
   __ Agricultural Business Management (4040)
   __ Ornamental Horticulture (4050)
   __ Forestry & Natural Resources (4060)
   __ Agriculture Core - Year One (4070)
   __ Agriculture Core - Year Two (4080)
G. I Am Taking This Course Because: (Select One)
   __ I plan a career in agriculture.
   __ Not a career, just an interest in agriculture.
   __ Not interested, placed in class.
H. Ethnic Origin: (Select Only One)  White
   __ Hispanic
   __ Black (Except Hispanic)
   __ Filipino
   __ Asian or Pacific Islander
   __ American Indian/Native Alaskan
I. Locator Data: 336 N. Greenwood
   Street Address: Sanger, Ca. 93657
   Phone Number: (559) 973-1262
   Parent/Guardian Name (Print Full Name For Each)
   Mr. Keith Fund
   Miss Mrs. Christine Fund
J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   Agriculture lobbyist
K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full-Time
      No Further Education
      Some College Later
   2. Go to College
      Community College
      Four Year College
      Full-Time Student
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major
   3. Go Into Military Service

STUDENT PROGRAM PLANNING FORM
I. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently being taken, and planned to be taken in
**STUDENT PROGRAM PLANNING FORM**

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently being taken, and planned to be taken in...
A. Name: Fitzgerald Delanyo
   (Print) First
   Last

B. Gender: (Circle One) Male Female

C. Date: 9/24/04 Age: 15

D. Year In Agriculture Program: (Circle One) 1 2 3 4

E. Grade Level In School: (Circle One) 9 10 11 12

F. Program Of Instruction Being Pursued: (Select Only One)
   □ Plant & Soil Science (4010)
   □ Animal Science (4020)
   □ Agricultural Mechanics (4030)
   □ Agricultural Business Management (4040)
   □ Ornamental Horticulture (4050)
   □ Forestry & Natural Resources (4060)
   □ Agriculture Core - Year One (4070)
   □ Agriculture Core - Year Two (4080)

G. I Am Taking This Course Because: (Select One)
   □ I plan a career in agriculture.
   □ Not a career, just an interest in agriculture.
   □ Not interested, placed in class.

H. Ethnic Origin: (Select Only One)
   □ White
   □ Hispanic
   □ Black (Except Hispanic)
   □ Filipino
   □ Asian or Pacific Islander
   □ American Indian/Native Alaskan

I. Locator Data: 2002 Wrenn Rd.
   Street Address:  
   Phone Number: (659) 213-4243
   Parent/Guardian Name (Print Full Name For Each)
   Mr. Miss
   Mrs. Mr. Daryl Fred

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

K. Please indicate below your plans after graduation from
   high school:
   1. Go to Work Full-Time
      No Further Education
      Some College Later
   2. Go to College
      Community College
      Four Year College
      Full-Time Student
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major
   3. Go Into Military Service

Revised 8/03
A. Name: (***) 1 re Z Aaron

B. Gender: (Circle One) 
   Male  Female

C. Date: 1/2/99 Age: 16

D. Year In Agriculture Program: (Circle One) 1 2 3 4

E. Grade Level In School: (Circle One) 9 10 11 12

F. Program Of Instruction Being Pursued: (Select Only One)
   1. Plant & Soil Science (4010)
   2. Animal Science (4020)
   3. Agricultural Mechanics (4030)
   4. Agricultural Business Management (4040)
   5. Ornamental Horticulture (4050)
   6. Forestry & Natural Resources (4060)
   7. Agriculture Core - Year One (4070)
   8. Agriculture Core - Year Two (4080)

G. I Am Taking This Course Because: (Select One)
   X I plan a career in agriculture.
   _ Not a career, just an interest in agriculture.
   _ Not interested, placed in class.

H. Ethnic Origin: (Select Only One)
   _ White
   X Hispanic
   _ Black (Except Hispanic)
   _ Filipino
   _ Asian or Pacific Islander
   _ American Indian/Native Alaskan

I. Locator Data:
   Street Address: 2446 Meyer Ave
   Phone Number: (854) 291-4455
   Parent/Guardian Name (Print Full Name For Each)
   Mr. Xavier Ramirez
   Miss
   Mrs.

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

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

   1. Go to Work Full-Time
      _ No Further Education
      _ Some College Later

   2. Go to College
      _ Community College
      _ Four Year College
      _ Full-Time Student
      _ Part-Time Student
      _ Agriculture Major
      _ Non-Agriculture Major

   3. Go Into Military Service

STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently being taken, and planned to be taken in...
AGRICULTURAL EDUCATION STUDENT DATA CAREER PLAN

A. Name: Phillips, Alex

B. Gender: (Circle One) 
   Male  Female

C. Date: 9/24/09  Age: 15

D. Year In Agriculture Program: (Circle One) 
   1  2  3  4

E. Grade Level In School: (Circle One) 
   9  10  11  12

F. Program Of Instruction Being Pursued: (Select Only One)
   - Plant & Soil Science (4010)
   - Animal Science (4020)
   - Agricultural Mechanics (4030)
   - Agricultural Business Management (4040)
   - Ornamental Horticulture (4050)
   - Forestry & Natural Resources (4060)
   - Agriculture Core - Year One (4070)
   - Agriculture Core - Year Two (4080)

G. I Am Taking This Course Because: (Select One)
   - I plan a career in agriculture.  
   - Not a career, just an interest in agriculture. 
   - Not interested, placed in class.

H. Ethnic Origin: (Select Only One)
   - White
   - Hispanic
   - Black (Except Hispanic)
   - Filipino
   - Asian or Pacific Islander
   - American Indian/Native Alaskan

I. Locator Data:
   Street Address: 3432 N. Loomis  Fresno, CA 95327
   Phone Number: 555-291-5162

Parent/Guardian Name (Print Full Name For Each)
   Mr. Brad Phillips
   Mrs. Miss
   Ms. Sarah Phillips

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

   Cattle Farmer, Construction, Welding

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

   1. Go to Work Full-Time
      - No Further Education
      - Some College Later

   2. Go to College
      - Community College
      - Four Year College
      - Full-Time Student
      - Part-Time Student

   3. Go Into Military Service

Revised 8/03
A. Name: Hudiburg Clayton A

B. Gender: (Circle One) Male Female

C. Date: 9/24/09 Age: 15

D. Year In Agriculture Program: (Circle One) 1 2 3 4

E. Grade Level In School: (Circle One) 9 10 11 12

F. Program Of Instruction Being Pursued: (Select Only One)
   - Plant & Soil Science (4010)
   - Animal Science (4020)
   - Agricultural Mechanics (4030)
   - Agricultural Business Management (4040)
   - Ornamental Horticulture (4050)
   - Forestry & Natural Resources (4060)
   - Agriculture Core - Year One (4070)
   - Agriculture Core - Year Two (4080)

G. I Am Taking This Course Because: (Select One)
   - I plan a career in agriculture.
   - Not a career, just an interest in agriculture.
   - Not interested, placed in class.

H. Ethnic Origin: (Select Only One)
   - White
   - Hispanic
   - Black (Except Hispanic)
   - Filipino
   - Asian or Pacific Islander
   - American Indian/Native Alaskan

I. Locator Data:
   - Street Address: 901 N. Booster Road, Fremont, NE 68025
   - Phone Number: (559) 251-9240

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

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full-Time
      - No Further Education
      - Some College Later
   2. Go to College
      - Community College
      - Four Year College
      - Full-Time Student
      - Part-Time Student
      - Agriculture Major
      - Non-Agriculture Major
   3. Go Into Military Service

STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently being taken, and planned to be taken in
STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently being taken, and planned to be taken in
AGRICULTURAL EDUCATION STUDENT DATA CAREER PLAN

DATA SHEET

I. Locator Data: 3188 W. Greenwood
   Street Address: Spring AL 35687
   Phone Number: 284-978-1326
   Parent/Guardian Name (Print Full Name For Each)
   Mr. Keith Funk
   Mrs. G. Funk

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

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full-Time
      No Further Education
      Some College Later
   2. Go to College
      Community College
      Four Year College
      Full-Time Student
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major
   3. Go Into Military Service

STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently being taken, and planned to be taken in
AGRICULTURAL EDUCATION STUDENT DATA CAREER PLAN

DATA SHEET

A. Name: ____________ Last Name: ____________ First Name: _______ Initial: _______

B. Gender: (Circle One) __ Male ______ Female

C. Date: 4/20/01 Age: 14

D. Year In Agriculture Program: (Circle One) 1 2 3 4

E. Grade Level In School: (Circle One) 9 10 11 12

F. Program Of Instruction Being Pursued: (Select Only One)
   ___ Plant & Soil Science (4010)
   ___ Animal Science (4020)
   ___ Agricultural Mechanics (4030)
   ___ Agricultural Business Management (4040)
   ___ Ornamental Horticulture (4050)
   ___ Forestry & Natural Resources (4060)
   ___ Agriculture Core - Year One (4070)
   ___ Agriculture Core - Year Two (4080)

G. I Am Taking This Course Because: (Select One)
   ___ I plan a career in agriculture.
   ___ Not a career, just an interest in agriculture.
   ___ Not interested, placed in class.

H. Ethnic Origin: (Select Only One)
   ___ White
   ___ Hispanic
   ___ Black (Except Hispanic)
   ___ Filipino
   ___ Asian or Pacific Islander
   ___ American Indian/Native Alaskan

I. Locator Data:
   Street Address: 907 E. 1st St. ____________ Town/Zip: Somerville 9305
   Phone Number: 876-1930

Parent/Guardian Name (Print Full Name For Each)
   Mr. ___________________________
   Miss ___________________________
   Mrs. ___________________________

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

   (Future goal: work in )

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full-Time
      No Further Education
      Some College Later
   2. Go to College
      Community College
      Four Year College
      Full-Time Student
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major
   3. Go Into Military Service

Revised 8/03

STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently being taken, and planned to be taken in
b. Permanent Student Records

The following is a sample of a cumulative student records worksheet that is being considered for use in the Clovis FFA program. Currently, students who are applying for their state degree or American degree complete their record books electronically. Electronic record books are kept on a flash drive. Students that complete the paper record books are kept in a filing cabinet alphabetically and by grade level.

The filing cabinet contains not only their record book, but also R-2 student data forms, and SAE project information. The filing cabinets are located in the Department’s office.
Clovis East High School Agricultural Department

CUMULATIVE RECORD FOR:

Student’s name __________________________ Date of Birth __________

Address __________________________________ Phone __________

(Box or street number) (City) (Zip)

Name of Parent / guardian __________________________

Student Occupational Goal __________________________

RECORD OF AGRICULTURAL ENROLLMENT

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<th>Year</th>
<th>Course Name</th>
<th>Teacher</th>
<th>Grade</th>
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FFA DEGREES HELD

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FFA OFFICES HELD

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### FFA COMMITTEE WORK

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<th>Committee Name</th>
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<th>Chairman=Chairman</th>
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### FFA CONTEST PARTICIPATION

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<th>Name of Contest</th>
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### SCHOLARSHIPS RECEIVED

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### SCHOOL ACTIVITY PARTICIPATION

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### COMMUNITY & OTHER NON-SCHOOL ACTIVITIES

<table>
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<th>School Year</th>
<th>Activity</th>
<th>Responsibility/Placing</th>
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### RECORD OF SAE

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</table>
c. **Course Outlines**

The current course outline for Agriculture Mechanic / Engineering (AME) 1 and AME 3 at Clovis East High School is attached. Other course outlines that are currently offered are available upon request.
Course Codes

Instructions: Complete the CUSD Course and CBEDS Assignment Codes using the pull down menus under the word “Choose.”

<table>
<thead>
<tr>
<th>CUSD Course Code:</th>
<th>CBEDS Assignment Code:</th>
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<tbody>
<tr>
<td>(For help see below)</td>
<td>(For help see bottom of this page)</td>
</tr>
<tr>
<td>3 0 9/G/UC g/Elective T T</td>
<td>4 0 3 0</td>
</tr>
</tbody>
</table>

To determine the **CUSD Course Code** use the following table to identify the first 3 characters of the unique course code to be assigned to this course if approved.

**District Course Numbering Guide (D G C T T)**

<table>
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<tr>
<th>“D”</th>
<th>“G”</th>
<th>“C”</th>
</tr>
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<tbody>
<tr>
<td>Department Codes – 1st Digit</td>
<td>CUSD Graduation Req – 2nd Digit</td>
<td>College Entrance – 3rd Digit</td>
</tr>
<tr>
<td>0 – Non – Departmental</td>
<td>0 – None (Jr. High/Elem)</td>
<td>0 – None</td>
</tr>
<tr>
<td>1 – P.E.</td>
<td>1 – P.E.</td>
<td>1 – unassigned do not use</td>
</tr>
<tr>
<td>2 – English</td>
<td>2 – English/Language Arts</td>
<td>2 – unassigned do not use</td>
</tr>
<tr>
<td>3 – Career &amp; Technology (Ag, Bus, etc.)</td>
<td>3 – Career &amp; Technology</td>
<td>3 – F/UC f/Visual &amp; Performing Arts</td>
</tr>
<tr>
<td>4 – Mathematics</td>
<td>4 – Mathematics</td>
<td>4 – A/UC a/History, Government</td>
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<tr>
<td>5 – Science</td>
<td>5 – Science</td>
<td>5 – B/UC b/English</td>
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<td>6 – Social Science</td>
<td>6 – Social Science</td>
<td>6 – C/UC c/Math</td>
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<td>7 – Visual Arts</td>
<td>7 – Visual Arts</td>
<td>7 – D/UC d/ Lab Science</td>
</tr>
<tr>
<td>8 – Performing Arts</td>
<td>8 – Performing Arts</td>
<td>8 – E/UC e/Foreign Language</td>
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<tr>
<td>9 – Foreign Language</td>
<td>9 – Voc. Ed Foreign Language</td>
<td>9 – G/UC g/Elective Courses</td>
</tr>
<tr>
<td>A – Adult School</td>
<td>E – Elementary course</td>
<td></td>
</tr>
<tr>
<td>R – ROC</td>
<td>I – Intermediate course</td>
<td></td>
</tr>
<tr>
<td>N – Non diploma SpEd (Voc Class)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CBEDS Assignment Code**

To determine the CBEDS Assignment Code refer to the CBEDS course definition binder located at your school in the Deputy Principal’s office or log on to the following web site.

http://www.cde.ca.gov/ds/sd/cb/subjects.asp

Whether you use the web site or the definition binder follow the steps listed below.
Locate the content area your course to which your proposed course would be assigned.
Review all the course titles and descriptions listed in that content area.
Choose the course description that best matches the content that will be covered in the proposed course.
Enter the CBEDS number attached to that course description in the CBEDS Assignment Code box above.
**Course Description – CUSD Only**

<table>
<thead>
<tr>
<th>Course Title: AME I (Ag Mechanics &amp; Engineering I)</th>
<th>Transcript Abbreviation: Ag Mechanics I</th>
</tr>
</thead>
</table>

Limited to 17 characters including spaces.

<table>
<thead>
<tr>
<th>Grade Levels That Can Enroll: Lowest 9</th>
<th>Course Length: Year Long (1 year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest 12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Offered At (check all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Alta Sierra Intermediate School</td>
</tr>
<tr>
<td>☐ Clark Intermediate School</td>
</tr>
<tr>
<td>☐ Kastner Intermediate School</td>
</tr>
<tr>
<td>☐ Reyburn Intermediate School</td>
</tr>
<tr>
<td>☒ Buchanan High School</td>
</tr>
<tr>
<td>☒ Clovis High School</td>
</tr>
<tr>
<td>☒ Clovis East High School</td>
</tr>
<tr>
<td>☒ Clovis West High School</td>
</tr>
<tr>
<td>☐ Enterprise High School</td>
</tr>
<tr>
<td>☐ Excel High School</td>
</tr>
<tr>
<td>☐ Gateway High School</td>
</tr>
<tr>
<td>☐ CART</td>
</tr>
</tbody>
</table>

**High Schools Only**

Please check the appropriate box(s) you are requesting for which this course should be approved.

☐ Course is Repeatable
☒ Course is for elective credit only
☐ Course meets CUSD Content Requirement for Graduation

**Course Description (to be used in the CUSD Course Description Handbook):**

This class is intended to expose students to the careers in the agricultural mechanics and engineering industry in the areas of welding, woodworking, electrical wiring, plumbing, and other related fields.

**Prerequisite(s):**

None.

**Special Notes:**
Course Profile

Course Goals:
The goal of this program is to expose students to the different areas of the agricultural mechanics and engineering industry as well as increase the academic achievement of all students to levels of proficiency in core subjects, and prepare students for post-secondary education and careers in the agricultural mechanics field. Students will learn about these areas through class lectures, textbook reading, guest speakers, and lab assignments. The lab assignments will allow students a hands-on approach to learning. The outcome of this class is such that all students will have a basic knowledge of the agricultural mechanics and engineering industry as well as the fundamental skills to perform the actual skills needed in the workplace.

Course Objectives:
The Agricultural Mechanics Pathway program will address the needs of improving student achievement at Clovis East High School by providing curriculum that is focused on real-world projects and giving relevance to what students are learning. Students will see connections between the lesson and how they can apply the information in the real world, feeling more connected and become more successful in school. Students will:

- have hands-on learning experience,
- learn firsthand about the agricultural mechanics and engineering industry,
- understand the importance of safety and how to recognize hazardous situations,
- learn to maintain records and the importance of keeping them,
- learn how to oxyacetylene and shielded metal arc weld,
- wire a single branch electrical circuit,
- construct a plumbing project, and
- construct a wood project.

Instructional Methods:
Lecture and note taking, tests, quizzes, demonstrations, hands-on/project based learning and lab work, group work, text book and lab manual readings and work sheets, guest speakers, and videos.

Evaluation procedures:
Assessment: Note taking, quizzes and tests, ability to follow directions, attendance/properly dressed for labs, and lab assignments/project construction.
Percentage of Assessments:
30% - Academics: Tests, quizzes, homework, etc.
30% - Participation: Student attendance and participation in lab assignments. Student may be deducted points in he or she is tardy and does not participate in class work or lab assignments.
30% - Projects: Lab assignments that students completed in or out of class time. This can include welding projects, woodworking projects, electrical wiring projects, participation in lab activities, etc.
10% - Professional development: Students must participate in one of the following per semester: Leadership training, community service, FFA contest or event, public speaking, etc.

Course Outline:
SAFETY
Shop orientation and procedures
Personal safety in agricultural mechanics and engineering
Reducing hazards
MEASURING
Learning how to read the ruler in inches and fractions of an inch.
Converting to board feet
Converting units of inches, feet, yards, miles, and acres.
Lab: Learn how to measure projects using a tape measure

PUBLIC SPEAKING & LEADERSHIP DEVELOPMENT
Analyze various definitions of leadership.
Discuss the contributions of agricultural education and the FFA to leadership development.
Lab: Demonstrate the appropriate classroom public speaking (e.g., body language/articulation).

WOODWORKING
Hand tools, fasteners, and hardware.
Layout tools and procedures.
Lab: Selecting, cutting, and shaping wood.
Lab: Fastening and finishing wood.

110 VOLT ELECTRICAL WIRING
Electrical Principles and Wiring Materials
Lab: Wiring and Installing Branch Circuits
Electronic Motors, Drives, and Controls

COMPUTERIZED RECORD KEEPING
Why is record keeping important? (Money Management.)
Records and their uses.
Enterprises and Entrepreneurs - Supervised Agricultural Experience Projects (SAEPs)
Lab: Student will use their lab projects as their enterprise, and as the year progresses they will enter the amount of time it takes to complete a project, as well as the cost and value of each project.

OXYFUEL WELDING AND BRAZING
Safety with compressed gases
Using gas welding equipment
Lab: Cutting with oxyfuels and other gases
Lab: Oxyacetylene welding

PLUMBING
Identifying the need and selecting the correct material.
Identifying fittings and types of plumbing material (PVC, copper, galvanized, black pipe, etc.)
Lab: Construct a plumbing project

SHIELDED METAL ARC WELDING (SMAW)
Safety with welding and electricity.
Selecting and using shielded metal arc welding equipment.
Welding terminology
Benefits and disadvantages of the SMAW process
Lab: Arc welding mild steel.

INTRODUCTION TO GAS METAL ARC WELDING (GMAW)
Safety with welding and electricity.
Welding terminology.
Equipment identification and their uses.
Benefits and disadvantages of the GMAW welding process.
Lab: Welder setup and operation.
Lab: Students will demonstrate GMAW welding on thin gauge metal.
# Course Description – UC Certification

For new courses being submitted to UC for “a-g” certification and CUSD

## A. COVER PAGE

Please refer to instructions if you need help (see page 8)

<table>
<thead>
<tr>
<th>Date of Submission (Please include Month, Day and Year)</th>
</tr>
</thead>
</table>

| 1. Course Title                                      | 9. Subject Area                       |
| AME I (Ag Mechanics & Engineering I)                  | a [ ] History/Social Science          |
|                                                       | b [ ] English                         |
|                                                       | c [ ] Mathematics                     |
| 2. Transcript Title(s)/Abbreviation(s) – 17 character limit | d [ ] Laboratory Science             |
| Ag Mechanics I                                        | e [ ] Language other than English     |
|                                                       | f [ ] Visual & Performing Arts        |
| 3. Transcript Course Code(s)/Number(s)                | g [ ] College Prep Elective           |
|                                                       | [ ] Intro [ ] Advanced                |

| 4. School                                             | 10. Grade Level(s) for which this course is designed |
| Clovis East High School                               | [ ] 9 [ ] 10 [ ] 11 [ ] 12             |
|                                                       |                                           |
| 5. District                                           | 11. Seeking “Honors” Distinction?       |
| Clovis Unified School District                        | [ ] Yes [ ] No                         |
|                                                       |                                           |
| 6. City                                               | 12. Unit Value check only one           |
| Clovis                                                | [ ] 0.5 (half year or semester equivalent) |
|                                                       | [ ] 1.0 (one year equivalent)           |
| 7. School / District Web Site                         | [ ] 2.0 (two year equivalent)           |
| www.cusd.com                                          | [ ] Other: _____                       |
|                                                       |                                           |
| 8. School Course List Contact                         | 13. Is this an Internet-based course?  |
| Name: Rosalie Baker                                   | [ ] Yes [ ] No                         |
| Title/Position: Area Superintendent                   |                                           |
| Phone: (559) 327-9000 Ext.: ______                   | If “Yes”, who is the provider?         |
| E-mail: rosaliebaker@cusd.com                         | [ ] UCCP [ ] PASS/Cyber High [ ] Other: _____ |

| 14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. |
| [ ] A course reinstated after removal within 3 years. Year removed from list? _____ |
| Same course title? [ ] Yes [ ] No                        |
| If no, previous course title? _____                     |
| [ ] An identical course approved at another school in same district. Which school? _____ |
| Same course title? [ ] Yes [ ] No                        |
| If no, course title at other school? _____               |
| [ ] Alternative course title for course with identical content at this school |
| Title of previously-approved identical course: _____    |
| [ ] Approved Advanced Placement (AP) or International Baccalaureate (IB) course |
| [ ] Approved UC College Prep (UCCP) Initiative course    |
| [ ] Year-long VPA course replacing two approved successive semester-long courses in the same discipline |
| [ ] Approved P.A.S.S. course                             |
| [ ] Approved ROP/C course. Name of ROP/C? _____          |
| [ ] Other. Explain: _____                                |
15. Is this course modeled after an UC-approved course from another school outside your district? □ Yes ☒ No
If so, which school(s)? ______
Course title at other school ______

16. Pre-Requisites
None

17. Co-Requisites

18. Is this course a resubmission? □ Yes ☒ No
If yes, date(s) of previous submission? ______
Title of previous submission? ______

19. Brief Course Description
This class is intended to expose students to the careers in the agricultural mechanics and engineering industry in the areas of welding, woodworking, electrical wiring, plumbing, and other related fields.

B. COURSE CONTENT
Please refer to instructions (see page 8)

20. Course Goals and/or Major Student Outcomes
The goal of this program is to expose students to the different areas of the agricultural mechanics and engineering industry as well as increase the academic achievement of all students to levels of proficiency in core subjects, and prepare students for post-secondary education and careers in the agricultural mechanics field. Students will learn about these areas through class lectures, textbook reading, guest speakers, and lab assignments. The lab assignments will allow students a hands-on approach to learning. The outcome of this class is such that all students will have a basic knowledge of the agricultural mechanics and engineering industry as well as the fundamental skills to perform the actual skills needed in the workplace.

21. Course Objectives
The Agricultural Mechanics Pathway program will address the needs of improving student achievement at Clovis East High School by providing curriculum that is focused on real-world projects and giving relevance to what students are learning. Students will see connections between the lesson and how they can apply the information in the real world, feeling more connected and become more successful in school.

Students will;
• have hands-on learning experience,
• learn firsthand about the agricultural mechanics and engineering industry,
• understand the importance of safety and how to recognize hazardous situations,
• learn to maintain records and the importance of keeping them,
• learn how to oxyacetylene and shielded metal arc weld,
• wire a single branch electrical circuit,
• construct a plumbing project, and
• construct a wood project.
22. Course Outline

A. SAFETY
B. Shop orientation and procedures
C. Personal safety in agricultural mechanics and engineering
D. Reducing hazards in agricultural mechanics and engineering
E.
F. MEASURING
G. Learning how to read the ruler in inches and fractions of an inch.
H. Converting to Board Feet
I. Converting units of inches, feet, yards, miles, and acres.
J. Lab: Learn how to measure projects using a tape measure
K.
L. PUBLIC SPEAKING & LEADERSHIP DEVELOPMENT
M. Analyze various definitions of leadership.
N. Discuss the contributions of agricultural education and the FFA to leadership development.
O. Lab: Demonstrate the appropriate classroom public speaking (e.g., body language/articulation).
P.
Q. WOODWORKING
R. Hand tools, fasteners, and hardware.
S. Layout tools and procedures.
T. Lab: Selecting, cutting, and shaping wood.
U. Lab: Fastening wood.
V. Lab: Finishing wood.
W.
X. 110 VOLT ELECTRICAL WIRING
Y. Electrical Principles and Wiring Materials
Z. Lab: Wiring and Installing Branch Circuits
AA. Electronic Motors, Drives, and Controls
BB.
CC. COMPUTERIZED RECORD KEEPING
DD. Why is record keeping important? (Money Management.)
EE. Records and their uses.
FF. Enterprises and Entrepreneurs - shop projects and Supervised Agricultural Experience Projects (SAEPs)
GG. Lab: Student will use their lab projects as their enterprise, and as the year progresses they will enter the amount of time it takes to complete a project, as well as the cost and value of each project.
HH.
II. OXYFUEL WELDING AND BRAZING
JJ. Safety with compressed gases
KK. Using gas welding equipment
LL. Lab: Cutting with oxyfuels and other gases
MM. Lab: Oxyacetylene welding
NN.
OO. PLUMBING
PP. Identifying the need and selecting the correct material.
QQ. Identifying fittings and types of plumbing material (PVC, copper, galvanized, black pipe, etc.)
RR. Lab: Demonstrate plumbing procedures: Project construction.
SS.
TT. SHIELDED METAL ARC WELDING (SMAW)
UU. Safety with welding and electricity.
VV. Welding terminology
WW. Benefits and disadvantages of the SMAW welding process
XX. Selecting and using shielded metal arc welding equipment.
YY. Lab: Arc welding mild steel.
ZZ.
AAA. INTRODUCTION TO GAS METAL ARC WELDING (GMAW)
BBB. Safety with welding and electricity.
CCC. Welding terminology.
DDD. Equipment identification and their uses.
EEE. Benefits and disadvantages of the GMAW welding process.
FFF. Lab: Welder setup and operation.
GGG. Lab: Students will demonstrate GMAW welding on thin gauge metal.

23. Texts & Supplemental Instructional Materials
Agricultural Mechanics, Fundamentals and Applications, Herren/Cooper, Delmar Publishing

24. Key Assignments
Safety and reducing hazards
Oxyacetylene welding and cutting
Building a project out of wood
Shielded Metal Arc Welding Lab

25. Instructional Methods and/or Strategies
Lecture and note taking, tests, quizzes, demonstrations, hands-on/project based learning and lab work, group work, textbook and lab manual readings and work sheets, guest speakers, and videos.

26. Assessment Methods and/or Tools
Assessment: Note taking, quizzes and tests, ability to follow directions, attendance/properly dressed for labs, and lab assignments/project construction.

Percentage of Assessments:

30% - Academics: Tests, quizzes, homework, etc.
30% - Participation: Student attendance and participation in lab assignments. Student may be deducted points in he or she is tardy and does not participate in class work or lab assignments.
30% - Projects: Lab assignments that students completed in or out of class time. This can include welding projects, woodworking projects, electrical wiring projects, participation in lab activities, etc.
10% - Professional development: Students must participate in one of the following per semester: Leadership training, community service, FFA contest or event, public speaking, etc.
C. HONORS COURSES ONLY
Please refer to instructions (see page 8)

27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION
Please refer to instructions (see page 8)

28. Context for Course (optional)
The Agricultural Mechanics Pathway program will incorporate learning communities with cross-culricular teaching teams who share common students at each grade level. Teaching teams have created integrated curriculum that demonstrates the connection between core content areas and State Career Technical Education (CTE) standards, and is implemented in the McFarlane-Coffman Agriculture Center at Clovis East High School. This program, called the School of Agriculture Science and Technology (SAST) has proven to be an effective learning community in which pathway students will develop foundational knowledge and skills within their agricultural specialization area while taking a rigorous, integrated course of study with the option of taking Honors and AP curriculum needed for college and university admissions.
The Agricultural Mechanics Pathway courses fits within this current SAST structure. Students designated for the pathway will adhere to all requirements for graduation and post-secondary education. The targeted group of students will move together through an articulated pathway with the entire curriculum presented around an agriculture and technology focus. Students who participate in the pathway program for all four years will be prepared for college and professional opportunities within the agricultural industry.

29. History of Course Development (optional)
Clovis East High School is in the process of receiving state funding for a CTE grant with an emphasis in Agricultural Mechanics. The development of this pathway will incorporate learning communities with cross-curricular teaching teams who share common students at each grade level.

Teaching teams will use the integrated SAST curriculum that demonstrates the connection between core content areas and California Career Technical Education Standards.
### Contact Information
Class: (559) 327-4032, Office: (559) 327-4332, Fax: (559) 327-4063  
Email: AirealCovey@cusd.com

<table>
<thead>
<tr>
<th>Component</th>
<th>Grade Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests &amp; Quizzes</td>
<td>40%</td>
</tr>
<tr>
<td>Class &amp; Homework</td>
<td>25%</td>
</tr>
<tr>
<td>Labs &amp; Projects</td>
<td>25%</td>
</tr>
<tr>
<td>Notebooks</td>
<td>5%</td>
</tr>
<tr>
<td>FFA and SAE</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total Possible</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Home Work
- Number of days per week: 1-2
- Weekends: Occasionally
- Time per night: 20-40 min.
- Research Projects: 1 or 2
- Torn, crumpled, decorated, and sloppy papers will not be given a score. All assignments should be labeled with...
- Name...Period...Date...Assignment Number

### Make-up Work
(for excused absences)
Make-up school days are equal to number of days school days missed. This policy may change, depending on the particular situation.

**Make-up assignments available:**
- Posted in class
- From classmate
- From teacher

### Late Work
(not due to an excused absence)
- **Accepted:**
  Before the end of the grading period (every 6 weeks)
- **Credit:**
  ½ credit will be given to all late assignments (unless otherwise noted).

### Required Material
- Ag Biology Binder or a marked section in a large binder.
- Notebook that is specifically for Ag Bio
- Pencils (I will sell pencils for 5 cents).

### Testing Policy
- One time only, no retakes unless special arrangements have been made.
- Missed tests must be made up within one week of student returning to school an appointment should be made at lunch, break, before or after school. After one week the test score will be recorded as a 0.

### Extra Credit
The purpose of extra credit is for students that try hard, do their work but can not quite get the higher grade. Extra credit may become unavailable to any student abusing the extra credit policy by not doing their assigned work.

### Behavior
Please refer to the student handbook. All CEHS rules will be strictly enforced.

### FFA Grade 5%
5% of each student’s grade will be determined by their FFA participation. Students are expected to participate in two FFA activities every 6-weeks for full credit and have an SAE/SAE plan.

### Notebook Grade 5%

## Course Codes

**Instructions:** Complete the CUSD Course and CBEDS Assignment Codes using the pull down menus under the word “Choose.”

<table>
<thead>
<tr>
<th>CUSD Course Code:</th>
<th>CBEDS Assignment Code:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(For help see below)</td>
<td>(For help see bottom of this page)</td>
</tr>
<tr>
<td>3 0 9/G/UC g/Elective T T</td>
<td>4 0 3 0</td>
</tr>
</tbody>
</table>

To determine the **CUSD Course Code**, use the following table to identify the first 3 characters of the unique course code to be assigned to this course if approved.

### District Course Numbering Guide (D G C T T)

<table>
<thead>
<tr>
<th>Department Codes – 1st Digit</th>
<th>CUSD Graduation Req – 2nd Digit</th>
<th>College Entrance – 3rd Digit</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – Non – Departmental</td>
<td>0 – None (Jr. High/Elem)</td>
<td>0 – None</td>
</tr>
<tr>
<td>1 – P.E.</td>
<td>1 – P.E.</td>
<td>1 – unassigned do not use Ag. Science (CSU-only)</td>
</tr>
<tr>
<td>2 – English</td>
<td>2 – English/Language Arts</td>
<td>2 – unassigned do not use Fine Arts (CSU-only)</td>
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<td>– Science</td>
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</tr>
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<td>6 – Social Science</td>
<td>6 – C/UC c/Math</td>
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<tr>
<td>7 – Visual Arts</td>
<td>7 – Visual Arts</td>
<td>7 – D/UC d/Lab Science</td>
</tr>
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<td>8 – Performing Arts</td>
<td>8 – Performing Arts</td>
<td>8 – E/UC e/Foreign Language</td>
</tr>
<tr>
<td>9 – Foreign Language</td>
<td>9 – Voc. Ed Foreign Language</td>
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### CBEDS Assignment Code

To determine the **CBEDS Assignment Code**, refer to the CBEDS course definition binder located at your school in the Deputy Principal’s office or log on to the following web site.

http://www.cde.ca.gov/ds/sd/cb/subjects.asp

Whether you use the web site or the definition binder follow the steps listed below.

- Locate the content area your course to which your proposed course would be assigned.
- Review all the course titles and descriptions listed in that content area.
- Choose the course description that best matches the content that will be covered in the proposed course.
- Enter the CBEDS number attached to that course description in the CBEDS Assignment Code box above.
**Course Description – CUSD Only**

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>AME III (Agricultural Mechanics and Engineering III)</th>
<th>Transcript Abbreviation:</th>
<th>Ag Mechanics 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Limited to 17 characters including spaces.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Levels That Can Enroll:</th>
<th>Lowest 11</th>
<th>Course Length:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Highest 12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course Offered At** (check all that apply):
- [ ] Alta Sierra Intermediate School
- [ ] Clark Intermediate School
- [ ] Kastner Intermediate School
- [ ] Reyburn Intermediate School
- [ ] Buchanan High School
- [ ] Clovis High School
- [ ] Clovis East High School
- [ ] Clovis West High School
- [ ] Enterprise High School
- [ ] Excel High School
- [ ] Gateway High School
- [ ] CART

**High Schools Only**
Please check the appropriate box(s) you are requesting for which this course should be approved.
- [ ] Course is Repeatable
- [X] Course is for elective credit only
- [ ] Course meets CUSD Content Requirement for Graduation

**Course Description (to be used in the CUSD Course Description Handbook):**
Students will use advanced welding procedures, learn electrical wiring principles, create portfolios and gain job seeking skills, use computer aided drafting and design software, as well as design, budget for, and build projects.

**Prerequisite(s):**
Successfully completing both semesters of Agricultural Engineering I and II with a "C" or better.

**Special Notes:**
Course Profile

Course Goals:
Agricultural Mechanics and Engineering III serves to bridge the gap between high school and community college technical training classes, as well as help the student feel confident in his or her understanding of the agricultural mechanics industry. Students who finish this class will not only have skills that they can use in the industry right after high school, but they will have better understanding of the careers that take further education.

Course Objectives:
This is the third class in the Agricultural Mechanics Pathway program. This curriculum is focused on real-world projects which creates a bridge between both industry and community college knowledge and skills.

Instructional Methods:
Lecture and note taking, tests, quizzes, demonstrations, hands-on/project based learning and lab work, group work, text book and lab manual readings and work sheets, guest speakers, and videos.

Evaluation procedures:
Assessment: Note taking, quizzes and tests, ability to follow directions, attendance/properly dressed for labs, and lab assignments/project construction.
Percentage of Assessments:
30% - Academics: Tests, quizzes, homework, etc.
30% – Participation: Student attendance and participation in lab assignments. Student may be deducted points in he or she is tardy and does not participate in class work or lab assignments.
30% – Projects: Lab assignments that students completed in or out of class time. This can include welding projects, woodworking projects, electrical wiring projects, participation in lab activities, etc.
10% - Professional development: Students must participate in one of the following per semester: Leadership training, community service, FFA contest or event, public speaking, etc

Course Outline:
ELECTRICAL WIRING
220 volt electrical wiring principles
Understanding the different phases of electricity
Welding symbols and wiring diagrams
Lab: wiring 3-way and 4-way switches
Breaker switches and electrical wiring panels

ADVANCED GAS METAL ARC WELDING (GMAW)
Choosing the best process for the individual task
Metal preparation
Controlling heat distortion
Lab: Welding out of position with GMAW
Lab: Using different modes of GMAW

ADVANCED SHIELDED METAL ARC WELDING (SMAW)
Selecting the proper electrode for the given task
Welding out of position
Lab: Welding pipe to pipe and pipe to plate
CNC PLASMA ARC CUTTING
Heat distortion and damage with Plasma Arc Cutting
Lab: Using a CNC Plasma Cutting Machine to create parts and projects

COMPUTERIZED RECORD KEEPING
Maintaining records of class and at home projects
Entering data for enterprises and maintaining books on their Supervised Agricultural Experience Programs (projects)
Lab: Students will use their record book to apply for the State FFA Degree
Lab: Students will use their record book to create budgets and estimate project costs

PORTFOLIO AND JOB SEEKING SKILLS
Collect work samples and pictures of projects
Select and tailor the portfolio style to match the associated job market
Design pages to have an impact that are easy to read
Select artifacts that present concrete evidence of the students' skills
Making a professional and free from errors portfolio
Interviewing techniques and dress

PUBLIC SPEAKING & LEADERSHIP DEVELOPMENT
Discuss options for students to participate in community service
Lab: Volunteering or community service
Lab: Giving a presentation to the class and demonstrating basic skills in parliamentary procedure

COMPUTERIZED DRAFTING
Learning 3-view drawing
Learning the X,Y, and Z axis
Lab: Converting from fractional dimensions to decimals
Lab: Students will design a project

OPTIONAL UNITS (if time permits and equipment is available)

OPTIONAL: WELDING: QUALITY CONTROL AND INSPECTION
American Welding Society Certification
Nondestructive evaluation (NDE)
Visual Test (VT)
Destructive Test (DT)
Penetrant Test (PT)
Magnetic Particle Test (PT)

OPTIONAL: FLUX CORED ARC WELDING (FCAW)
Principles of operation
Equipment and its limitations
Advantages to FCAW, shielding gasses, flux, and electrodes
Lab: Welding techniques
Troubleshooting FCAW welds

OPTIONAL: GAS TUNGSTEN ARC WELDING (GTAW)
The types of safe operation of GTAW equipment
Setup and maintenance of equipment
Types of welds, joint design, and tooling
Lab: Welding techniques and procedures for various types of metals  
Semiautomatic and automatic welding systems  
Inspection practices and quality control  
Weld repair  

OPTIONAL: MILLING AND LATHE WORK  
Safety with metal shaping equipment  
Using mills and lathes manually  
Lab: Operating a mill and lathe manually  
Reading drawings and programming CNC’s  
Lab: Using a computer to operate a mill and a lathe  

OPTIONAL: 3-D PROJECT DESIGN AND DRAFTING  
Drafting using 3-D software  
Transferring 3-D drawings to a CNC program
**Course Description – UC Certification**

For new courses being submitted to UC for “a-g” certification and CUSD

### A. COVER PAGE

Please refer to instructions if you need help (see page 8)

<table>
<thead>
<tr>
<th>Date of Submission (Please include Month, Day and Year)</th>
</tr>
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</table>
| 1. Course Title
Ag Mechanics & Engineering III |
| 2. Transcript Title(s)/Abbreviation(s) – 17 character limit
Ag Mechanics 3 |
| 3. Transcript Course Code(s)/Number(s) |
| 4. School
Clovis East High School |
| 5. District
Clovis Unified School District |
| 6. City
Clovis |
| 7. School / District Web Site
www.cusd.com |
| 8. School Course List Contact
Name: Rosalie Baker |
| Title/Position: Area Superintendent |
| Phone: (559) 327-9000 Ext.: _____ |
| E-mail: rosaliebaker@cusd.com |
| 9. Subject Area
a [ ] History/Social Science
b [ ] English
c [ ] Mathematics
d [ ] Laboratory Science
e [ ] Language other than English
f [ ] Visual & Performing Arts
[ ] Intro [ ] Advanced
g [ ] College Prep Elective |
| 10. Grade Level(s) for which this course is designed
[ ] 9 [ ] 10 [ ][ ] 11 [ ][ ] 12 |
| 11. Seeking “Honors” Distinction?
[ ] Yes [ ] No |
| 12. Unit Value check only one
[ ] 0.5 (half year or semester equivalent)
[ ] 1.0 (one year equivalent)
[ ] 2.0 (two year equivalent)
[ ] Other: _____ |
| 13. Is this an Internet-based course? [ ] Yes [ ] No |
If “Yes”, who is the provider?
[ ] UCCP [ ] PASS/Cyber High [ ] Other: _____ |
| 14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

- [ ] A course reinstated after removal within 3 years. Year removed from list? _____
  - Same course title? [ ] Yes [ ] No
  - If no, previous course title? _____
- [ ] An identical course approved at another school in same district. Which school? _____
  - Same course title? [ ] Yes [ ] No
  - If no, course title at other school? _____
- [ ] Alternative course title for course with identical content at this school
  - Title of previously-approved identical course: _____
- [ ] Approved Advanced Placement (AP) or International Baccalaureate (IB) course
- [ ] Approved UC College Prep (UCCP) Initiative course
- [ ] Year-long VPA course replacing two approved successive semester-long courses in the same discipline
- [ ] Approved P.A.S.S. course
- [ ] Approved ROP/C course. Name of ROP/C? _____
- [ ] Other. Explain: _____ |
15. Is this course modeled after an UC-approved course from another school outside your district? □ Yes ☒ No
   If so, which school(s)?
   Course title at other school

16. Pre-Requisites
Successfully passing both semesters of Agricultural Mechanics and Engineering I and II with a "C" or better.

