Agriculture Education

Quality Criteria

Holtville High School
(Holtville Unified School District)

Ag Ed 539

Maria Rangel Cozens
Fall 2010
Quality Criteria ONE
Curriculum and Instruction

Holtville High School Agriculture Department offers classes that meet high school graduation requirements and UC/CSU requirements; therefore the classes are aligned to meet academic standards and requirements. The students who take agriculture classes to meet science requirements have to take the California Standardized Test, therefore it is important for the Ag teachers to meet their objectives and evaluate student performance. Currently, the following classes meet UC/CSU requirements; Ag Science, Ag Biology, and Veterinary Science. The Ag Science and Ag Computers classes meet science and technology high school graduation requirements.

The department offers Agriculture Careers lessons and units within their curriculum. Holtville Agriculture Department encourages the advancement in Agriculture Occupational field. The teachers bring in real life experiences into the classroom to make the connection of student and real agriculture world with guest speakers and own experiences, also if budget permitting field trips to agriculture companies are scheduled. As well as, teachers promoting the involvement of career development events.
The department’s curriculum and instruction provides students with career path information and planning strategies to guide them through the agriculture program. All classes encourage the development of English language, math, technology, and communication skills with the use of report writing, computers, public speaking and record book problems. Students are required to maintain a record book for their SAE project. Time is set aside in each class to review and update record books.

Overall, the Holtville Agriculture Department is designed to serve the multiple needs of all students such as facilitating the needs of those with special learning needs and disabilities. It encouraged the development of diversity students.

Refer to the following tabs of the table of contents for the supporting documents for Curriculum and Instruction:

Quality Criteria TWO
Leadership and Citizenship

Holtville High School Agriculture Department highly encourages their students to participate in leadership developing activities. The students are required to fill out their student data sheet at the beginning of the school year in order to determine their level of participation, SAE projects, and career pathways. The chapter officers work long and hard over the summer to finalize the calendar of activities for the year in order to make it available for the students as soon as they begin school. At that time, students are also required to fill in their record book calendars with FFA activities. The teachers as the students must record and monitor each student’s participation in chapter, sectional, regional, state, and national activities in their record books. Our program requires each student to participate in a minimum of 3 FFA activities per quarter, totaling 12 activities a year as part of their grade in their agriculture class.

In a two person department, each teacher is required to lead or assist in just about every activity. There is a designated teacher to serve as the FFA advisor which is in charge of the FFA officers and leadership conferences. All other activities as conducted by one or the other teacher. The Holtville Unified School District is very good about approving reimbursement of any
expenses made by a teacher during any FFA activity therefore all Holtville High School Agriculture Department instructors are certified agriculture teachers.

Refer to the following tabs of the table of contents for the supporting documents for Leadership and Citizenship Development:

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<td>12. L</td>
<td>16. Q</td>
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<td>28. BB</td>
<td>36. KK</td>
<td>40. OO</td>
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Holtville High School Agriculture Department highly encourages their students to participate in Supervised Agriculture Experience programs. Students are graded on their SAE projects. Ten percent of their grade is for their SAE projects. The Agriculture Department has a well equipped farm and shop for students to house their livestock, Ag mechanics, and horticulture projects. As part of a Master’s program development one of the Holtville Agriculture Department, developed horticulture until with a shade house to be able to expand the options for SAE projects.

Regular SAE project visits are performed by the two agriculture teachers from October through May of each year. The teacher use the agriculture department vehicles to perform the off campus projects or to transport any projects. Currently, Holtville Agriculture Department has two trucks and one trailer. Any expenses done by the agriculture teachers during any visits are reimbursable by the district as long as they are approved by the district.
Refer to the following tabs of the table of contents for the supporting documents for Supervised Agriculture Experience (SAE):

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Quality Criteria FOUR
Qualified and Competent

Holtville High School Agriculture instructors are fully credentialed to teach the classes that they teach such as; Ag Science, Ag Biology, Vet Science, Ag Computers, Ag Mechanics, Ag Welding, Farm/Diesel ROP, and Ag Wood. Both instructors have met the requirements of teaching and agriculture experience to obtain their agriculture credentials. The instructors use a variety of teaching strategies and methodologies to teach their students with the fact that not every student learns the same way. As they say, “if the students can not learn the way we teach, then we shall teach the way students can learn.” Therefore, the instructors design their lessons to include lecture, note taking, activity or lab, and evaluation. Evaluation is expected from the students through an exam, presentation, or project.

Professional development is highly encouraged by the Holtville High School. Instructors constantly acquire professional development through staff development meetings or in-services, department meetings, CATA sectional meetings, CATA regional meetings, CATA road show, New Professionals Conference, National Convention workshops, and annual CATA summer conference. These professional developments provide the instructors with new strategies, resources, activities, and ideas for the
classroom. They also provide skills and knowledge attained for both personal development and career advancement.

Refer to the following tabs of the table of contents for the supporting documents for Qualified and Competent:

27. AA  28. BB  30. EE
36. KK  37. LL  40. OO
Quality Criteria FIVE
Facilities, Equipment, and Materials

Holtville High School Agriculture facilities, equipment, instructional materials, and supplies comply with health and safety standards, reflect and simulate current and emerging technologies and applications, and are of sufficient quantity and quality to meet the instructional objectives and individual needs of all students. The students had the opportunity to use the faculties, equipment, instructional materials, and supplies to prepare them for the real world of agricultural development.