17. Co-Requisites

18. Is this course a resubmission? □ Yes ☒ No
   If yes, date(s) of previous submission?
   Title of previous submission?

19. Brief Course Description
Students will use advanced welding procedures, learn electrical wiring principles, create portfolios and gain job seeking skills, use computer aided drafting and design software, as well as design, budget for, and build projects.

B. COURSE CONTENT
Please refer to instructions (see page 8)

20. Course Goals and/or Major Student Outcomes
Agricultural Mechanics and Engineering serves to bridge the gap between high school and community college technical training classes, as well as help the student feel confident in his or her understanding of the agricultural mechanics industry. Students who finish this class will not only have skills that they can use in the industry right after high school, but they will have better understanding of the careers that take further education.

21. Course Objectives
This is the third class in the Agricultural Mechanics Pathway program. This curriculum is focused on real-world projects which creates a bridge between both industry and community college knowledge and skills.

Students will;
• have hands-on learning experience,
• learn firsthand about the agricultural mechanics and engineering industry,
• understand the importance of safety and how to recognize hazardous situations,
• learn to maintain records and create budgets,
• become more skilled in various welding processes,
• understand quality control and inspection for welding, and
• understand electrical circuitry.

22. Course Outline
   A. ELECTRICAL WIRING
   B. 220 volt electrical wiring principles
   C. Understanding the different phases of electricity
D. Welding symbols and wiring diagrams
E. Lab: wiring 3-way and 4-way switches
F. Breaker switches and electrical wiring panels
G. ADVANCED GAS METAL ARC WELDING (GMAW)
H. Choosing the best process for the individual task
I. Metal preparation
J. Controlling heat distortion
K. Lab: Welding out of position with GMAW
L. Lab: Using different modes of GMAW
M. ADVANCED SHIELDED METAL ARC WELDING (SMAW)
N. Selecting the proper electrode for the given task
O. Welding out of position
P. Lab: Welding pipe to pipe and pipe to plate
Q. CNC PLASMA ARC CUTTING
R. Heat distortion and damage with Plasma Arc Cutting
S. Lab: Using a CNC Plasma Cutting Machine to create parts and projects
T. COMPUTERIZED RECORD KEEPING
U. Maintaining records of class and at home projects
V. Entering data for enterprises and maintaining books on their Supervised Agricultural Experience Programs (projects)
W. Lab: Students will use their record book to apply for the State FFA Degree
X. Lab: Students will use their record book to create budgets and estimate project costs
Y. PORTFOLIO AND JOB SEEKING SKILLS
Z. Collect work samples and pictures of projects
AA. Select and tailor the portfolio style to match the associated job market
BB. Design pages to have an impact and that are easy to read
CC. Select artifacts that present concrete evidence of the students' skills
DD. Making a professional and free from errors portfolio
EE. Interviewing techniques and dress
FF. PUBLIC SPEAKING & LEADERSHIP DEVELOPMENT
GG. Discuss options for students to participate in community service
HH. Lab: Volunteering or community service
II. Lab: Giving a presentation to the class and demonstrating basic skills in parliamentary procedure
JJ. COMPUTERIZED DRAFTING
KK. Learning 3-view drawing
LL. Learning the X,Y, and Z axis
MM. Lab: Converting from fractional dimensions to decimals
NN. Lab: Students will design a project
OO.
PP. OPTIONAL UNITS (if time permits and equipment is available)
QQ.
RR. OPTIONAL: WELDING: QUALITY CONTROL AND INSPECTION
SS. American Welding Society Certification
TT. Nondestructive evaluation (NDE)
UU. Visual Test (VT)
VV. Destructive Test (DT)
WW. Penetrant Test (PT)
XX. Magnetic Particle Test (PT)
YY. OPTIONAL: FLUX CORED ARC WELDING (FCAW)
ZZ. Principles of operation
AAA. Equipment and its limitations
BBB. Advantages to FCAW, shielding gasses, flux, and electrodes
CCC. Lab: Welding techniques
DDD. Troubleshooting FCAW welds
EEE. OPTIONAL: GAS TUNGSTEN ARC WELDING (GTAW)
FFF. The types of safe operation of GTAW equipment
GGG. Setup and maintenance of equipment
HHH. Types of welds, joint design, and tooling
III. Lab: Welding techniques and procedures for various types of metals
JJJ. Semiautomatic and automatic welding systems
KKK. Inspection practices and quality control
LLL. Weld repair
MMM. OPTIONAL: MILLING AND LATHE WORK
NNN. Safety with metal shaping equipment
OOO. Using mills and lathes manually
PPP. Lab: Operating a mill and lathe manually
QQQ. Reading drawings and programming CNC's
RRR. Lab: Using a computer to operate a mill and a lathe
SSS. OPTIONAL: 3-D PROJECT DESIGN AND DRAFTING
TTT. Drafting using 3-D software
UUU. Transferring 3-D drawings to a CNC program

23. Texts & Supplemental Instructional Materials
Metal Fabrication Technology for Agriculture; Larry Jeffus, Delmar Learning

24. Key Assignments
Project design, budget, and construction
Advanced welding procedures

25. Instructional Methods and/or Strategies
Lecture and note taking, tests, quizzes, demonstrations, hands-on/project based learning and lab work, group work, text book and lab manual readings and work sheets, guest speakers, and videos.

26. Assessment Methods and/or Tools
Note taking, quizzes and tests, ability to follow directions, attendance/properly dressed for labs, and lab assignments/project construction.
27. Indicate how this honors course is different from the standard course.

D. OPTIONAL BACKGROUND INFORMATION

28. Context for Course (optional)
The Agricultural Mechanics Pathway program will incorporate learning communities with cross-curricular teaching teams who share common students at each grade level. Teaching teams have created integrated curriculum that demonstrates the connection between core content areas and State Career Technical Education (CTE) standards, and is implemented in the McFarlane-Coffman Agriculture Center at Clovis East High School. This program, called the School of Agriculture Science and Technology (SAST) has proven to be an effective learning community in which pathway students will develop foundational knowledge and skills within their agricultural specialization area while taking a rigorous, integrated course of study with the option of taking Honors and AP curriculum needed for college and university admissions.
The Agricultural Mechanics Pathway courses fits within this current SAST structure. Students designated for the pathway will adhere to all requirements for graduation and post-secondary education. The targeted group of students will move together through an articulated pathway with the entire curriculum presented around an agriculture and technology focus. Students who participate in the pathway program for all four years will be prepared for college and professional opportunities within the agricultural industry.

29. History of Course Development (optional)
Clovis East High School is in the process of receiving state funding for a CTE grant with an emphasis in Agricultural Mechanics. The development of this pathway will incorporate learning communities with cross-curricular teaching teams who share common students at each grade level.

Teaching teams will use the integrated SAST curriculum that demonstrates the connection between core content areas and California Career Technical Education Standards.
d. **Daily Grade Sheets**

Currently I do not use daily grade sheets. Using Zangle, I keep a computerized grade book and give printouts to students on a regular basis. Parents and students have the ability to log on and check their grades from school or home. I have attached an example of the grade book for each class I teach displaying students grades.
### Gradebook Task Summary Spreadsheet

**Students Ordered by Both Student Name and ID; Assignments Ordered by Date Due**

**CLOVIS EAST HIGH SCHOOL**

**Class:** 33095-1 - Ag Mech & Eng IAB  
**Period: 1**

**Teacher:** GAMBLER, STEVE (1000003553)

**Grades Based on Assignments From:** 8/23/2010 - 8/29/2010

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<th>8/23-1/5 Current Grade</th>
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<th>9/23-1/5 Current Grade</th>
<th>10/1-1/5 Current Grade</th>
<th>10/28-1/5 Current Grade</th>
<th>11/5-1/5 Current Grade</th>
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**Total Students: 15**

**Average:** 16.0, 15.0, 14.0, 13.0, 12.0, 11.0, 10.0, 9.0, 8.0, 7.0

**Assignment Heading Notes:** E = Extra Credit | N = Not Graded | T = Final Exam
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### Gradebook Task Summary Spreadsheet

**Class:** 33055-3 - Ag Mech & Eng I AB  
**Teacher:** GAMBRIL, STEVE (10066555)  
**Assignments From:** 8/23/2010 - 1/6/2011

#### Graded on Assignments From: 8/23/2010 - 1/6/2011

#### Gradebook Task Summary Spreadsheet

**Class:** 33055-3 - Ag Mech & Eng I AB  
**Teacher:** GAMBRIL, STEVE (10066555)  
**Assignments From:** 8/23/2010 - 1/6/2011

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<tr>
<td>G</td>
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</tr>
<tr>
<td>B</td>
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#### Assignment Legend

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<thead>
<tr>
<th>Short Description</th>
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**Total Students:** 20  
**Average:** 60.7  
**Averages:** 60.7  

**Assignment Heading Notes:** E = Extra Credit | H = Not Graded | T = Final Exam
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**Total Students:** 30

**Average:** 69.18
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Total Students: 39

Averages: 41.5, 69.4, 74.8, 83.4
## Gradebook Task Summary Spreadsheet

### Students Ordered by Both Student Name and ID, Assignments Ordered by Date Due

**Class:** 330504 - Ag Mech & Eng | **AB**  
**Teacher:** GAMRE, STEVE (189003553)  
**Period:** 7  
**Assignments From:** 8/23/2010 - 1/6/2011

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Report Date: 1/6/2011
The project supervision form currently used for Clovis FFA is following. There are current examples of how the form is used for SAE projects. I supervise the Orchard/Vine/Field Crop projects and the Ag mechanics projects. Currently, I have over 20 students signed up for Plant SAE’s on our school farm and various Ag mechanic projects being built throughout the year. The following sheets are copies of SAE project supervision visits.
SAE Visit Report

Date: _____________ Name of Student: ______________________

Project(s) Supervised:

General Condition of Project:

Recommendations for Improvement:

Student Signature: ________________________

Advisor Signature: ________________________

White: File  Yellow: Parent Copy  Pink: Student Copy
SAE Visit Report

Date: 2/24/11    Name of Student: Samantha Lee

Project(s) Supervised: Orchard - Peaches

General Condition of Project: Dormant

Recommendations for Improvement: Begin cleaning benches in the Spring with Roundup!

Student Signature: Samantha Lee

White: File    Yellow: Parent Copy

Advisor Signature: [Signature]

Pink: Student Copy

SAE Visit Report

Date: 3/2/11    Name of Student: Samantha Lee

Project(s) Supervised: Orchard - Peaches

General Condition of Project: Buds on Early Variety of Peaches are beginning to open.

Recommendations for Improvement: Complete firm cleaning before Friday, 3/4. We are sorry.

Student Signature: Samantha Lee

White: File    Yellow: Parent Copy

Advisor Signature: [Signature]

Pink: Student Copy
SAE Visit Report

Date: 1/4/11 Name of Student: Dennis Biggins

Project(s) Supervised: BBQ

General Condition of Project:

Good All Material Cut To Size
Firebox Welded

Recommendations for Improvement:

Just Tack! Square Firebox Before Welding
Continue To Tack Legs + Support Before Welding Complete!

Student Signature: Dennis Biggins

Advisor Signature: [Signature]

White:File Yellow:Parent Copy Pink:Student Copy
SAE Visit Report

Date: 3/3/11  Name of Student: Kris Quick

Project(s) Supervised: Orchard - Nectarines / Plums

General Condition of Project: Good - Clean rows + bems

Recommendations for Improvement: Begin to trim scaffold branches on Nectarines (place @ 5'-6' hi)

Student Signature: [Signature]  Advisor Signature: [Signature]

White:File  Yellow:Parent Copy  Pink:Student Copy

SAE Visit Report

Date: 3/24/11  Name of Student: Kris Quick

Project(s) Supervised: Orchard - Nectarines / Plums

General Condition of Project: OK - buds swelling on early varieties

Recommendations for Improvement: Shred all pennants on plums to clean rows

Student Signature: [Signature]  Advisor Signature: [Signature]

White:File  Yellow:Parent Copy  Pink:Student Copy
SAE Visit Report

Date: 1/19/11  Name of Student: MIKE MALLONEY

Project(s) Supervised: Decorate Fire Pit

General Condition of Project:

Images cut + plate rolled to approx. 36" ring. Look good!

Recommendations for Improvement:

Lay ring over 8ga. plate and trace around the inside of ring - cut w/ plasma - then file

Student Signature: MIKE MALLONEY  Advisor Signature: [Signature]

White: File  Yellow: Parent Copy  Pink: Student Copy
SAE Visit Report

Date: 2/15/11  
Name of Student: Dominik DeCirco

Project(s) Supervised:  
- Raven Wood Ice Chest

General Condition of Project:  
- Wood obtained  
- Cutting wood started!

Recommendations for Improvement:  
- Make sure all wood is planed to the same thickness

Student Signature:  
Advisor Signature:  

White: File  
Yellow: Parent Copy  
Pink: Student Copy
f. Wall Chart of SAE Visits

At present, we do have a wall chart of project visits in our department. When our students begin their SAE project, the supervising instructor makes regular visits and documents them. Following is an example of our SAE wall chart; it is laminated so it can be reused.
g. SAE Student Summary

Each Teacher keeps track of their students SAE projects. Current year record books are kept in their classrooms along with their project records and portfolio. Following is the SAE spreadsheet I keep on all my current students SAE projects.
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h. **Board Approved SAE Policy**

A copy of the board-approved department SAE policy was not located, although contact with administration was made. Following is a copy of the Clovis Unified Education Code stating the requirement for SAE to be in place for any student in the agriculture program. Clovis East High School follows and supports this educational code.
Purpose:

Perkins Basic Grants for Career Technical Education

The Superintendent or designee shall submit to the California Department of Education a district plan for the career technical education (CTE) program funded by the federal Carl D. Perkins Career and Technical Education Act. The plan shall:

1. Describe how program funds will be used to provide the CTE program components required by 20 USC 2355(b).

2. Describe how activities will be carried out in order to meet levels of performance established pursuant to 20 USC 2323.

3. Describe how the District will:

   a. Offer the appropriate courses of at least one CTE program of study described in 20 USC 2342.

   b. Improve the academic and technical skills of participating students by strengthening the academic and career technical components of such programs through the integration of coherent and rigorous academic content and relevant CTE programs to ensure learning in the core academic and career technical subjects.

   c. Provide students with strong experience in and understanding of all aspects of an industry

   d. Ensure that participating students are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.

   e. Encourage participating students to enroll in rigorous and challenging courses in core academic subjects.
4. Describe how CTE, academic, guidance, and administrative personnel will be provided comprehensive professional development, including initial teacher preparation, that promotes the integration of coherent and rigorous content aligned with academic standards with relevant CTE, including curriculum development.

5. Describe how the required participation of individuals from representative entities such as parents/guardians, students, academic and CTE teachers, administrators, career guidance and academic counselors, representatives of tech prep consortia if applicable, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals will be involved in the development, implementation, and evaluation of CTE programs, and how such individuals and entities will be effectively informed about, and assisted in understanding, the requirements of the federal program.

6. Provide assurances that the District’s CTE program is of such size, scope, and quality to bring about improvement in the quality of CTE.

7. Describe the process that will be used to evaluate and continuously improve the District’s performance.

8. Describe how the District will:

   a. Review CTE programs and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the program for special populations, as defined in 20 USC 2302 and Board Policy.

   b. Provide programs that are designed to enable special populations to meet established performance level targets.

   c. Provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

9. Describe how the District will ensure that individuals will not be discriminated against.

10. Describe how funds will be used to promote preparation for nontraditional fields.

    Nontraditional fields means occupations or fields of work, including careers in computer science, technology, and other emerging high-skill occupations, for which individuals from one gender constitute less than 25 percent of the individuals employed in each such occupation or field of work.

11. Describe how career guidance and academic counseling will be provided to CTE
students, including linkages to future education and training opportunities.

12. Describe efforts to improve:

   a. The recruitment and retention of CTE teachers and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession.

   b. The transition to teaching from business and industry.

Tech Prep Programs

The District shall, jointly in a consortium with an institution of postsecondary education and other partners as appropriate, offer a technical preparation program in accordance with 20 USC 2371-2376. The program shall:

1. Be carried out under an articulation agreement with the postsecondary institution and any other consortium partners.

2. Consist of a program of study that:

   a. Combines at least two years of tech prep at the secondary level which is linked to at least two years of either postsecondary education in a sequential, nonduplicative course of study or an apprenticeship program.

   b. Integrates academic and career technical instruction and utilizes work-based and work site learning experiences as appropriate and available.

   c. Provides technical preparation in a career field, including high-skill, high-wage, or high-demand occupations.

   d. Builds student competence in technical skills and in core academic subjects, as appropriate, through applied, contextual, and integrated instruction in a coherent sequence of courses.

   e. Leads to technical skill proficiency, an industry-recognized credential, a certificate, or a degree in a specific career field.

   f. Leads to placement in high-skill or high-wage employment or to further education.

   g. Utilizes CTE programs of study, to the extent practicable.

   h. Meets state academic standards.
i. Investigates opportunities for tech prep students to enroll concurrently in secondary education and postsecondary education courses.

3. Uses educational technology and distance learning, as appropriate, to involve consortium partners more fully in the development and operation of programs.

4. Includes in-service professional development for teachers, administrators, and counselors that addresses the goals identified in 20 USC 2373.

5. Provides equal access to the full range of tech prep programs to individuals who are members of special populations, as defined in 20 USC 2302 and Board Policy, including the development of tech prep program services appropriate to the needs of special populations.

6. Provides for preparatory services that assist participating students.

7. Coordinates with activities conducted under Title I of the No Child Left Behind Act.

Participation of Private Schools

Upon written request from representatives of nonprofit private schools within the geographical area served by the District, the Superintendent or designee shall:

1. Consult with the private school representatives in a timely and meaningful manner and, if the District so chooses, provide for the participation of private school secondary students in the District’s CTE programs and activities funded under the federal Carl D. Perkins Career and Technical Education Act.

2. To the extent practicable, permit participation of CTE teachers, administrators and other personnel from private schools in the District’s in-service and preservice CTE professional development programs funded through the Perkins Act.

Partnership Academies

The District shall operate one or more partnership academies as a school-within-a-school focused on a broad career theme. The program shall be available to students in grades 10-12 who are identified as at-risk of dropping out of school or who satisfy other criteria specified in Education Code 54690 and 54691. The District’s program shall provide:

1. Instruction in at least three academic subjects each regular school term that prepares students for a regular high school diploma and contributes to an understanding of the occupational field of the academy.

2. A “laboratory class” related to the academy’s occupational field.

3. Classes that are block scheduled in a cluster whenever possible to provide flexibility to
academy teachers and which may vary in number during grade 12.

4. A mentor from the business community for students during grade 11.

5. An internship or paid job related to the academy’s occupational field or work experience to improve employment skills, during the summer following grade 11 except when a student must attend summer school for purposes of completing graduation requirements.

6. Additional motivational activities with private sector involvement to encourage academic and occupational preparation.

Attendance in the classes described in items #1-2 above shall be limited to students in the academy.

The Superintendent or designee shall establish an advisory committee consisting of individuals involved in academy operations, including District and school administrators, lead teachers, and representatives of the private sector.

Pre-Apprenticeship and Apprenticeship Programs

The District shall offer an orientation program for high school and/or adult education students that acquaints students with a broad range of career options, provides information regarding available apprenticeship programs, and provides classroom instructional job training which guides students to a registered apprenticeable occupation. The District’s program shall:

1. Introduce students to what they need to know in order to apply, test, and interview for acceptance into an apprenticeship program.

2. Demonstrate the need for proficiency in reading and comprehension, mathematics, science, and technology.

3. Emphasize the necessity to have the ability to communicate in reading, writing, speaking, listening, and numeration skills.

4. Identify the knowledge, skills, and attitudes needed to enter and successfully complete an apprenticeship program.

5. Provide an orientation to a specific craft or trade or to an industry.

The Superintendent or designee may enter into an agreement with a local business, labor or management apprenticeship committee, and/or joint labor-management apprenticeship committee that has been approved to sponsor an apprenticeship program in order to develop and deliver related and supplemental instruction to students participating in a registered apprenticeship program.
Student Organizations

The District may support student organizations which engage in activities that are integral to the CTE program. The District may provide funding for supplies, materials, activities, and advisor expenses of such student organizations but shall not use state or federal funding to pay students’ membership dues, food or lodging expenses, out-of-state travel, or the cost of a social activity or assemblage.

Program Evaluation

As part of the annual Student Achievement Report/Update and Strategic Plan Workshop, the Chief Curriculum Officer shall report to the Board on program enrollment and completion rates, including enrollment and completion of programs in nontraditional fields as defined in 20 USC 2302; student academic assessment results; attainment of career and technical skill proficiencies; attainment of a high school diploma or equivalent; graduation rates; and subsequent placement in postsecondary education or advanced training, military service, or employment.

Adopted: 2/25/09
52454. (a) The curriculum of school districts that choose to participate in the state program of agricultural career technical education shall include all of the following components:

(1) Organized classes in the study of agricultural science and technology.

(2) A student-supervised occupational experience program in agriculture.

(3) A program of leadership, organization, and personal development.

(b) Student learning activity developed to supplement these components shall be considered curricular and shall contribute to the grade of the participating student when those activities are integral to assisting the student to achieve the career objective of the class or course.

It is the intent of the Legislature that opportunities are provided for teachers to be employed on a 12-month basis in order to maintain supervised occupational experience on a year-round basis for students enrolled in agricultural career technical programs.
i. **Program of Activities**

The Clovis FFA Program of Activities is developed each year with information for students, administrators, and community members about our Agriculture Program. It covers the pertinent information for SAE projects, program goals and Agriculture/FFA education.

A Chapter Program of Works is developed annually and a copy is furnished to the Regional Supervisor by December 15th.

The currently copy of the 2009-2010 Program of Activities is attached.
# CLOVIS FFA PROGRAM OF ACTIVITIES

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PRESIDENT’S WELCOME

Welcome to the 2008-2009 FFA year, as Clovis FFA prepares to take you into the upcoming year, your chapter officer team has dedicated a part of their summer to prepare for an involved and successful year. We are excited to improve upon traditions and bring new activities to our chapter.

Our primary goals include: motivating our members to be leaders in the community, and encouraging everyone to plot their maps and go for all of the opportunities FFA has to offer.

The FFA provides an opportunity for members to excel in all agricultural areas, serve in their community, develop a sense of pride by doing so, and also to be prepared for a career in the world’s most vital industry; agriculture. I hope each of you will seize the opportunities the FFA extends. I look forward to meeting and working with all of you, and watching you step up to a success in the FFA!

Sincerely,

Cole Rinehart
Clovis FFA President
ADVISOR’S WELCOME

Dear FFA Members,

The FFA Chapter Officers and the FFA Advisor’s are extremely excited about this upcoming year.

This year’s theme is “Embracing the Standards, Revealing the Excellence”. And we plan to do just that in every activity we participate in. From our nearly 100 members who plan to participate at the Big Fresno Fair to three national qualifying teams, and all of the other contest and field days we plan to attend. We have a huge number of activities planned for you this year, and look forward to your participation.

Chapter Meetings are usually held the first Wednesday of every month at lunch time. Clovis FFA also host several after school activities for students to participate in. Students receive participation points for each activity they attend; students with the most points at the end of the school year are given a chance to go on the TOP 20 Trip! Last year we spent a day riding the rapids on the Kings River for the “Top 20 Trip”. Students also compete within their grade level for awards such as Top of their Class, or Star FFA Member award. You can see the Top and Star Awards in the Program of Activities for more information.

This summer the FFA Chapter Officers and Advisors spent a couple of days at Shaver Lake working hard to plan an exciting year for you. In this process we discovered that we can’t do it all without you! We need FFA Members to become officers on our Executive Committee to help us raise money, go places, and have fun!

We look forward to a successful and fantastic year!

Sincerely,

Susan Henderson-Perry and Aireal Covey
Clovis FFA Co-Advisors

Matthew Actis (559) 327-4321
Kevin Woodard (559) 327-4324
Ken Dias (559) 327-4322
Susan Henderson-Perry (559) 327-4323
Aireal Covey (559) 327-4332
David Valdez (559) 327-4405
CLOVIS FFA BOOSTER’S CLUB

The Clovis FFA Boosters is a support group to the Clovis FFA and the Agriculture Department. Membership is open to anyone wishing to assist. This organization helps with transportation, labor and financial aid for the Clovis FFA. In the past five years the booster club has purchased a new 24’ aluminum gooseneck, two eight passenger vans, equipment needed by the agriculture lab and approximately $45,000 in scholarships, incentives and add on money awarded directly to the students.

The Clovis Agriculture FFA Parent Booster Club usually meets the last Tuesday of each month during the school year. Meetings start at 6 pm and are held in the classroom at the Clovis East agriculture facility. They sponsor the annual Dinner/Dance held in February to help finance the events and equipment purchases.

Sincerely,

Stan Young
Clovis FFA Booster President
THE 2008-2009 CHAPTER OFFICER TEAM

President - Cole Rinehart
Vice President - Emily Cehrs
Secretary - Chad Bower
Treasurer - Jerry Siligo
Reporter - Austin Perry
Sentinel - Astyn Lopez
Historian - Jamielyn Moe
Parliamentarian - Kelli Williamson
7 Keys to Success in Agricultural Education

Instruction
The McFarlane Coffman Agriculture Center has 6 agricultural teachers, and over 600 students.

SAE

FFA
Clovis FFA attends 21 Fairs, Shows, and CDE’s, while competing in 15 different events!

Partnerships
The McFarlane Coffman Agriculture Center has 29 different industry partnerships. The partners advise the agriculture staff on curriculum, program development, long term goals, as well as many other things.

Marketing
Clovis FFA students maintain a project, keep accurate records, and sell their project(s) on a continual basis. There is no doubt that any member of the FFA has good money and marketing skills.

Professional Growth
We already know that through the FFA students get professional development in many ways. But did you know that every agriculture teacher attends a minimum of 10 professional development days throughout the year? Man, talk about staying on top of things! And it is all thanks to the Ca. Agricultural Teachers Assoc. and the Clovis Unified School District’s commitment to better teachers.

Program Planning
The McFarlane Coffman Agriculture Center uses the local advisory committee as a key group to monitor, propose, plan and implement new directions for the agricultural education program. The group is comprised of individuals who have been a part of the program. Because committee members are also key community leaders, they can communicate the concerns and needs of Clovis residents directly to the agriculture staff.
THE FFA

THE FFA IS...FUN!

The FFA is a national organization of, by, and for students studying agricultural education in public secondary schools under the provision of the National Vocational Education Acts. As an integral part of the program of vocational education in agriculture in the public schools system of America, the FFA has become well known in recent years.

No national student organization enjoys greater freedom of self-government under adult council and guidance than the FFA. Organized in November 1928, it has served to motivate and vitalize the effective instruction offered to students in agricultural education, and to provide further training in citizenship and agriculture business. Half a million students across the country are becoming leaders, building self-esteem and preparing for career success. And they're having a great time in the process. They're members of FFA, the organization for students in agricultural education and they're making new friends, going new places and trying new things. They're having a blast doing it!

THE FFA MISSION

The National FFA Organization is dedicated to making a positive difference in the lives of young people by developing their potential for premier leadership, personal growth and career success through agricultural education.
The FFA is a non-profit youth organization of voluntary membership, designed to take its place along with other agents striving for the development of leadership, the advancement of agricultural technology and the improvement of life.

PROGRAMS AND ACTIVITIES IN THE FFA

FFA's local, state and national programs and activities help members develop public speaking skills, conduct and participate in meetings, manage financial matters, strengthen problem-solving abilities and assume civic responsibility. Degrees earned at local, state and national levels recognize members' increasing accomplishments. Competitive events and awards programs in areas such as public speaking, commodity marketing and agriscience recognize students' achievements, encourage them to excel beyond the classroom and develop career skills.

STUDENT LEADERSHIP

FFA members elect their own officers and plan and conduct activities with supervision from their chapter advisors. A team of six national officers, typically college students taking a year out of their studies, plays a key role in planning the national convention and other events, and travels more than 100,000 miles during their year of service representing the FFA.

MEMBERSHIP

The FFA's 457,278 members and 7,312 chapters represent all 50 states, as well as Puerto Rico and the Virgin Islands. FFA is a diverse organization, operating in rural, urban and suburban schools. Students aged 12-21 enrolled in agricultural education programs are eligible for membership.
MEMBERSHIP STATISTICS

- 35% of FFA members are female; women hold 47% of state leadership positions
- 77% of our membership is white; just under 17% is Hispanic and nearly 4% are African-American
- 90% of FFA members are in grades 9-12; 5% are in grades 6-8; 5% are high school graduates
- 27% of FFA members live in rural, farm areas; the remainder live in rural non-farm (39%), urban and suburban areas (34%)
- FFA chapters are in 10 of the 15 largest cities, including New York, Chicago, Philadelphia
- The top three membership states are Texas, California and Oklahoma.
- Almost 46,000 members, advisors and guests attended the 2002 National FFA Convention!

FEDERALLY CHARTERED

The FFA was organized nationally in 1928 in Kansas City, Mo. In 1950, Congress granted the FFA a federal charter, making it an integral, intracurricular part of public agricultural instruction under the National Vocational Education Acts. Two of the FFA top three executives are employed by the U.S. Dept. of Ed.

FUTURE FARMERS OF AMERICA → THE NATIONAL FFA ORGANIZATION

The organization changed its name in 1988 from Future Farmers of America to the National FFA Organization to reflect its evolution in response to expanded agricultural opportunities encompassing science, business and technology in addition to production farming. FFA members are preparing for careers in agricultural marketing, processing, communications, education, horticulture, production, natural resources, forestry, agribusiness and other diverse agricultural fields.
THE FFA CREED

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

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

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

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

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

The Creed was written by E.M. Tiffany, and adopted at the 3rd National Convention of the FFA.

THE FFA MOTTO:

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

LEARNING TO DO,

DOING TO LEARN,

EARNING TO LIVE,

LIVING TO SERVE.
THE FFA EMBLEM

The National Emblem of the FFA is significant and meaningful in every detail. Used by members in all recognized units of the organization, it is made up of five symbols:

*Cross section of the ear of 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 the historic foundation of our country’s strength.

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

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

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

THE THREE CIRCLES

The three components of Agricultural Education working in combination - Supervised Agricultural Experience, Agricultural Education and FFA - provide FFA members with an advantage in the job market, in attaining scholarships and college enrollments, in starting their own business and in developing a plan for success in life!
CAREER DEVELOPMENT EVENTS

Focusing on the Future

Since its beginnings in 1928, more than 70 years ago, the FFA continues to be an integral part of agricultural education by making classroom instruction come to life through realistic applications such as the career development events (CDE).

Today, opportunities for students within the agribusiness and agriscience industries abound, and the key to their future success lies in their ability to be prepared for the working world.

**Competition Makes It Fun, Careers Make It Real!**

Today more than ever, career development events are vitally important for FFA members to participate in. The competitive nature of the events indeed lends itself to learning how to work within a competitive world. However, it is the very process of preparing for the events, which provides students an irreplaceable experience in developing their skills.

Today, there are **over 300 career opportunities in agriculture**. FFA CDE's allow students to explore many of these careers, ranging from Agricultural Communications to Environmental and Natural Resources to Livestock Selection. CDE’s provide students an undeniable opportunity to work with their peers and teachers as well as community and business leaders as they prepare for these events.

**Our focus is on the future and preparing students for careers.** As leaders, advisors and teachers, we must embrace change and the diversity it has brought to agriculture and our classrooms. We must challenge our common barriers of time constraints and resources, and work towards creating opportunities that our students can be involved in which will better prepare them for future employment.
NATIONAL CAREER DEVELOPMENT EVENTS

Currently there are 24 career development events and one activity. See the following page for a list of CDE’s.

- Agricultural Communications
- Agricultural Mechanics
- Agronomy
- Dairy Cattle Evaluation
- Dairy Handlers’ Activity
- Farm Business Management
- Food Science and Technology
- Horse Evaluation
- Livestock Evaluation
- Meats Evaluation and Technology
- Parliamentary Procedure
- Prepared Public Speaking
- Agricultural Issues Forum
- Agricultural Sales
- Creed Speaking
- Dairy Foods
- Extemporaneous Speaking
- Floriculture
- Forestry
- Job Interview
- Marketing Plan
- Nursery/Landscape Management
- Poultry Evaluation
- Environmental/Natural Resources

Career Development Events focus on student success. Career opportunities abound within today’s agribusiness and agriscience industries. The key to achievement lies in the ability to think critically, communicate clearly and perform effectively in a competitive world.

COLLEGE SCOUTS

It is here, at Career Development Events, that college chairmen and professors look for young students that will be of benefit to their college. Many students in the Clovis FFA Chapter have been recruited by colleges at CDE’s. Most of the CDE’s are held at college campuses just for that reason!

SCHOLARSHIPS

$1.7 million in scholarships awarded annually; 1 out of 5 FFA members that applies receives a national scholarship! Also, there are several scholarships locally, through the Clovis FFA Agriculture Boosters, and the Pruess Scholarship. Active members in the Clovis FFA Chapter have so many opportunities available to themselves to make college an easy and exciting experience!
CLOVIS FFA CAREER DEVELOPMENT EVENTS

AGRI-SCIENCE
The FFA Agri-science Fair recognizes high school students who are studying an agriculturally related topic. FFA Members write a paper discussing their topic or findings, and create a display board. Participation begins at the local chapter level and progresses to the state and national levels.

AGRICULTURAL MECHANICS
Members complete a written exam, demonstrate problem-solving and hands-on performance skills. Systems of emphasis include machinery and equipment, industry and marketing, energy, structural and environmental. Members complete a written exam, demonstrate problem-solving and hands-on performance skills. Find Mr. Actis if you are interested in Ag Mechanics!

LIVESTOCK EVALUATION
Members evaluate beef cattle, sheep and swine on physical characteristics and records for market and breeding usage. Collectively team members work on keep/cull classes and are challenged individually with a written exam. Members give oral reasons explaining their placing of certain classes. Go see Mrs. Henderson-Perry if you are interested.

MEATS EVALUATION & TECHNOLOGY
Members complete a written test; judge quality, yield and grade of beef carcasses; and evaluate and place beef, lamb and pork carcasses. Members also complete a meat formulation problem and cooperatively fulfill a beef carcass order. Talk to Mr. Dias if you would like to become a team member.

NATURAL RESOURCES
Members compete in individual and team activities such as
national/global issues interview, press release writing, environmental/natural resource problem solving, soil tests and profiles, air/water analysis, GPS locations, waste management, identification and ecological successions. Visit Mr. Woodard if you are interested!

**PARLIAMENTARY PROCEDURE**

Members complete a written exam and then demonstrate their proficiency at using correct parliamentary procedures in conducting meetings. Participants discuss chapter events during their mock meetings.

**EXTEMPORANEOUS PUBLIC SPEAKING**

Members are required to deliver a speech on one of three agricultural topics, after they are given 30 minutes to prepare. At the conclusion of the speech, the judges may ask the participant question's related to their speech. A good working perspective for utilizing sound principles in a decision-making process.

**PREPARED PUBLIC SPEAKING**

The prepared public speaking event requires participants to write and deliver a six-to-eight minute speech in front of a panel of judges. Scoring is based on the written manuscript, the delivery of the speech and the answers to the questions.

**LIGHT HORSE JUDGING**

This event will emphasize developing, practicing and demonstrating skills needed when judging horses. Participants will compete up and down the state of California with Mrs. Henderson-Perry. This is an excellent event for students regardless of their future career path choice, as you will learn critical thinking skills as well as how to think on your feet under pressure!

**BANKING**

Want to be a rich banker? Familiarize yourself with the operation of agricultural land bank institutions and how agribusiness operations are financed as well as practices in the today’s business world.

**FARM RECORD BOOK CONTEST**

This contest consists of the 4 sections adopted from the Farm Account Book. There is one problem from the Journal page, a budget and a written test on the California State FFA Farm Record Book.
COOPERATIVES (CO-OPS)
Using materials provided by the Agriculture Council of California, students study and take a test based upon this information. The contest emphasis is on the subjects of farming, banking and farmer cooperation, as described in the official manual.

BEST INFORMED GREENHAND
Freshmen Agriculture students compete their knowledge of the FFA against other members in the state. This CDE is a traveling team and members need to be prepared to give up their weekend to travel up and down the state of California, beating other FFA members from other schools, and bringing home plaques. Currently, they National FFA Organization is trying to create a national contest for this CDE.

OPENING AND CLOSING CEREMONIES
The public speaking contest is the one in which the most members from the chapter participate in, and Clovis FFA hardly ever loses. We usually take a full bus and all the vans and trucks to haul all of our competitors to the contest. The team consists of 5 members, who perform the ceremonies as though they were chapter officers “Opening and Closing” a meeting. Each member memorizes a part, and then uses that part as their “script.”

ORNAMENTAL HORTICULTURE
In this judging contest students evaluate classes of trees, shrubs and bedding plants, followed by two sets of oral reasons. Also included in this contest is an identification exam of plants and tools common in the horticulture industry, as well as a knowledge and practical skills test.
SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM - SAEP

An SAE program is the actual, hands-on application of concepts and principles learned in the agricultural education classroom. Students are supervised by agricultural education teachers in cooperation with parents, employers and other adults who assist them in the development and achievement of their educational and career goals.

SAE is a time honored and tested form of work-based learning. An SAE program can be whatever the student wants it to be...a business of his/her own or placement in a job using agriculturally-related skills and competencies. It is a program designed cooperatively by the student, advisor and parents.

An SAE program is a planned practical agricultural activity which supports skill and competency development, career success and application of specific agricultural and academic skills a student has learned through classroom instruction in agricultural education. SAE is a major component of Agricultural Education.

FAIRS and SHOWS

The Clovis FFA Chapter is involved in many fairs throughout the year. Their livestock and ornamental horticulture projects are exhibited throughout the state, where the chapter wins many awards and honors. The majority of the animals that are exhibited are market and breeding beef, sheep, swine, poultry, rabbits and dairy.
In the back of the Program Of Activities there are budgets and contracts for each specie if you are interested in showing an animal with the Clovis FFA Chapter.

FRESNO FAIR

In order to show at Fresno Fair a member must attend 80% of the FFA meetings, participate in one FFA fund raiser and 1 ag booster fundraiser, have a 2.0 or better G.P.A. and a C or better in their Ag class, and be in good standing with the local FFA chapter. After sale each member then completes a thank you letter to their buyer/supporter, and turn them into their agriculture teacher. Afterward, the exhibitor is eligible to receive their check (note: sometimes checks don’t come until January 1st).

STATE FAIR

In order to show at State Fair a member must express their interest to an agriculture teacher, meet the qualifications as set forth in the Clovis FFA Constitution and Bylaws, sign a contract, purchase their animal, feed, care for, and manage their animal. All exhibitors must keep records on their project in their Record Books. Check the Clovis FFA Constitution to see if you are eligible!

AGRICULTURAL MECHANICS

Students wishing to build projects, or who work in a related field, have the opportunity to take their projects, ideas, or number of hours they worked, and receive awards for their accomplishments. Many students work in the Agricultural Mechanics field and never get recognized. Please turn to the Proficiency Award Areas page and find which you can apply for. You can win so many awards, scholarships, and even cash!
WORK EXPERIENCE

Students who work in any agriculturally related field, paid or not, have the opportunity to receive awards, scholarships, and cash for their hard work. Talk to your agriculture teacher to find out more, and be sure to checkout the Proficiency Award Areas page and see what agriculture category you fall under.

PLANT AND CROP SCIENCE

Many students grow ornamental plants, crops, trees, vines, or vegetables. FFA Members may apply for awards, scholarships, and gain personal recognition for their efforts in this agricultural industry. An agriculture teacher is available to offer assistance, advice, and counsel for these entrepreneurs. Students wishing to participate in the SAEP may have the opportunity to use the ag farm facilities!

EQUINE SCIENCE

Many students in the area raise and ride horses. Although we do not offer facilities at the Ag Farm, it is a program we recognize in the Supervised Agricultural Experience Program. Through this program will come visit you and your horse, give some tips and advice if needed, and help you learn how to apply for proficiencies, degree awards, scholarships, and colleges.

ANIMALS THAT MAY BE HOUSED AT THE SCHOOL FARM

The facilities at the ag farm are used not only for students to house their animals, but for the agriculture teachers to use as an extension of the classroom. What better way to learn about agriculture than actually doing it! For this reason, we only allow animals that are major production animals in agriculture. These production animals are beef, sheep, swine, and poultry. Although many other are production animals, we can not build facilities to house every kind of specie, and barn sharing is not a wise practice as it aids in the spread of diseases.
AGRICULTURAL EDUCATION

Classroom Instruction

Half a million students across the country are becoming leaders, building self-esteem and preparing for career success. Behind each member is an advisor who works one on one with students to help them find their strengths, develop new talents, and match their skills and interests to the perfect career area. Add alumni, business and industry supporters, and the agricultural education community, and you’ve got a dream team committed to helping young people succeed.

AGRICULTURAL EDUCATION MISSION STATEMENT

Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.

LEARNING BY DOING

How would you like to get paid for learning? FFA members start their own businesses or work for an agricultural company throughout high school. Some FFA members have earned hundreds of thousands of dollars by the time they graduated from college by reinvesting their profits in their business! While most members don’t earn quite that much, their experience still puts them way ahead of their classmates when it comes to applying for college or finding a job.

APPLIED LEARNING

The agricultural education program provides a well-rounded, practical approach to learning through three components: Classroom education in agricultural topics such as plant and animal sciences, horticulture, forestry, agrimarketing, etc.; hands-on supervised agricultural career experience such as starting a business or working for an established company; and FFA, which provides leadership opportunities and tests students’ agricultural skills.
INTRA-CURRICULAR

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

EDUCATION

More than 11,000 teachers deliver an innovative, cutting-edge and integrated curriculum to students.

- 92% offer agriscience;
- 71% offer advanced agriscience and biotechnology;
- 59% offer agricultural mechanics;
- 49% offer horticulture;
- 43% offer animal science; and,
- 24% offer environment-related.

TEACHER SHORTAGE!

In 1998, 64% of qualified agricultural education graduates pursued teaching as a career, but 55 agriculture programs closed due to lack of a qualified teacher. 23% of teachers have five or fewer years of teaching experience. The teacher shortage is the greatest challenge facing FFA and agricultural education.
INDUSTRY SUPPORT

Agriculture is the nation’s largest employer, with more than 22 million people working in some phase. FFA prepares members for more than 300 careers in the science, business and technology of agriculture.

1,663 sponsors provided $7.6 million for FFA and agriculture programs and activities in 2000

$1.7 million in scholarships awarded; 1 out of 5 FFA members that applies receives a national scholarship

The annual FFA National Agricultural Career Show covers 400,000 square feet and attracts 362 exhibitors

CAREER EXPLORATION

Members participate in a hands-on work experience allowing them to apply knowledge learned in class.

Collectively, FFA members earn $4 billion annually through their hands-on work experience

Members participate and learn advanced career skills in 45 national proficiency areas based on their hands-on work experience ranging from food science and technology to agricultural communications to wildlife management to production agriculture

According to the student magazine readership study, 87% of our students are interested in learning about career exploration, 81% about college preparation and 81% about technology
REWARDS / AWARDS

STAR AWARDS

STAR GREENHAND
The chapters most active first year member who has a strong SAE program and has demonstrated leadership is selected to win the Star Greenhand medal each year.

STAR CHAPTER FARMER
The chapter member who has an outstanding SAE in production agriculture and demonstrates the most involvement in all phases of the chapter's activities is awarded the Chapter Star Farmer.

STAR STATE FARMER
Outstanding achievement in a production agriculture SAE and active participation in the FFA is recognized with the State Star Farmer award. Each year, state associations select one member form the top applicants for the State FFA Degree.

STATE FFA CONVENTION
The state FFA convention is the highlight of a year's activity by FFA members. Delegates from each chapter conduct the business of the state association and elect officers to represent them during the coming year. A major part of state convention activity is the presentation and recognition of individual and chapter achievement in FFA career development events and awards. Attending the state FFA convention is an honor. Chapter members should earn the privilege of attending the convention through active participation in chapter activities.
MORE REWARDS / AWARDS

TOP 20

At the end of each school year, Clovis FFA provides its 20 most active members with a fun trip for one to two days. The most active members are determined by the following criteria:

1. Attend 90% of all meetings.
2. Exhibited at the Fresno Fair with the FFA or has an ongoing SAEP.
3. Participated on an FFA Judging Team/CDE or Speaking Contest.
4. First year members must earn their Greenhand Degree.
5. Second, Third and Fourth Year members must hold the Chapter FFA Degree.
6. All students must maintain a 2.0 GPA and a C or better in all their Agriculture Classes. Students must be eligible. If the Top 20 trip is during the summer, the student must have been eligible in the Spring Semester.
7. Have earned the most points on the point awards list (can have no more than 19 other members with more points).
8. If the student owes any money to the chapter or the school he/she will be ineligible.
9. Students are responsible for turning in their own point sheets, advisors are responsible for maintaining the overall chart.
MORE REWARDS / AWARDS - 2006 PROFICIENCY AWARD AREAS

Members who excel in their Supervised Agriculture Experience programs can be recognized through the Proficiency Award program at the local, state and national levels. These awards encourage members to develop specialized skills that will apply toward a future career. A student can select from two proficiency award categories. One is called "placement," for work or experience-only SAE programs. The other, called "entrepreneurship," is for programs that typically involve ownership of an agricultural production or agribusiness enterprise.

- Agricultural Communications - E/P
- Agriculture Education - E/P
- Agricultural Mechanics Design and Fabrication - E/P
- Agricultural Mechanics Energy Systems - E/P
- Agricultural Mechanics Repair and Maintenance - E/P
- Agricultural Processing - E/P
- Agricultural Sales - E/P
- Agricultural Services - E/P
- Beef Production - E/P
- Dairy Production - E/P
- Diversified Agricultural Production - E/P
- Diversified Crop Production - E/P
- Diversified Horticulture - E/P
- Diversified Livestock Production - E/P
- Emerging Agricultural Technology - E/P
- Environmental Science and Natural Resources Management - E/P
- Equine Science - E/P
- Fiber and/or Oil Crop Production - E/P
- Floriculture - E/P
- Food Science and Technology - E/P
- Forage Production - E/P
- Forest Management and Products - E/P
- Grain Production - E/P
- Home and/or Community Development - E/P
- Landscape Management - E/P
- Nursery Operations - E/P
- Outdoor Recreation - E/P
- Pomology Production - E/P
- Poultry Production - E/P
- Sheep Production - E/P
- Small Animal Production and Care - E/P
- Specialty Animal Production - E/P
- Specialty Crop Production - E/P
- Swine Production - E/P
- Turf Grass Management - E/P
- Vegetable Production - E/P
- Veterinary Medicine
Viticulture Production – E/P
Wildlife Production and Management – E/P
E/P = Entrepreneurship/Placement

PROFICIENCY AWARDS

Agricultural Communications
Typically includes programs in which students work at newspapers or other agricultural print facilities such as magazines to obtain training and practical experience in writing and publicizing in preparation for a writing or communications career. SAE programs may occur at radio or television stations, fair media rooms or other businesses that require speaking skills and a knowledge of agriculture. This area includes any use of communication technology, such as websites, aimed at communicating about agriculture.

Agriculture Education
Involves students with SAE’s related to education and extension, including but not limited to youth mentoring, agriculture education departmental assistance, PALS mentors and student coordinators, student developing informational materials and presentations for civic organizations and school-aged youth, and students who are involved in SAE’s that educate the public about the broad topics of agriculture, agriculture education and FFA.

Agricultural Mechanics Design and Fabrication
Involves designing and constructing agricultural equipment, structural land improvements and/or structures. It also includes selecting structural materials and/or implementing plans that use concrete, plumbing, heating, ventilation and/or air conditioning in agricultural settings.

Agricultural Mechanics Energy Systems (Agricultural Power)
Involves adjusting, repairing and maintaining agricultural power systems, which includes those that run by the way of mechanical, electrical, chemical, wind, solar, fluid and/or water power.

Agricultural Mechanics Repair and Maintenance
Involves repairing and maintaining agricultural structure and/or machinery and equipment, including lawn equipment.

Agricultural Processing
Involves students who assemble, transport, process, fabricate, mix, package and store food and nonfood agricultural products. Programs may include the processing of meat, milk, honey, cheese, raisins and other dried fruits, maple syrup and/or other food items. Nonfood products can include the processing of by-products such as meat, bone, fish and blood meal; tallow; compost; hides; wool and cotton. It can include the cubing and pelleting of forages, as
well as producing birdseed and other pet foods. **NOTE:** The processing of forest products is no longer a part of this proficiency area. (*The Forest Management and Products area has more details.*)

**Agricultural Sales Entrepreneurship**
Involves students who sell feed, seed, fertilizer or agricultural chemicals. Students can also own businesses that involve the sales of agricultural equipment, machinery or structures. Activities can include the merchandising of crops, livestock, processed agricultural commodities, horticultural or forestry items at either the retail or wholesale level.

**Agricultural Sales Placement**
Involves students who sell feed, seed, fertilizer or agricultural chemicals. Students can also work in businesses that involve the sales of agricultural equipment, machinery or structures. Activities can include the merchandising of crops, livestock, processed agricultural commodities, horticultural or forestry items at either the retail or wholesale level.

**Agricultural Services**
Involves students who work in services offered through agricultural enterprises that deal with custom equipment operation and maintenance, agricultural management and finance, agricultural education, animal breeding, custom baling, crop scouting, horseshoeing, taxidermy, animal hospitals, custom and contract feeding or other appropriate services.

**Beef Production Entrepreneurship**
Includes programs that use the best management practices available to produce and market beef efficiently.

**Beef Production Placement**
Includes programs that use the best management practices available to produce and market beef efficiently.

**Dairy Production Entrepreneurship**
Involves programs that use the best management practices available to produce and market dairy cattle and dairy products efficiently.

**Dairy Production Placement**
Involves programs that use the best management practices available to produce and market dairy cattle and dairy products efficiently.

**Diversified Agricultural Production**
Involves the use of the best management practices available to produce and market efficiently at least one livestock and at least one crop related proficiency.
Diversified Crop Production Entrepreneurship
Involves the use of the best management practices available to produce and market efficiently two or more crop related proficiency areas such as grain, fiber/oil, forage, specialty crop, non-horticultural vegetable or fruit production.

Diversified Crop Production Placement
Involves the use of the best management practices available to produce and market efficiently two or more crop related proficiency areas such as grain, fiber/oil, forage, specialty crop, non-horticultural vegetable or fruit production.

Diversified Horticulture Entrepreneurship
Typically involves producing, processing and marketing plants used principally for ornamental or aesthetic purposes and fruits and vegetables traditionally related to horticulture. This diversified proficiency area encompasses a student SAE with at least two of the following areas: Floriculture; Nursery Operations; Landscape Management; Turf Grass Management and Fruit and/or Vegetable Production such as viticulture (grapes), pomology (fruit trees) and horticultural fruits and vegetables (not including fruit and vegetable row crops).

Diversified Horticulture Placement
Typically involves producing, processing and marketing plants used principally for ornamental or aesthetic purposes and fruits and vegetables traditionally related to horticulture. This diversified proficiency area encompasses a student SAE with at least two of the following areas: Floriculture; Nursery Operations; Landscape Management; Turf Grass Management and Fruit and/or Vegetable Production such as viticulture (grapes), pomology (fruit trees) and horticultural fruits and vegetables (not including fruit and vegetable row crops).

Diversified Livestock Production Entrepreneurship
Involves the use of the best management practices available to produce and market efficiently a combination of two or more livestock related proficiency areas such as beef, dairy, swine, equine, specialty animal, small animal production or poultry.

Diversified Livestock Production Placement
Involves the use of the best management practices available to produce and market efficiently a combination of two or more livestock related proficiency areas such as beef, dairy, swine, equine, specialty animal, small animal production or poultry.

Emerging Agricultural Technology
Involves programs where students gain career experiences in new and emerging agricultural technologies such as agriscience, global positioning,
biotechnology lab research, computers and others that are covered by none of the existing award categories.

**Environmental Science and Natural Resources Management**
Typically results in FFA members receiving practical experiences in the principles and practices of managing and/or improving the environment and natural resources. Activities can involve managing agriculture waste, recycling agriculture products, cleaning the environment, or serving in the conservation corps. This area can include multiple resource uses; wildlife surveys; erosion prevention practices; public relations and pollution education; land use regulations that pertain to soil, water and air quality; as well as wetlands, shorelines and grasslands preservation.

**Equine Science Entrepreneurship**
Typically provides insights into horse production, breeding, marketing, showing and other aspects of the equine industry. Programs can also include calf roping, barrel racing, rodeo, racing, riding lessons and therapeutic horseback riding if horses are owned and/or managed by a member.

**Equine Science Placement**
Typically provides insights into horse production, breeding, marketing, showing and other aspects of the equine industry. Programs can also include calf roping, barrel racing, rodeo, racing, riding lessons and therapeutic horseback riding if horses are owned and/or managed by a member.

**Fiber/Oil Crop Production**
Involves the use of the best management practices available to produce and market efficiently fiber crops (cotton, hemp, etc.) and oil crops (mustard, canola, castor beans, sunflower, peanut, dill spearmint, safflower, etc.)

**Floriculture**
Involves the use of the best management practices available to produce and market efficiently fresh and dried field or greenhouse flowers, foliage and related plant materials, including the arranging, packaging and marketing of these materials, for ornamental purposes.

**Food Science and Technology**
Involves students who work for wages and/or experiences in applying microbiology, food biochemistry or food product research and development to improve taste, nutrition, quality and/or the value of food. Programs can include research, new product development, food testing, grading and inspecting. Work experience could be obtained at research facilities, in classroom/lab facilities or through the quality and safety testing of milk or other foods. **Food Science does not** involve the processing, marketing and sale of food products or food preparation and/or service.

**Forage Production**
Involves the use of the best management practices available to produce and market efficiently forage crops such as nongrain sorghum, alfalfa, clover, bromegrass, orchard grass, grain forages, corn or grass silages and pastures.

Forest Management and Products
Involves the use of the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices as thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting and harvesting. It can include experiences with the Forest Service, Christmas tree farming, as well as making and selling cedar shakes, firewood and wood chips/mulch.

Grain Production Entrepreneurship
Involves the use of the best management practices available to produce and market efficiently grain crops such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. (Grain Production would not include any of the previously mentioned crops where its intended use is for forage.)

Grain Production Placement
Involves the use of the best management practices available to produce and market efficiently grain crops such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. (Grain Production would not include any of the previously mentioned crops where its intended use is for forage.)

Home and/or Community Development
Typically involves improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants. This area can include activities to modernize a home for better health and comfort by installing or improving water and sanitary facilities, heating and air conditioning or labor saving devices. It can include community and betterment and development activities such as volunteerism to improve the community.

Landscape Management
Typically involves experiences of planting and maintaining plants and shrubs, landscaping and outdoor beautification, installing sprinklers and improving recreational areas.

Nursery Operations
Typically provides students with job-entry experiences in areas such as shrubs, tree or other plant production for the purpose of transplanting or propagation. It can include water garden plants produced for sale.
Outdoor Recreation
Typically involves outdoor recreational activities as the primary land use. Some activities best suited to family use or as income-producing enterprises include vacation cabins and cottages, camping areas, fishing, hunting, shooting preserves, guide services, riding stables, vacation farms and guest ranches, natural scenic or historic areas and rodeo events where members do not own or manage horses.

Pomology Production Entrepreneurship
Involves the use of the best management practices available to produce and market efficiently fruit crops such as stone, pome and citrus fruits; pineapples; coconuts; berries; watermelon; grapes; nuts and all common fruits. (Pome fruits include apples, mayhaws and pears. Stone fruits include peaches, nectarines, plums, apricots and cherries)

Pomology Production Placement
Involves the use of the best management practices available to produce and market efficiently fruit crops such as stone, pome and citrus fruits; pineapples; coconuts; berries; watermelon; grapes; nuts and all common fruits. (Pome fruits include apples, mayhaws and pears. Stone fruits include peaches, nectarines, plums, apricots and cherries)

Poultry Production
Involves the use of the best management practices available to produce and market efficiently domestic fowl such as ducks, geese and guinea; chickens; as well as turkeys and their products.

Sheep Production
Involves the use of the best management practices available to produce and market sheep and wool efficiently.

Small Animal Production and Care Entrepreneurship
Involves the use of the best management practices available to manage, produce and/or market efficiently small pet animals such as rabbits (for pets), cats, dogs, mice, hedgehogs and guinea pigs.

Small Animal Production and Care Placement
Involves the use of the best management practices available to manage, produce and/or market efficiently small pet animals such as rabbits (for pets), cats, dogs, mice, hedgehogs and guinea pigs. Programs can typically provide a service where students care for the well-being of pets. They can also include working at a pet shop or kennel, grooming or training dogs, as well as serving as a veterinary assistant or providing pet sitting services.

Specialty Animal Production Entrepreneurship
Involves the use of the best management practices available to produce and market efficiently specialty animals covered by none of the existing award
categories, including bees, goats, mules, donkeys, miniature horses, meat rabbits, mink, worms, ostriches, emus, alpacas or llamas. Placement experiences can involve working at a zoo or at any specialty animal facility.

**Specialty Animal Production Placement**
Involves the use of the best management practices available to produce and market efficiently specialty animals covered by none of the existing award categories, including bees, goats, mules, donkeys, miniature horses, meat rabbits, mink, worms, ostriches, emus, alpacas or llamas. Placement experiences can involve working at a zoo or at any specialty animal facility.

**Specialty Crop Production**
Involves the use of the best management practices available to produce and market efficiently crops covered by none of the existing award categories, including sugar beets, dry edible beans, gourds, tobacco, popcorn, Indian and other specialty corns, grass seed, herbs and spices, mushrooms, sugar cane, hops, sorghum cane, confectionary sunflowers or crop seed.

**Swine Production Entrepreneurship**
Involves the use of the best management practices available to produce and market swine efficiently.

**Swine Production Placement**
Involves the use of the best management practices available to produce and market swine efficiently.

**Turf Grass Management**
Typically involves the planting and maintaining of turf for outdoor beautification, owning a lawn mowing service, improving recreational areas, producing sod for sale and managing golf courses.

**Turf Grass Management**
Typically involves the planting and maintaining of turf for outdoor beautification, working for a lawn mowing service, improving recreational areas, producing sod for sale and managing golf courses.

**Vegetable Production Entrepreneurship**
Involves the best management practices available to produce and market efficiently crops such as beans, potatoes, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, as well as canning and common garden vegetables.

**Vegetable Production Placement**
Involves the best management practices available to produce and market efficiently crops such as beans, potatoes, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, as well as canning and common garden vegetables.
Veterinary Medicine
SAE enterprise working with veterinarians in clinical practices, research facilities, colleges of veterinarian medicine, animal health industry, or any other environment in which they assist veterinarians in performing duties related to the health of people and/or the health and welfare of large and small animals. This experiences may include wage earning, entrepreneurial or exploratory activities not limited to: hands on care of animals, management of businesses aspects of a veterinarian practice, or working on legislation or regulations relating to animals.

Viticulture Production Entrepreneurship
Involves the use of the best management practices available to produce and market efficiently grapes and/or their by-products.

Viticulture Production Placement
Involves the use of the best management practices available to produce and market efficiently grapes and/or their by-products.

Wildlife Production and Management Entrepreneurship
Typically involves activities to improve the availability of fish and wildlife through practices such as trapping, stocking fish and wild game or those that develop new or improve existing land and water habitat for wildlife. This proficiency can include experiences with Fish and Wildlife Departments and Department of Natural Resources. Wildlife, and wild species of ducks, geese, quail and pheasants are eligible in this area if used as an income enterprise.

Wildlife Production and Management Placement
Typically involves activities to improve the availability of fish and wildlife through practices such as trapping, stocking fish and wild game or those that develop new or improve existing land and water habitat for wildlife. This proficiency can include experiences with Fish and Wildlife Departments and Department of Natural Resources. Wildlife, and wild species of ducks, geese, quail and pheasants are eligible in this area if used as an income enterprise.
MONEY

SCHOLARSHIPS
Chapter members considering higher education should apply for FFA's numerous scholarships. A variety of companies, individuals and foundations sponsor the scholarships through the National FFA Foundation, and new ones are added every year.

Scholarships commonly awarded to Clovis FFA Members:

- Clovis FFA Booster’s Scholarship
- National Contest Scholarship
- Smittcamp Family Honors Scholarship
- Ag One Scholarship
THE NATIONAL FFA ORGANIZATION

National Programs for FFA Members
Agri-Entrepreneurship
Agriscience Awards and Fair
American FFA Degrees
Career Development Events (CDE)
FFA Global
Food for America
Gasp for Airr
Honorary Awards
H.O. Sargent Awards
Local Program Success (LPS)
National Chapter Award Program
National FFA Week
New Century Farmer
Partners in Active Learning Support (PALS)
Proficiency Awards
Risk Management Essay Contest
Scholarships
Supervised Agriculture Experience
Stars Program

NATIONAL HEADQUARTERS
National headquarters for the FFA is located in the Agriculture Education Branch
Office of Health, Education and Welfare, Washington D.C. National conventions are
held annually in Louisville, Kentucky, and the California FFA Association holds its
annual state convention at California State University, Fresno.
INTERNATIONAL OPPORTUNITIES

FFA members can broaden their horizons in global agriculture through involvement in programs that provide international experience. FFA members and advisors can choose from a full range of opportunities including short seminars focused on specific agriculture topics, a 3, 6, or 12 month exchange living and working with a host family to learn the culture and agriculture of the country.

FFA GLOBAL PROGRAMS

Since the 1940’s, thousands of FFA members have had life-changing experiences by traveling internationally through the National FFA Organization. The National FFA Board of Directors set a goal that every FFA member and advisor will have a significant and meaningful international experience through their involvement with the organization. This participation will help Americans to better understand and appreciate the value of agriculture around the world.

FFA Global gives students and teachers the opportunity to explore global agriculture through programs that teach about the values, traditions, lifestyle and agriculture of other countries as compared to the United States. Students can participate in a variety of experiences ranging from educational travel seminars and host family stays to interactive website demonstrations and international internships. Through hands-on, interactive learning, FFA Global offers programs for students that are interested in developing their potential to be successful in a variety of careers. For teachers, FFA Global offers new opportunities to travel and learn. FFA Global is committed to developing programs and opportunities to increase awareness of agricultural education in other countries.
OTHER OPPORTUNITIES IN THE FFA

PALS (PARTNERS in ACTIVE LEARNING SUPPORT)

This FFA mentoring program is based on partnering FFA members with younger students to build trust and develop self esteem by working together in agricultural activities. The program engages FFA advisors, school and community leaders, elementary educators and others in partnership to ensure successful mentoring of youth.

FOOD FOR AMERICA

Public relations and leadership development are combined in the Food For America program. FFA members present to elementary students a program about the importance of agriculture to educate children about where food comes from.

THE NATIONAL FFA FOUNDATION

The National FFA Foundation, Inc., headquartered in Indianapolis, Indiana, works with business and industry, organizations and individuals to raise funds to recognize FFA achievements and support activities at local, state and national levels.
HISTORY OF CLOVIS FFA

STATE FFA DEGREE RECIPIENTS

1941-42    John Coffman
1944-45    Robert Bigelow
            Herbert Jones, Jr.
1945-46    Kenneth Jones
1946-47    Jerry Newton
1948-49    Robert Kieth
1949-50    Willaim Hamilton
1952-53    Charles Pruess
1953-54    Jan Gallinetti
1954-55    Eugene Thomas
1956-57    Fred George
1957-58    Richard Gates
1958-59    Alvin Gould
1960-61    Brack Davis
1961-62    Dan Dunham
            Jerome Falls
            Harvey Ilg
            Gary Yamamoto
1962-63    Bill George
1963-64    Pat V. Ricchiuti
1964-65    John B. Weldon
1965-66    Bill Crowell
            Gerald Guisto
            Charles Hannond, Jr.
            William W. Miller
1966-67    John Mallyon
            John Williams
1967-68    Fred Pfaff, Jr.
1969-70  Robert Tebbe
         Bill Tebbe
1971-72  Bruce Waltz
1972-73  Mike Deaver
1973-74  Steve Leach
1974-75  Ron Deaver
         Mark Pfaff
1987-88  Todd VanLeeuwen
1975-76  John Briar
1977-78  Teri Ann Carter
1978-79  Debbie Dooley
         Ken Deaver
1979-80  Sheryl Johnson
1980-81  Denise Matiever
         Mark McNiff
         Mike Smith
1981-82  Cindy Dunbar
         Lawrence Williams
1982-83  Joe Decker
         Kristi Pruess
         Cassandra Koontz
         Carrin Hampson
         Marilyn Briar
1982-83  Jon Pretzer
         Janice Arbuckle
         Paul Kuber
1983-84  Logan Osland
         Susie Schilagi
         Terri O’Leary
Kenneth Manhart
Frank Ciluffo
Wesley Qualls
Gina Sorrenti

1984-85  Kaven DeShane
         Mike Moore
         Steve Simons
         James Pahoundis

1985-86  Nikki Adams
         Jason Martin
         Stan Reddell
         Lori Sorrenti

1986-87  Wendi Adams
         Gayle Melvin

1987-88  Rudy Barbo
         Mike Brownell
         Travis Cozine
         Stacy Gibson
         John Schwoerer
         Dana Lisor
         Heather Willaims

1990-91  Clay Carlson
         Adam Warner

1991-92  Tamra Brown
         Cadee Ohanesian
         David Stewart

1992-93  Mellisa Berg
         Scott Byer
         Jaime Mouliot
         Patti Moore

1993-94  Seth Nitchke
Mike Curry
Ryan Person

1994-95
Kenny Abeloe
Jenny Adolph
Heidi Baggiolini
Amy Davis
Raney Dobbs
Chad Ede
Liz Hagen
Joanna Herring
Braddy Hole
Paul Mora
Amy Reed
Tara Sagneire

1995-96
Jeff Brown
Nick Heryford
Gisele Baker
Nathan Sweetman

1996-97
Gabe Aranydo
Melissa Cash
Michelle Chandler
Katie Chandler
Alyx DeBenedetto
Susan Jungman
Shauna Morales
Steve Olsen
Rebecca Torrick

1997-98
Jason Adley
Angie Alcorta
Lindsey Barstow
Toni Bourez
Brent Duetsch
Michele Foley
Anthony Galindo
Luke Stockdale
Jennifer Tomlinson
Brack Welton

1998-99  Shaun Medina
         Mike Schaubenschlager
         Kenny Ruiz
         Carrie Hopper
         Tom Collins
         Amy Liles
         Jeanette Barros
         Andrea Buckley

1999-2000 Mandi Reed
         Lindsey Rinard
         Candi Bailey
         Jared Schmidt
         Melissa Leach
         Nick Balestra
         Clint Madron
         Hollie Viar
         Kate Williamson
         Courtney Nielson

2000-2001 Keith Johnson
         Megan Welch
         Leanne Konze
         Tracy Ogle
         Keith Peranick
         Charlene Hester
         Chad Brantley
Teresa Barkume

2001-2002 Tim Collins
Joshua Schaubschlager
Nick Peterson
James Hunter
Kristan Lay
Paul Wagner
Mary Gates
Katie Uhrich
Dustin Dendesian
Morgan Lira
Jacob Ewing
Christina Durlam

2002-2003 Krista Anderson
Lorraine Blankenship
Brenna Bourez
Jenny Culpepper
Daniel LeRoy
Stefani Heimgartner
Jon Psaila
Jessica Morrison
Shana Peranick
Buea Williamson

2003-2004 Kyle Bower
Tyler DiFalco
Ryan Severson
Adrian Welch
Mara Young
Sarah Stephens
2004-2005 Jessica Box
  Colton Brantley
  Katherine Kuber
  Kaitlyn Coyes
  Krista Demars
  Hannah Ewing
  Josh Falagan
  Jacob McIssac
  Jennifer Piekut
  Kyle Simon
  Cody Ritter
  Kyle Simon
  Chad Stephens
  Cole Rojewski
  Tori Samelson
  Rebecca Welch

2005-2006
  Marcus Eddings
  Jared Corderio
  Jessica Davis
  Leslee Kehn
  Brittney Hanlin
  Jessica Haugan
  Caitlin Lookabaugh
  Jessica Prestridge
  Jacob Walker
  Cassie Silveria
  Laura Stafford
  Taylor Young

2006-07
  Neil Anderson
  Jessica Bufkin
Kathryn Cehrs
Chris Difalco
Teresa Gates
Grace Kilborn
Kaitlyn Kirby
Kayla Martini
James Pellanda
Garret Petty
Eryn Rouch
Ashton Reznecek
Alysha Silveria

2007-2008 Nick Armenta
Shelby Blair
Chad Bower
Emily Cerhs
Adam Correira
Matt Daddino
Josh Davis
Cameron Davolt
Kevin DeMars
Matthew Falagan
Megan Falagan
Breanna Guinn
Chris Kuber
Miles Millhollin
Corina Montano
Jessica Perierra
Austin Perry
Jordan Petree
Vincent Presley
Cole Rinehart
Brandon Robinson
Gabriel Rosales
Maddie Rowell
Johnny Shubin
Jerry Siligo
Denni Silveira
David Simon
David Stafford
Whitney Stuart
Mariah Thompson
Lee Seng Vang
Kody Wicks

2008-2009
NATIONAL WINNING CHAMPIONSHIP TEAMS

1984  Meats Evaluation - Reserve Champions  
      Joe Decker(2nd), Wes Qualls(3rd), Kassandra Koontz(9th)

1984  Livestock Team – Fourth Overall  
      Steve Simmons(1st), Nikki Adams, Josh Brewer, Janice Arbuckle

1985  Meats Evaluation - Champions  
      Judy Ellison(1st), Steve Simmons(4th), Lani Leavett(6th)

1986  Meats Evaluation - Reserve Champions  
      Nikki Adams(4th), Lori Sorrenti(10th), Jason Martin(14th)

1987  Meats Evaluation - Champions  
      Robert Allen(2nd), Jeni Simons(4th), Brandon Beal(11th)

1989  Meats Evaluation - Champions  
      Tami Sagneire(2nd), Geoff Gates(4th), Scott Gabrielson(11th)

1991  Meats Evaluation - Champions  
      Ginger Gates(1st), Audrey Davis(2nd), Adam Warner(3rd)

1993  Meats Evaluation - Co Champions  
      Cadee Ohanesian(2nd), Seth Nitschke(3rd)

1994  Meats Evaluation - Champions  
      Randy Hopkins(1st), Ryan Person(3rd), Mike Curry(4th), Scott Byer(6th)

1995  Livestock Evaluation - Champions (1st High Team Reasons and Sheep)  
      Amy Reed(2nd), Melissa Cash(3rd), Ryan Person(8th), Mike Curry(9th)
NATIONAL WINNING CHAMPIONSHIP TEAMS (continued)

1996  Meats Evaluation - Reserve Champions
       Jeff Brown(3rd), Liz Hagen(4th), Katie Chandler(5th), Melissa Cash(6th)

1997  Meats - Reserve Champions
       Nick Heryford(2nd), Matt Cuneo(5th), Jennifer Tomlinson, Shauna Morales

1999  Meats Evaluation - Champions
       Jeremy Uhrig, Kenny Ruiz, Lindsey Rinard, and Candice Bailey

2000  Meats Evaluation - Champions
       Kate Williamson(3rd), Emily Love(6th), Tracy Ogle(8th), Courtney Neilson

2001  Meats Evaluation – Reserve Champions
       Beau Williamson(2nd), Chad Brantley (4th), Justin Couto(6th),
       Kristen Anderson(11th)

2001  Environmental Science and Natural Resource- 19th Overall
       Tim Collins, Mary Gates, Charlene Hester, Megan Welch

2002  Meats Evaluation – Reserve National Champions
       Beau Williamson (2nd), Chad Brantley (4th), Justin Couto (6th), Kristen
       Anderson

2003  Natural Resource Team – Reserve National Team
       Jon Psaila, Paul Wagner, Helen Gates, Ady Welch

2004  Natural Resource Team – Seventh Overall
       Caitlin Lookabaugh, Catherine Cerhs, Josh Falagan, Kyle Simon

2004  Meats Evaluation – NATIONAL CHAMPIONS
       Brenna Bourez(2nd), Kaitlyn Coyes(4th), Jared Corderio, Whitney Groth
2004  Agriscience Fair Zoology National Winner, Catherine Kuber

2005  Meats Evaluation – Reserve National Champions
CJ Brantley (1st high individual), Leslee Kehn (8th), Jessica Prestridge, Caitlin Lookabaugh

2006  Horse Evaluation Team – 5th Place Team
Whitney Stuart (7th), Aly Silveria (5th reasons), Jessica Box, Kaitlin Coyes

2007  Horse Evaluation Team – NATIONAL CHAMPIONS
Alex Segura (1st place high individual), Breanna Guinn (2nd high), Chris DiFalco (3rd high), Emily Cerhs (13th)

2007  Meats Evaluation – NATIONAL CHAMPIONS
Chad Bower (1st High Individual), Eryn Rouch (5th High), Austin Perry (7th high), Vincent Presley (9th high)

2008  Horse Evaluation – NATIONAL CHAMPIONS
Jamielyn Moe (1st place high individual), Brittney Fund (2cd high individual), Maddie Rowell (5th high individual).

2008  Livestock Evaluation – 3rd High Team
Whitney Stuart (2nd), Austin Perry, Alex Segura, Kaitlin Kirby

2008  Natural Resource Team – 10th High Team
Astyn Lopez, Lee Seng Vang, Lynda Thao, Jessica Perirra
<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
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<tbody>
<tr>
<td>1971-1972</td>
<td>Robert Tebbe</td>
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<tr>
<td></td>
<td>William Tebbe</td>
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<td>1975-1976</td>
<td>Ron Deaver</td>
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<td>Mike Deaver</td>
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<td>1985-1986</td>
<td>Paul Kuber</td>
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<tr>
<td>1991-1992</td>
<td>Tami Sagniere</td>
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<td>1996-1997</td>
<td>Mike Curry</td>
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<td>Ryan Person</td>
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<td>1997-1998</td>
<td>Kenneth Abeloe</td>
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<td>Raney Dobbs</td>
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<td>Amelia Reed</td>
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<td>Tara Sagniere</td>
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<td>Nathan Sweetman</td>
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<td>1999-2000</td>
<td>Alyx DeBennedetto</td>
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<td>Jeff Brown</td>
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<td>Nick Heryford</td>
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<td>2000-2001</td>
<td>Toni Bourez</td>
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<td>2001-2002</td>
<td>Tom Collins</td>
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<td>Andrea Buckley</td>
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<td>2002-2003</td>
<td>Amanda Reed</td>
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<td>Kenny Ruiz</td>
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<td>Michael Schaubslauger</td>
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<td>Kate Williamson</td>
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<td>2003-2004</td>
<td>Nick Peterson</td>
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<td>Megan Welch</td>
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<td>Charlene Hester</td>
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<td>2005-2006</td>
<td>Jacob Ewing</td>
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<td>Dustin Dendesian</td>
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<td>Brett Thompson</td>
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<td>Katie Uhrich</td>
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</tbody>
</table>
Kirstan Lay  
Shana Peranick  
Beau Williamson  
Stefani Heimgartner  
Brenna Bourez  
Morgan Lira  

2006-2007  
Tyler DiFalco-Jimenez  
Ryan Severson  
Mara Young  

2007-2008  
Kyle Bower  
CJ Brantley  
Jared Corderio  
Kaitlyn Coyes  
Catherine Kuber  
Cody Ritter  
Chad Stephens  
Cole Rojewski  

2007-2008  
Catherine Cerhs  
Leslee Kehn  
Johnny Shubin  
Marcus Eddings  

2008-2009
STATE WINNING CHAMPIONSHIP TEAMS

1984  Livestock Team
      Steve Simmons, Nikke Adams
1984  Meats Team
      Joe Decker(1st), Kassandrawa Koontz(2nd), Wes Qualls(6th)
1985  Meats Team
      Judy Ellison(1st), Steve Simons(2nd), Lani Leavett(8th)
1986  Meats Team
      Jason Martin(1st high), Nikki Adams(3rd high), Lori Sorrenti(6th high)
1986  Agronomy
1987  Meats Team
      Robert Allen(1st high,), Brandon Beal(2nd high), Jenni Simmons(4th)
1989  Meats Team
      Ginger Gates(1st high), Audrey Davis(3rd high), Adam Wagner(4th)
1991  Best Informed Greenhand
      Patti Moore(2nd), Scott Byer(5th), Neil Morrison(6th), Sara West
1992  Best Informed Greenhand
      Ryan Person(2nd), Joanna Herring(5th), Mike Curry(9th)
1993  Meats Team (ties with Hanford)
      Cadee Ohanison and Seth Nitschke
1993  Best Informed Greenhand
      Heidi Baggioni(2nd high), Liz Hagen(1st), Tara Sagniere(5th), Kenneth
      Abeloe, Raney Dobbs
1994  Meats Team
      Scott Byer, Mike Curry, Randy Hopkins, Ryan Person
1995  Livestock Team
      Amy Reed(1st), Melissa Cash(2nd), Mike Curry(6th), Ryan Person(9th)
1995  Tree Judging
      Ben Slaughter(1st), Steve Ray(3rd), Marcie Scheter
1996  Meats Team
      Jeff Brown(5th), Melissa Cash(3rd), Liz Hagen(1st), Katie Chandler
1996  Tree Pruning
       Kenny Abeloe(3rd high), Ben Slaughter(1st), Nathan Sweetman(4th)
1997  Meats Team
       Shauna Morales(1st high), Jennifer Tomlinson(2nd), Nick Heryford(3rd),
       Matt Cuneo(4th )
1999  Meats Team
       Lindsey Rinard(1st High), Candice Bailey(4th ), Kenny Ruiz(8th ), Jeremy
       Uhrig(9th ).
2000  Meats Team
       Kate Williamson(1st ), Emily Love(4th ), Cortney Nielson, Tracy Ogle.
2000  Livestock (Reserve State Champion)
       Angel Gomez(3rd ), Shaun Medina(4th ), Mandi Reed, Megan Welch.
2000  Natural Resource Team (Reserve State Champion)
       Mary Gates, Matt Barklow, Tim Collins, Jason Hanner.
2001  Natural Resource
       Mary Gates, Tim Collins, Charlene Hester, Megan Welch
2001  Meats Evaluation
       Chad Brantley, Justin Cuoto, Beau Williamson, and Kristen Anderson
2002  Meats Evaluation
       Buea Williamson, Chad Brantley (3rd), Kristen Anderson, Justin Couto (1st)
2003  Natural Resources
       Jon Psaila (1st), Paul Wagner (2nd), Helen Gates (3rd), Ady Welch (9th)
2004  Natural Resources
       Caitlin Lookabaugh, Catherine Cerhs (2cd), Josh Falagan(4th), Kyle Simon
       (6th)
2004  Meats Evaluation
       Brenna Bourez (1st), Whitney Groth(2nd), Jared Corderio (3rd), Kaitlyn
       Coyes(5th).
2005  Meats Evaluation
       Leslee Kehn(1st), CJ Brantley(5th), Jessica Prestridge, Caitlin Lookabaugh
2006  Horse Evaluation
       Whitney Stuart (1st), Aly Silveria (4th), Jessica Box (6th), Caitlyn Coyes
2007  Horse Evaluation  
Alex Segura (1st), Breanna Guin, Chris Difalco, Emily Cehrs

2007  Meats Evaluation  
Austin Perry (1st), Chad Bower (2nd), Vincent Presley (3rd), Eryn Rouch (5th)

2008  Horse Evaluation  
Jamielyn Moe (1st), Brittney Fund (4th), Maddie Rowell

2008  Livestock Team  
Whitney Stuart (2nd), Austin Perry (9th), Alex Segura (4th), Kaitlyn Kirby

2008  Natural Resource Team  
Lee Seng Vang (2nd), Jessica Pereira, Lynda Thao (4th), Corrina Montano (5th)

STATE PROFICIENCY AWARD WINNERS

1995  Tara Sagneire - Horse Proficiency  
Ryan Person - Beef Proficiency

1996  Alyx Debennedetto - Wildlife Proficiency (Reserve Winner)

1999  Mike Schaubenschlager - Home Improvement (Reserve Winner)

2000  Clint Madron - Small Animal Care (Reserve State Winner)

2003  Daniel LeRoy - Nursery Operations

2004  Buea Williamson - Small Animal

2006  Cole Rojewski - Turf Management

2007  Austin Perry - Beef Proficiency Reserve

2008  Austin Perry - Beef Proficiency Reserve
SECTIONAL OFFICERS

1996-1997
  Michelle Chandler
  Melissa Cash

1997-1998
  Jennifer Tomlinson
  Melissa Cash

1998-1999
  Mandi Reed
  Candice Bailey

1999-2000
  Lindsey Rinard
  Candice Bailey

2000-2001
  Leanne Konze
  Keith Johnson

2001-2001
  Keith Johnson
  Beau Williamson

2002-2003
  Shana Peranick

2005-2006
  Catharine Kuber (Regional VP)
  Cathryn Cehrs

2006-2007
  Austin Perry
  Whitney Stuart

2007-2008
  Eryn Rouch

2008-2009
  Brittney Fund
  Astyn Lopez

REGIONAL OFFICERS

1997-98
  Melissa Cash

2002-2003
  Beau Williamson

2003-2004
  Catharine Kuber

2004-2005
  Catharine Kuber
  Cassandra Silveira
  Hannah Ewing

2008-2009
  Cole Rinehart
STATE OFFICERS

1998  Melissa Cash-Slated for President
2005  Beau Williamson-State Sentinel
2006  Catharine Kuber-Slated for President
2007-2008  Catharine Kuber – State President

NATIONAL OFFICERS

2006-2007  Beau Williamson

PAST CHAPTER FFA OFFICERS
(Since moving in 2000)

2000-2001 Chapter Officer Team

President  Teresa Barkume
Vice Pres  Kate Williamson
Secretary  Leanne Konze
Treasurer  Charlene Hester
Reporter  Megan Welch
Sentinel  Josh Schaubschlager
Historian  Tim Collins
Sweetheart  Heather Ferretti

2001-2002 Chapter Officer Team

President  Charlene Hester
Vice Pres  Leanne Konze
2nd VP  Heather Ferretti
Secretary  Keith Peranick
Treasurer  Megan Welch
Reporter  Morgan Lira
Sentinel  Dustin Dendesian
Historian  Ady Welch
Sweetheart  Shana Peranick

2002-2003 Chapter Officer Team

President  Morgan Lira
Vice Pres  Brenna Bourez
Secretary  Jessica Morrison
Treasurer  Beau Williamson
Reporter  Shana Peranick
Sentinel  Joey Morgan
Historian  Kristen Anderson
Sweetheart  Stephanie Samelson
2003-2004 Chapter Officer Team

President: Brenna Bourez
Vice Pres: Kristen Anderson
Secretary: Ady Welch
Treasurer: Jessica Morrison
Reporter: Sarah Stephens
Sentinel: James MacIsaac
Chaplain: Kyle Bower
Sweetheart: Victoria Samelson

2004-2005 Chapter Officer Team

President: Kyle Bower
Vice Pres: Mara Young
Secretary: Ryan Severson
Treasurer: Victoria Samelson
Reporter: Catharine Kuber
Sentinel: Kyle Simon
Historian: Hannah Ewing
Chaplain: Colton (CJ) Brantley

2005-2006 Chapter Officer Team

President: Colton (CJ) Brantley
Vice Pres: Catharine Kuber
Secretary: Leslee Kehn
Treasurer: Jessica Box
Reporter: Lindy Kirk
Sentinel: Jared Cordeiro
Historian: Kaitlin Kirby
Chaplain: Cody Anderson

2006-2007 Chapter Officer Team

President: Brittany Hanlin
Vice Pres: Jessica Prestiedge
Secretary: Kaitlin Kirby
Treasurer: Teresa Gates
Reporter: Chris DiFalco
Sentinel: Austin Perry
Historian: Mariah Thompson

2007-2008 Chapter Officer Team

President: Whitney Stuart
Vice Pres: Eryn Rouch
Secretary: Kaitlin Kirby
Treasurer: Emily Cehrs
Reporter: Marrita Catete
Sentinel: Jerry Seligo
Historian: Astyn Lopez

**2006-2007 Chapter Officer Team**

President: Cole Rinehart
Vice President: Emily Cehrs
Secretary: Chad Bower
Reporter: Austin Perry
Treasurer: Jerry Seligo
Sentinel: Astyn Lopez
Historian: Jamielyn Moe
Parliamentarian: Kelly Williamson

**CHAPTER CONSTITUTION and BYLAWS OF THE CLOVIS FFA CHAPTER**

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CHAPTER CONSTITUTION and BYLAWS OF THE CLOVIS FFA CHAPTER

CODE OF ETHICS

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

1. The jacket is to be worn only by its members.
2. The jacket should have only one large emblem on the back and a small emblem on the front. It should carry the name of the State Association and the name of the local chapter, district or area on the back and the name of the individual and one office or honor on the front.
3. The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
4. The jacket should be worn by members and officers on all official FFA activities, as well as other occasions where the chapter or state association is represented. It may be worn to school and other appropriate places.
5. The jacket should only be worn to places that are appropriate for members to visit.
6. School letters and insignia of other organizations should not be attached to or worn on the jacket.
7. When the jacket becomes too faded and worn, it should be discarded or the emblems and lettering should be removed.
8. The emblems and lettering should be removed if the jacket is given or sold to a non-member.
9. A member always acts like a lady or gentlemen when wearing the jacket.
10. Members should refrain from use of tobacco and alcohol while wearing the FFA jacket or officially representing the organization.
11. All chapter degree, officer, and award medal should be worn beneath the name on the right side of the jacket, with the exception that a single State FFA Degree charm of American FFA Degree key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket. These should represent the highest degree earned, the highest office held and the highest award earned by the member.
ARTICLE I. NAME AND PURPOSE

SECTION A
The name of this organization shall be "The Clovis FFA Chapter". Members are to be referred to as "FFA members." The letters FFA may be officially used to designate the Chapter or its members.

SECTION B
The objects of this chapter shall be as follows:
1. To create, foster, and assist substantial interests in agriculture education and the FFA.
2. To develop character, train for useful citizenship and develop competent, aggressive agricultural leadership.
3. To promote the intelligent choice and establishment of an agricultural career.
4. To encourage the practice of thrift.
5. To publish an official magazine and other publications for the members of the organization.
6. To strengthen the confidence of agricultural students and young people in themselves and their work. To encourage members in the development of individual agriculture programs, and to promote their permanent establishment in agriculture programs by the following: (a) encouraging improvement in scholarship; and (b) providing prizes and awards to deserving students who have achieved distinction in agriculture education including mechanics and work experience activities at the chapter level.
7. To encourage and assist members working toward receiving the Greenhand, Chapter, State, and American FFA Degree.
ARTICLE II: ORGANIZATION.

SECTION A
Clovis Chapter of FFA is a chartered local unit of the California Association of the FFA which is chartered by the National Organization of the FFA.

SECTION B
This Chapter accepts in full the provisions in the constitution and by-laws of the California Association of FFA as well as those of the National Organization of the FFA.

ARTICLE III: PROCEDURE FOR DETERMINING STANDING OF MEMBERS

SECTION A
Members shall be considered in good standing when they do the following:
1. Must attend mandatory meetings set forth by officers while enrolled in the school of this chapter.
2. Shows an interest in, and takes part in, the affairs of this chapter.
3. Attends 80% of the chapter meetings (attendance begins and ends at the first chapter meeting after winter break).
4. Maintains a "C" grade or better in every agriculture class.
5. Maintains a 2.0 Grade Point Average.

SECTION B
Those members not complying with the above conditions for membership standing will achieve the status associate member.
The associate member status will begin for one semester following violation of membership qualifications.
Continuation of associate member status beyond one semester will result in removal of FFA membership.
ARTICLE IV: MEMBERSHIP

SECTION A: TYPES OF MEMBERSHIP
Membership in this organization shall be of three kinds; Active, Associate and Honorary.

SECTION B: ACTIVE MEMBERSHIP
Any student who is regularly enrolled in agriculture and attends 80% of the chapter meetings (attendance begins and ends on the first chapter meeting after winter break) is entitled to become an active member of this chapter. A member may retain his or her active membership continuously throughout their entire high school career and for three years after the first national convention following graduation from high school, or leaving high school, or until he or she becomes 21 years of age, whichever length of time is greater.

SECTION C: ASSOCIATE MEMBERSHIP
Following the termination of active membership status, a member automatically becomes an associate member for a minimum of one semester or until reinstatement of active membership.

SECTION D: HONORARY MEMBERSHIP
Supervisors, school superintendents, principals, members of board of educations, instructors, teachers of agriculture, businessmen, farmers, and others who are helping to advance vocational agriculture and the FFA, and who have rendered outstanding service may be elected to honorary membership by a majority vote of the members present at a regular meeting. Honorary membership shall be limited to the Honorary Chapter Degree in this chapter.
ARTICLE V: ACTIVE MEMBERSHIP, DEGREES AND PRIVILEGES

SECTION A
There shall be only four degrees of active membership based on achievement. The four degrees are the following: (1) Greenhand, (2) Chapter Degree, (3) State Degree, and (4) American Degree. This chapter may only confer the Greenhand and Chapter Degree.

SECTION B - GREENHAND DEGREE
Minimum qualifications for election to the Greenhand Degree are:
Be regularly enrolled in a vocational agriculture class and have satisfactory and accepted plans for Program Of Activities in supervised project.
Be familiar with the purposes of the FFA and the Program Of Activities of this chapter.
Be familiar with the Creed of the FFA.
To be a paid active member of the FFA.
Fulfill any other qualifications that the executive board may outline for that year.

SECTION C - CHAPTER FARMER
Minimum qualifications for election to Chapter Degree are:
1. Must have held the degree of Greenhand. Be a member in good standing and have a record of satisfactory participation in the activities of the chapter.
2. Must be enrolled in his/her second year of agriculture, have an S.A.E.P.
3. Be familiar with the purposes and programs of work of the State Association and National Organization.
4. Be familiar with the provisions of the constitution of this chapter.
5. Be familiar with parliamentary procedure.
6. Be able to lead a group discussion for fifteen minutes.
7. Must have earned or invested at least $150 by his/her own efforts.
8. Be a paid active member of the FFA.
9. Fulfill any other qualifications the executive committee might have that year.
10. Seniors in their first year of Agriculture may earn the Greenhand and Chapter degrees in the same year, providing all qualifications are met for both degrees.

SECTION D - STATE DEGREE
The requirements for the State Degree shall be those set forth by the California State Association FFA.

SECTION E - AMERICAN FARMER DEGREE
The requirements for the American FFA Degree shall be those set forth by the National Association.

ARTICLE VI - OFFICERS

SECTION A
The elected officers of this chapter shall be the president, vice-president, secretary, treasurer, reporter, sentinel, historian, and sweetheart/chaplain.

ARTICLE VII - DUTIES OF OFFICERS
Chapter officers serve a vital function in the FFA organization. By taking a major leadership role, these students grow from the experience and benefit the chapter. It should be the officers' goal to lead by example and encourage other members to participate in chapter activities. The following are general duties expected of all officers.

1. A commitment to a genuine desire to be a part of a 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 FFA constitutions and bylaws.
6. A working knowledge of parliamentary procedure.
7. An ability to memorize their parts in the official ceremonies.

SECTION A - THE PRESIDENT
Preside over meetings according to accepted rules of parliamentary procedure.
Appoint committees and serve on them as an ex-officio (non-voting) member.
Coordinate the activities of the chapter and evaluate the progress of each division
of the Program of Activities.
Represent the chapter in public relations and official functions.

SECTION B - THE VICE PRESIDENT
Assume all duties of the president if necessary.
Develop the Program of Activities and serve as an ex-officio (non voting) member
of the POA committees.
Coordinate all committee work.
Work closely with the president and advisor to assess progress toward meeting
chapter goals.
Establish and maintain a chapter resource file.

SECTION C - THE SECRETARY
Prepare and post the agenda for each chapter meeting.
Prepare and present the minutes of each chapter meeting.
Place all committee reports in the designated area in the Official FFA Chapter
Secretary's Book.
Be responsible for chapter correspondence.
Maintain member attendance and activity records and issue membership cards.
Keep the Program of Activities wall chart up-to-date.
Have on hand for each meeting:
Official FFA Chapter Secretary's Book including minutes of the previous meeting.
Copy of the Program of Activities including all standing and special committees.
Copies of the chapter constitution and bylaws.

SECTION D - THE TREASURER
Receive, record and deposit FFA funds and issue receipts.
Present monthly treasurer's reports at chapter meetings.
Collect dues and special assessments.
Maintain a neat and accurate Official FFA Chapter Treasurer's Book.
Prepare and submit the membership roster and dues to the National FFA Organization in cooperation with the secretary.
Serve as chairperson of the earnings and savings committee.

SECTION E - THE REPORTER
Plan public information programs with local radio, television, newspaper and service clubs and make use of other opportunities to tell the FFA story.
Release news and information to local and regional news media.
Publish a chapter newsletter.
Prepare and maintain a chapter scrapbook.
Send local stories to area, district and state reporters.
Send articles and photographs to FFA New Horizons and other publications.
Work with local media on radio and television appearances and FFA news.
Serve as the chapter photographer.

SECTION F - THE SENTINEL
Plan public information programs with local radio, television, newspaper and service clubs and make use of other opportunities to tell the FFA story.
Release news and information to local and regional news media.
Publish a chapter newsletter.
Prepare and maintain a chapter scrapbook.
Send local stories to area, district and state reporters.
Send articles and photographs to FFA New Horizons and other publications.
Work with local media on radio and television appearances and FFA news.
Serve as the chapter photographer.

SECTION G - THE HISTORIAN
Keep a record of the past and present activities within the FFA Chapter in a scrapbook
Maintain a record of chapter achievements
Promote excellence through highlighting activities, events and accomplishments
Enter the Chapter scrapbook in the FFA Scrapbook contest.

SECTION H - THE SWEETHEART/CHAPLAIN
Give invocation’s at all chapter meetings
Assist members in proper meeting procedure and etiquette
Assist members in following proper parliamentary procedure at meetings

SECTION I - THE ADVISOR
Supervise chapter activities year-round.
Inform prospective students and parents about the FFA.
Instruct students in leadership and personal development.
Build school and community support for the program.
Encourage involvement of all chapter members in activities.
Prepare students for involvement in contests and awards programs.

SECTION J - REMOVAL OF OFFICERS
The removal of officers will be by the remaining officers and advisors after failure to respond to notification by an officer for incapability to comply with the following:
Attendance to all chapter and executive meetings.
80% of all extra chapter activities.
Inappropriate behavior (setting a poor example to other students i.e. chewing, smoking, drugs etc).
Failure to carry out assigned responsibilities.
Falls below a 2.0 GPA for two consecutive grading periods.

**ARTICLE VIII - ELECTION PROCEDURE AND REQUIREMENTS**

**SECTION A**
Officers shall be elected to serve terms of one year to begin and end with the annual-parent-member banquet. Officers will be elected by secret ballot at the next FFA meeting following screening, by active FFA members, who in return will receive one ballot per member.

**SECTION B**
1. To be eligible to be selected to a constitutional chapter office, a member must be in good standing and hold the chapter degree (with the exception of the Historian, Sweetheart and Sentinel who shall have to hold the Greenhand Degree), earned 175 points, participated in one competitive event, participated in at least one FFA fund raiser and one ag booster fund raiser, have attended 80% of the meetings, paid your FFA dues and be a member in good standing.
2. Chapter Sweetheart/Chaplain, historian, and sentinel may be a freshman or sophomore in good standing.

**SECTION C - PROCEDURES TO PLACE NAMES ON BALLOT**
1. An application will be presented to the chapter advisor for the term in which the candidate wishes to run.
2. The screening committee will determine which office the candidate is suited for.
3. Each candidate running for an office must go through a screening committee.
4. The committee will make the final decision on which office the candidate is eligible for.
5. Once a candidate has passed through the screening committee he/she may not change the screening committee's choice for the office in which he/she has been placed in.

ARTICLE IX - MEETINGS
Attendance of chapter meetings is required of all members if they wish to be active. Members must attend 80% of all chapter meetings to be eligible to participate in FFA activities. Attendance begins and ends on the first chapter meeting after winter break. New members’ attendance will begin when they become members, and may participate in all FFA activities so long as they meet the other eligibility requirements.

SECTION A - REGULAR MEETINGS
The date, time and place shall be determined by the Chapter Officer Team and the FFA Advisor. All Chapter Meetings and Banquets dates will be made public at the beginning of each school year.

SECTION B - SPECIAL MEETINGS
A special meeting of the chapter may be called at any time for the consideration of special business by the president, with the concurrence of the FFA Advisor, or upon presentation to the secretary of a petition bearing the signatures of one-third of the active members in good standing in the chapter.

SECTION C - THE SPRING FFA BANQUET
One parent-member banquet shall be held each year at the end of the school year to honor parents, members and friends of the FFA. The time and place shall be determined by the executive committee.

SECTION D - QUORUM
A majority of the Active members of this chapter must be present before any business may be transacted at a chapter meeting. A committee shall require a majority of members present before any business may be transacted.
ARTICLE X - COMMITTEES

SECTION A
The standing committees shall be: (1) Leadership, (2) Fairs and Shows, (3) Recreation, (4) Earnings and Savings, (5) Community Service, (6) Scholarship, (7) National FFA Week, (8) Alumni Relations, (9) SAEP, and (10) Banquets

ARTICLE XI - THE EXECUTIVE COMMITTEE

SECTION A
The members of the executive committee shall be the officers of the chapter, or committee members set up by the Officer Team.

ARTICLE XII - MEMBERSHIP SUSPENSION

SECTION A
Any of the following will result in a member's suspension from active membership for a period of 6 months and placed on the associate membership roster.

1. Use of illegal alcohol/drugs
2. Breaking the Code of Ethics or the Rules and Conditions Governing FFA Trips will result in a member's suspension from active membership for a period of 6 months and placed on the associate membership roster.
3. Officers shall be removed from office.

SECTION B
The chewing or smoking of tobacco in uniform, at an official FFA activity, or at the school farm will result in a 6 month suspension from FFA activities.

SECTION C
Attendance of Chapter meetings. Failure to attend 80% of the chapter meetings will result in member being placed on the associate membership roster, and will no longer be able to participate in FFA activities (fairs, Career Development Events, etc.).*Attendance starts with the first meeting of the year, after winter break (January), and continues for one year (12 months).
ARTICLE XIII - FFA ELIGIBILITY POLICY

SECTION A
Attendance to 80% of the chapter meetings in required for a member to maintain their active membership and be eligible to participate in FFA activities (fairs, Career Development Events, officer team, etc.). *Attendance starts with the first meeting of the year, after winter break (January), and continues for one year (12 months).

SECTION B
The Clovis Unified School District requires all participants in co-curricular activities to maintain a 2.0 or better G.P.A. in the previous quarter (6 week reporting period). All participants must be making satisfactory progress towards graduation. If a participant falls below these requirements for two consecutive grading periods, he/she will automatically be ineligible to participate in activities (please see student-parent handbook).

SECTION C
Clovis Unified School District Eligibility Policy: Clovis FFA follows the above eligibility policy of the school district. Members participating in FFA activities who fail to meet the eligibility policy will not be able to participate on the officer team, judging teams, fairs and shows, and any other activity associated with the Clovis FFA Chapter.
All FFA members will be subject to grade checks in order to establish their eligibility to participate in the various activities of the organization. This will be accomplished in the following manner:
1. At the end of each grading period all members will present their report cards, showing their current GPA to their Agriculture instructor to be recorded.
2. Prior to the purchase of livestock for the purpose of showing at a fair or livestock show, a progress report will be required by the member.
3. All incoming freshman will be required to show their last report card from the intermediate school they attended to prove eligibility.
SECTION D
If a member falls below a 2.0 GPA in a single period or receives a F or D in their agriculture class for 1 semester they are put on academic probation and must attend study table, or receive tutoring/special instruction.

SECTION E
If a member stays below a 2.0 GPA for two consecutive grading periods or receives an F or D grade in their agriculture class they become ineligible to participate in any FFA activities. Their status will not change until the next grading period and only if their GPA is a 2.0 and have a C or better in their agriculture class.

SECTION F
California State Fair: To be eligible to show at the California State Fair, all members must have attended 80% of the Chapter Meetings in the previous school year (all meetings that were between the months of August and June), participated in a fund raiser, have shown at the county fair, have a 2.0 GPA in the Spring Semester, and a 3.0 in all agriculture classes as of the Spring Semester. Members must also have earned 225 points on the point awards chart. Students who break the Code of Ethics or Rules and Conditions Governing FFA Trips as per the Clovis FFA Chapter Constitution and Bylaws will have their parent/guardian called to come to the California State Fair and take their child home. Incoming Freshmen who did not show at the Fresno Fair with the Clovis FFA, but have shown animals before, may fill out a waiver form.
ARTICLE XIV - RULES AND CONDITIONS GOVERNING FFA TRIPS

SECTION A

All school rules are in effect when on an FFA function-consult the Parent-Student Handbook. The following additional rules apply:

1. Lights out will be 10:00 p.m. on all trips unless otherwise stated by advisor.
2. Wake up time will be determined by the advisor.
3. Students are not to leave the site without permission of the advisor, even if they have parent permission.
4. All students will stay for the duration of the event and shall show up for all duties.
5. On all over night trips students will stay in the areas assigned to the Clovis FFA. Students may switch rooms, and there no boys in girls rooms, or vice versa.
6. Students will not drive their own vehicles. They will need to return to school by the same means of transportation used to reach the event, unless approved by the advisor.
7. Students may not attend ANY FFA event, contest, fair, or activity if they are not approved by their advisor to be there. This includes Fresno Fair. Students may not stay or return to the fairgrounds after their advisor has left and they are no longer supposed to be there. Students are not to miss school unless they have the approval of their advisor.
ARTICLE XV – LETTERMAN’S JACKET INSIGNIA

The FFA Letterman’s Jacket Insignia is an academic letter and the requirements are based on a high level of achievement, involvement in the FFA and the Supervised Agricultural Experience Program. Receiving the insignia is a privilege, not a right. The Letterman’s Jacket insignia will be awarded at the Fall FFA Banquet.

To be eligible to Letter, Active FFA Members must meet the following criteria:

1. Have completed two years of high school agriculture.
2. The application must be filled out and turned in with the most recent Spring Semester report card 30 days before the Fall Banquet.
3. Must have a minimum of a 3.0 GPA for all classes for their Spring Semester prior to the application.
4. Must have a minimum of a “B” in every agriculture classes for the Spring Semester prior to the application.
5. The Golden State FFA Degree Application must be filled out. The application will be scored and the student must meet the qualifications for receiving the State Farmer Degree, except for the monetary achievement. Exceptions will be made for students if they do not make the required income from their Supervised Agricultural Experience Program (SAEP).
6. Must hold Active Membership and be in Good Standing with Chapter as per The Clovis FFA Chapter Constitution and Bylaws.
7. Must have participated in a Clovis FFA fundraiser.
8. Must have competed at a contest on a career development event (CDE) or judging team.
9. Have taken the Agricultural ACE Exam (standardized agricultural test administered in the 10th grade).
10. Have earned 225 points on the Point Awards Chart.
j. **Board Approved FFA Policy**

A copy of board-approved FFA as an integral part of the Ag program policy was not located, although contact with administration was made. Following is a copy of the education code stating the requirement for an FFA to be an integral part for any student in an agriculture program. Clovis East High School follows and supports this education code.
52454. (a) The curriculum of school districts that choose to participate in the state program of agricultural career technical education shall include all of the following components:
   (1) Organized classes in the study of agricultural science and technology.
   (2) A student-supervised occupational experience program in agriculture.
   (3) A program of leadership, organization, and personal development.
   (b) Student learning activity developed to supplement these components shall be considered curricular and shall contribute to the grade of the participating student when those activities are integral to assisting the student to achieve the career objective of the class or course.
   It is the intent of the Legislature that opportunities are provided for teachers to be employed on a 12-month basis in order to maintain supervised occupational experience on a year-round basis for students enrolled in agricultural career technical programs.
k. Recruitment Program

There are many recruitment activities and materials that we have developed to promote agriculture courses at Clovis East High School. Brochures are available to all middle school students that discuss our program and explain the courses offered, encouraging them to develop an area of interest so that they can easily fall into a specific agriculture pathway as they enter high school. We also offer Exploratory Agriculture to our Middle School students. This is a great opportunity for students to see our facilities and begin planning their high school career. We also recruit at 8th grade tours and parent night.

Attached you will find:

- Course offerings
- 9th Grade Guide
- SAST Brochure
McFarlane-Coffman Agriculture Center

the future of agriculture...today

The McFarlane-Coffman Agriculture Center is a comprehensive, state of the art facility offering students real world hands on experiences in Animal Science, Plant Science, Agricultural Engineering, and Environmental/Natural Resources.

**Our Students** come from a diverse population ranging from those with a family involved in agriculture to others experiencing agriculture for the first time.

**Our Curriculum** is driven by industry partnerships and aligned with state standards with the goal of making a personal connection between kids and content.

**Our Technology** rich environment allows students to develop and refine industry level skills while preparing them for post secondary education.

**Our Projects** are based around student interest in their chosen agriculture discipline and are strengthened by their involvement in the FFA which is the largest student leadership organization in the United States

**Our Connection** to the Agriculture Industry gives our students opportunities to be a part of the global powerhouse that is California Agriculture.

Opened in August of 2000, our program was known as the Central Valley Applied Agriculture and Technology Center. A bi-partisan effort by Senator Charles Poochigian and then Lt. Governor Cruz Bustamonte the centers goal was to develop regional center that would serve as a model for career and technical education throughout the state. Since that time our program has pursued and received additional local, state, and federal funding to further develop the program and its facilities. In 2003 the centers’ name was changed to reflect the relentless commitment of two local agriculture leaders who have been the driving force behind building and achieving the vision of this magnificent facility.

The McFarlane-Coffman Agriculture Center has served as a model for agricultural education at local, state, national and international level. We have been visited by many political figures such as Congressman George Radanovich, former US Secretary of Agriculture Ann Venemin and former Vice-President Dick Cheney. Countless tours and presentations have been made to representatives from educational institutions such as Iowa State, University of California and California Polytechnic University, San Luis Obispo. Annually the center serves as a student teaching site for credential students from Fresno California State University, Fresno. Additionally, our staff has presented to agriculturalists and agriculture educators from Mexico, China and Costa Rica. Our students also organize “Day on the Farm” tours for elementary school students from throughout the region. These hands-on interactive tours give a new meaning to the slogan “California Grown”.

Since its inaugural year the center has grown to serve nearly 700 high school and 350 seventh-eighth grade students from throughout Clovis Unified School District with a focus on *Premier Leadership, Personal Growth and Career Success*.

### Course Offerings

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Note: (P) designates those classes that meet University of California Entrance Requirement. (AP) designates those classes that receive Advanced Placement Credit

For more information on our program visit [www.clovisffa.com](http://www.clovisffa.com)
Information about Clovis Unified Agriculture Classes:

- All Clovis Unified students are eligible to take agriculture classes.
- Classes are available for freshman through senior students.
- Bus Transportation for all classes are provided to and from Clovis East.

**Single Period classes:**

- Introduction to Agriculture Sciences
  Meets Science Graduation Requirement
- Plant & Animal Physiology
  Meets UC Elective Requirement
- Botany
  Meets UC Lab Science Requirement
- Ag Earth Science
  Meets UC Lab Science Requirement
- Agriculture Biology
  Meets UC Lab Science Requirement
- AP Environmental Science
  Meets UC Physical Science Requirement
- Agriculture Economics
  Meets Senior Graduation Requirement
- Agriculture Engineering I
- Agriculture Engineering II
  Agriculture Elective Credit

**ROP Classes (2 periods):**

- Ornamental Horticulture
- Equine Science
- Veterinary Science
  Meets UC Elective Requirement
- Agriculture Engineering and Welding
  Pre-requisite Ag Engineering II

McFarlane-Coffman Agriculture Center
The Future of Agriculture Today

Inform the World
Feed the World

Clovis East High School
2940 Leonard Ave., Clovis CA 93619
555.327.4000
clovisffa.com
Information about Agriculture Classes In Clovis Unified:

All Clovis Unified students are eligible to take agriculture classes.

We welcome Freshmen through Seniors

Bus transportation for all classes are provided to and from Clovis East

Clovis Uni. School District
Agriculture Classes
Grades 9-12

Introduction to Agriculture Sciences
Meets Science Graduation Requirement

Plant & Animal Physiology
Meets UC Elective Requirement

Botany

Agriculture Earth Science
Meets UC Physical Science Requirement

Agriculture Biology
Meets UC Lab Science Requirement

AP Environmental Science
Meets UC Physical Science Requirement

Agriculture Economics

Agriculture Mechanics/Engineering I
Agriculture Mechanics/Engineering II
Agriculture Elective Credit

ROP Classes (2 periods):

Veterinary Science
Meets UC Elective Requirement

Ornamental Horticulture

Agriculture Engineering and Welding
Pre-requisite Ag Engineering II

Find Us At
CLOVISFFA.COM

FACEBOOK.COM/CLOVISFFA

2940 Leonard Ave.
Clovis CA 93619
Tel: 559.327.4000
Agriculture Classes available to Clovis Unified School 9th Graders

Transportation provided to and from CEHS

Agricultural Earth Science
Meets CUSD Physical Science Requirement

Agricultural Biology
(With Concurrent Enrollment in Geometry)
Meets UC/CSU Lab Science Requirement

Introduction to Agricultural Science

Agriculture Mechanics/Engineering 1

Contact your counselor for more information
McFarlane-Coffman Agricultural Center

School of Agriculture Science
Math
Social Science

Bringing it all to-

Clovis Unified School District
Introduction to Agricultural Science:
While using plants and animals as the main topic of discussion, students will be learning about science and completing their Science Graduation Requirement.

*Earth Science
This is a hands on Earth Science class that allows students to learn by doing while completing their Physical Science Graduation Requirement. *Agriculture Earth Science gets the same credit as a Science 1 class.*

Agricultural Biology
This is a hands on biology class that allows students to learn by doing while completing their UC Lab Science Requirement for college. *Agricultural Biology gets the same college credit as a regular Biology class.*

AP Environmental Science
This is an exploration into the issues surrounding our environment. APES allows students to learn by doing while completing their UC Physical Lab Science Requirement for college. *APES gets the same college credit as a Chemistry class.*

Agricultural Leadership
This course integrates agriculture instructional strategies with English language arts standards. This course will increase awareness and understanding of the industry of agriculture. Students in this class will be the agricultural ambassadors for the McFarlane-Coffman Agriculture Center.

Botany
Meets UC Elective credit
This class is an advance level plant science class examining a deeper level of plant science.

Ornamental Horticulture
This elective class is perfect for the hands-on learner. Students learn how to propagate plants through the many ways of today's agriculturalists and grow them in either the growth chamber, grow room, greenhouse, or 11 acre farm.

Plant and Animal Physiology
Meets UC Elective credit
This class is an accelerated agriculture class for students serious in learning more about plants and animals.

Advanced Animal Science
This class addresses the advanced science of animals and animal systems. Great for anyone interested

ROP Veterinary Science
This class exposes and trains students in the career of a veterinarian or a vet technician. Students will learn about the health, nutrition, and well being of animals. This class utilizes the Community Classroom Program and students will be placed at veterinary clinics the second semester to fully expose them to the career at a Vet or Vet Tech. *Previous Ag Science based class recommended!*

Agricultural Mechanics & Engineering 1, 2 & 3:
Students will learn how to Arc and MIG weld, as well as learn carpentry skills, electrical wiring, computer aided drafting, plumbing, and much more! Ag Engineering II is UC Elective Credit Approved.

ROP Welding and Engineering
Interested in welding and woodworking? After taking Ag Engineering I and II, what else is there? Come and learn in the huge Ag mechanics shop about Arc Welding, MIG Welding, Gas Welding, Woodworking, Construction, Electrical Wiring, and much more! This class utilizes the Community Classroom Program and students will be placed at job sites to learn first hand about related careers.

ROP
*Any class that is designated as ROP is for Juniors and Seniors. These classes are after lunch every day. Students must be 16 years old to take them.*
McFarlane-Coffman Agriculture Center

McFarlane-Coffman Agriculture Center is a comprehensive, state of the art facility offering students real world hands on experiences in Animal Science, Plant Science, Agricultural Engineering, and Environmental/Natural Resources. Our Students come from a diverse population ranging from those with a family involved in agriculture to others experiencing agriculture for the first time.

Our Curriculum is driven by industry partnerships and aligned to state academic standards with the goal of making a personal connection between kids and content. Our Technology rich environment allows students to develop and refine industry level skills while being prepared for post secondary education. Students use the same technology tools found in businesses and universities.

Our Projects are based around student interest in their chosen agriculture discipline and are strengthened by their involvement in the FFA which is the largest student leadership organization in the United States.

Our Connection to the Agriculture Industry gives our students opportunities to be a part of the global powerhouse that is California Agriculture.

Our Facilities: Opened in August of 2000, our program was known as the Central Valley Applied Agriculture and Technology Center. A bipartisan effort by Senator Charles Poochigian and then Lieutenant Governor Cruz Bustamante the goal of the project was to develop regional center that would serve as a model for career and technical education throughout the state. Since that time our program has pursued and received additional local, state, and federal funding to further develop the program and its facilities. In 2003 the centers’ name was changed to reflect the relentless commitment of two local agriculture leaders who have been the driving force behind building and achieving the vision of this magnificent facility.

Why should you enroll your child in Agriculture

The McFarlane-Coffman Agriculture center has served as a model for agricultural education at local, state, national and international level. We have been visited by many political figures such as Congressman George Radanovich, former US Secretary of Agriculture Ann Veneman and former Vice-President Dick Cheney. Countless tours and presentations have been made to representatives from educational institutions such as Iowa State, University of California and California Polytechnic University, San Luis Obispo. Annually the center serves as a student teaching site for credential students from Fresno California State University, Fresno. Additionally, our staff has presented to agriculturalists and agriculture educators from Mexico, China and Costa Rica. Our students also organize “Farm Tours” for over 2,000 elementary school students each year. These hands-on interactive tours give a new meaning to the slogan “California Grown”.

Since its inaugural year the center has grown to serve nearly 700 high school and 350 seventh-eighth grade students from throughout Clovis Unified School District with a focus on Premier Leadership, Personal Growth and Career Success.

Benefits of Career Academies

A reduction in drop-out rates; an increase in students applying to college; an increased involvement in youth development activities; assistance to all students to prepare them for future careers; help students relate academics to career opportunities; help students understand the importance of education as they plan career goals; make academy students higher achievers; and give all students a "sense of belonging."
# The McFarlane-Coffman ACADEMIC TEAM

- **Mr. Woodard**: Department Chairman
  - AP Environmental Science
  - Plant and Animal Physiology
  - Swine, Goat and Dairy Project Advisor
  - CDE's: Natural Resources and Livestock Judging

- **Mrs. Perry**: FFA Advisor
  - Veterinary Science ROP
  - Advance Animal Science and Agriculture Leadership
  - Sheep and Equine Project Advisor
  - CDE's: Horse Judging and Creed Speaking

- **Mr. Dias**: Teacher
  - Agriculture Science 1, Exploratory Agriculture
  - Beef, Poultry and Canner Project Advisor
  - CDE's: Meat Judging and Farm Records

- **Mr. Valdez**: Teacher
  - AME 1, AME 2, AME 3
  - Agriculture Mechanics, Orchard and Crop Project Advisor
  - CDE's: Tree Pruning, Dairy Products and Prepared Public Speaking

- **New hire**: Teacher
  - AME 1, AME 2, AME 3 and Agriculture Engineering ROP
  - Agriculture Mechanics Project Advisor
  - CDE's: Agriculture Mechanics and Agriculture Welding

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## Career-Path Suggested Class Matrix

### Freshman Year

<table>
<thead>
<tr>
<th>MATH</th>
<th>SCIENCE</th>
<th>ENGLISH</th>
<th>SOCIAL SCIENCE</th>
<th>PE</th>
<th>Animal Science Path</th>
<th>Plant Science Path</th>
<th>Ag Mechanic Path</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I or Geometry</td>
<td>*Ag Earth or Ag Biology</td>
<td>English 9 or English 9 H</td>
<td>Healthy World Geography</td>
<td>Ag Science 1</td>
<td>Ag Science 1</td>
<td>AME 1</td>
<td></td>
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</tbody>
</table>

### Sophomore Year

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<thead>
<tr>
<th>MATH</th>
<th>SCIENCE</th>
<th>ENGLISH</th>
<th>SOCIAL SCIENCE</th>
<th>PE</th>
<th>Animal Science Path</th>
<th>Plant Science Path</th>
<th>Ag Mechanic Path</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geometry or Algebra II</td>
<td>Ag Biology or Plant and Animal Physiology</td>
<td>English 10 or English 10 Honors</td>
<td>AP European History or World History</td>
<td>Plant and Animal Physiology or Ag Leadership</td>
<td>Plant and Animal Physiology or Ag Leadership</td>
<td>AME 2</td>
<td></td>
</tr>
</tbody>
</table>

### Junior Year

<table>
<thead>
<tr>
<th>MATH</th>
<th>SCIENCE</th>
<th>ENGLISH</th>
<th>SOCIAL SCIENCE</th>
<th>PE</th>
<th>Animal Science Path</th>
<th>Plant Science Path</th>
<th>Ag Mechanic Path</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra II or Advanced Math</td>
<td>AP Environmental Science</td>
<td>English 11 or English 11 Honors</td>
<td>US History</td>
<td>Advance Animal Sci. or Ag Leadership</td>
<td>Botany or Ag Leadership</td>
<td>AME 3</td>
<td></td>
</tr>
</tbody>
</table>

### Senior Year

<table>
<thead>
<tr>
<th>MATH</th>
<th>SCIENCE</th>
<th>ENGLISH</th>
<th>SOCIAL SCIENCE</th>
<th>PE</th>
<th>Animal Science Path</th>
<th>Plant Science Path</th>
<th>Ag Mechanic Path</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Math or Stats</td>
<td>English 12 or Bible Lit</td>
<td>*Ag Econ &amp; Government</td>
<td>ROP Veterinary Science</td>
<td>Ornamental Horticulture</td>
<td>ROP Agriculture Mechanics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Agriculture Classes*
for Clovis East
9th Graders 2010-11

Agricultural Earth Science (Math class Algebra 1)
(Meets CUSD Physical Science requirement)
Agricultural Biology (Math class Geometry)
(Meets UC/CSU lab science requirement)
Introduction to Agricultural Science
(Meets CUSD Life Science Graduation Requirement)
Agricultural Mechanics & Engineering 1
Agriculture Leadership
(with permission of teacher)
Agriculture Classes* for Clovis High 9th Graders 2010-11

Agricultural Earth Science (Math class Algebra 1)
(Meets CUSD Physical Science requirement)
Agricultural Biology (Math class Geometry)
(Meets UC/CSU lab science requirement)
Introduction to Agricultural Science
(Meets CUSD Life Science Graduation Requirement)
Introduction to Agricultural Engineering

* Students Must Take Two Classes

CONTACT YOUR COUNSELOR FOR MORE INFORMATION
1. **Chapter Scrapbook**

The Clois FFA Historian maintains our chapter scrapbook, which is located in the agriculture department. It includes pictures and explanation of all of our events and activities for the current year. When completed, our scrapbook is entered in the sectional and regional competition.

Following are some pictures taken from our 2009-10 Scrap Book.
m. **Summer Activities Schedule**

The agreement between the Clovis East High School Agriculture Staff and Clovis Unified School District does not state that vocational agricultural instructor keep track of their summer hours on the extended contract. However, a simple log is filled out by each agriculture instructor to keep track of extra hours spend during summer activities such as CATA summer conference and SAE visits, State Fair, School Farm management, etc.

Included is the Extended Contract Justification, summer calendar and a sample of the daily log.
CLOVIS UNIFIED SCHOOL DISTRICT
AGRICULTURE DEPARTMENT

EXTENDED CONTRACT
BACKGROUND AND JUSTIFICATION

Revised
-Fall 2009-
PURPOSE
The following report has been compiled by the staff of the School of Agriculture Science and Technology (SAST) within the Clovis Unified School District and is intended to be an updated version of an in-depth report originally presented to district administration in the spring of 2002. The purpose of this report, as with its predecessor, is to demonstrate the continued need for compensation granted to full time Agriculture Teachers within the district. It is the hope of the SAST Staff to give background and create institutional understanding as to why compensation is paid to staff that perform necessary activities and instruction which are integral to the present and future of one of the top agricultural education programs in America.

BACKGROUND AND HISTORY
In a report generated by the Clovis Unified Agriculture Department in the fall of 2001 the average staff member within the program worked a total of 279 duty days throughout that year. Base salary paid by the district compensates all teachers was based on 186 duty days per year regardless of specific discipline. Historically, additional compensation has been granted to the agriculture staff in the form of “Summer Contracts”, Project Supervision Periods, and Stipends for FFA Advisors. This additional compensation was intended to cover the 64 additional duty days required to carry out extended responsibilities.

<table>
<thead>
<tr>
<th>Compensation Schedule as of 2001-02 Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificated Salaries</td>
</tr>
<tr>
<td>Project Supervision Period</td>
</tr>
<tr>
<td>FFA Stipend</td>
</tr>
<tr>
<td>Summer Contract (Base Salary x .025 x 8 Weeks)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Compensation Schedule as of 2008-09 Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificated Salaries</td>
</tr>
<tr>
<td>FFA Stipend</td>
</tr>
<tr>
<td>Extended Contract (Frozen at 2002-03 rate)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

During the spring semester of the 2001-2002 school-year, the agriculture department staff was notified that the historical compensation schedule would change for the upcoming year. It was proposed that the extended contracts paid to all staff within the agriculture program be “eliminated” due to budget restraints. Likewise, each member of the agriculture staff would no longer receive time compensation during the school day in the form of Project Supervision Periods.

After further negotiation, the staff was granted payment of Extended Contracts with the intent that future funding be frozen at level paid in the June 2002-2003 contracts, regardless of a teacher’s position on the salary schedule. Additionally, the members of the department were asked to present a report that outlines how other districts compensate the staff within their agriculture programs. However, within the months between this original assignment and the production of this report the staff was notified that stipends for FFA advisors would also be eliminated.

Currently, all members of the Clovis Unified Agriculture Department are performing all necessary duties, despite the extensive uncompensated time required, including classroom instruction, facility management, advising student projects, working with industry on program development, facility planning, and numerous other tasks without compensation beyond their base salary.
Despite the fact that this additional funding did not cover the total number of duty days worked, compensation for all agriculture teachers has made it possible to attract and retain a talented staff that is respected professionally throughout the nation. This staff has accepted many challenges in and out of the classroom and not only met these expectations but to exceeded to set higher standards for other programs to follow. The districts Agriculture students have received numerous state and national honors including 13 National Championships, two State FFA Officers and in 2007 Clovis was the home of the National FFA President. Our department has also won State Awards including Top “Small”, “Medium”, “Large Department” over the past twelve years and is seen as a model for programs throughout the country. Much time is spent giving tours to groups and individuals such as (Iowa State University, Miami Valley, Ohio, Oregon State University, Montana State University, National and State FFA Officers, Ann Veneman, Former Secretary of Agriculture, Jack O'Connell, Former Vice-President Cheney, UC Davis, Cal Poly San Luis Obispo).

CONCLUSION

Key to the success of the Agriculture Program within the district is its year-round delivery of instruction. As with all other programs in the district the agriculture department delivers a rigorous curriculum and a sequence of classes that give students the skill necessary to perform in our society. However, what makes the Clovis Unified Agriculture Program unique within the district is the additional time dedicated to the advancement of its students. Whether after school, weekends, or summer activities, the Agriculture staff is expected to take learning beyond the classroom.
Ag Center Enrollment History

Student enrollment within the Agriculture program has increased from less than 250 students in 1999 to over 70 in 2009 with an additional 250 to 300 7th and 8th grade students in our Exploratory Agriculture programs. This growth is the result of dedicated teachers and supportive administration that are willing to provide the extra effort to make students successful.

The focus group data supports the idea that just compensation is key to attracting and retaining an agricultural staff that maintains a high level of excellence. Our department at Clovis East is recognized nationally as one of the top schools in the country for Agricultural Education. Yet Clovis agriculture teachers are expected to increase enrollment, develop rigorous academic standards, and maintain the most advanced agricultural facility ever developed while receiving limited resources and compensation.

Therefore, in an effort to resolve the problem of fair compensation, the Clovis Unified Agriculture Department needs to be contracted for an additional Sixty (60) Duty Days per teacher to carry out necessary year round functions within the program. These projects and activities are long-term, continual, and extremely time consuming throughout the year. Early summer is the time that student projects are essential in maintaining and increasing our success level at important competitive events. Students within the program are not capable of accomplishing all these necessary tasks alone. They need the guidance and advice of our staff to insure their success. These responsibilities must be met if we are to maintain the quality agriculture program that we currently have within Clovis Unified. Keeping in mind that the local, state, and federal funds have been used to build what many see to be the most technologically advanced secondary agriculture education facility in the nation, the staff feels that it is our responsibility to provide the highest quality education possible.

Supervised Agricultural Experience Program

The diverse agriculture program of the School of Agricultural Science and Technology creates an ideal situation for offering students with comprehensive, year round opportunities. Students are so successful in this award winning and nationally recognized program because of the implementation of the Supervised Agricultural Experience Program (SAEP). The SAEP Program requires the time of all agriculture staff members and it is the key component to making this program so successful. The Supervised Agricultural Experience Program is the instruction, guidance, and management of students and their projects outside of the normal school day. Agriculture staff members spend large amounts of time maintaining facilities and equipment, writing grants, purchasing animals, equipment, fertilizers, seed, giving tours, vaccinating animals, picking, pruning, and watering the farm crops.

Although due to budget cuts in 2002, the extended contract stipend was frozen from growing with the annual salary of the individual staff member as well as the Project Supervision Period being cut from all staff members, the School of Agricultural Science and Technology has been fortunate enough to continue to attract and keep innovative teachers that help to maintain the high quality program that Clovis Unified is known for. Although we have worked diligently designing the new facilities, writing innovative course curriculum, maintaining orchards, and hauling kids to fairs and conventions, our biggest contribution is time spent with students. Regardless of state-of-the-art technologies, first class facilities, and rigorous curriculum, the quality time with students always proves to be the most bang for your buck. After all, it's people, not programs!
Extended Contract Duties

- Assist, advise, and supervise students concerning on-going projects
- Transport students and animal projects for tagging, inspection, vaccination, and weighing
- Acquire projects for Supervised Agricultural Experience Programs (SAEP)
- Acquire resources for maintaining student projects
- Educate and assist the students with record keeping, award applications, and student loan applications
- Maintain and involve industry contacts
- Host Agricultural Advisory committee meetings
- Facility improvements, management and deferred maintenance
- Program planning and promotion
- Preparation for State Department of Education Incentive Grant Review
- Preparation for Career Development Events for local, regional, state, and national competition
- Transport students to regional, state and national conventions and competitions
- Host Career Development Events
- Agriculture Booster Club supervision
- Professional training/professional development on a quarterly basis
- Attend facility construction meetings and acquire equipment
- Collaborate among other agricultural educators
- Member of Fresno County Office of Educations CTE, ELA, & Mathematics matrixing project

Additional Components

- Golden Bell Award winners
- Contribute to the quality of education as noted in the WASC accreditation and National Blue Ribbon award
- California Outstanding Large Agriculture Department
- National and State FFA Presidents
- Program completers have interned at the White House and with Mike Villines
- Students have interned with Chuck and Lynn Poohigian
- Grant writing, facility and equipment development
- Provide consulting and workshop for other school districts
- Participate in the development of nationally published textbooks (Interstate Publishing)

 Provided tours for:
  - Dick Cheney
  - Jack O'Connell
  - Ann Veneman (former U.S. Secretary of Ag)
  - Student teachers Cal Poly, San Luis Obispo annually
  - Student teachers, CSU Fresno annually
  - National FFA Officer team (annually)
  - State FFA Office team (annually)
Extended Contract Job Description for the Clovis Unified Agriculture Staff

Effective instruction in Agriculture Education extends far beyond the regular school day, school year and school environment. The basic component of instruction occurs as group instruction in the classroom, shop or field throughout the year to all agriculture students to value and understand the vital role of agriculture, food, fiber and natural resources systems in advancing personal and global well being.

Agriculture education prepares students for successful careers and a lifetime of informed choices in the global agriculture systems.

SAE’S - Project visitations. Projects that are housed at home or other facility where teacher visits and advises student. Example of a project visitation would include selection of quality animals (time and travel in the state to select, feeding, health and management of animals, record keeping, sales and marketing, environmental control and reproduction and increasing scope and output of project. Technology will be used through ultrasound, computerized record keeping, embryo transfer, and hydroponics. Fresno Fair – State Fair – On site management of livestock owned by students – Work experience – Exploratory SOE – Improvement.

FFA – Career Development Events: Meat Science, Livestock evaluation, natural resources, Agriculture mechanics, Banking, Farm management and records, Cooperatives, Best Informed Greenhand, Opening and Closing Speaking contest, prepared public speaking, job interview, extemporaneous public speaking, creed speaking, (practice American, State, Chapter and Greenhand Degrees leadership conferences.

Agriculture Boosters- Over seeing the booster organization, attending monthly and bi monthly meetings and attending fundraising events.

Chart of responsibilities
<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<tr>
<td></td>
<td>CEHS Graduation 7:30 pm</td>
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<td></td>
<td>Farm: Harvest Fruit</td>
<td>last day of school Clovis Farmers market</td>
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<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
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<td>SJ Regional Officer Retreat Cayucos</td>
<td>SJ Regional Officer Retreat Cayucos</td>
<td>SJ Regional Officer Retreat Cayucos</td>
<td>Farm: Harvest Fruit</td>
<td>Clovis Farmers market</td>
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<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
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<td>25</td>
</tr>
<tr>
<td>&quot;CATA Summer Conference (Cal Poly, San Luis O)&quot;</td>
<td>&quot;CATA Summer Conference (Cal Poly, San Luis O)&quot;</td>
<td>&quot;CATA Summer Conference (Cal Poly, San Luis O)&quot;</td>
<td>&quot;CATA Summer Conference (Cal Poly, San Luis O)&quot; Skills</td>
<td>&quot;CATA Summer Conference (Cal Poly, San Luis O)&quot; Skills</td>
<td>Clovis Farmers market CATA Skills</td>
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<tr>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
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</tr>
<tr>
<td></td>
<td>Top 20 FFA Trip</td>
<td>Officer Retreat</td>
<td>Officer Retreat</td>
<td>Farm: Harvest Fruit</td>
<td></td>
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</tr>
</tbody>
</table>
# California Agricultural Education Calendar

## July 2011

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
</table>
|        |        |         |           |          | 1      | School Farm  
Clovis Farmers Market |
| 3      | 4      | 5       | 6         | School Farm | 7      | School Farm |
| 8      | School Farm  
Clovis Farmers Market | 9 |
| 10     | 11     | 12      | 13        | School Farm | 14     | School Farm |
| 15     | School Farm  
Clovis Farmers Market | 16 |
| 17     | 18     | 19      | 20        | School Farm | 21     | School Farm |
| 22     | School Farm  
Clovis Farmers Market | 23 |
| 24     | 25     | 26      | 27        | School Farm | 28     | School Farm |
| 29     | School Farm  
Clovis Farmers Market | 30 |
<p>| 31     |        |         |           |          |        |          |</p>
<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<td>School Farm Clovis Farmers market</td>
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**Page Total**
n. **Graduate Follow-Up Survey**

A follow-up system is used which gathers the following information from program completers:

- Status of employment or school enrolled within
- Option regarding the value and relevance of the agriculture program
- Suggestions for improving the agriculture program

Each year, every student graduated senior fills out a graduate follow-up survey. From the information on the survey, the students are contacted the following year to gather information and feedback. Each follow-up survey will be placed in the appropriate program completer’s file within the agriculture department. Following is an example of this form.
Graduate Follow-up

Name:__________________________________________

Address:________________________________________

Phone:__________________________________________

1. What are you doing at the present time?

   _____ Attending school
     _____ Full-time
     _____ Part-time
   _____ Work
     _____ Full-time
     _____ Part-time
   _____ In the military
   _____ Not working
   _____ Looking for work
   _____ Homemaker
   _____ Not looking for work
   _____ Other ______________________________________

2. In what type of business or industry are you employed?

   ________________________________________________

3. What is your job title or job description?

   ________________________________________________

4. Which statement best applies to your present occupation?

   ________________________________________________
   I am using most of the skills I learned in the vo-ag program at RHS.
   I am using some of the skills I learned in the vo-ag program at RHS.
   I am not using any of the skills I learned in the vo-ag program at RHS.

5. What type of school are you currently attending?

   _____ High school
   _____ Trade/technical school
   _____ 4-year college
   _____ Private business school
   _____ Adult education
   _____ Other ______________________________________

6. What is your major course of study?

   ________________________________________________
7. How would you rate the training received in the RHS vo-ag program?
   ____ Excellent      ____ Good      ____ Fair      ____ Poor

8. How do you rate the career guidance and counseling you received in vo-ag?
   ____ Excellent      ____ Good      ____ Fair      ____ Poor

   FFA

1. Please check the following areas you feel are valuable components of FFA.
   ____ Officer and committee chairman experience
   ____ Judging contests
   ____ Advanced degree and proficiency awards
   ____ Participation in chapter activities, working with others
   ____ Livestock raising, shows, fairs, etc.
   ____ Other—please describe

2. What were the most valuable aspects of the SOEP (supervised projects)?
   ____ Learning skills related to future ag employment
   ____ Development of responsibility
   ____ Learning record keeping
   ____ Other—please describe

3. Please rate the facilities and equipment used at RHS for the vo-ag program:
   Facilities:
   ____ Overcrowded      ____ Adequate space provided
   ____ Modern      ____ Out-of-date

   Equipment:
   ____ Modern      ____ Out-of-date
   ____ Well-maintained      ____ Poorly maintained
   ____ Adequate amount of equipment for all students in class

   ____ Other—please describe

Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc; FFA; SOEP (supervised projects); teaching methods used; facilities/equipment.
0. Graduate Status

The Clovis FFA does not have the most accurate and up to date graduate records. It is hard many times to locate a make contact with a majority of our students.

We have used the Vo-Ag graduate follow-up for California to keep track of the past year’s graduates. Clovis FFA plans to continue using the California FFA graduate follow-up to keep a good record of our graduates.
Graduate Follow-up

# CA0042 Clovis
Clovis East HS
2940 Leonard Avenue
Clovis, CA 93619

Year: 2010

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**Comprehensive Plan**

A copy of the comprehensive plan for Clovis High School can be found in a separate binder labeled “Comprehensive Program Plan.” This binder is updated annually and has received approval from the state to maintain program certification and incentive grant funds.
q. Advisory Committee Minutes

The Clovis FFA Advisory Committee meets twice a year. Those invited to participate in the meeting are Agriculture instructors, committee members, ROP Administrators, CEHS administration and counselors, and other special guests. Here we discuss ROP business and other business relevant to our program’s success for the upcoming year and proposals for future changes that will better our department.

Following are the meeting agenda and minutes.
Dear Ag Advisory Member,

The Clovis East Agriculture Staff would like to invite you to our Fall Ag Advisory Committee Meeting, which is scheduled for **Thursday, November 12th at 6 pm**. This will take place at the McFarlane-Coffman Ag Center just north of Clovis East High School.

After serving dinner we will be taking a tour of the new Agricultural Mechanics and Engineering facility, hearing about student successes through the FFA, and upcoming events and ways you can get involved to help our program become even better.

Please RSVP: mattactis@cusd.com or 327-4321

Please mark your calendars for the Spring Advisory Meeting, Thursday, May 20th, 2011 at 6 p.m.

Thank you for your support and we hope to see you soon!

*The Ag Staff*

STAFF:
Kevin Woodard
Ken Dias
Aireal Covey
Susan Henderson-Perry
David Valdez
Steve Gambril
McFarlane-Coffman
Agriculture Center

Fall 2010
Advisory Committee Meeting
Agenda

Welcome
Facilities Tour
-Dinner-
Announcements and Introductions
Program Update
Career Pathway Committee Reports
Career Development Events

- Horse Evaluation Team  State Champions
Career Development Events

- Meats Evaluation
- Tree Pruning
- Nursery Landscape
- Livestock Evaluation
- Ag Welding
- Natural Resources
- Dairy Products

Reserve State Champions
Reserve State Champions
1st High Team
4th High Team
5th High Team
7th High Team
17th High Team
State FFA Leadership Conference
State FFA Leadership Conference

State Winner

Beef Cattle Entrepreneurship

Austin Perry
Common Language

- Career Technical Education
  "CTE"
- School of Agriculture Science and Technology
  "SAST"
- Agriculture Mechanics and Engineering
  "AME"
Our CTE Team

A collaboration of teachers from different sites and disciplines:

- **CART Teachers**
  Erin Andrade and Keri Wagnon,

- **Ag Teachers**
  David Valdez, Steve gambril, Kevin Woodard, Aireal Covey,

- **CEHS English Teacher**
  Gitte Trejo, Jeff Manfredo

- **CEHS Math Teacher**
  Lynette Wilke-Lopez, Jeri Olson

- **CEHS Learning Director**
  Yvonne Zysling
Courses offered for 2010-2011 school year:

**AME 1, 2, & 3, and ROP Ag Welding**

**Geometry in Construction**

- NEW for AME 2 level class (sophomores)

**Linked Courses**

- AME 1 to Algebra 1, English 9
  (Counselor)
- AME 2 to Geometry, English 10
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CTE Enrollment Update 2009-2010

AME 3
25 Students

ROP Ag Welding Procedures
24 Students
## Courses in CTE Program

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ROP FALL ADVISORY MEETING

Date: November 12, 2010 / Ag Welding Process and Procedures

Meeting called by:

School/District: Clovis East / Clovis Unified School District

Teacher(s): David Valdez, Steve Gambril

Business and Industry Members Present (full name, title, and business name/Please attach sign in roster):

Chuck West – CW Industries
Vince DeAnda – DeAnda Construction
Mark Erickson, Melo’s Gas and Fear
Dave Robinson, Green Earth Equities
John Coffman, Coffman Ranch

Educators, Ad Hoc members, and others present (non-voting membership):

Matt Actis, Clovis East High School
Kristen Boroski, Clovis ROP
Diane Genco, Clovis ROP

I. Purpose of Meeting

To review and gather advisor recommendations and comments for the course and to discuss relative issues in the industry that could affect the course content.

II. Introductions

A great meal was served, then following the meal all members and educators introduced themselves. Clovis East High School’s Agriculture Department hosted an Ag Advisory Night for all its course offerings. Kevin Woodard, department chair, shared highlights from various agriculture programs - including the recognition of the FFA Horse Evaluation Team, new facility and equipment for the existing agriculture facility, and demographic information of current and past agriculture students. All advisors appreciated the overview of the entire agriculture program offered in Clovis Unified School District.

III. Meeting Called to Order
The meeting was called to order by David at 8:30 p.m.

IV. Review and Approval of Minutes

Minutes from the Fall 2009 Advisory Committee meeting were discussed and approved by all in attendance.

V. Review of Relevant Data

David discussed current enrollment figures and discussed the dynamics of his class. Advisors reviewed the data, and were pleased with enrollment figures.

VI. Review of Course Sequence

Advisors discussed the course sequence the development of the pathway throughout Clovis Unified School District.

VII. Review of Course Description & Course Outline

David shared the course outline and his goals, objectives, and outline for the upcoming school year. Advisors discussed current trends in the industry and the practical application that the course curriculum provides.

VIII. Review of Competencies

Advisors agree on the importance of the competencies and updating or revising them as needed.

IX. Community Classroom Opportunities

Community Classrooms were discussed and support was given to continue with them. David explained the importance of responsibility during community classroom placements.

X. Use of Textbooks & Instructional Materials

David shared the course outline for Ag Welding Process and Procedures and his goals, objectives, and outline for the upcoming school year.

XI. Equipment Use & Needs

David incorporates a wide variety of equipment into both courses. With the ongoing development of the AG facility at Clovis East, students will have an opportunity to work with a wide array of equipment.
II. Additional Advisor Comments

Advisory committee members focused on employment opportunities and career preparedness. Skills in the area of getting and keeping a job were discussed.

XIII. Motion to Approve Curriculum & Continue Operation of the Program

Vince DeAnda recommended the continuing support of the program; Chuck West seconded the motion. All Advisory Committee members agreed.

XIV. Next Meeting

A spring Advisory Committee Meeting is scheduled for May 13, 2011 at 6:00 p.m. Fresno ROP will host Spring Advisory Night at Clovis North High School on April 29, 2011.

XV. Adjournment

David expressed his appreciation to each advisor for his time and input. Each advisor was willing to help and offer tremendous insight and guidance. The meeting was adjourned at 9:30 p.m.
r. **Student Program Plan**

At Clovis FFA, students complete their program plan at the beginning of every year when the R-2 is completed. The student program plan assists with students choosing their career pathways as well as assists with planning out their agriculture plans and goals.

Following is a copy of Clovis FFA’s Agriculture Certificates for each Careers Pathway.
McFarlane-Coffman Agriculture Center
Certificate of Completion

This certifies that

John Q. Sample

Has completed a prescribed sequence of courses and has met the competency criteria in;

Animal Science

Department Chairman’s Signature

Date

Principal’s Signature

Date
What is the Plant Science Certificate Program

California's plant industries are the largest contributors to the combined 25 billion dollar agricultural industry. Utilizing our state of the art greenhouses and other plant laboratories students will learn propagation techniques including plant tissue culture, seed propagation, stem and leaf cutting, plant breeding, and so much more. However, Plant projects do not end with the production phase. Landscape design classes teach students the much needed skills necessary to put the plants to work. Plant science can also be a profitable endeavor. Students learn to market their projects for plants sales throughout the year. All courses are designed to address the foundations of Species and Site Interactions, Natural Resource Management, Current Technologies, Political Considerations, and Career Opportunities. If you are interested in seeing your hard work pay off and exploring the wide world of plant science this may be the program for you.

All students completing a predetermined sequence of classes are eligible to receive a Program Certificate in their area of study. The certificate program in Plant Science offered by the Central Valley Applied Agriculture and Technology Center allows those students interested in plant science the opportunity to meet requirements for both high school graduation and entrance to the University of California System.

Along with meeting requirements many of our courses also articulate with local Community Colleges and Universities. Students who complete a certificate program have the added benefit of receiving college credits for our classes when they go on to a cooperating College or University

Courses Offered in Plant Science

- Introduction to Agricultural Science
- Agricultural Biology
- Plant and Animal Physiology
- Applied Environmental Science
- Botany
- Environmental Design and Landscape Architecture
- Agricultural Biotechnology
- Advanced Agricultural Research

Career Opportunities in Plant Science

- Viticulturalist (grape science)
- Pest Control Advisor
- Food Scientist
- Irrigation Manager
- Entomologist
- Irrigation System Designer
- Landscape Architect
- Plant Geneticist
- Nursery Manager
- Plant Pathologist
What is the Environment and Natural Resources Certificate Program

The future of the American agricultural industry relies on the continued existence of a clean and healthy environment. In the United States many of the agencies responsible for the continued health of the environment are assigned to the Department of Agriculture. Our natural resources provide us with food, clothing, shelter, and recreation. The continued conservation of natural resources is necessary for the long term health of our environment. All courses are designed to address the foundations of Agro Ecology, Population Dynamics, Political and Social Responsibilities, and Career Opportunities.

All students completing a predetermined sequence of classes are eligible to receive a Program Certificate in their area of study. The certificate program in Environment and Natural Resources offered by the Central Valley Applied Agriculture and Technology Center allows those students interested in Environment and Natural Resources the opportunity to meet requirements for both high school graduation and entrance to the University of California System.

Along with meeting requirements many of our courses also articulate with local Community Colleges and Universities. Students who complete a certificate program have the added benefit of receiving college credits for our courses when they go on to a cooperating College or University.

Courses Offered in Environment and Natural Resources

- Introduction to Agricultural Science
- Agricultural Biology
- Applied Environmental Science
- Plant and Animal Physiology
- Botany
- Environmental Design and Landscape Architecture
- Advanced Agricultural Research

Career Opportunities in Environment and Natural Resources

- Game Warden
- Soil Scientist
- Fish and Wildlife Biologist
- Arborist
- Water Treatment Technician
- Forester
- Conservation Officer
- Park Ranger
- Surveyor
- Environmental Impact Specialist
What is the Agricultural Engineering Certificate Program

With California's Agriculture Industry leading and feeding the world, the use of specially designed equipment is common practice. The development and maintenance of High Tech systems require a skilled workforce trained to keep American agriculture running.

Our Agricultural Engineering program focuses its curriculum on key concepts relevant to the workforce of today and tomorrow. All courses are designed to address the foundations of Skill Mastery, Mathematic Calculations, Problem Solving, and Career Opportunities. The skills and experiences gained through the Agricultural Engineering program at the Central Valley Applied Agriculture and Technology Center allow students to gain Entry Level jobs while in high school, Technical Level employment after high school, and Professional Level Careers upon completion of a college degree in Agricultural Engineering.

All students completing a predetermined sequence of classes are eligible to receive a Program Certificate in their area of study. The certificate program in Agricultural Engineering offered by the Central Valley Applied Agriculture and Technology Center allows those students interested in Agricultural Engineering the opportunity to develop the technical skills needed to keep agriculture working. Through agreements with local Community Colleges and Universities students who complete a certificate program will receive college credits for our classes when they go on to a cooperating College or University.

Courses Offered in Agricultural Engineering

Agricultural Engineering I
Introduction to Ag Engineering

Agricultural Engineering II
Ag Engineering and Computer Aided Design

Agricultural Engineering III
Engineering and Fabrication

Agricultural Engineering IV
Ag Welding and Construction

Advanced Agricultural Research

Career Opportunities in Animal Science

- Certified Welder
- Electrical Contractor
- Computer Numerical Control Operator
- Industry Field Representative
- Metal Fabricator
- Equipment and Tool Designer
- Millwright
- Heavy Machinery Mechanic
- Sanitary Welder
- Sanitary Mechanic
- Sanitary Mechanic
What is the Animal Science Certificate Program

In California alone the animal science industry produces 2.8 billion dollars worth of product each year. When combined with other goods and services related to animal production the Animal Science industry plays a key role in the economy of our great state. Our Animal Science Program offers students the opportunity to not only learn about the animals and livestock but to experience it first hand. The program is designed to give students real world hands on experiences in the production of cattle, sheep, swine, poultry, horses, rabbits, and many other specialty animals. All courses are designed to address the foundations of Species and Site Interactions, Political Considerations, Social Responsibilities, Current Technologies, and Career Opportunities. From the stable to the table students will realize the importance that the animal science industries.

All students completing a predetermined sequence of classes are eligible to receive a Program Certificate in their area of study. The certificate program in Animal Science offered by the Central Valley Applied Agriculture and Technology Center allows those students interested in animal science the opportunity to meet requirements for both high school graduation and entrance to the University of California System.

Along with meeting requirements many of our courses also articulate with local Community Colleges and Universities. Students who complete a certificate program have the added benefit of receiving college credits for our classes when they go on to a cooperating College or University

Courses Offered in Animal Science

Introduction to Agricultural Science
Agricultural Biology
Plant and Animal Physiology
Advanced Animal Science (to be submitted)
Veterinary Science
Agricultural Biotechnology
Advanced Agricultural Research

Career Opportunities in Animal Science

- Animal Scientist
- Beef/Dairy Manager
- Animal Nutritionist
- Livestock Marketer
- Animal Geneticist
- Veterinarian
- Livestock Herdsman
- Animal Control Specialist
- Meat Inspector
What is the General Agricultural Science Certificate Program

California's agricultural industry generates nearly 27 Billion Dollars a year and produces 350 crop and livestock commodities. In addition to products produced, agriculture in California is responsible for over 100 Billion Dollars in related economic activity. With no sign of slowing, the agriculture industry needs a constant supply of skilled workers with specialized skills in Plant Science, Animal Science, and Agribusiness. The General Agricultural Science Certificate Program is designed to give students the opportunity to design their own plan of study related to Agriculture Literacy.

All students completing a predetermined sequence of classes are eligible to receive a Program Certificate in their area of study. The certificate program in General Agricultural Science offered by the Central Valley Applied Agriculture and Technology Center allows those students interested in agricultural science the opportunity to meet requirements for both high school graduation and entrance to the University of California System.

Along with meeting requirements many of our courses also articulate with local Community Colleges and Universities. Students who complete a certificate program have the added benefit of receiving college credits for our classes when they go on to a cooperating College or University.

Courses Offered in General Agricultural Science
Introduction to Agricultural Science
Agricultural Biology
Applied Environmental Science
Plant and Animal Physiology
Botany
Advanced Animal Science (to be submitted)
Veterinary Science
Emerging Agriculture Technologies
Agricultural Biotechnology
Advanced Agricultural Research

Career Opportunities in Agricultural Science
- Animal Scientist
- Plant Scientist
- Commodity Marketer
- Livestock Marketer
- Agricultural Engineer
- Agro Ecologist
- Livestock Herdsman
- Teacher
- Agricultural Researcher
- Commodity Instpector
s. Proficiency Standards

Clovis East High Agriculture has proficiency standards, also called program Competencies.

These standards are assessed through exams, coursework, FFA, SAE, and student demonstration. There are separate proficiency standards for ROP courses, which are assessed at the same manner.

Clovis East High School Agriculture program also implements the California State Standards into our courses. Attached you will find the standards and competencies used for the Ag Mechanics courses.
<table>
<thead>
<tr>
<th></th>
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<td>6</td>
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<tr>
<td>7</td>
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## ROP Welding Competency List II

All welds must be at least a score of 7 in order to be complete.

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<td>4</td>
<td>E6011 Verticle Down Tee</td>
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<td>5</td>
<td>E6011 Three Pass Fillet Weld</td>
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<td>6</td>
<td>E7018 Verticle Down Bead</td>
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<td>E7018 Verticle Down Lap</td>
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<tr>
<td>10</td>
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<td></td>
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<tr>
<td>11</td>
<td>E6011 Horizontal Bead</td>
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</table>
### ROP Welding Competency List III

All welds must be at least a score of 7 in order to be complete.

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<thead>
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<td>MIG Flat Bead Pad at Least 5 Welds</td>
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<tr>
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<td>MIG Flat Butt</td>
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<td>5</td>
<td>MIG Flat Tee</td>
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<tr>
<td>6</td>
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<tr>
<td>7</td>
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<td>8</td>
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<td>MIG Pipe-to-Plate Weld</td>
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<tr>
<td>11</td>
<td>MIG Vertical Down Bead</td>
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</tr>
<tr>
<td>15</td>
<td>MIG Three Pass Fillet Weld</td>
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</tr>
</tbody>
</table>
t. Credentials

All agriculture teachers at Clovis East High School are appropriately credentialed for the courses that they teach. Four instructors have his or her agriculture specialist credential in addition to their clear credential and single subject credential in agriculture. Two instructors, including myself, have a Designated Subject Credential for Agriculture and have, or working on obtaining a Masters in Agriculture Education.

Following is a copy of my credential.
COMMISSION ON
TEACHER CREDENTIALING
Ensuring Educator Excellence

By virtue of the authority vested in the Commission
on Teacher Credentialing in recognition of preparation to serve
in California public schools

STEVEN BUL GAMBRIL

is hereby awarded a

Preliminary Full Time Designated Subjects Career
Technical Education Teaching Credential

AUTHORIZED SUBJECT(S):
Agriculture and Natural Resources
By virtue of the authority vested in the Commission on Teacher Credentialing in recognition of preparation to serve in California public schools

STEVEN BUL GAMBRIL

is hereby awarded a

Waiver Certificate of Completion of Staff Development
u. Department & Chapter Activities

The Clovis FFA participates in many activities throughout the year including public speaking events, chapter, sectional, and regional activities.

Following is the activities calendar for the Clovis FFA.
# 2010-2011 Clovis FFA Activities Chart

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Location</th>
<th>Level</th>
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</thead>
<tbody>
<tr>
<td><strong>August</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/3</td>
<td>Fresno Fair Parent mtg</td>
<td>6pm / Ag Center</td>
<td>Chapter</td>
</tr>
<tr>
<td>8/20-21</td>
<td>SOLC</td>
<td>Exeter</td>
<td>Regional</td>
</tr>
<tr>
<td>8/30</td>
<td>Back to School BBQ</td>
<td>5 pm / Ag Center</td>
<td>Chapter</td>
</tr>
<tr>
<td><strong>September</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9/1</td>
<td>FFA Lunch Meeting</td>
<td>12:00 room 902</td>
<td>Chapter</td>
</tr>
<tr>
<td>9/1</td>
<td>Water Activity/Ice Cream</td>
<td>After School/ Ag Center</td>
<td>Chapter</td>
</tr>
<tr>
<td>9/2</td>
<td>Me-n-Eds Fundraiser</td>
<td>5-9/Ashland &amp; Fowler</td>
<td>Chapter</td>
</tr>
<tr>
<td>9/9</td>
<td>Fall Classic</td>
<td>5 pm / Ag Center</td>
<td>Chapter</td>
</tr>
<tr>
<td>9/9</td>
<td>Jamba Juice, Cow Pie Bingo</td>
<td>5pm / Ag Center</td>
<td>Chapter</td>
</tr>
<tr>
<td>9/15</td>
<td>Chipotle Fundraiser</td>
<td>5-9/Sierra Vista Mall</td>
<td>Chapter</td>
</tr>
<tr>
<td>9/17-18</td>
<td>Chapter Officer Conference</td>
<td>Reedley College</td>
<td>Sectional</td>
</tr>
<tr>
<td>9/22</td>
<td>Blackbeards Activity</td>
<td>4-9 / Blackbeards</td>
<td>Sectional</td>
</tr>
<tr>
<td>9/24</td>
<td>Drive Through BBQ Fundraiser</td>
<td>Ag Center</td>
<td>Chapter</td>
</tr>
<tr>
<td>9/27-30</td>
<td>Landscape Display at Fair</td>
<td>Fair Grounds</td>
<td>Sectional</td>
</tr>
<tr>
<td>9/27</td>
<td>Kiss a Pig Fundraiser “Kick off”</td>
<td>Clovis East HS</td>
<td>Chapter</td>
</tr>
<tr>
<td>9/28</td>
<td>Fresno Fair Parent Mtg</td>
<td>6pm / Lecture Hall</td>
<td>Chapter</td>
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<tr>
<td>9/28</td>
<td>Nationals Parent Mtg.</td>
<td>7pm / LMC</td>
<td>Chapter</td>
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<tr>
<td><strong>October</strong></td>
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<tr>
<td>10/1-2</td>
<td>Landscape Display at Fair</td>
<td>Fair Grounds</td>
<td>Sectional</td>
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<tr>
<td>10/1</td>
<td>Panda Express Fundraiser</td>
<td>3-9 / Ashland &amp; Fowler</td>
<td>Chapter</td>
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<tr>
<td>10/6</td>
<td>FFA Lunch Meeting</td>
<td>12:00 Room 901</td>
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<tr>
<td>10/6-10</td>
<td>Fresno Fair – Dairy, Goats, Small Animals</td>
<td>Fair Grounds</td>
<td>Sectional</td>
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<tr>
<td>10/8</td>
<td>Kiss a Pig Fundraiser “END”</td>
<td>Clovis East HS</td>
<td>Chapter</td>
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<tr>
<td>10/11-17</td>
<td>Fresno Fair- Beef, Sheep, Swine</td>
<td>Fair Grounds</td>
<td>Sectional</td>
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<tr>
<td>10/18-24</td>
<td>Nationals (Meats &amp; Nursery)</td>
<td>Indianapolis, Indiana</td>
<td>National</td>
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<td>10/22</td>
<td>Panda Express Fundraiser</td>
<td>3-9 / Ashland &amp; Fowler</td>
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<tr>
<td>10/22</td>
<td>Homecoming Float</td>
<td>CHS Stadium</td>
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<td>10/28</td>
<td>Futures in Horticulture</td>
<td>Visalia</td>
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<td>Halloween Activity</td>
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<td>November</td>
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<tr>
<td>11/2</td>
<td>Greenhand Conference</td>
<td>Clovis East HS</td>
<td>State</td>
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<td>11/4</td>
<td>FFA Lunch Meeting</td>
<td>12:00 Room 901</td>
<td>Chapter</td>
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<tr>
<td>11/3</td>
<td>Chapter O/C practice</td>
<td>3pm/Ag Center</td>
<td>Chapter</td>
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<td>11/9</td>
<td>EF/M Opening/Closing contest</td>
<td>4pm/Reedley</td>
<td>Sectional</td>
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<tr>
<td>11/10</td>
<td>Staff / Fall Advisory Meeting</td>
<td>6pm/CEHS Ag Center</td>
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<td>11/11</td>
<td>Panda Express Fundraiser</td>
<td>3-9/ Ashland &amp; Fowler</td>
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<td>Regional CATA/FFA Meeting</td>
<td>8am/Lemoore</td>
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<td>Fall Banquet</td>
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<td>State Degree workshop</td>
<td>Afterschool/ room 903</td>
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<td>FFA Lunch Meeting</td>
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<td>Chapter</td>
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<td>12/1</td>
<td>Can Food Drive KICK OFF</td>
<td>CEHS Ag Department</td>
<td>Chapter</td>
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<tr>
<td>12/1</td>
<td>EFM Novice FR/ Co-ops</td>
<td>Afterschool Perry/Covey</td>
<td>Sectional</td>
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<tr>
<td>12/2</td>
<td>State Degree workshop</td>
<td>Afterschool Perry/Dias</td>
<td>Chapter</td>
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<tr>
<td>12/4</td>
<td>Mariposa N/R Contest</td>
<td>Mariposa HS</td>
<td>State</td>
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<td>State Degree workshop</td>
<td>Afterschool Perry/Gambril</td>
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<td>State Degree workshop</td>
<td>Afterschool Wood/Valdez</td>
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<td>12/8</td>
<td>Can Food Drive/Stores</td>
<td>5pm/Local Stores</td>
<td>Chapter</td>
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<td>12/9</td>
<td>State Degree workshop</td>
<td>Afterschool Covey/Gambril</td>
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<td>Can Food Drive/Stores</td>
<td>5pm/Local Stores</td>
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<td>12/10</td>
<td>Panda Express Fundraiser</td>
<td>3-9/ Ashland &amp; Fowler</td>
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<td>Clovis N/R contest</td>
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<td>12/16</td>
<td>Me-n-Eds Fundraiser</td>
<td>5-9/Ashland &amp; Fowler</td>
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<td>1/8</td>
<td>Frontier N/R Contest</td>
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<td>1/8</td>
<td>Red Wave Livestock Sale</td>
<td>Fresno State</td>
<td>Staff</td>
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<td>1/12</td>
<td>Staff-Record Book Scoring</td>
<td>5pm Laton</td>
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- July 4: Independence Day

Notes:
- Chapter Officer Retreat
- R.O.L.C
- Plant Meeting 8-10
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## October 2009

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<td>Roundrobin Clovis FFA Horse Team Leaves for Nationals</td>
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- **November 2009**
- **14** San Joaquin Regional Meetings;
  CATA&FFA-Lemoore 8:30am
- **21** Officer Meeting
- **27** Thanksgiving
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<td>16 EFM&amp;WFM CoOp &amp; Novice Record Book Contests @ Laton</td>
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Clovis East High School Agricultural Department
Daily Log

Month: ______ Name: ____________________________

MONTHLY AGRICULTURE DEPARTMENT ACTIVITY REPORT
(Extra Hours and project Supervision)

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MONTHLY SUMMARY:

Total Monthly Hrs: ______ FFA Activities: ______ Farm: ______
Project Supervision: ______ Judging Teams: ______ CATA: ______
Miscellaneous: ______
w. **Professional Development**

Professional growth and in-service activities is key for new teachers. Each year the instructors at Clovis East High School keep track of the professional development. The information is used in the completion of the Incentive Grant In-service Activities Documentation. It is kept on file with the state as well as our department.

Listed Below is the Profession Development I plan to attend for the 2010-2011 School Year:

- Fall Regional Meeting
- Regional In-service Day “Road Show”
- Spring Regional Meeting
- Sectional In-services
- CATA Summer Conference
- Butte College “Arc Exposure” Welding Workshop
- Merced College Weld Camp for Instructors & Students
- Ag. Skills-AgEd Cal Poly
- SCC Plasma Cam Instruction @ Clovis H.S. (Hosting)
INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B

School Year 2010

School Clovis East High School

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

Qualified and Competent Personnel

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

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

2. 
3. 
4. 
5. 
x. **R-2 Report**

Five schools make up the enrollment at the McFarlane-Coffman Agriculture Center. The Majority of students attend Clovis East; however, we do have students from Clovis High, Buchanan, Clovis West and Clovis North. Yearly retention of students is obtained due to recruitment, marketing and overall program success and improvements. We look forward to continual success in the Clovis FFA Program.
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<th>First Name</th>
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| * 0 | Fang | Devon | 3335 Megan Ave. | Clovis CA 93611 | 1 09 | M | 2 or More |
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y. Extended Contract Rationale

Currently, Agriculture instructors at Clovis East High School are compensated 20% of their salary. All 6 teachers are full-time agriculture instructors within the school day and throughout the summers to provide adequate supervision of SAE projects. Following is the Extended Contract background and Justification.
CLOVIS UNIFIED SCHOOL DISTRICT
AGRICULTURE DEPARTMENT

EXTENDED CONTRACT
BACKGROUND AND JUSTIFICATION

Revised
-Fall 2009-
PURPOSE
The following report has been compiled by the staff of the School of Agriculture Science and Technology (SAST) within the Clovis Unified School District and is intended to be an updated version of an in-depth report originally presented to district administration in the spring of 2002. The purpose of this report, as with its predecessor, is to demonstrate the continued need for compensation granted to full time Agriculture Teachers within the district. It is the hope of the SAST Staff to give background and create institutional understanding as to why compensation is paid to staff that perform necessary activities and instruction which are integral to the present and future of one of the top agricultural education programs in America.

BACKGROUND AND HISTORY
In a report generated by the Clovis Unified Agriculture Department in the fall of 2001 the average staff member within the program worked a total of 279 duty days throughout that year. Base salary paid by the district compensates all teachers was based on 186 duty days per year regardless of specific discipline. Historically, additional compensation has been granted to the agriculture staff in the form of “Summer Contracts”, Project Supervision Periods, and Stipends for FFA Advisors. This additional compensation was intended to cover the 64 additional duty days required to carry out extended responsibilities.

| Compensation Schedule as of 2001-02 Academic Year |
|------------------------------------------|------------------|
| Certificated Salaries | 186 Duty Days |
| Project Supervision Period | 31 Duty Days |
| FFA Stipend | 6 Duty Days |
| Summer Contract (Base Salary x .025 x 8 Weeks) | 40 Duty Days |
| Total | 263 Duty Days |

| Compensation Schedule as of 2008-09 Academic Year |
|------------------------------------------|------------------|
| Certificated Salaries | 186 Duty Days |
| FFA Stipend | 6 Duty Days |
| Extended Contract (Frozen at 2002-03 rate) | 30 Duty Days |
| Total | 222 Duty Days |

During the spring semester of the 2001-2002 school-year, the agriculture department staff was notified that the historical compensation schedule would change for the upcoming year. It was proposed that the extended contracts paid to all staff within the agriculture program be “eliminated” due to budget restraints. Likewise, each member of the agriculture staff would no longer receive time compensation during the school day in the form of Project Supervision Periods.

After further negotiation, the staff was granted payment of Extended Contracts with the intent that future funding be frozen at level paid in the June 2002-2003 contracts, regardless of a teacher’s position on the salary schedule. Additionally, the members of the department were asked to present a report that outlines how other districts compensate the staff within their agriculture programs. However, within the months between this original assignment and the production of this report the staff was notified that stipends for FFA advisors would also be eliminated.

Recently, all members of the Clovis Unified Agriculture Department are performing all necessary duties, despite the extensive uncompensated time required, including classroom instruction, facility management, advising student projects, working with industry on program development, facility planning, and numerous other tasks without compensation beyond their base salary.
Despite the fact that this additional funding did not cover the total number of duty days worked, compensation for all agriculture teachers has made it possible to attract and retain a talented staff that is respected professionally throughout the nation. This staff has accepted many challenges in and out of the classroom and not only met these expectations but to exceeded to set higher standards for other programs to follow. The districts Agriculture students have received numerous state and national honors including 13 National Championships, two State FFA Officers and in 2007 Clovis was the home of the National FFA President. Our department has also won State Awards including Top “Small”, “Medium”, “Large Department” over the past twelve years and is seen as a model for programs throughout the country. Much time is spent giving tours to groups and individuals such as (Iowa State University, Miami Valley, Ohio, Oregon State University, Montana State University, National and State FFA Officers, Ann Veneman, Former Secretary of Agriculture, Jack O’Connell, Former Vice-President Cheney, UC Davis, Cal Poly San Luis Obispo).

CONCLUSION

Key to the success of the Agriculture Program within the district is its year-round delivery of instruction. As with all other programs in the district the agriculture department delivers a rigorous curriculum and a sequence of classes that give students the skill necessary to perform in our society. However, what makes the Clovis Unified Agriculture Program unique within the district is the additional time dedicated to the advancement of its students. Whether after school, weekends, or summer activities, the Agriculture staff is expected to take learning beyond the classroom.
Ag Center Enrollment History

Student enrollment within the Agriculture program has increased from less than 250 students in 1999 to over 700 in 2009 with an additional 250 to 300 7th and 8th grade students in our Exploratory Agriculture programs. This growth is the result of dedicated teachers and supportive administration that are willing to provide the extra effort to make students successful.

The focus group data supports the idea that just compensation is key to attracting and retaining an agricultural staff that maintains a high level of excellence. Our department at Clovis East is recognized nationally as one of the top schools in the country for Agricultural Education. Yet Clovis agriculture teachers are expected to increase enrollment, develop rigorous academic standards, and maintain the most advanced agricultural facility ever developed while receiving limited resources and compensation.

Therefore, in an effort to resolve the problem of fair compensation, the Clovis Unified Agriculture Department needs to be contracted for an additional Sixty (60) Duty Days per teacher to carry out necessary year round functions within the program. These projects and activities are long-term, continual, and extremely time consuming throughout the year. Early summer is the time that student projects are essential in maintaining and increasing our success level at important competitive events. Students within the program are not capable of accomplishing all these necessary tasks alone. They need the guidance and advice of our staff to insure their success. These responsibilities must be met if we are to maintain the quality agriculture program that we currently have within Clovis Unified. Keeping in mind that the local, state, and federal funds have been used to build what many see to be the most technologically advanced secondary agriculture education facility in the nation, the staff feels that it is our responsibility to provide the highest quality education possible.

Supervised Agricultural Experience Program

The diverse agriculture program of the School of Agricultural Science and Technology creates an ideal situation for offering students with comprehensive, year round opportunities. Students are so successful in this award winning and nationally recognized program because of the implementation of the Supervised Agricultural Experience Program (SAEP). The SAE Program requires the time of all agriculture staff members and it is the key component to making this program so successful. The Supervised Agricultural Experience Program is the instruction, guidance, and management of students and their projects outside of the normal school day. Agriculture staff members spend large amounts of time maintaining facilities and equipment, writing grants, purchasing animals, equipment, fertilizers, seed, giving tours, vaccinating animals, picking, pruning, and watering the farm crops.

Although due to budget cuts in 2002, the extended contract stipend was frozen from growing with the annual salary of the individual staff member as well as the Project Supervision Period being cut from all staff members, the School of Agricultural Science and Technology has been fortunate enough to continue to attract and keep innovative teachers that help to maintain the high quality program that Clovis Unified is known for. Although we have worked diligently designing the new facilities, writing innovative course curriculum, maintaining orchards, and hauling kids to fairs and conventions, our biggest contribution is time spent with students. Regardless of state-of-the-art technologies, first class facilities, and rigorous curriculum, the quality time with students always proves to be the most bang for your buck. After all, it’s people, not programs!
Extended Contract Duties

- Assist, advise, and supervise students concerning on-going projects
- Transport students and animal projects for tagging, inspection, vaccination, and weighing
- Acquire projects for Supervised Agricultural Experience Programs (SAEP)
- Acquire resources for maintaining student projects
- Educate and assist the students with record keeping, award applications, and student loan applications
- Maintain and involve industry contacts
- Host Agricultural Advisory committee meetings
- Facility improvements, management and deferred maintenance
- Program planning and promotion
- Preparation for State Department of Education Incentive Grant Review
- Preparation for Career Development Events for local, regional, state, and national competition
- Transport students to regional, state and national conventions and competitions
- Host Career Development Events
- Agriculture Booster Club supervision
- Professional training/professional development on a quarterly basis
- Attend facility construction meetings and acquire equipment
- Collaborate among other agricultural educators
- Member of Fresno County Office of Educations CTE, ELA, & Mathematics matrixing project

Additional Components

- Golden Bell Award winners
- Contribute to the quality of education as noted in the WASC accreditation and National Blue Ribbon award
- California Outstanding Large Agriculture Department
- National and State FFA Presidents
- Program completers have interned at the White House and with Mike Villines
- Students have interned with Chuck and Lynn Poochigian
- Grant writing, facility and equipment development
- Provide consulting and workshop for other school districts
- Participate in the development of nationally published textbooks (Interstate Publishing)
- Provided tours for:
  - Dick Cheney
  - Jack O'Connell
  - Ann Veneman (former U.S. Secretary of Ag)
  - Student teachers Cal Poly, San Luis Obispo annually
  - Student teachers, CSU Fresno annually
  - National FFA Officer team (annually)
  - State FFA Office team (annually)
z. Travel Plan

In the Clovis Unified School District, travel plans must be submitted any time a district employee and/or students are spending the night somewhere. The plans must be submitted prior to the event and are approved must be approved by the department head, high school principal, superintendent and school board.

The travel request covers the logistics of the trip as well as estimated expenses incurred on the trip.

Attached is an example of a completed travel request.
Overnight Trip/Conference Request Form

**Submit one form per trip**

Must be received 30 days prior to travel

Site Contact Name:  
Phone No.:  

Today’s Date:

Name of Trip/Conference:  
City/State Traveling to:

Dates of Trip/Conference (include travel days):

Number of Nights:

NOTE: Conference request for Out Of State trip submitted with trip request for board approval  □ yes

Names of Teachers/Coaches Traveling:

Number of Students Traveling:

Specific Hotel (include address, phone number (or website) and rate quoted):

<table>
<thead>
<tr>
<th>Hotel 1:</th>
<th>Hotel 2:</th>
<th>Hotel 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate 1:</td>
<td>Rate 2:</td>
<td>Rate 3:</td>
</tr>
</tbody>
</table>

Total Number of Rooms: Single Rooms  
Double Rooms

***PLEASE INCLUDE BUS DRIVER ROOM IF APPLICABLE***

Please attach room lists for students/teachers/coaches.

Mode of Travel? Auto □  
Bus □  
Air □  
Rental Car □

If air travel needed:
Airline:  
Departure Info. (date & time):  
Return Info. (date & time):

Rate Quoted:
Passenger Name as Appears  
Date of Birth  
Cell/Home Phone No.

ADDITIONAL INFORMATION (AS NEEDED):

Funding Source:  
Purchase Order No.:  

For Area Office Use Only

Board Approved:

Hotel Contact Name:  
Phone No.

Incomplete forms will not be processed 😞
CLOVIS UNIFIED SCHOOL DISTRICT
APPLICATION FOR STUDENT TRIPS
(SUBMIT UP TO ONE YEAR IN ADVANCE)

SCHOOL ___________________________ Date ____________ Funding Source ___________________________

Name and Address of Destination ________________________________________________________________

Purpose of Trip _____________________________________________________________

Type of Equipment / Transportation Required __________________________________________________

ADULT SUPERVISION

TEACHERS

Are charges being imposed upon students? ______ If so, how much per student? ______

Has permission from parent or guardian of all students been obtained? YES NO Will BE

PARENTS

TRIP SCHEDULE

Date of Proposed Trip ___________________________

1. Estimated Time Departure ___________________________ Point Departure ___________________________

2. Estimated Time Arrival ___________________________ Point Destination ___________________________

3. Estimated Time Departure ___________________________ Point Homeward ___________________________

4. Estimated Time Arrival ___________________________ Point Trip Terminates ___________________________

Parents been informed of the above schedule? YES NO Will BE

DATE

Program Coordinator

DATE

Athletic Director / Program Supervisor

DATE

Principal

APPROVED DISAPPROVED

DISTRICT OFFICE USE ONLY

Date ___________________________

Coordinator, Co-Curricular (non-CIF Co-curricular travel only)

Area Supervisor/Auxiliary Administrator

Deputy Superintendent

Governing Board (if out of state or non-CIF)

Director, Federal Projects (if funded by special projects)

TRANSPORTATION USE ONLY

Date ___________________________ Bus No. ___________________________ Odometer Reading ___________________________

Time In ___________________________ Finish ___________________________

Time Out ___________________________ Start ___________________________

No. of Riders ___________________________ Total Time ___________________________

Total ___________________________

Remarks _______________________________________________

Name of Driver ____________________________________________

Revised: 1-04 Ag Department, kw

DISTRIBUTION
White – Transportation
Green – Assistant Superintendent
Yellow – Business Office
Pink – Return to Principal
Gold – School Copy
STUDENT TRIPS/CONFERENCE REQUESTS
CHECK-OFF LIST

School/Site: Board Approval
Purpose of trip: Hotel Contact Person
Destination(s): Contract Received/Returned
Funding Source(s): Hotel Cancellation Date

Date(s) of travel

Departure Return

Reservation and Confirmation:
Teacher/Coach
Team, Group
Date:
No. of Rooms and accommodations ___ (i.e. non-smoking, queen beds etc)
Bus Driver -
Number of students - _____ Room assignment list ____ (date sent)
Confirmation # __________________

Hotel Information:
Name
Address
City
Phone:
Room charge plus 12% tax - (Note: if AAA, Government Rate* ID needed)
Please remember that any incidentals of a personal nature will be the responsibility of each guest
Continental breakfast available
Parking: ____
All hotel guest receipts to be sent to Cathy or faxed to (559) 327-9363 upon return

Transportation:

Bus/Van Charter Air School Auto Private Auto Rental Car

Air Travel: *Ca. Driver License to match name on requested ticket to be purchased
Airline(s): ____________________________

Flight Information:

Departure Date/Time Destination (town, airport) Flight #

Departure Date/Time (If connecting flight needed) Flight # Fresno Arrival

Comments:

Date Itinerary mailed:
CLOVIS UNIFIED SCHOOL DISTRICT
1450 Herndon Avenue
Clovis, California 93611-0599

REQUEST FOR CONFERENCE ATTENDANCE

Name: Steve Gambril & Susan Henderson-Perry
School of Assignment: Clovis East
Position: Teacher

Funding source Title & ASN No.: Name of Conference: FFA State Leadership Conference (One Day Trip)

Place of conference: Selland Arena, Fresno
Conference headquarters:

Date(s) of desired attendance: Apr 18
Sponsor of conference:

Date of last conference attended:
Sponsor of last conference:

Name(s) of other employees of CUSD requesting attendance at the same conference (be sure to submit a conference request for each person attending)

Objectives of conference: Student Leadership Development

PROPOSED ITINERARY:
Leave home: 7 AMLeave conference:
Arrive conference: Arrive home: 11 PM

PROPOSED MODE OF TRAVEL:
Private Auto:
School Auto: Ag Vans
Public Conveyance:

ESTIMATED EXPENSE

Registration: ACCOUNTING ONLY
Room
Meals X
Transportation
Other
Total (estimated)
*Advance requested
(max. 75%)

REMARKS (Please explain how registration, lodging and transportation are to be handled):

Signature Date

SUBSTITUTE REQUEST FOR SCHOOL BUSINESS

CURRENT DATE: 

SCHOOL: Clovis East High School

PRINCIPAL: Jeff Eben
REQUESTING
TEACHER

REASON FOR REQUEST:

DATE(S) NUMBER OF DAYS FUNDING SOURCE ASN NUMBER
REQUEST FOR CONFERENCE ATTENDANCE

Name: All Ag Staff  School of Assignment: Clovis East  Position: Teacher

Funding source Title & ASN No.:  Name of Conference: FFA State Finals Contest

Place of conference: San Luis Obispo  Conference headquarters: 

Date(s) of desired attendance: May 6 and 7  Sponsor of conference: 

Date of last conference attended: 

Name(s) of other employees of CUSD requesting attendance at the same conference (be sure to submit a conference request for each person attending)

Objectives of conference: ALL  FFA State Finals Contest

PROPOSED ITINERARY:

PROPOSED MODE OF TRAVEL:

Private Auto: 
School Auto: Ag Vans + 3 D.O. VAN'S 
Public Conveyance: 

REMARKS (Please explain how registration, lodging and transportation are to be handled):

Signature  Date

SUBSTITUTE REQUEST FOR SCHOOL BUSINESS

CURRENT DATE: 

SCHOOL: Clovis East High School 

PRINCIPAL: Jeff Eben  REQUESTING TEACHER  SUBJECT TAUGHT 

REASON FOR REQUEST: 

DATE(s)  NUMBER OF DAYS  

FUNDING SOURCE  ASN NUMBER
REQUEST FOR CONFERENCE ATTENDANCE

Name: Matt Actis, Steve Gambri, Ken Dias
School of Assignment: Clovis East
Position: Teacher

Funding source Title & ASN No.: Name of Conference: CATA Planning Meeting

Place of conference: Kingsburg
Conference headquarters:

Date(s) of desired attendance: May 18
Sponsor of conference:

Date of last conference attended:
Sponsor of last conference:

Name(s) of other employees of CUSD requesting attendance at the same conference (be sure to submit a conference request for each person attending)

Objectives of conference: FFA Contest

PROPOSED ITINERARY:
Leave home: 3 PM Leave conference:
Arrive conference: Arrive home: 8 PM

PROPOSED MODE OF TRAVEL:
Private Auto: Ag Vans
School Auto: 
Public Conveyance:

ESTIMATED EXPENSE
Registration:ACCOUNTING ONLY
Room
Meals
Transportation X
Other
Total (estimated)
*Advance requested (max. 75%)

REMKS (Please explain how registration, lodging and transportation are to be handled):

Signature Date

SUBSTITUTE REQUEST FOR SCHOOL BUSINESS

CURRENT DATE:

SCHOOL: Clovis East High School

PRINCIPAL: Jeff Eben
REQUESTING 
TEACHER

SUBJECT TAUGHT

REASON FOR REQUEST:

DATE(s)
NUMBER OF DAYS
FUNDING SOURCE
ASN NUMBER
REQUEST FOR CONFERENCE ATTENDANCE

Name: All Ag Staff School of Assignment: Clovis East Position: Teacher

Funding source Title & ASN No.: Name of Conference: CATA State Conference

Place of conference: San Luis Obispo Conference headquarters: 

Date(s) of desired attendance: June 19th through 23rd Sponsor of conference: 

Date of last conference attended: JUNE 19-23 Sponsor of last conference: 

Name(s) of other employees of CUSD requesting attendance at the same conference (be sure to submit a conference request for each person attending) ALL 

Objectives of conference: Pro Dev 

PROPOSED ITINERARY:
Leave home: 12 PM Leave conference: 
Arrive conference: ______ Arrive home: 7 PM

PROPOSED MODE OF TRAVEL:
Private Auto: 
School Auto: Ag Vans
Public Conveyance: 

ESTIMATED EXPENSE:
Registration: 
Room 
Meals 
Transportation 
Other 
Total (estimated) 
*Advance requested (max. 75%)

ACCOUNTING ONLY

REMARKS (Please explain how registration, lodging and transportation are to be handled):

Signature Date 

SUBSTITUTE REQUEST FOR SCHOOL BUSINESS

CURRENT DATE: 

SCHOOL: Clovis East High School 

PRINCIPAL: Jeff Eben 
REQUESTING TEACHER 

REASON FOR REQUEST: 

DATE(S) 
NUMBER OF DAYS 
FUNDING SOURCE 
ASN NUMBER 

CLOVIS UNIFIED SCHOOL DISTRICT  
1450 Herndon Avenue  
Clovis, California 93611-0599

Date: April 9, 2005

REQUEST FOR CONFERENCE ATTENDANCE

Name: Matt Actis, Kevin Woodard, Susan Henderson-Perry, Ken Dias  
School of Assignment: Clovis East  
Position: Teacher

Funding source Title & ASN No.:  
Name of Conference: FFA Contest

Place of conference: Modesto JC  
Conference headquarters:

Date(s) of desired attendance: Apr 9  
Sponsor of conference:

Date of last conference attended:  
Sponsor of last conference:

Name(s) of other employees of CUSD requesting attendance at the same conference (be sure to submit a conference request for each person attending)

Objectives of conference: FFA Contest

PROPOSED ITINERARY:

Leaves home: 6 AM  
Leaves conference:

Arrives conference:  
Arrives home: 7 PM

PROPOSED MODE OF TRAVEL:

Private Auto:  
School Auto: Ag Vans  
Public Conveyance:

REMARKS (Please explain how registration, lodging and transportation are to be handled):

REGISTRATION EXPENSE

Registration:  
Room X
Meals
Transportation
Other
Total (estimated)
*Advance requested (max. 75%)  

ACCOUNTING ONLY

Signature  
Date

SUBSTITUTE REQUEST FOR SCHOOL BUSINESS

CURRENT DATE:  

SCHOOL: Clovis East High School  

PRINCIPAL: Jeff Eben  
REQUESTING TEACHER  
SUBJECT TAUGHT

REASON FOR REQUEST:

DATE(s)  
NUMBER OF DAYS
FUNDING SOURCE
ASN NUMBER
REQUEST FOR CONFERENCE ATTENDANCE

Name: Matt Actis, Kevin Woodard, Susan Henderson-Perry

School of Assignment: Clovis East

Position: Teacher

Funding source Title & ASN No.: ________________________

Name of Conference: FFA Speech State Finals

Place of conference: Fresno, Selland Arena

Conference headquarters: ________________________

Date(s) of desired attendance: Apr 14

Sponsor of conference: ________________________

Date of last conference attended: ________________________

Sponsor of last conference: ________________________

Name(s) of other employees of CUSD requesting attendance at the same conference (be sure to submit a conference request for each person attending)

Objectives of conference: FFA Contest

PROPOSED ITINERARY:

Leave home: 4 PM

Leave conference: ________________________

Arrive conference: ________________________

Arrive home: 9 PM

PROPOSED MODE OF TRAVEL:

Private Auto: ________________________

School Auto: Ag Vans

Public Conveyance: ________________________

REMARKS (Please explain how registration, lodging and transportation are to be handled):

____________________

____________________

____________________

____________________

____________________

____________________

____________________

____________________

____________________

Signature

Date

SUBSTITUTE REQUEST FOR SCHOOL BUSINESS

CURRENT DATE: ________________________

SCHOOL: Clovis East High School

PRINCIPAL: Jeff Eben

REQUESTING TEACHER: _______ SUBJECT TAUGHT _______

REASON FOR REQUEST: ________________________

DATE(s)

NUMBER OF DAYS: ________________________

FUNDING SOURCE: ________________________

ASN NUMBER: ________________________
REQUEST FOR CONFERENCE ATTENDANCE

Name: Matt Actis, Kevin Woodard, Susan Henderson-Perry, Ken Dias, Steve Gambril
School of Assignment: Clovis East
Position: Teacher

Funding source Title & ASN No.: ____________
Name of Conference: FFA Contest
Place of conference: CSU Fresno
Conference headquarters: ____________
Date(s) of desired attendance: April 16
Sponsor of conference: ____________
Date of last conference attended: ____________
Sponsor of last conference: ____________

Name(s) of other employees of CUSD requesting attendance at the same conference (be sure to submit a conference request for each person attending)

Objectives of conference: FFA Contest

PROPOSED ITINERARY:
Leave home: 6 AM
Arrive conference: ____________
Leave conference: ____________
Arrive home: 7 PM

PROPOSED MODE OF TRAVEL:
Private Auto: ____________
School Auto: Ag Vans
Public Conveyance: ____________

ESTIMATED EXPENSE
Registration: ____________
Room: ____________
Meals: X
Transportation: ____________
Other: ____________
Total (estimated): ____________
*Advance requested: ____________
(max. 75%)

ACCOUNTING ONLY

REMARKS (Please explain how registration, lodging and transportation are to be handled):

Signature: ____________
Date: ____________

SUBSTITUTE REQUEST FOR SCHOOL BUSINESS

CURRENT DATE: ____________

SCHOOL: Clovis East High School

PRINCIPAL: Jeff Eben

REQUESTING TEACHER: ____________

SUBJECT TAUGHT: ____________

REASON FOR REQUEST: ____________

DATE(S) ____________

NUMBER OF DAYS ____________

FUNDING SOURCE ____________

ASN NUMBER ____________
CLOVIS UNIFIED SCHOOL DISTRICT  
1450 Herndon Avenue  
Clovis, California 93611-0599  

Date: April 5, 2005

REQUEST FOR CONFERENCE ATTENDANCE

Name: Susan Henderson-Perry, Steve Gambril, Ken Dias  
School of Assignment: Clovis East  
Position: Teacher

Funding source Title & ASN No.:  
Name of Conference: FFA Sectional Banquet

Place of conference: Duncan Poly High School  
Conference headquarters:  
Date(s) of desired attendance: April 5  
Sponsor of conference:  
Date of last conference attended:  
Sponsor of last conference:  

Name(s) of other employees of CUSD requesting attendance at the same conference (be sure to submit a conference request for each person attending)

Objectives of conference: FFA Contest

PROPOSED ITINERARY:
Leave home: 4 PM  
Arrive conference:  
Leave conference:  
Arrive home: 9 PM

PROPOSED MODE OF TRAVEL:
Private Auto:  
School Auto: Ag Vans  
Public Conveyance:  

ESTIMATED EXPENSE
Registration:  
Room  
Meals  
Transportation  
Other  
Total (estimated)  
*Advance requested (max. 75%)  

ACCOUNTING ONLY

REMARKS (Please explain how registration, lodging and transportation are to be handled):

Signature  Date

SUBSTITUTE REQUEST FOR SCHOOL BUSINESS

CURRENT DATE:  

SCHOOL: Clovis East High School  

PRINCIPAL: Jeff Eben  
REQUESTING TEACHER  SUBJECT TAUGHT

REASON FOR REQUEST:

DATE(s)  NUMBER OF DAYS  
FUNDING SOURCE  
ASN NUMBER
CLOVIS UNIFIED SCHOOL DISTRICT
1450 Herndon Avenue
Clovis, California 93611-0599

Date __March 5, 2005__

REQUEST FOR CONFERENCE ATTENDANCE

Name: Ken Dias & Steve Gambril School of Assignment: Clovis East Position: Teacher

Funding source Title & ASN No.: Name of Conference: FFA Contest

Place of conference: UC Davis College Conference headquarters: 

Date(s) of desired attendance: Mar 5 Sponsor of conference: 

Date of last conference attended: Sponsor of last conference: 

Name(s) of other employees of CUSD requesting attendance at the same conference (be sure to submit a conference request for each person attending)

Objectives of conference: FFA Contest

PROPOSED ITINERARY:
Leave home: 4 AM Leave conference: 
Arrive conference: Arrive home: 9 PM

PROPOSED MODE OF TRAVEL:
Private Auto: 
School Auto: Ag Vans
Public Conveyance: 

REMARKS (Please explain how registration, lodging and transportation are to be handled): 

Registration: 
Room 
Meals X
Transportation 
Other 
Total (estimated) 
*Advance requested (max. 75%)

ACCOUNTING ONLY

SUBSTITUTE REQUEST FOR SCHOOL BUSINESS

CURRENT DATE: 

SCHOOL: Clovis East High School 

PRINCIPAL: Jeff Eben 

REQUESTING
teacher: SUBJECT TAUGHT: 

REASON FOR REQUEST: 

DATE(S) 

NUMBER OF DAYS 

FUNDING SOURCE 

ASN NUMBER 

Signature Date
CLOVIS EAST HIGH SCHOOL
STUDENT BODY REQUISITION

PURCHASE ORDERS/CHECKS WILL NOT BE ISSUED WITHOUT AUTHORIZED SIGNATURES. YOU MUST HAVE PURCHASE ORDER NUMBER PRIOR TO ORDERING. CHECK/PURCHASE ORDER REQUESTS MUST BE TURNED INTO THE FINANCE OFFICE NO LATER THAN 10:00 A.M. ON TUESDAY MORNING IN ORDER TO RECEIVE YOUR REQUESTS BY FRIDAY MORNING AT 10:00 A.M.

School Club/Team: Clovis FFA
Submitted By: Steve Gambril
Acct. Number: 6610
Date: 2/1/05

Issue To: UC Regents

Send to: Rick Engel
Ag & Environmental Science Field Day
College of Agriculture & Env. Science
University of California
One Shields Ave
Davis CA 95616

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
<th>Unit Cost</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Registration for judging contest</td>
<td>$90</td>
<td></td>
</tr>
</tbody>
</table>

Total $90

Available Balance: __________________________
Finance Office Initials: ____________________

Date Paid: (See check stub)
Check # & Amount: ______

APPROVED BY:

1. __________________________  2. __________________________  3. __________________________
   Student Body Officer  Certificated Advisor  Principal

Date  Date  Date
CLOVIS UNIFIED SCHOOL DISTRICT
1450 Herndon Avenue
Clovis, California 93611-0599

Date: January 19, 2005

REQUEST FOR CONFERENCE ATTENDANCE

Name: Steve Gambril, Matt Actis, Susan Henderson-Perry
School of Assignment: Clovis East
Position: Teacher

Funding source Title & ASN No.: Name of Conference: Record Book Scoring

Place of conference: Kingsburg High School Conference headquarters:

Date(s) of desired attendance: Jan 19 Sponsor of conference:

Date of last conference attended: Sponsor of last conference:

Name(s) of other employees of CUSD requesting attendance at the same conference (be sure to submit a conference request for each person attending)

Objectives of conference: Score Record Books

---

PROPOSED ITINERARY:
Leave home: 3:30 Leave conference:
Arrive conference: ______ Arrive home: 9:00

PROPOSED MODE OF TRAVEL:
Private Auto: 
School Auto: Ag Van
Public Conveyance:

ESTIMATED EXPENSE
Registration: ______
Room ______
Meals X
Transportation ______
Other ______
Total (estimated) ______
Advance requested ______
(max. 75%)

ACCOUNTING ONLY

REMARKS (Please explain how registration, lodging and transportation are to be handled):

Signature Date

SUBSTITUTE REQUEST FOR SCHOOL BUSINESS

CURRENT DATE: 

SCHOOL: Clovis East High School

PRINCIPAL: Jeff Eben
REQUESTING TEACHER: ______ SUBJECT TAUGHT ______

REASON FOR REQUEST: 

DATE(s) ______
NUMBER OF DAYS ______
FUNDING SOURCE ______
ASN NUMBER ______
CLOVIS UNIFIED SCHOOL DISTRICT
1450 Herndon Avenue
Clovis, California 93611-0599

Date: December 6, 2004

REQUEST FOR CONFERENCE ATTENDANCE

Name: All Ag Staff  School of Assignment: Clovis East  Position: Teacher

Funding source Title & ASN No.:  Name of Conference: CATA Road Show

Place of conference: Visalia  Conference headquarters:

Date(s) of desired attendance: Dec 6  Sponsor of conference:

Date of last conference attended:  Sponsor of last conference:

Name(s) of other employees of CUSD requesting attendance at the same conference (be sure to submit a conference request for each person attending)

Objectives of conference: Pro Dev

PROPOSED ITINERARY:
Leave home: 6 AM  Leave conference:
Arrive conference:  Arrive home: 6 PM

PROPOSED MODE OF TRAVEL:
Private Auto:  School Auto: Ag Van
Public Conveyance:

ESTIMATED EXPENSE
Registration:  ACCOUNTING ONLY
Room
Meals  X
Transportation
Other
Total (estimated)  
*Advance requested (max. 75%)

REMARKS (Please explain how registration, lodging and transportation are to be handled):

Signature Date

SUBSTITUTE REQUEST FOR SCHOOL BUSINESS

CURRENT DATE:

SCHOOL: Clovis East High School

PRINCIPAL: Jeff Eben
REQUESTING TEACHER:  SUBJECT TAUGHT

REASON FOR REQUEST:

DATE(S)
NUMBER OF DAYS
FUNDING SOURCE
ASN NUMBER
CLOVIS UNIFIED SCHOOL DISTRICT
1450 Herndon Avenue
Clovis, California 93611-0599

Date: November 13, 2004

REQUEST FOR CONFERENCE ATTENDANCE

Name: All Ag Staff School of Assignment: Clovis East Position: Teacher

Funding source Title & ASN No.: 

Name of Conference: CATA Regional Meeting

Place of conference: Reedley High School

Conference headquarters:

Date(s) of desired attendance: Nov 13 Sponsor of conference:

Date of last conference attended:

Sponsor of last conference:

Name(s) of other employees of CUSD requesting attendance at the same conference (be sure to submit a conference request for each person attending)

Objectives of conference: Pro Dev

PROPOSED ITINERARY:
Leave home: 6 AM Leave conference:
Arrive conference: Arrive home: 5 PM

PROPOSED MODE OF TRAVEL:
Private Auto:
School Auto: Ag Van
Public Conveyance:

ESTIMATED EXPENSE
Registration:
Room
Meals X
Transportation
Other
Total (estimated)
*Advance requested
(max. 75%)

ACCOUNTING ONLY

REMARKS (Please explain how registration, lodging and transportation are to be handled):

Signature Date

SUBSTITUTE REQUEST FOR SCHOOL BUSINESS

CURRENT DATE:

SCHOOL: Clovis East High School

PRINCIPAL: Jeff Eben
REQUESTING TEACHER

REASON FOR REQUEST:

DATE(s)
NUMBER OF DAYS
FUNDING SOURCE
ASN NUMBER
CLOVIS UNIFIED SCHOOL DISTRICT
1450 Herndon Avenue
Clovis, California 93611-0599

Date: November 9, 2004

REQUEST FOR CONFERENCE ATTENDANCE

Name: All Ag Staff  School of Assignment: Clovis East  Position: Teacher

Funding source Title & ASN No.:  Name of Conference: Opening and Closing Speech Contest

Place of conference: Reedley College  Conference headquarters:  

Date(s) of desired attendance: Nov 9  Sponsor of conference:  

Date of last conference attended:  Sponsor of last conference:  

Name(s) of other employees of CUSD requesting attendance at the same conference (be sure to submit a conference request for each person attending)

Objectives of conference: Public Speaking Contest

PROPOSED ITINERARY:

Leave home: 3:30  Leave conference:  

Arrive conference:  Arrive home: 9:00  

PROPOSED MODE OF TRAVEL:

Private Auto:  

School Auto: Ag Van  

Public Conveyance:  

REMARKS (Please explain how registration, lodging and transportation are to be handled):

ACCOUNTING ONLY

Registration: 

Room  

Meals X  

Transportation  

Other  

Total (estimated)  

*Advance requested (max. 75%)  

SUBSTITUTE REQUEST FOR SCHOOL BUSINESS

CURRENT DATE:  

SCHOOL: Clovis East High School  

PRINCIPAL: Jeff Eben  

REQUESTING TEACHER  SUBJECT TAUGHT  

REASON FOR REQUEST:  

DATE(S)  

NUMBER OF DAYS  

FUNDING SOURCE  

ASN NUMBER
CLOVIS UNIFIED SCHOOL DISTRICT
1450 Herndon Avenue
Clovis, California 93611-0599

Date: September 15, 2004

REQUEST FOR CONFERENCE ATTENDANCE

Name: All Ag Staff
School of Assignment: Clovis East
Position: Teacher

Funding source Title & ASN No.: __________________________
Name of Conference: EF/M Sectional CATA Mtg

Place of conference: Sierra High School
Conference headquarters: __________________________

Date(s) of desired attendance: Sept. 15
Sponsor of conference: __________________________

Date of last conference attended: __________________________
Sponsor of last conference: __________________________

Name(s) of other employees of CUSD requesting attendance at the same conference (be sure to submit a conference request for each person attending)

Objectives of conference: Pro Dev

PROPOSED ITINERARY:

Leave home: 3:30 pm
Leave conference: __________________________

Arrive conference: __________________________
Arrive home: 9 PM

PROPOSED MODE OF TRAVEL:

Private Auto:
School Auto: Ag Van
Public Conveyance:

ESTIMATED EXPENSE

Registration: __________________________
Room: __________________________
Meals: X
Transportation: __________________________
Other: __________________________
Total (estimated): __________________________

*Advance requested (max. 75%): __________________________

ACCOUNTING ONLY: __________________________

Signature: __________________________
Date: __________________________

REMARDS (Please explain how registration, lodging and transportation are to be handled):

SUBSTITUTE REQUEST FOR SCHOOL BUSINESS

CURRENT DATE: __________________________

SCHOOL: Clovis East High School

PRINCIPAL: Jeff Eben
REQUESTING TEACHER: Actis
SUBJECT TAUGHT: __________________________

REASON FOR REQUEST: __________________________

DATE(s): __________________________
NUMBER OF DAYS: __________________________
FUNDING SOURCE: __________________________
ASN NUMBER: __________________________
CLOVIS UNIFIED SCHOOL DISTRICT
1450 Herndon Avenue
Clovis, California 93611-0599

Date: September 28, 2004

REQUEST FOR CONFERENCE ATTENDANCE

Name: Steve Gambril  School of Assignment: Clovis East  Position: Teacher

Funding source Title & ASN No.:  Name of Conference: Monrovia Nursery

Place of conference: Visalia  Conference headquarters:  

Date(s) of desired attendance: 10/21/04  Sponsor of conference:  

Date of last conference attended: Sponsor of last conference:  

Name(s) of other employees of CUSD requesting attendance at the same conference (be sure to submit a conference request for each person attending)

Horticulture Career Development Event

PROPOSED ITINERARY:
Leave home: 7:40 am  Leave conference:  
Arrive conference:  Arrive home: 3 PM  

PROPOSED MODE OF TRAVEL:
Private Auto:  
School Auto: Ag van  
Public Conveyance:  

ESTIMATED EXPENSE

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
<th>Accounting Only</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
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<td>Room</td>
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<tr>
<td>Other</td>
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<tr>
<td>Total (estimated)</td>
<td></td>
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<tr>
<td>*Advance requested (max. 75%)</td>
<td></td>
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</tr>
</tbody>
</table>

Signature  Date

REMARKS (Please explain how registration, lodging and transportation are to be handled):

SUBSTITUTE REQUEST FOR SCHOOL BUSINESS

CURRENT DATE: 

SCHOOL: Clovis East High School

PRINCIPAL: Jeff Eben

REQUESTING TEACHER: Gambril  SUBJECT TAUGHT

REASON FOR REQUEST: 

DATE(S) NUMBER OF DAYS 

FUNDING SOURCE 

ASN NUMBER
REQUEST FOR CONFERENCE ATTENDANCE

Name: Steve Gambril  School of Assignment: Clovis East  Position: Teacher

Funding source Title & ASN No.: Modesto  Name of Conference: Modesto JC Field day

Place of conference:  Conference headquarters:

Date(s) of desired attendance: 4/9/05  Sponsor of conference:

Date of last conference attended: Sponsor of last conference:

Name(s) of other employees of CUSD requesting attendance at the same conference (be sure to submit a conference request for each person attending)

Objectives of conference: Student leadership / career development

PROPOSED ITINERARY:
Leave home: 5 am  Leave conference:
Arrive conference:  Arrive home: 10 PM

ESTIMATED EXPENSE
Registration: Room
Meals X
Transportation
Other
Total (estimated)
*Advance requested (max. 75%)

ACCOUNTING ONLY

Signature  Date

PROPOSED MODE OF TRAVEL:
Private Auto:
School Auto: Ag Van
Public Conveyance:

REMARKS (Please explain how registration, lodging and transportation are to be handled):

SUBSTITUTE REQUEST FOR SCHOOL BUSINESS

CURRENT DATE:

SCHOOL: Clovis East High School

PRINCIPAL: Jeff Eben

REQUESTING TEACHER: Gambril  SUBJECT TAUGHT

REASON FOR REQUEST:

DATE(S)
NUMBER OF DAYS
FUNDING SOURCE
ASN NUMBER
REQUEST FOR CONFERENCE ATTENDANCE

Name: Steve Gambril  School of Assignment: Clovis East  Position: Teacher

Funding source Title & ASN No.:  Name of Conference: Cal Poly Pomona Field day
Pomona

Place of conference:  Conference headquarters:

Date(s) of desired attendance:  Sponsor of conference:

Date of last conference attended:  Sponsor of last conference:

Name(s) of other employees of CUSD requesting attendance at the same conference (be sure to submit a conference request for each person attending)

Horticulture Career Development Event

PROPOSED ITINERARY:
Leave home: 3:30 PM  Leave conference:
Arrive conference:   Arrive home: 10 PM

ESTIMATED EXPENSE
Registration:  Room:  Meals: X
Transportation: Other:
Total (estimated):  *Advance requested
(max. 75%)

PROPOSED MODE OF TRAVEL:
Private Auto:
School Auto:  Ag van
Public Conveyance:

REMARKS (Please explain how registration, lodging and transportation are to be handled):

SUBSTITUTE REQUEST FOR SCHOOL BUSINESS

CURRENT DATE: 

SCHOOL: Clovis East High School

PRINCIPAL: Jeff Eben
REQUESTING TEACHER: Steve Gambril  SUBJECT TAUGHT

REASON FOR REQUEST: 

DATE(S)  NUMBER OF DAYS  FUNDING SOURCE  ASN NUMBER
aa. CATA Membership

All instructors in the Clovis Agriculture Department are paid, voting members of the California Agriculture Teachers’ Association. Following is a copy of my CATA membership card for the 2010-11 year.
CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION

SERVING AGRICULTURE BY TEACHING
2010/2011 ACTIVE MEMBER
bb. **Meeting Reports**

The Clovis East Agriculture Department meets weekly to discuss current events, future activities or events, and other business necessary. Following are example agendas.

Weekly collaboration meetings, Professional Learning Communities (PLC), also occur between agriculture and science department to maintain communication and aligned course standards and bench mark testing. Minutes for these meetings are not taken.
AGRICULTURE DEPARTMENT WEEKLY MEETING AGENDA

DATE: January 13, 2011

ITEMS FOR DEPARTMENT CONSIDERATION
1. FFA Report
2. Booster Meetings
3. State Farmer Applications
4. Farm Show Tickets
5. SPECA Grant
6. Academic Night at CEHS Jan 24th
7.

NOTES
1. FFA Meeting Thursday 1-13 at lunch. Panda Night
2. Blow Out BBQ February 26th Rodeo Hall
   Upcoming Meeting Dates
   a. Jan. 27th Ken and David.
   b. Feb. 8th Kevin and Steve.
   c. Feb 22nd Aireal and Susan.
3. Students that passed or still need work. List any additional students that can complete.
4. Farm Show Tickets need to be processed ASAP.
5. Fresno State partnership focusing on custom processing. Equipment and facilities need to be addressed. Jan21st Deadline for submission.
6. Kevin will be in the AP presentation all night. Aireal may be asked to work with science. Other Agriculture teachers will need to be in a central location at the Ag Center to present class and program offerings. Don’t expect large numbers.
7.

ACTIVITIES FOR THE WEEK
1. NR to Prather for Sierra FFA Contest
2. FFA Meeting at lunch on Thursday
3. Panda Night on Friday

ACTIVITIES FOR THE MONTH
1. Jan 15th NR Sierra,
2. 1 17th Monday – No School
3. Jan 22nd NR Coalinga
4. Jan 24th Academic Night
5. Jan 27th FFA Meeting
6. Jan 29th NR State at Reedley
7. Jan 29th Tree Pruning at Reedley
8.

TRANSPORTATION NEEDS
1. 2 Vans to Sierra/Tollhouse Saturday
2.
3.

Additional notes:
- Feb 2 - Burgers
- Chips
- Water
- Cookies
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: January 27, 2011

ITEMS FOR DEPARTMENT CONSIDERATION

1. FFA Report
2. Booster Meetings
3. State Farmer Scoring
4. Farm Show
5.
6.

ACTIVITIES FOR THE WEEK

1. NR to REEDLEY. STATE FINALS
2. FFA Meeting Thursday Night
3. Booster Meeting
4.
5.
6.

ACTIVITIES FOR THE MONTH

1. Jan 27th FFA Meeting, Night Activity
2. Jan 27th Booster Meeting
3. Jan 29th NR State at Reedley
4. Jan 29th Tree Pruning at Reedley
5. Feb 2nd Sectional Speaking Contest
6.
7.

TRANSPORTATION NEEDS

1. 2 Vans This Saturday to Reedley
2.
3.
4.

NOTES

1. FFA Meeting Thursday
2. Blow Out BBQ February 26th Rodeo Hall
   Upcoming Meeting Dates.
   a. Jan. 27th Ken and David.
   b. Feb. 8th Kevin and Steve.
   c. Feb 22nd Aireal and Susan.
3. Scoring 1-26
4. Feb 9th. Farm Show Tickets need to be processed ASAP. Wednesday at 9:00 am
   FFA students will gather. Flash mob at noon.
5. Kevin will be in the AP presentation all night.
   Aireal may be asked to work with science.
   Other Agriculture teachers will need to be in
   a central location at the Ag Center to
   present class and program offerings. Don’t
   expect large numbers.

Prof Scoring - Feb 8
Call SWB - Feb 9 Farm Show!
FEB 2 BBQ
50+ STUDENTS
- Hamburger
- Buns
- Cheese
- Chili beans.
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA
DATE: December 8, 2010

ITEMS FOR DEPARTMENT CONSIDERATION

- FFA Report
- State Farmer
- Staff Social December 17
- Speaking Contest Judges
- CLOVIS NATURAL RESOURCES Saturday

ACTIVITIES FOR THE WEEK

- Wednesday Co-Ops/Novice Farm Records
- Saturday Natural Resources/ Clovis

ACTIVITIES FOR THE MONTH

- CATA Regional Road Show 6th Visalia
- State Farmer Workshops 14th/15th/16th 3-5 PM
- Canned Food Drive Wend/Thurs 8th – 9th
- Clovis Natural Resources Saturday 11th
- FFA Dog Show Wednesday 15th After School
- Me & Ed’s Night Thursday 16th
- Staff Social Friday 17th 6:30 PM

TRANSPORTATION NEEDS

- Canned Food Drive 12-9 3 Vans
cc.  **Wish List**

Attached is my 2010-2011 wish list.
# Plant Science Wish List

## Equipment Needs and Cost

### Orchard & Vines
- 45-70 HP Tractor (4wd) $30,000
- ATV w/20 gal. sprayer $8,000
- 100 gal. 3pt sprayer $3,500
- 8' Flail Mower $10,000
- fertilizer Spreader $10,000
- Bin Trailer $6,000

**Total** $67,500

### Row Crops
- 5' Tool bar $1,500
- Drip line layer $3,500
- fertilizer Drill $5,000
- Mulch Machine (2row) $20,000
- 20' Spray boom $4,000
- 2 row lister $2,500
- Planter (hayes or Planet jr.) $3,500
- Cultivator (2bed) $3,000

**Total** $43,000

**Total Cost** $110,500
## JOHN DEERE COMPANY
### GOVERNMENTAL & NATIONAL SALES CONTRACT QUOTE WORKSHEET

**AGENCY INFORMATION**

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<th>CLOVIS EAST HIGH SCHOOL</th>
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<tr>
<td>City, State, Zip:</td>
<td></td>
</tr>
<tr>
<td>Contact Name:</td>
<td>STEVE</td>
</tr>
<tr>
<td>Phone:</td>
<td>559-779-9037</td>
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<td>City, State, Zip:</td>
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<td>Contact Name:</td>
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<td>Phone:</td>
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**VENDOR**

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<th>C&amp;CE Equipment</th>
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<td>2000 John Deere Run</td>
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<tr>
<td>Cary, NC 27513</td>
<td></td>
</tr>
<tr>
<td>Phone: (800) 535-2967</td>
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<tr>
<td>Fax: 309-749-2313</td>
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**DELIVERING DEALER**

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<th>Dealer: MIDLAND TRACTOR</th>
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<tr>
<td>City/State: MADERA</td>
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<tr>
<td>Phone: 559-674-8757</td>
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<td>Contact: JOHN KRUM</td>
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Contract #:

Price Effective Date:

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**Allied Equipment:**

**Trade-In:**

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<tr>
<th>Municipal Lease?</th>
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<th>Yes</th>
<th>No</th>
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<tr>
<td>Retail Note?</td>
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<td>No</td>
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**Miscellaneous Fees, if applicable (JDC):**

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<tr>
<th>Total List Price per Unit</th>
<th>$53,617.00</th>
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<td>Less Contract Discount</td>
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<tr>
<td>Discount Amount</td>
<td>$14,476.59</td>
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<tr>
<td>Total Price of John Deere Equipment</td>
<td>$39,140.41</td>
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<tr>
<td>Plus Non-John Deere Equipment - Allied (if applicable)</td>
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<tr>
<td>Less Trade-in (if applicable)</td>
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<tr>
<td>Subtotal</td>
<td>$39,140.41</td>
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</table>

Total PO Price: $42,653.26

*If tax exempt please submit tax exemption certificate with purchase order.*

Please submit this form along with the purchase order.
Profile tractors
a... height-limited environments.

LCD Readout
The new LCD readout makes viewing the vital functions of your low profile tractor clear and easy. View travel speed, PTO revolution, and hour meter information digitally. Illuminated analog indicators include a large tachometer, temperature gauge and fuel gauge. A 4WD indicator and battery warning light have also been added to keep you informed.

New Halogen Headlights with Corner Lamps
We've mounted the headlights higher to improve visibility, even during loader work. These halogen lights with corner lamps are efficient and provide excellent illumination.

Hydraulic Shuttle
The Hydraulic Shuttle makes shifting between forward and reverse a smooth and quick operation. With the Hydraulic Shuttle, a column-mounted lever, conveniently located next to the steering wheel, does all the work. Boost productivity by eliminating the need to depress the clutch every time you change directions.

Engine
Equipped with a 95-horsepower, 4-valve, CDI (Center-Discharge Injection) V3800D-T diesel engine, the Kubota M9540 Low Profile tractor delivers outstanding pulling power and impressive traction. Coupled with its turbo charger, you have all the power you need to perform heavy-duty tasks yet achieve exceptional fuel efficiency.

Transmission
The transmission on the M9540 Low Profile features six speeds on the main shift, as well as a high/low range, to offer a total of 12 Forward and 12 Reverse speeds. An optional cassette creep speed makes 18F/18R.
Unit durability is designed into the structure of the Pak-Blast: the frame is integrated with the heavy gauge stainless steel tank and fan housing for maximum structural integrity. This frame system, originally available as a crawler kit, is standard.

The pumping system can be quickly isolated and flushed between applications and quickly drained for winter storage. The tank, tank components, mechanical agitation system, suction plumbing, fan housing, and manifolds are all constructed of stainless steel: Cleaning is a snap.

a. 150 gallon unit with 28" fan.
b. 100 gallon unit with 24" fan.
c. 50 gallon unit with 24" fan.

The plumbing of the Pak-blast was designed for ease of operation and maintenance. All sprayer functions are controlled from the seat of the tractor by a remote handset: manual, hydraulic, or electric. Left and right manifolds are controlled independently.

Srape scoop option, 150 gallon unit
The Model 85 Mulch Layer was designed to make laying plastic mulch quick and easy. Plastic is fed under large roller and dual wheels. The layer levels the ground and firmly secures the edges of the plastic. The covering wheels and large roller float independently, providing smooth, high speed plastic laying.

The Model 85 has two furrow openers and stretch wheels that adjust into two positions to lay plastic. One position for 3’ plastic and another for 4’ plastic. The rear covering scrapers can be adjusted to the desired angle and the tractor’s third arm can be lengthened or shortened to obtain the proper coverage necessary to hold plastic down tightly.

Model 85 shown with optional #85R roll carrier
Push style seeder for planting larger seeds like corn, beans, peas.

<table>
<thead>
<tr>
<th>Spacing Chart for Series TD Seeders (inch)</th>
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<tbody>
<tr>
<td>* Subject to change upon speed of equipment or quality of soil</td>
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<tr>
<td>Rear Sprocket</td>
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<tr>
<td>Front Sprocket</td>
</tr>
<tr>
<td># of Holes in Seed Plate</td>
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<td># of Holes in Seed Plate</td>
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<td># of Holes in Seed Plate</td>
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<tr>
<td># of Holes in Seed Plate</td>
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Distributed in U.S. exclusively by: Mechanical Transplanter Company, LLC
1150 Central Avenue * Holland, MI 49423
Phone: 616-396-8738 or 800-757-5268 * Fax: 616-396-3619

All prices F.O.B. Holland, MI 49423
website: www.mechanicaltransplanter.com * e-mail: mtc@mechanicaltransplanter.com

Easy to remove hopper
Round seed plate for larger seeds
**JB2500 BENDER TOOLING**

### Pipe tooling

<table>
<thead>
<tr>
<th>Part#</th>
<th>Description</th>
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<tbody>
<tr>
<td>JB050PR200</td>
<td>1/2&quot; pipe die set, 2&quot; CLR</td>
</tr>
<tr>
<td>JB075PR250</td>
<td>3/4&quot; pipe die set, 2.5&quot; CLR</td>
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<tr>
<td>JB100PR250</td>
<td>1&quot; pipe die set, 2.5&quot; CLR</td>
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<tr>
<td>JB125PR300</td>
<td>1-1/4&quot; pipe die set, 3&quot; CLR</td>
</tr>
<tr>
<td>JB150PR400</td>
<td>1-1/2&quot; pipe die set, 4&quot; CLR</td>
</tr>
<tr>
<td>JB200PR600</td>
<td>2&quot; pipe die set, 6&quot; CLR</td>
</tr>
</tbody>
</table>

### Pipe Kit 1  Part# JB-1P

Includes:
- JB050PR200 | 1/2" pipe die set, 2" CLR
- JB075PR250 | 3/4" pipe die set, 2.5" CLR
- JB100PR250 | 1" pipe die set, 2.5" CLR
- JB125PR300 | 1-1/4" pipe die set, 3" CLR
- JB150PR400 | 1-1/2" pipe die set, 4" CLR
- JB200PR600 | 2" pipe die set, 6" CLR

### Pipe Kit 2  Part# JB-2P

Includes:
- JB050PR200 | 1/2" pipe die set, 2" CLR
- JB075PR250 | 3/4" pipe die set, 2.5" CLR
- JB100PR250 | 1" pipe die set, 2.5" CLR
- JB125PR300 | 1-1/4" pipe die set, 3" CLR
- JB150PR400 | 1-1/2" pipe die set, 4" CLR

### Pipe Kit 3  Part# JB-3P

Includes:
- JB125PR300 | 1-1/4" pipe die set, 3" CLR
- JB150PR400 | 1-1/2" pipe die set, 4" CLR

### Round tube tooling

<table>
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<tr>
<th>Part#</th>
<th>Description</th>
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<tr>
<td>JB075OTR250</td>
<td>3/4&quot; tube die set, 2.5&quot; CLR</td>
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<tr>
<td>JB100OTR300</td>
<td>1&quot; tube die set, 3&quot; CLR</td>
</tr>
<tr>
<td>JB125OTR350</td>
<td>1-1/4&quot; tube die set, 3.5&quot; CLR</td>
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<tr>
<td>JB150OTR400</td>
<td>1-1/2&quot; tube die set, 4&quot; CLR</td>
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<tr>
<td>JB175OTR550</td>
<td>1-3/4&quot; tube die set, 5.5&quot; CLR</td>
</tr>
<tr>
<td>JB200OTR600</td>
<td>2&quot; tube die set, 6&quot; CLR</td>
</tr>
</tbody>
</table>

### Tube Kit 1  Part# JB-1T

Includes:
- JB075OTR250 | 3/4" tube die set, 2.5" CLR
- 000OTR300 | 1" tube die set, 3" CLR
- 125OTR350 | 1-1/4" tube die set, 3.5" CLR
- JB150OTR400 | 1-1/2" tube die set, 4" CLR
- JB175OTR550 | 1-3/4" tube die set, 5.5" CLR
- JB200OTR600 | 2" tube die set, 6" CLR

Custom sized bender tooling is available upon request. Please contact Jancy for a time and cost on tooling sizes not shown.
RadiusMaster

Jancy Engineering Inc. proudly presents the RadiusMaster. The RadiusMaster is a patented belt grinding machine which utilizes advanced technology that allows it to convincingly outperform all general purpose belt grinders. It offers higher performance, more convenience, added versatility and greater durability than other general purpose machines. The RadiusMaster is an innovative tool that offers a combination of features never seen before on one machine.

Jancy RadiusMaster includes a 18 month warranty. *

* Warranty does not cover normal wear items such as belts, etc.

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<th>RadiusMaster Specs</th>
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<td><strong>Belt size</strong></td>
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<td><strong>Operator lock-out switch</strong></td>
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<td><strong>1-Tilting stand</strong></td>
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<td><strong>3-Weld tables</strong></td>
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<td><strong>1-80 grit belt</strong></td>
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<td><strong>Instructions and safety info</strong></td>
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<td><strong>5 additional belts</strong></td>
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**APPLICATIONS**

Industrial uses include aluminum fabrication, automotive maintenance, blacksmith and boiler making, ceramic shaping, chamfering, drill and cutter sharpening, deburring, die cast trimming, die making, electroplating preparation, farm equipment maintenance, foundry use, glass shaping, lock-smithing, model making, marine maintenance, pattern making, plastics manufacturing, rubber grinding, sheet metal shaping and polishing, template making, tubular steel construction, weld preparation and finishing.

Workshop uses include custom knife making, furniture making, garden tool sharpening, golf club maintenance, jewelry manufacture, knife sharpening, polishing, rust and corrosion removal, scissors sharpening, tool sharpening maintenance.

**FEATURES**

- No tools needed to change wheels, tilt, swing away guards or change belts.
- 5 work stations.
- 5 contact wheels: 1” (25mm), 1-1/2” (38mm), 2” (51mm), 3-1/2” (89mm) & 8” (203mm)
- Polyurethane wheels ground to size allowing precision finishing.
- Tilts on the side to be used as a bobbin grinder with a tilting table ideal for pipe notching.
- Teflon used between moving components and vital pivot parts are tapered and adjustable to give a “wear out proof” advantage.
- Hardened and ground index pins and bushings.
- Fully sealed bearings.
Enhance your PlasmaCam by adding a few of the metal forming tools manufactured by Shop Outfitters.

Shop Outfitters
www.shopoutfitters.com

#UB-5 Universal Bender
(shown below)

Call today for your free catalog showing tools for bending scrolls, rings, & various other shapes.

(719) 676-5555
ee. **Advisory Committee Agenda**

The Clovis FFA Advisory Committee meets twice a year. Those invited to participate in the meeting are Agriculture instructors, committee members, ROP Administrators, CEHS administration and counselors, and other special guests. Here we discuss ROP business and other business relevant to our program’s success for the upcoming year and proposals for future changes that will better our department.

Following are the meeting agendas.
EVENING AGENDA

Welcome
-Dinner-
Facilities Tour
Announcements and Introductions
Program Update
Career Pathway Committee Reports

Agricultural Engineering
Steve Gambril and David Valdez

Animal Science
Susan Henderson-Perry and Ken Dias

Environment and Natural Resources
Kevin Woodard

Plant Science and Horticulture
Aireal Covey and Steve gambril

Premier Leadership, Personal Growth And Career Success
Program Update
ff. Advisory Committee Charter & By-Laws

At this time the Clovis Ag Department cannot find a charter or by-laws for the Ag. Advisory Committee. The committee is a group of community members, college professors, past students and current parents of the program. Their sole purpose is to advise the instructors and inform us of what the industry and community is looking for in our future citizens. Included is a sample of the functions and duties for the Ag advisory committee and instructions for the Clovis Ag advisory committee members.

Following are current instructions for the Advisory Committee, as well as an outline of advisor duties and by-laws.
McFarlane-Coffman Agriculture Center
8180 East Donner Avenue, Clovis CA 93611 - Phone (559) 327-4324 - Fax (559) 327-4063
“The future of agriculture...today”

Instructions for the McFarlane-Coffman
2009-2010 Agricultural Education Advisory Committees

1. You constitute an advisory committee for the Clovis Unified School District.
2. I welcome you on behalf of the board and administration.
3. You are agents of and appointed by the Clovis Unified School Board of Trustees.
4. While you are not a policy making body, you are advisory to the staff of the McFarlane-Coffman
   Agriculture Center and through channels, to the principal, superintendent, and board. We need your
   expertise in this area.
5. The Clovis Unified School District is interested in the best possible Agricultural Education program.
   We need to know what is ideal for this program from the standpoint of the community. Bear in mind
   that what we eventually can do, while we want the ideal if possible, must be compatible with
   available funds and state rules and regulations.
6. You will be a working committee and students & school staff expects to benefit from your work.
7. We need help to:
   Review existing programs, courses of study, facilities, equipment.
   Propose new programs and/or courses when needed based on solid data for this community.
   Evaluate existing programs and proposed new programs.
   Revise existing programs, suggest changes or deletions, and develop educational specifications for the
   programs. (For use in building the program and planning for equipment and facilities.)
   Help develop building plans; review architects plans, etc., where new buildings are being proposed.
   Help point out changes needed for the future in your area of interest - Keep the program up to date.
   Help in placement and in evaluating performance of our Agricultural Education students at your school,
   college or workplace.
8. You will be a "helping group" (as well as advisory) to the instructors, as the program is progresses.
9. This committee serves at the pleasure of the school board and may be dissolved at any time by board
   action.

WE NEED YOUR HELP. WE APPRECIATE YOUR WILLINGNESS TO GIVE IT AND
BE OF SERVICE TO YOUR SCHOOL.
STANDARD #6 – Section B

The Agriculture Advisory Committee has assisted in the development of revision of the Comprehensive Program Plan and meets at least once in the Fall and once in the Spring.

The Clovis Unified School District’s Agricultural Advisory Committee has been instrumental in the progress of our program. Through their actions the overall perception within the Clovis Unified School District is that Agricultural Education will continue to serve as a model of quality instruction. Not only have they served our students through facility development but have continued to challenge our staff to be better at the craft of teaching.

The following is a list of current assistance given by the committee:
- ✓ Provided Soil Amendments for New Plant Science Laboratory.
- ✓ Assisted in Securing the Farm Laboratory Technician Position.
- ✓ Approved Proposed Courses and new Agricultural Mechanics and Engineering Program.

STANDARD #6 – Section C

The Agricultural Advisory Committee has assisted in the development of revision of the following components of the Comprehensive Program Plan, as evidenced in the Ag Advisory Committee minutes.

JOB MARKET DESCRIPTION

TOTAL PROGRAM GOALS & OBJECTIVES

This instructional program is designed to prepare persons employment in agriculture associated with their program of interest.

The goals of this instructional program are:
1. To supply students with the knowledge and skills required for entry into and successful agricultural occupations that do not require education beyond the secondary school level.
2. To prepare students for post-secondary training/education in agriculture.
3. To enable students to acquire an understanding of the economic and social impact of the agricultural industry.
4. To provide the agriculture industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that now exists and that are developing in the industry.
5. To develop educated voters.

COURSE SUBJECT MATTER OUTLINES

Listed on the following pages.

*note: All classes count FFA / Leadership / SAE as either 5 to 10% of total grade. Additionally, some classes grade public speaking, projects, or FFA involvement on a point value and not as a class percentage.
5 YEAR FACILITY & EQUIPMENT ACQUISITION


GRADUATE FOLLOW UP
TARGETED OCCUPATIONS

Aerial Crop Duster
Agricultural Chemical Dealer
Citrus Grower
Flower Grader
Horticulturists
Hydroponics Grower
Agriculturalist
Animal Behaviorist
Animal Ecologist
Animal Geneticist
Animal Groomer
Animal Keeper
Animal Nutritionist
Animal Physiologist
Christmas Tree Grader
Beekeeper
Cash Grain Farmer
Cattle Buyer
Cattle Rancher
Certified Seed Grower
Chemical Applicator
Potato Grower
Viticulturist
Cotton Grader
Cotton Producer
Dairy Farmer
Dairy Herdsman
Dairy Nutrition Specialist
Diversified Crop Farmer
Diversified Livestock Producer
Dog Trainer
Enologist (Wine Maker)
Equine Dentist
Equipment Operator
Farmer
Farrier
Feed Ration Developer
Fish Farmer
Food Processing Supervisor
Forester
Fruit and Vegetable Grader
Fruit Grower
Groundskeeper
Harvest Contractor
Horse Rancher
Horse Trainer
Irrigation Engineer
Landscape
Milking Machine Operator
Mink Producer
Mushroom Grower
Peanut Producer
Pest Control Technician
Poultry Field Service
Technician
Rice Farmer
Shrimp Farmer
Soil Conservationist
Soil Scientist
Tobacco Farmer
Tree and Vine Fruit Grower
Tree Farmer
Turf Farmer
Turkey Producer
Vegetable Farmer

PROGRAM DESCRIPTION – COURSES, SAE, FFA

Agricultural Mechanics Pathway
AME 1 (Agricultural Mechanics and Engineering) → AME 2 → AME 3 → ROP Ag Welding
Students must pass all classes with a “C” or better both semesters.

Plant Science/Ornamental Horticulture Pathway
Ag Science 1 → Ag Science 2 (Plant & Animal Physiology) → Botany → AP Environmental Science
Students must pass all classes with a “C” or better both semesters.

Animal Science Pathway
Ag Science 1 → Ag Science 2 (Plant & Animal Physiology) → ROP Veterinary Science
Students must pass all classes with a “C” or better both semesters.
or
Ag Science 1 → Ag Science 2 (Plant & Animal Physiology) → ROP Equine Science
Students must pass all classes with a “C” or better both semesters.

Basic Core Pathway
Ag Science 1 → Ag Biology → Ag Science 2 (Plant & Animal Physiology) → Botany
Students must pass all classes with a “C” or better both semesters.
Functions and Duties of Advisory Committees

1. Help to determine what type of Agricultural Education Tech Prep program is offered.

2. Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in both production agriculture and agri-industry occupations.

3. Help the instructor establish curriculum that has a hands-on, technological approach.

4. Help attract and encourage qualified/capable students into the Agricultural Education Tech Prep program.

5. Help in recruiting and providing opportunities for special-needs students.

6. Help to evaluate the effectiveness of the Ag Tech Prep program. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school board, and the Agricultural Education Unit of the California Department of Education and/or Chancellors Office California Community Colleges. (Assessment and certification tools will be made available.)

7. Help gain support for legislation and appropriations.

8. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.

9. Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and F.F.A. or other youth programs.

10. Help unify the activities of the Agricultural Education Tech Prep program with those of other groups and agencies interested in agriculture.

11. Assist the teacher in determining skills needed for particular jobs at entry, technical and professional levels so that he/she may be included in the instructional program.

12. When appropriate, serve as resource person to instructor visiting work place learning sites of students and participating in classroom instruction or demonstrations and accompanying or hosting field trips.
13. Study and make recommendations on problems presented to it by the school board on which further information is needed.

14. Provide the teacher with technical assistance and keep him/her aware of new developments in the agricultural industry.

15. Provide current resources to develop and maintain an Ag library of visual aids, magazines, and books concerning agriculture and agricultural occupations.

16. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.

17. Identify current standards for new equipment.

18. Assist in procuring opportunities to upgrade the teacher's technical skills and knowledge.
Ag Advisory Meeting Bylaws

It is important that correct procedures and rules be established and clearly understood by committee members, school administrative staffs, and the board of education. These rules should be decided upon by the committee with assistance from the school. All correspondence should be sent to administrators and advisory committee members. Items to be considered are:

1. Number of meetings
   1.1 Must meet regularly and often enough to carry out their assignment.
   1.2 Monthly or bi-monthly meetings are usually the most desirable.
   1.3 Minimum number is two per year.
   1.4 Practical number is between three and eight per year.
   1.5 Necessity should always determine the exact number.
   1.6 Often the most valuable advice comes from busy individuals.
   1.7 Better to have fewer well planned, well attended meetings.

2. Selection of Officers
   2.1 Generally a chairperson, vice chairperson, and recorder are sufficient.
   2.2 Chairperson should be a lay person elected by the committee.
   2.3 It is usually best that the agriculture teacher serves as recorder and general consultant.

3. Length of Service by Committee Members
   3.1 Three-year terms are recommended.
   3.2 At formation meeting members draw for one, two, or three year terms to provide for continuity of membership.
   3.3 Individual preferences in length of service need to be considered.
   3.4 Limitation should be placed on reappointments.
   3.5 Nominees should be submitted to board of trustees for approval.
4. **Length and Place of Meetings**

4.1 For efficient and effective use of time, the agenda for each meeting must be well planned.
4.2 Ample meeting notice of 10 days to 2 weeks is recommended.
4.3 Copy of agenda, minutes from previous meeting, and any reading material requiring action should be sent in advance of meeting date.
4.4 Two-hour meetings, held at a time and date chosen by the committee, are recommended.
4.5 The meeting place should provide a conference table in a quiet environment.
4.6 Usually the agricultural department of the school provides the best meeting site, allowing members to become familiar with facilities of the department.

5. **Filling Committee Vacancies**

5.1 Vacancies which occur because of term completion or other reasons should be filled by nomination from the advisory committee, teacher, superintendent, department head, or principal, and approved by the board of education.
5.2 The committee may be asked for suggestions.
5.3 A committee **should not** be permitted to choose its own replacements.
   5.3.1 This would be self perpetuating.
   5.3.2 May become unrepresentative and unduly independent of the school administration.
5.4 Rules of procedure should indicate that if a committee member misses meetings repeatedly without reason, the position be declared vacant by the chairperson, and the school board so notified.

6. **Distribution of Minutes:** All committee members, the vocational education director, the principal/president, and the regional supervisor.

7. **Making Decisions:** Currently many organizations operate by consensus approval of agenda items. When consensus cannot be reached or decorum is in question, refer to Robert's **Rules of Order**.
gg. **Budget Reports**

Budget Proposals are completed during the summer and used to determine where funds will be allotted for the upcoming school year. The Budget Proposal for this current school year is attached.

Our budget is maintained through a district system. Financial activity reports are printed monthly to keep track of expenditures and remaining funds. The Clovis East Agriculture Department is responsible for maintaining all purchases orders, money transfers, and other financial activities.
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<th>INCOME</th>
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12/8/2009
# 2010 Annual Budget

## 2 FFA / Student Leadership

### 2.1 Officer Team
- 2.1.1 Supplies: 1,200
- 2.1.2 Conference and Travel: 600
- 2.1.3 Food/Refreshments: 300
- 2.1.4 Staff Support: 1,000

### 2.2 Fall and Spring Banquet
- 2.2.1 Supplies: 200
- 2.2.2 Awards: 1,200
- 2.2.3 Food: 1,500

### 2.3 Career Development Events
- 2.3.1 Registration: 3,000
- 2.3.2 Travel: 3,000
- 2.3.3 Housing: 2,400
- 2.3.4 Staff Support: 2,000

### 2.4 National Convention
- 2.4.1 Registration: 200
- 2.4.2 Travel: 2,500
- 2.4.3 Housing: 2,500
- 2.4.4 Staff Support: 1,000

## 3 Farm Laboratory

### 3.1 Permanent Crops
- 3.1.1 Pasture
- 3.1.2 Citrus
- 3.1.3 Apples
- 3.1.4 Irrigation and Environmental Control
- 3.1.5 Stone Fruit

### 3.2 Sale of Product
- 3.2.1 Fertilizer
- 3.2.2 Pesticide

### 3.3 Irrigation and Environmental Control
3.2 Rotational/Seasonal Crops
  3.2.1 Sweet Corn
  Sale of Product
  Fertilizer
  Pesticide
  Irrigation and Environmental Control
  3.2.2 Pumpkins
  Sale of Product
  Fertilizer
  Pesticide
  Irrigation and Environmental Control
  3.2.3 Hay/Forage
  Sale of Product
  Fertilizer
  Pesticide
  Irrigation and Environmental Control
  3.2.4 Vegetable Crops
  Sale of Product
  Fertilizer
  Pesticide
  Irrigation and Environmental Control

3.3 Greenhouse
  3.3.1 Production
  Sale of Product
  Fertilizer
  Pesticide
  Irrigation and Environmental Control

3.4 Grounds and Landscape

3.5 Beef Unit

3.6 Sheep Unit

3.7 Swine Unit

4 Departmental
  4.1 Supplies
  4.2 Conference and Travel
  4.3 Substitutes

5 Equipment
  4.1 Ag Vans
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 hh. **VEA District Allocation**

At Clovis East High School, our account is managed by the District System. Our Learning Director is responsible for keeping accurate records and submitting requests and reimbursements. All spending must have prior approval from the district before purchases can be made.

Attached is the 2009-2010 district allocation and the current years budget.
SITE PLAN FOR USE OF 2009/2010 VEA/PERKINS FUNDING

Site Administrator for VEA/Perkins Funding: Greg Sansom

1. List teachers (and their class names) or counselors who qualify to utilize VEA/Perkins funding:
   - Kevin Woodard: Livestock Evaluation, Natural Resources, Opening/Closing
   - Ken Dias: Meats Evaluation, Farm Records, Opening/Closing
   - Susan Henderson-Perry: Horse Evaluation, Agriculture Leadership, Opening Closing
   - Matt Actis: Agriculture Mechanics, Opening/Closing
   - Aireal Covey: Nursery Landscape, Extemporaneous Public Speaking, Opening/Closing
   - David Valdez: Tree Pruning, Tree Judging, Dairy Products, Opening/Closing

2. List activities for which VEA/Perkins funding will be used (example: professional development/conferences, career/technical curriculum development, etc.):
   - Funding will be used for substitute and travel costs incurred during the process of program delivery.

3. List instructional supplies (by class name) that will be purchased with VEA/Perkins funding:
   - Instructional supplies will include student leadership packets purchased through the California Association FFA.

4. Explain how the above planned uses will enhance career/technical education at your site:
   - All 2009-10 VEA funds issued to the McFarlane-Coffman Agriculture Center within Clovis Unified School District will be used to enhance student achievement within the current program. Funds will allow teachers to develop their skills through career development events, and leadership activities. Additionally, funds will be used to develop new curriculum that enhances the existing program. All funds meet or exceed requirements set forth by the grant application.
**SELECT**

**ORGANIZATION KEY: 4153550100**

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ii. **District Budget Process**

The Clovis Unified district office maintains the Agriculture department’s budget. The Clovis East Agriculture Department is responsible for submitting all purchase orders, travel request and transportation needs to the district office. The budget includes monies from Ag. Incentive Grant and Perkins.

Reports are received on a monthly basis to the department head, who keeps track of all expenditures and funds available. Each account has its own binder which holds all paperwork and receipts.

At the end of the year, all accounts are closed out and all purchase orders are signed off. A report of expenditures is completed to best determine changes in the budget for the following year. This report is also used to compare with our proposal and see if we stayed within our budget from the previous year. It is sent to the California FFA for approval.
jj. **Department Chair Duties**

The Clovis Agriculture Department Chair is Kevin Woodard
kk. **Chart of Responsibilities**

The Clovis Agriculture Department’s chart of responsibilities is derived and updated each summer to best reflect each advisor’s duties. The chart shows which area each advisor is responsible for maintaining and what specific duties are expected in each of those areas.

The chart of responsibilities represent FFA activities, department activities, and events.
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II. Substitute Procedure & Plans

My substitute has a binder with the following information inside so that they are prepared for any situation within our high school:

- Detailed Lesson Plan
- Substitute Behavior Report
- Class Roster
- Classroom Policies
- Map of Campus
- Lock Down Procedures

Following is an example of substitute procedures and a lesson plan.
Substitute Teacher Procedure / Plans

Absolutely no students are allowed to work in the shop!!

A. Attendance Procedures:
   In Attendance book, mark "A" for absent or "T" for tardy. Please, DO NOT WRITE IN INK!

B. Passes:
   Passes should not be issued unless you feel it is an emergency situation

C. Emergency Procedures: Follow directions posted in classroom.

D. Class Schedule:
   1st Period Agriculture Mechanics/Engineering 1
   2nd Period Prep.
   3rd Period Agriculture Mechanics/Engineering 1
   4th Period Agriculture Mechanics/Engineering 3
   5th Lunch
   6th Period Agriculture Mechanics/Engineering 1
   7th Period Agriculture Mechanics/Engineering 1

D. Lesson Plans and Instructional Materials: See attached detailed plans.

F. Textbooks: See attached detailed plans.

G. Seating Charts: In attendance book.

H. List of Dependable Students:
   1st Period Brianna Quallis, Gianna Milano
   3rd Period Tim Hall
   4th Period Mike Maloney, Catie Callanan
   6th Period Jazmine Thompson, Dallas Rameriz
   7th Period Macy Perry, Jared Despain, Cori Hancock

I. Emergency Lesson Plans:

Agriculture Mechanics/Engineering 1: Students are to select one of the "New Horizon" magazines on left side of the room, read an article and write a one-page report on a related class topic. The following format needs to be followed:
   1. Student name in upper right-hand corner
   2. Name of magazine
   3. Title of article
   4. Date of magazine
   5. Author(s) name
   6. Summary of article—introduction, body & conclusion
   7. Report due at end of hour

Agriculture Mechanics/Engineering 3: Same as above. Topics should be related to the class.

J. Teachers in Immediate Area: D. Valdez-rm 905, K. Woodard-rm 904
Sub for Mr. Gambril

10/13/10 and 10/14/10

Absolutely NO Students in the Shop to Work!!

Wednesday 10/13/10 (Lab day)

Period 2 prep

Period 4 Ag. Mech III

After taking roll give each student a copy of the article “Will Utilities Be Prepared to Face Uncertain Future?”. Have the students read the article (quietly), then they are to write a 1 page summary of what the article means to them. It can be personal as this may pertain to their future or the can simply summaries as it is written. Have them turn them in and place in folder. Then you may show a video.. I have left a few on the podium to choose from.

Period 6 Ag. Mech I

Please continue notes from their last class meeting. The students should have a copy of them (they are blue and labeled Selecting Wood) from the attached teacher copy, please start the power point where we left off from Tuesday (its labeled). The ppt is on the desktop named Selecting, Cutting and Shaping. When you are done (10-15 minutes) give each student a copy of the note handout labeled “Fastening Wood” its yellow. Start the ppt. labeled Fastening Wood, and read thru as much as you feel the students are paying attention (at least ½). If the students are behaving good, you may start a video for the rest of the class period or if they are not behaving, continue thru the entire ppt. I have left clicker to advance thru the slide. Please expand where you thing you can add to the presentation or just read what is on the slides??

Thursday 10/14/10

Period 1, 3 and 7 Ag. Mech. I

Please continue notes from their last class meeting. The students should have a copy of them (they are blue and labeled Selecting Wood) from the attached teacher copy, please start the power point where we left off from Tuesday (its labeled). The ppt is on the desktop named Selecting, Cutting and Shaping. When you are done (10-15 minutes) give each student a copy of the note handout labeled “Fastening Wood” its yellow. Start the ppt. labeled Fastening Wood, and read thru as much as you feel the students are paying attention (at least ½). If the students are behaving good, you may start a video for the rest of the class period or if they are not behaving, continue thru the entire ppt. I have left clicker to advance thru the slide. Please expand where you thing you can add to the presentation or just read what is on the slides?? If you have any problems send students to the SRC!! Thanks, Steve Gambril
Agriculture Student Proficiency

Following are proficiency standards for many of the classes being offered at Clovis east High School.
PROGRAM COMPLETION STANDARDS
Agriculture Science

---------------------has completed---------------------

Courses of study and practice in Agriculture Science 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 in the following skill areas:

Competency Level

_____ Basic Animal Science
_____ Anatomy and Physiology of Farm Animals
_____ Livestock Breeding and Genetics
_____ Handling Livestock
_____ Livestock Nutrition and Feeds
_____ Animal Health
_____ Beef Cattle
_____ Swine
_____ Sheep
_____ Beef, Swine, and Sheep Husbandry
_____ Dairy Cattle and Dairy Cattle Husbandry
_____ Livestock Evaluation and Selection
_____ Livestock Products
_____ Poultry
_____ Basic Plant Science
_____ Plant Classification Systems
_____ Areas of Crop Production
_____ Vegetable Crops
_____ Tree Crops
_____ Forage Crop Production
_____ Vine and Small Fruit Crops
_____ Land Preparation and Planting
_____ Soils
_____ Fertilizers
_____ Irrigation and Drainage
_____ Harvesting
_____ Identification of Crops, Products, and By-Products
_____ Agricultural Production Services
_____ Agricultural Production Records
_____ Marketing Agricultural Products
_____ Financing Agricultural Production

Certifying Instructor   Course Grade   Date
ANIMAL HUSBANDRY SKILLS

Physical Skills

1. Mixing rations for all classes for all purposes
2. Feeding all classes, according to purpose using approved practices
3. Use breeding devices, crates, chutes, etc.
4. Assist at parturition by correcting abnormal presentations
5. Use of veterinary syringe
6. Use balling gun and balling forceps
7. Vaccinate for common diseases
8. Spray, dust, and dip for common external parasites
9. Use the various drenching devices for internal parasites
10. Mixing and/or the use of pre-mixes for the administration of biologics for disease control and prevention
11. Treat common diseases and ailments appropriate to herdsmen
12. Use cannula and trocar for the treatment of bloat in cattle and sheep
13. Use animal thermometer
14. Apply the proper sanitation practices for disease and parasite control and prevention
15. Establish and stock a medicine cabinet
16. Grade fat and feeder animals
17. Operate livestock scales
18. Brand livestock
19. Castrate
20. Set out salt
21. Trim feet
22. Take blood samples
23. Fill out an entry blank for shows
24. Show animals
25. Use a masculator

Managerial Skills

1. Compute rations for all classes for all purposes
2. Selecting ingredients for rations for all purposes
3. Identify and know characteristics of common feed stuffs
4. Determining feeding schedules
5. Know how to bring animals on full feed and to prevent and/or handle off-feed problems
6. Maintaining feed consumption and cost records
7. Interpreting feed tags
8. Selecting feeding equipment
9. Determine valve and methods of feeding by-products
10. Compute and compare costs of common feed ingredients according to
    market price and nutritive value
11. Compute feed conversion ratio
12. Decide when and how to buy feed
13. Be able to judge fat, feeder and breeding animals
14. Selecting all classes of animals on the basis of type
15. Selecting all classes of animals on the basis of pedigree
16. Selecting all classes of animals on the basis of performance
17. Recognize and identify all common breeds of all classes
18. Know characteristics and adaptability of all common breeds of all classes
19. Know proper breeding age and appropriate breeding season for all classes
20. Recognizing heat or estrus in all females
21. Know gestation period for all classes
22. Recognize the signs and symptoms of approaching parturition
23. Supervise and assist at time of parturition
24. Know and evaluate the systems of breeding
25. Know and evaluate the methods of mating
26. Set up and maintain breeding records
27. Know care and management of young animals
28. Know how to fill out registration blanks
29. Complete a transfer of registration blank
30. Interpret a pedigree
31. Know the life cycle of the common internal and external parasites and when to break the
    cycle
32. Select the appropriate drug or medication to treat for common parasites
33. Complete a breeding certificate
34. Know the management practices for the control and prevention of common diseases and
    parasites
35. Recognize common diseases
36. Select suitable vaccines for the prevention of common diseases
37. Determine the age, season and exposure conditions that influence the vaccination schedule
38. Be familiar with normal body temperature of animals
39. Select disinfectants appropriate to purpose
40. Recognize when and how to effectively use the services of the veterinarian
41. Calculate daily rate of grain
42. Compute cost of producing 100 pounds of grain
43. Recognize factors involved and calculations of shrinkage
44. Calculate feed cost for 100 pounds of grain
45. Know dressing percentages and how to calculate
46. Compute per cent offspring produced
47. Know and recognize classes and grades of fat and feeder animals
48. Know the primal cuts of livestock carcasses
49. Know the names of the parts of a live animal
50. Set up and maintain a system of production records on an animal unit basis
51. Establish a complete budget for a livestock operation
52. Establish a calendar of operations for a livestock program
53. Recognize the effects of the longterm cycle and seasonal cycles as an influence of supply and demand on livestock prices
54. Select time and method to most effectively market livestock and livestock products
55. Recognizing the factors influencing margin and necessary margin
56. Calculate necessary margin
57. Select a ranch to buy, lease or rent
58. Determine the carrying capacity for a pasture, range, and/or a ranch
59. Calculate animal units and animal unit months
60. Be familiar with the space requirements for buildings, corrals, and equipment for all classes
61. Select the appropriate types of buildings and equipment
62. Calculate the storage space required for feeds
63. How to apply for a brand
64. How to use research materials
65. Know laws and regulations pertaining to livestock
66. Organize a layout for efficient livestock operations
BEEF

Skills for Beef Students

1. Select cattle on the basis of type
2. Select cattle on the basis of pedigree
3. Select cattle on the basis of performance
4. Identify common feed stuffs
5. Compute balanced rations for cattle of all ages, for all practical purposes
6. Compute average daily grain
7. Compute feed conversion ratio
8. Vaccinate for common diseases
9. Spray, dust and dip for common external parasites
10. Worm cattle, using boluse, drench and feed
11. Trim feet
12. Wash, curl and groom show and sale cattle
13. Mix feed
14. Know life cycle of common internal and external parasites, when to break the cycle and what medication to use
15. Select a cattle ranch to buy, rent or lease
16. Draw plans for complete working corrals
17. Build cattle feeding and working equipment
18. Compute cost of producing 100 pounds of beef
19. Compute calf crop per cent
20. Castrate calves
21. Dehorn cattle
22. Brand cattle
23. Judge beef cattle
24. Show beef cattle
25. Recognize when to call the veterinarian
26. Know how to use the veterinarian
27. Grade Slaughter cattle
28. Know primal cuts of the beef carcass
29. Know how and when to market cattle
30. Be familiar with space requirements for cattle buildings and equipment
31. Calculate a budget for a beef operation
32. Know the names of the parts of a live animal
33. Be familiar with space requirements for cattle buildings and equipment
34. Draw plans for beef buildings and equipment, including corrals, barns, feed bunks, watering devices, etc.
35. Adjust and evaluate weaning weights for a.) age b.) sex and c.) age of dam
36. Compute weight per day of age (WDA) at 365 days and evaluate results
37. Use an index as a selection aid
38. Set up and use a set of financial records for a cow herd
39. Set up and use a set of labor records for a cow herd
40. Set up and use a set of production records for a cow herd
41. Analyze financial, labor and production records for a cow herd
42. Understand and use the concepts of animal units and animal unit months as related to managerial decisions and analysis
43. Prepare a calendar of operations for a cattle enterprise

HORSE

Physical Skills

1. Assisting the mare during foaling
2. Saddle training for a specific job
3. Using brushes, curry-comb, and blankets
4. Using a lariat
5. Selecting and using cutting horse
6. Selecting and using trail horse
7. Calculating housing requirements
8. Selecting and using foaling stalls or sites
9. Applying disinfectants to new-born colt's navel
10. Saddle a horse
11. Ride a horse

Managerial Skills

1. Detecting the mare's heat period
2. Weaning a colt
3. Using halter-breaking equipment
4. Using saddle-breaking equipment
5. Selecting a lariat
6. Identifying physical defects and unsoundness in horses
SHEEP

Physical Skills

1. Dock lambs
2. Move ewes and young lambs
3. Tie a fleece and pack a bag of wool
4. Dodge sheep through chute
5. Use a lamb jail
6. Skin a dead lamb
7. Make a gunny sack blanket for sheep
8. Grind clipper blades
9. Using sheep handling devices and equipment
10. Using ear-marking equipment for sheep
11. Identifying burr-bearing weeds in the sheep pasture
12. Training a sheep dog
13. Removing dung tags from ewes prior to breeding
14. Using materials and devices to get a ewe to claim her own or other lambs
15. Shear sheep
16. Using lambing pens
17. Using lamb forceps
18. Using castrating equipment
19. Using docking equipment
20. Using drenching equipment
21. Massaging and treating ewe's inflamed udder
22. Sorting and tying wool
23. Using sheep grooming equipment
24. Determining age of sheep
25. Blocking sheep
26. Holding and moving sheep
27. Using sheep butchering equipment
28. Paint brand sheep
29. Loading sheep

Managerial Skills

1. Grading mutton and lamb
2. Identifying cuts of mutton and lamb
3. Grading wool
4. Maintaining and interpreting wool production records
5. Selection of replacement ewes
6. Preparing flock for breeding season
7. Preparing flock for lambing season
8. Selection of stud Rams
SWINE

Physical Skills

1. Stationing self-feeders and watering troughs
2. Using devices to clip needle teeth
3. Using ear-notching equipment for swine
4. Using ear-tagging equipment for swine
5. Holding a pig during castration
6. Castrating a boar with a knife
7. Using hog house cleaning equipment and materials
8. Installation of a greased "rubbing post"
9. Using nose-ringing devices and materials for hogs
10. Using hog-loading devices
11. Applying artificial respiration to new born pigs
12. Using pig washing equipment and materials
13. Using hog grooming equipment
14. Using butchering equipment for swine
15. Know how to ear-notch swine
16. Know numbers involved in ear-notching for swine
17. Using a breeding chute
18. Hand mating of boar
19. Giving injections to swine
20. Blood testing
21. Using hand sprayer for external parasite control
22. Know how to exhibit swine
23. Detecting heat periods
24. Selection of replacement of gilts
25. Identify undesirable traits in swine
26. Know how to measure a swine carcass for certification
27. Getting pigs started on feed

ARTIFICIAL INSEMINATION

Collecting

1. Know how to work with bulls (know their habits)
2. Know how to get the bull ready for collecting
3. Know how to get the area ready in which you are going to collect
4. Know how to get the collecting equipment ready
5. Know how to put the equipment together
6. Know how to use the equipment in the proper way
7. Know how to keep the equipment sterile
8. Know how to keep the semen clean and free from foreign bodies
9. Know what will kill semen
10. Know how to transport semen from collecting area to laboratory
11. Know types of lubricants and how to use them
12. Know correct temperature and amount of water to use in the artificial vagina
13. Know how to clean the sheath of the bull
14. Know the proper technique of collecting the bull
15. Know how to use electrical ejaculator

**Processing and Handling**

1. Know how to evaluate semen
   a. Visual
   b. Microscopic
   c. Hemocytometer
   d. Photometer
2. Know how to rate the semen on motility
3. Know how to estimate the number of sperm in semen
4. Know what abnormal sperm looks like
5. Know how to dilute semen
6. Know the common types of diluent used
7. Know how to clean and keep the glassware sterile
8. Know how to use laboratory equipment, freezing, and handling used for semen processing
9. Know how to use antibiotics in semen

**Freezing Semen**

1. Know the steps in freezing semen
2. Know how the sperm is protected in freezing process
3. Know the percent of sperm usually killed in freezing
4. Know the characteristics of liquid nitrogen
5. Know the temperature required for storing semen
6. Know what equipment is used in freezing semen
7. Know what rate to dilute semen for freezing
8. Know how long semen will live after freezing

**Inseminating**

1. Know the various parts of the reproductive organs
2. Know where the reproductive organs are located in the cow
3. Know where to deposit the semen
4. Know how to remove the semen from the liquid nitrogen
5. Know how to thaw semen
6. Know how to open the vial
7. Know how to read the information on the vials
8. Know the color code used for the various breeds
9. Know how to lubricate your gloves
10. Know how to stand when breeding the cow
11. Know how to draw the semen from the vial
12. Know how to clean the cow before inserting the tube
13. Know how to insert the tube into the cow
14. Know how to work the tube through the cervix
15. Know how to get all of the semen out of the tube into the cow
16. Know the general cleanup of equipment and area after breeding the cow

Record Keeping

1. Know how to fill out breeding receipts for both grade cows and registered cows
2. Know how to fill out the breeding records for the dairyman
3. Know how to keep good and accurate records

Salesmanship

1. Know the steps in selling
2. Know how to talk to your customer
3. Know the advantages of your trade and how to sell them to your customer
4. Know how to use the breeding company's literature

General Skills in Artificial Insemination

1. Know how long your liquid nitrogen will last in your tank
2. Know what you can and cannot do as a technician, (Veterinary Practice Act)
3. Know the heat cycle of cattle
4. Know the common reproduction diseases of cattle
5. Know the common breeds of cattle and their characteristics
6. Know the various ways bulls can be classified
7. Know the characteristics of an outstanding sire
8. Know how to explain sire records of livestock to dairymen
9. Know how to tell when a cow is in heat
10. Know how to tell if a cow is pregnant
11. Be familiar with the characteristics of dairy and beef cattle
12. Be familiar with the common problems of dairymen
13. Be familiar with the common problems of beef cattle
14. Be able to analyze the weak points of an animal and select a bull which should improve the weak points
15. Be able to saddle and ride a horse
16. Be familiar with fitting and grooming dairy and beef cattle
17. Be familiar with the showing of dairy and beef cattle
18. Be familiar with common types of dairy barns and equipment in the area
19. Be familiar with common beef breeding operations found in California
20. Be familiar with milk production
21. Be familiar with beef cattle feeding programs
22. Be familiar with dairy cattle feeding programs
23. Be familiar with common methods used to identify animals
24. Be familiar with methods used in testing beef for performance
25. Be familiar with the methods used in proving dairy bulls
26. Be familiar with methods of housing and handling bulls for artificial insemination organizations
27. Be familiar with methods of raising calves
28. Be familiar with proper report writing
29. Be able to speak before farm groups
30. Be able to give demonstrations to various groups

**DAIRY**

**Physical Skills**

1. Attaching anti-fence jumping devices
2. Identifying colostrum milk
3. Washing, massaging, stimulating cow's udder
4. Using a strip cup
5. Using milking hobbles
6. Hand milking and stripping
7. Attaching the milking machine to the cow
8. Using machine-stripping techniques
9. Using milking utensil washing equipment and materials
10. Reading vacuum pressure gauge on milk machine
11. Regulating milking machine vacuum
12. Using a dipper to take a milk or cream sample
13. Adjusting and reading a milk scale
14. Using a sampling tube to take a milk or cream sample
15. Using home pasteurizing equipment
16. Using dairy cattle clippers
17. Applying antiseptic to navel of new-born calf
18. Using a hypodermic syringe
19. Using milk tubes, teat plugs, dilators
20. Destroying carcasses
21. Culling
22. Scoring dairy barns
23. Identifying breeds
24. Using breeding racks
25. Grading hay
26. Collecting and handling semen
27. Testing milk for solids and acid
28. Testing skim milk and cream for butterfat
29. Operating refrigerators and coolers
30. Photographing dairy cattle
31. Filling silos
32. Caring for manure
33. Using tape to determine heart girth and weight
34. Clipping hair on flanks and udder
35. Training animal to lead and stand
36. Removing excess teats
37. Interpreting feed tag information
38. Using nose tongs
39. Using bull yoking devices
40. Using bull exercise equipment
41. Attaching anti-sucking equipment
42. Using ear-notching equipment
43. Using bull leading equipment
44. Detecting a cow's heat period
45. Using hair brushing and other grooming equipment
46. Selecting and using animal blankets
47. Scoring cream, milk, butter
48. Using a butter trier
49. Filling out a registration blank
50. Filling out a transfer or registration
51. Pulling calves
52. Disinfecting navel of calf
53. Wiping mucus from nostrils and dry
54. Spraying and controlling flies
55. Dehorning calves
   a. Caustic method
   b. Clippers
   c. Electric
56. Dehorning cows and bulls
   a. Saw
   b. Clippers
57. Stopping bleeding after dehorning
58. Tattooing cattle
59. Branding cattle
60. Neck chaining cattle
61. Trimming hooves on cattle
62. Casting large dairy animals
63. Caring of heifers and cows before and after calving
64. Getting a new-born calf to breathe
65. Teaching calf to drink from bucket or nipple
66. Teaching calf to eat grain and hay
67. Bedding down calves
68. Estimating age of dairy cattle
69. Castrating cattle
70. Hobbling a bull
71. Building a bull pen
72. Building a calf house

Managerial Skills

1. Selecting and using milking utensil sterilizing materials
2. Selecting and mixing dairy cattle
3. Selecting and using barn cleaning equipment
4. Selecting and using dairy barn and dairy cattle spraying equipment
5. Selecting and using bar disinfecting materials and equipment and sprays
6. Calculating housing requirements
7. Knowing diseases to vaccinate for in this area
8. Selecting and using disease treatment medicines, ointments, salves
9. Recognizing disease and ailment conditions
10. Prevention and treatments of udder ailments
11. Selecting herd sires
12. Selecting replacements
13. Figuring rations
   a. calves
   b. heifers
   c. cows
14. Judging dairy cattle male and female and different age groups
15. Keeping records
   a. herd production
   b. breeding and calving
   c. feed
   d. health
   e. inventory
16. Computing cost of feed
17. Planning dairy barns
   a. calf pens
   b. bull pens
   c. hay barns and shed
18. Planning layout of farm
19. Recognizing and treating common ailments
   a. acetonemia
   b. mastitis
   c. ringworm
   d. scurvy
   e. pinkeye
   f. bloat
   g. footrot
   h. milk fever
i. lice
j. warts
20. Marketing dairy products
21. Marketing purebred and grade dairy cattle
22. Proving herd sires
23. Selecting and using breeding equipment
24. Selecting, mixing, and feeding ration materials
25. Interpreting a pedigree
26. Interpreting a production record
27. Planning a safe bull pen
28. Planning a calf house
29. Planning a feeding setup to cut down on labor
30. Knowing when to call the veterinarian
31. Know Grade "A" requirements
32. Knowing how to convert the price of milk to the price of butterfat
POULTRY

Physical Skills

1. Wash birds
2. Hold birds
3. Use bird-killing equipment
4. Use scalding equipment
5. Hand-pick foul
6. Catch and properly handle birds
7. Use poultry house cleaning equipment
8. Cool eggs
9. Clean nests
10. Apply hatching egg fumigation
11. Enter houses without scaring poultry
12. Keep litter dry
13. Spread litter
14. Construct simple waters and feeders
15. Assemble automatic feeders and waters
16. Clean and disinfect brooder and layer houses (both dirt and cement floors)
17. Eviscerate poultry
18. Package poultry
19. Pack eggs for market
20. Clean eggs
   a. machine
   b. hand
      1. detergent
      2. sandpaper
21. Collect eggs
   a. litter floor
   b. cages
22. Prepare hover for brooding
   a. clean heating element
   b. check and adjust thermostat
   c. adjust height of hover
23. Treat for mites
24. Treat for lice
25. Chemically caaponize cockerels
26. Move
   a. feeders
   b. shelters
   c. waters
   d. roost
27. Rotate range for turkeys
28. Build nests for chickens and turkeys
29. Install automatic feeders and waters
   a. range
   b. litter floor
30. Treat for worms
31. Artificial inseminate turkeys
   a. catch toms
      1. strap on table
   b. milk toms
   c. catch hens
   d. break hens
   e. inseminate hens
32. Saddle turkeys
33. Debeak poultry
34. Spray for flies
35. Mix feed
   a. lift sacks without straining
   b. grind feed
   c. weigh correct amount of feed
   d. run mixer
   e. fill sacks
36. Repair automatic lighting equipment
37. Set up wire guards and paper guards for brooding poultry
38. Repair cages
   a. doors, etc.
39. Adjust automatic waters
40. Vaccinate
41. Treat diseases with De Hydro-streptomycin
42. Repair brooders
43. Blood test for pollorum
44. Legband birds and wingband chicks
45. Drive electric cart
46. Install thermostat switch
47. Sight level with instrument when leveling cages and water system
48. Hang cages
49. Brace cages with wire from ceiling
50. Install automatic feeders
   a. clamp feeders to stacks
   b. drive short angle iron stacks
   c. lay in dragging chain
   d. hook chain to sprocket
   e. hook sprocket to motor an pulley
51. Assemble cages
52. Install lights
   a. brooder house
b. layer house
  c. turkeys

53. Construct poultry building
   a. raising house
   b. squaring building
   c. roofing

54. Cool birds
   a. fogggers
   b. sprinklers
   c. perforated hose

Managerial Skills

1. Selecting type, breed, and strain of bird
2. Selecting individual birds
3. Select hens for egg production
4. Interpret a feed tag
5. Keep a trap-nest record
6. Calculate numbers or roosters per 100 hens
7. Calculate nest requirements
8. Calculate brooder house requirements
9. Calculate laying house capacity
10. Control diseases and ailments
11. Select and apply disinfectants
12. Grade live fowl
13. Grade dressed fowl
14. Select healthy pullets
15. Cull hens
16. Plan a replacement program
17. Select hatching eggs from proper hens for breeding own strain of chickens and turkeys
18. Select good male birds from good families for strain crossing, etc.
19. Select chicks or hatching eggs from good hatchery or breeder
20. Decide best place to market eggs
21. Figure cost of ration
22. Use antibiotics for medication
23. Balance rations
   a. chick starter
   b. growing rations for chickens
   c. layer ration
   d. fryer
   e. pullet
   f. growing and fattening turkeys
24. Compute proper amount of feed space
25. Judge poultry
26. Select poultry house or ranch to buy
27. Keep records
28. Select site for houses
   a. layer
   b. brooder
29. Select birds for show
30. Grade and candle eggs
31. Plan ventilation in old houses
   a. brooder and layer houses
32. Compute per cent production and cost
33. Compute feed conversion
34. Compute cost of houses and equipment
35. Plan building
   a. brooder house
   b. layer houses
      1. colony cages
      2. single cages
      3. double cages
      4. litter floor
36. Plan lighting systems
37. Identify diseases and ailments
38. Make managerial decisions from poultry records
39. Determine time and place to market fryers
40. Select manufactured feed
41. Compute daily feed consumption
42. Manage birds that are off feed
43. Perform postmortem and diagnose
44. Use sulfa for coccidiosis
45. Use medication in water for disease control
46. Train chickens and turkeys to roost
Employability & Careers
Students shall appreciate the importance of Supervised Occupational Experience Programs in the total program of agricultural education, and develop those skills necessary to search, locate, and apply for employment, as well as building a portfolio.

1. Engage in an appropriate S.O.E., taking into consideration individual career goals, and maintain records in the California Vocational Agriculture Record Book.
2. Understand the importance of positive work ethics and values in the work place.
3. Develop a Portfolio which will include a resume, application, letter of application, letter(s) of recommendation, and work samples.
4. Develop interviewing and job keeping skills.

Safety and First Aid
Students will demonstrate safe work habits and develop first aid skills.

1. Understand that safety is on going and is practiced daily.
2. Pass appropriate safety tests on equipment students will be using.
3. Demonstrate the appropriate steps to take when handling emergencies.
4. Be familiar with potential hazards and OSHA regulations.

Oxyacetylene/Oxy-Fuel Welding
Students will be able to perform Oxyacetylene (fuel) welding tasks using appropriate metal preparation techniques, joints, and filler rods.

1. Use the Oxyacetylene (fuel) equipment to weld mild steel in flat, horizontal, and vertical positions.
2. Use the Oxyacetylene (fuel) equipment to weld pipe in each of the standard joints.
3. Braze weld the butt, fillet, and lap joints.
4. Braze weld pipe in the fillet position.
5. Make appropriate repairs to cast iron using cast iron and brass filler rods.
6. Properly apply other specialty rods including but not limited to hard surfacing.
7. Become familiar with different types of Oxy-Fuel welding systems.

Shielded Metal Arc Welding
Students will be able to perform arc welding tasks using appropriate joints, electrodes, metal preparation techniques, and weld current.

1. Arc weld mild steel in flat, horizontal, vertical and overhead positions.
2. Arc weld pipe in each of the standard positions.
3. Make repairs to cast iron using nickel rod.
4. Properly use other specialty rods including those with applications for but not limited to hard surfacing.
5. Properly set the amperage and type of current for the specific application and rod being used.

Metal Cutting
Students will demonstrate proficiently with various metal cutting techniques.

1. Use the Oxyacetylene (fuel) torch to make cuts in plate and sheet metal using combination, drag, and gouging tips.
2. Make joint preparations for steel using the Air Arc.
3. Cut non-ferrous metals using the Air Arc.
4. Cut non-ferrous and nonferrous metals using a plasma arc system.
5. Cut material to length using the hydraulic shear.
6. Make square and angle cuts on different shapes of metal using the band saw, abrasive cut off saw, and/or cold cut saw.
7. Make a pattern for the pantograph - Oxyacetylene duplicator.
8. Use Oxyacetylene pattern cutting machine to cut patterns in mild steel plate.
9. Use Plasma Arc pattern cutting machine to cut patterns in mild steel plate.

**Power Tools**
Students will be proficient in the use and application of power tools.

1. Bore and countersink holes in various materials using the portable electric drill, pneumatic drill, and drill press.
2. Grind, buff, and sand metal projects using portable and stationary grinders and sabers.
4. Demonstrate the use of a manual or hydraulic bending unit (portable or stationary) on angle iron, pipe, flat and round stock.
5. Use a hydraulic iron worker to shear and punch flat stock and angle iron, and to notch pipe.

**Project Layout**
Students will become proficient in laying out holes, cuts and angles on metal for specific applications

1. Layout holes and select the correct tools for boring various metals and shapes.
2. Layout square cuts, angles, and compound angle cuts on various metals and shapes.

**MIG Welding**
Students will demonstrate proficiency using the MIG welding process (GMAW).

1. Using the MIG welder and solid wire, demonstrate welding mild steel in various positions employing the basic joints.
2. Use the MIG welder and inner or outer shield wire to weld mild steel 1/4" or thicker in the flat position.
3. Demonstrate welding aluminum and/or stainless steel in the flat position using a MIG welder or spool gun.
4. Demonstrate proficiency at MIG machine maintenance and troubleshooting.

**TIG Welding**
Students will demonstrate proficiency using the TIG welding process (GTAW).

1. Using the TIG welding process, demonstrate various joints in the flat and horizontal position on aluminum and/or stainless steel.
2. Have knowledge of other unique or exotic metals that can be welded using the TIG process.

**Phase of Metals**
Students will understand the phases of matter and the role temperature and pressure play in the change of phase of metals.

1. Observe phase change of metal when they are subject to heat and be able to apply the knowledge in practical applications.
2. Define melting point, thermal conductivity, and grain structure.
3. Describe the effect of cooling rate on the grain structure of steel.
4. Describe how materials behave under applied pressure and explain how to compensate for pressure problems in various situations where metals are used.

**Project Design and Construction**
Students will apply skills learned in welding, metal working, finish work, and project design to plan for and build a complex project.

1. Using actual cost estimates and drawings, complete a plan for a project including: working drawing, bill of materials, and sequence of operations.
2. Employing appropriate tools and skills, manufacture the parts and construct and finish a complex project.

**Project Finishing**
Students will demonstrate the skills necessary to finish a project in a professional way.

1. Finish a product to the degree appropriate for the intended use of the item made.
2. Complete the surface preparation of a metal project using proper tools and materials, sealers, paints, etc.
3. Carry a project to completion including all details involved in the production of the finished product.

**Alloys**
Students will understand the importance of the synthesis of new alloys which have properties necessary for specific applications and purposes.

1. Explain what alloy steel is and how it is manufactured.
2. List the common additive elements involved in alloy steel production.
3. Identify which qualities are affected by each additive in an alloy.

**Basic Machine and Foundry Principals**
Students will demonstrate knowledge and use of machine tools and basic foundry principles.

1. Use a milling machine to square and flatten a surface.
2. Use the mill to make a step, shoulder, and groove in a metal sample.
3. Use the milling machine to machine a key way on a shaft.

**Electronics**
Students understand and appreciate the role of electricity in the technological world.

1. Students define electric current and state the difference between conductors and insulators.
2. Students define voltage and amperage and describe their applications in agricultural mechanics
3. Students differentiate between alternating and direct current.
4. Explain the voltage drop and its effect on welding (application) current.
5. Differentiate between open-circuit voltage and are voltage.
6. Students become aware of the prevalence of electromagnetics by investigating the extent to which they are used in arc welders. MIG welders and other electrical shop equipment.
7. Students define electromagnetics and describe their application in the conversion of electrical energy into mechanical energy in electric motors.
8. Students explain the principles of the electric motor.
Measurement
Students will understand and are able to read and use a ruler or tape and complete calculations for problems involving length, area, and volume and weight using American standard and metric measurements.

1. Correctly measure objects with a ruler, tape or framing square.
2. Calculate and solve basic measurement problems including, but not limited to the calculation of board feet, cubic measurement, and standard liquid measurement.
3. Differentiate between American standard and metric measurements units and use in solving problems requiring linear and volumetric calculations.
4. Use various methods to determine the mass and volume of regular and irregular shaped objects using American standard and metric systems.

Project Design
Students understand the basic skills required to make simple drawings and be able to interpret a working drawing.

1. Identify the three (3) types of drawings (orthographic, isometric, oblique).
2. Read blueprints including schedules, details, and symbols.
3. Understand the steps necessary to develop plans and apply for building permits and types of other permits related to the construction trade.
4. Interpret a surveyor's field book correctly when reading a map.

Wood Structures
Students will acquire the knowledge and skills necessary to design and construct wood structures.

1. Identify the woods, wood substitutes, and materials commonly used in the building of wood structures.
2. Read blueprints including schedules, details and symbols.
3. Make an estimate for a bill of materials using sketches and drawings for a wood structure included on a landscape plan.
4. Identify and use common carpentry tools for the construction and installation of wood structures.
5. Participate in the building of a wood structure.

Concrete Structures
Students will become aware of the types of concrete structures used in construction and develop an understanding of how they are installed.

1. Recognize and identify the types of concrete structures used in construction.
2. Develop and estimate the cost for a bill of materials for concrete structures using drawings, plans or blueprints.
3. Identify materials used in the construction of concrete structures.
4. Demonstrate mastery of basic masonry techniques used in the construction of concrete structures.
5. Identify and use basic masonry tools used in the construction of concrete structures.
6. Build a concrete item or structure including the building and eventual removal of the forms for the structure.
7. Determine the structural integrity of a project, by performing a slump test.

Building Components
Students will familiarize themselves with and be able to identify building components and design features.
1. Identify foundation components.
2. Differentiate between new and old systems of floor joists.
3. Identify framing components and roof styles
4. Differentiate between types of trusses.
5. Identify by grade the common types of lumber used in construction.

**Framing and Forms**
Students will understand the procedures necessary to form or frame a particular structure or foundation.

1. Properly layout a building site with batter boards, lines, and stakes.
2. Be able to properly form, pour, reinforce, and finish a concrete foundation or slab.
3. Install floor joists and sills to specifications.
4. Layout, assemble, erect, and plumb a wall section.
5. Cut out and install common rafters and joists to specifications.
6. Be able to layout, setup, and install a truss.

**Fences**
Students will develop the knowledge and skills necessary to design, layout and construct simple fences used for home and farm applications.

1. Developing a fencing plan, taking in account all pertinent land considerations (e.g., topography property boundaries, etc.).
2. Properly layout a fence line.
3. Have a knowledge of fencing materials and their appropriate uses (i.e., wire, electric, wood, posts, gates, fasteners, pipe, and cables).
4. Repair a wood and/or wire fence.
5. Install a section of fence including a gate.
6. Perform a splice on a wire fence.
7. Properly anchor a fence line.
8. List factors to consider when installing an electric fence.
9. Align posts using a level or a transit.

**Surveying**
Students will develop and demonstrate a basic understanding of surveying as it is used in agricultural applications.

1. Perform various measurements for horizontal and vertical applications.
2. Set up and keep a field notebook.
3. Visually identify the builder's, engineer's, and turret levels.
4. Identify and use a direct reading and positive reading rod with an engineer's scale and an architect's scale.
5. Understand and identify applications for profile leveling.
6. Determine distance with the assistance of a transit.
7. Calculate cuts and fills for a given piece of property.
8. Layout a building site for a simple agricultural structure (e.g., pole barn).
9. Understand and be able to read a topographic map.
10. Explain how land is subdivided in California and the United States.
Irrigation Systems
Students will develop the knowledge and skills necessary to design, layout and construct simple fences used for home and farm applications.

1. Differentiate between deep well turbine, low lift, and booster pumps.
2. Properly start and stop a deep well turbine pump.
3. Use and maintain the mechanical device necessary for irrigating crops.
4. Calculate the amount of irrigation water necessary for a field planted with a specified local crop.
5. Given the appropriate information, determine motor and pump efficiency levels.
6. Determine the flow, pressure, and application rates of irrigation water given specific information about the equipment used and crop to be irrigated.
7. Understand the principles of injector and vacuum systems used in irrigation.
8. Determine how to channel flow and alter pressure for various situations using relief valves, check valves, and pressure compensators.
9. Safely handle irrigation equipment and be able to determine when a technician is needed for repairs.

Physical Properties of Materials.
Students will explain how physical forces effect various types of materials.

1. Define stress and state how it can be measured.
2. Define strain and explain how it can be measured.
3. Differentiate between tensile and compressive strength and describe how each is used in evaluating metal, wood, and wood substitutes.
4. Describe the concept of elasticity of metals, wood and other materials and explain how this knowledge can be used in construction.
5. Differentiate between bending strength, shear strength, fatigue strength, and impact strength; give examples of each; and demonstrate the effects of one for the class.

Energy
Students will understand that energy is the ability to do work, that energy comes in many forms and can be converted from one form to another.

1. Identify the different forms of energy such as heat, light mechanical, and electromagnetic and cite examples of each found in their school or home environment.
2. Observe and describe how heat changes matter and determine whether heating will temporarily or permanently change the physical properties of an object.
3. Determine how energy can be channeled to work with the use of energy efficient building materials, environmental controls.

Electricity
Students understand and appreciate the role of electricity in the technological world.

1. Define electric current and state the difference between conductors and insulators.
2. Define voltage and amperage and describe the application of each in agricultural mechanics.
3. Differentiate between alternating and direct current and identify appropriate applications for each.
4. Describe voltage drop and its effect on welding current, and motor/pump operation.
5. Differentiate between open-circuit voltage and closed circuit voltage.
6. Explain how capacitor start motors function and the principles of single and three phase operation.
7. Develop an appreciation for and general knowledge of new advances in electrical technology including solar energy storage systems and their practical uses.

**Electronics**

Students understand the relationship of magnetic forces and electrical currents and investigate the common uses of magnetism

1. Become aware of the prevalence of electromagnetics by investigating the extent to which they are used in arc welders, MIG welders, and other electrical shop equipment.
2. Define the term electromagnetic and describe applications in the conversion of electrical energy into mechanical energy in electric motor.
3. Explain the principles of operation for the electric motor.
4. Measure the current of motors and determine the efficiency of a specific motors.
5. Understand the principles and value of electrostatic application in agriculture.
Occupational Competencies
Animal Care/Veterinarian Science

Course Description:
A two semester course, designed to prepare students with entry level skills in the animal care field such as: veterinarian aide, kennel, stables or zoo aides. After receiving classroom instruction in areas such as: behavior, handling, grooming, anatomy and physiology, nutrition, reproduction, and genetics. Students will find their own job site the second semester and will work 8 hours a week for three months for a veterinarian, zoo, kennel, ranch or horse facility.

Occupational Competencies:
Animal Care
1. A Able to identify breeds, species and sex of animals
   B Can properly clean and maintain cages, pens and utensils
   C Able to visually observe for illness and abnormal behavior
   D Can properly groom various animals
   E Can give a medicated bath
   F Knows how to trim hooves and nails
   G Prepare and dispense food for animals
   I Able to prepare animals for shipping and transport
   J Familiar with common diseases and symptoms in livestock and small animals
   K Know and identify the parts of animals
   L Be familiar with the different digestive tracts for livestock and small animals
   M Identify classes of nutrients and their functions in animal nutrition
   N Know the gestation length, types of reproduction practices in livestock
   O Be familiar with the endocrine system and the hormones affecting reproduction

Safety
2. A Can safely handle animals
   B Knows proper lifting technique
   C Practices good security habits for facilities, locks, latches, and gates
   D Follows safe work habits and identifies potential hazards

Examination Assistance
3. A Demonstrates proper use of assorted restraints
   B Demonstrates methods of safe capture
   C Able to identify animals dispositions
   D Able to correctly take animal vital signs
   E Knows how to disinfect an area and equipment
nn.  2 + 2 College Articulations

Presently, Clovis East Agriculture Department has an articulation with the College of the Sequoia and Reedley College. Attached is our Agriculture Science articulation with COS and our articulations with Reedley College.
COS AGRICULTURE DIVISION
ARTICULATION AGREEMENT WITH
CLOVIS HIGH SCHOOL

A student earning a final grade of "B" or higher in the courses listed below will receive credit for the articulated COS course provided they have completed all the required units for a specific Ag certificate.

**College of the Sequoias Course**
- Agriculture Management-271
- Animal Science-273
- Plant Science-271
- Ornamental Horticulture-271
- Agriculture Technology-271

**Clovis High Course**
- Ag Science 4AB
- Ag Science 2AB
- Ag Science 3AB
- Ornamental Horticulture AB
- Advance Ag Mechanics (ROP)

**REQUIRED COMPETENCIES FOR ARTICULATION**

Credit will be given for the articulated course listed above if the following criteria are met:

1. A grade of "B" or higher is achieved in the articulated course.
2. A copy of the high school transcript verifying completion of the course, grade, and semester that the course was taken.
3. The student has met the specific list of competencies and topics as outlined in the articulation agreement and agreed to by the secondary and community college instructors and departments.

**REQUIREMENT FOR COLLEGE CREDIT**

The student who has completed all the required coursework for a **COS Agriculture Certificate** will be required to complete the following procedures:

1. When a student completes the application process for the COS Agriculture Business Management Certificate he or she will attach a copy of the high school transcript verifying up to a total of 9 units of elective credit to be used toward the certificate.
2. The students agriculture staff advisor will verify the completion of the certificate requirements and forward the application along with the appropriate transcripts to the COS Agriculture Division Chair.
3. The COS Agriculture Division Chair will approve and forward the application to the College of the Sequoias Tech Prep Coordinator for verification and approval.
4. The COS Tech Prep Coordinator will verify and forward the application to College of the Sequoias Dean of Applied Sciences for approval and addition of the coursework for credit to the students permanent record and transcript for college credit.

*This agreement commences on January 1, 1999 and is subject to review on an annual basis.*

**College of Sequoias Authorization**

- Agriculture Faculty Contact Person
- Agriculture Division Chair
- COS Tech-Prep Coordinator
- Dean of Applied Sciences
- Vice President of Instruction

**High School Authorization**

- Agriculture Faculty Contact Person
- Agriculture Department Chair
- Principal
Published on 2+2 Articulation and Occu-Track (http://articulation.statecenter.com)

Home > AG-043R

AG-043R

Subject Area:
Agriculture
Agreement Date:
10/1998
Expiration Date:
05/2001

College Information
College:
Reedley College [1]
College Course/s:
LH 35 [2]

High School Information
Participating High School:
Clovis High School [3]

Source URL (retrieved on 03/02/2011 - 6:56pm): http://articulation.statecenter.com/agreement/ag-043r

Links:
AG-044R

Subject Area:
Agriculture

Agreement Date:
10/1998

Expiration Date:
05/2001

College Information

College:
Reedley College [1]

College Course/s:
AS 1 [2]

High School Information

Participating High School:
Clovis High School [3]

ROP Sponsor:
Fresno ROP [4]

Source URL (retrieved on 03/02/2011 - 6:57pm): http://articulation.statecenter.com/agreement/ag-044r

Links:
Published on 2+2 Articulation and Occu-Track (http://articulation.statecenter.com)

Home > AG-045R

AG-045R

Subject Area:
Agriculture
Agreement Date:
10/1998
Expiration Date:
05/2001

College Information
College:
Reedley College [1]
College Course/s:
L 10 [2]

High School Information
Participating High School:
Clovis High School [3]

Source URL (retrieved on 03/02/2011 - 6:57pm): http://articulation.statecenter.com/agreement/ag-045r

Links:
Published on 2+2 Articulation and Occu-Track (http://articulation.statecenter.com)

Home > AG-046R

AG-046R

Subject Area: Agriculture
Agreement Date: 10/1998
Expiration Date: 05/2001

College Information
College: Reedley College [1]
College Course/s: MAG 7 [2]

High School Information
Participating High School: Clovis High School [3]
ROP Sponsor: Fresno ROP [4]

Source URL (retrieved on 03/02/2011 - 6:59pm): http://articulation.statecenter.com/agreement/ag-046r

Links:
Reimbursements

Clovis East High School Agriculture instructors are reimbursed for personal expenses incurred while participating in FFA, SAE, and professional development activities. Examples follow of forms that are needed to receive reimbursement.
CLOVIS EAST HIGH SCHOOL
STUDENT BODY REQUISITION

PURCHASE ORDERS/CHECKS WILL NOT BE ISSUED WITHOUT AUTHORIZED SIGNATURES. YOU MUST HAVE PURCHASE ORDER NUMBER PRIOR TO ORDERING. CHECK/PURCHASE ORDER REQUESTS MUST BE TURNED INTO THE FINANCE OFFICE NO LATER THAN 10:00 A.M. ON TUESDAY MORNING IN ORDER TO RECEIVE YOUR REQUESTS BY WEDNESDAY AFTERNOON AT 3:00 P.M.

School Club/Team: __________________________
Submitted By: ______________________________
Date: _____________________________________
Acct. Number: _____________________________
Issue To: __________________________________
_________________________________________
_________________________________________

Purchase Order / Check
(Please Circle One)
Pickup: _____ P.O. _____ Check
Mail: _____ P.O. _____ Check
(Please Circle One)

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Total

Available Balance: __________________________
Finance Office Initials: ____________________

Date Paid: (See check stub)
Check # & Amount: __________________________

APPROVED BY:

1. ___________________  2. ___________________  3. ___________________
   Student Body Officer   Certificated Learning Director   Principal

Date ___________________  Date ___________________  Date ___________________
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Issue Date: 03/26/2010  Vendor Number: 5771  Number: 511380744  Net Amount: $56.00