The agriculture instructors are responsible for maintaining the livestock, livestock equipment, livestock housing, and Ag shop. The district personnel keep up the grounds, transportation, and plumbing as specified by the Holtville Unified School District. The district also implements that all ADA requirements are met by the agriculture facilities, equipment, materials, and supplies. Student’s needs are also met as required no matter what the needs are. Students have full accessibility of the school farm at all times. A side gate with FFA combination has been installed for school to access farm during non school operating hours. Security cameras and records have been implemented for the safety and security of the students, livestock, materials, equipment, supplies, and facilities.
All equipment, supplies, and materials are secured by being stored in the farm’s shed. The agriculture instructors have full access to the shed and are responsible for cleaning, maintaining, and supplying the shed with the needed farm’s necessities.

Refer to the following tabs of the table of contents for the supporting documents for Facilities, Equipment, and Materials:

14. N  
16. Q  
17. P
29. CC  
32. GG  
33. HH
34. II  
36. KK
Quality Criteria SIX
Community, Business, and Industry Involvement

Holtville High School Agriculture Advisory has individuals who high
support the agriculture program they represent the community, business,
industry, students, parents, district, staff, and labor that serve on their
advisory committee to provide guidance. The agriculture instructors use the
advice of the advisory committee in the design, development, operation,
evaluation, and support of each program area. A roster of the Ag advisory is
kept and updated as needed. The Holtville FFA is very fortunate to have an
extremely supportative community.

The Holtville Agriculture Advisory committee meets a minimum of
three times a year to review program development and funding such as the
Agriculture Incentive Grant review. The committee also provides guidance
and support in the preparation of students for success in agriculture. The
committee is also highly involved in school wide operations and district
changes that could affect the agriculture program and staff. The committee
supports and guides the program in and challenges the program and staff
might face.

Refer to the following tabs of the table of contents for the supporting
documents for Community, Business, and Industry Involvement:

16. Q  30. EE  31. FF
Quality Criteria SEVEN
Career Guidance

In April of each year, the agriculture staff, counselors, and administration get together to review the agriculture program’s development and structure of classes the program has to offer to be able to sustain or increase enrollment. Some of the same information such as career pathways and recruitment brochures are provided to the parents and students for their decision of what appropriate agricultural courses to take. Each student also has the accessibility of the program of works to serve as a guide through out the year.

As students are enrolled, they are highly encouraged to choose a career pathway to follow during their high school years. They can choose an Ag Science or Ag Mechanics pathway. By the time the students reach their eleventh or twelfth year, they are provided with advance guidance for agriculture careers or agricultural higher education. Each year, representatives of their successful agriculture companies, community colleges, and universities are invited to serve as guest speakers to inform the students with the different opportunities there are for agriculture students after high school to get involved. All agriculture courses also provide instruction in career planning and employment opportunities for students after high school.
Refer to the following tabs of the table of contents for the supporting documents for Career Guidance:

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<td>19. S</td>
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Quality Criteria EIGHT
Program Promotion

Holtville High School Agriculture Program has a plan for program promotion and recruitment throughout the school year. The agriculture instructors and chapter officers work really hard on a continuous promotion and recruitment program. Program promotion and recruitment activities are planned and conducted during the year to inform the community such as recruitment brochures, FFA website, Ag awareness/farm bash day, and recruitment play and recruitment letters to the community.

Program promotion is an ongoing activity during the year with conducting a recruitment play performed by junior and senior Ag students at the local primary schools ending the play with the hand out of the recruitment brochure. The Ag Awareness/Farm Bash day introduces primary students, non Ag students, and community members to the Holtville Agriculture program and their developments and accomplishments. Within the program competition and accomplishments are a major role in motivating the students to get involved. Therefore, announcements are maintained of their accomplishments on the department’s bulletin, school’s website, school’s PA morning announcements, town’s newspaper, and county’s newspaper. Holtville Agriculture Program thrives on program promotion and recruitment.
Refer to the following tabs of the table of contents for the supporting documents for Program Promotion:

9. I
21. U

11. K
24. X

12. L
Quality Criteria NINE
Program Accountability

The Holtville High School Agriculture Program has a comprehensive program plan that is continuously updated and is yearly evaluated by the regional supervisor, Ag advisory committee, and administration. Required documents are turned in on time to the regional supervisor on time for funding and program development. They also implement the outcome report of their graduate follow up program with improvements on an annual basis.

The regional supervisor and Ag advisory committee do an annual program review to determine areas of weakness and improvements. This allows the development of Holtville High School Agriculture program with the Agriculture Incentive Grant. Records and reports are maintained and submitted as required to comply with federal, state, and local regulations and polices. Some of the reports also allow a preview of the budget for school administration and committee plan for future purchases for the Ag program.

Refer to the following tabs of the table of contents for the supporting documents for Program Accountability:

28. BB  32. GG  33. HH  34. II  40. OO
Quality Criteria TEN
Student – Teacher Ratio

The Holtville High School Agriculture program’s instructors continually battle with the site administration to respect the student-teacher ratio, 25 students per Ag science class and 20 students per Ag shop classes. Unfortunately, some times it works against the program because it drops enrollment. As of now, the program has enough student flow for the possibility of hiring a third agriculture teacher, but due to budget the department can not hire a third teacher at this time. Therefore, the program will continue to work with what we have, which is on average 120-130 students per teacher with one preparation period in a seven period day.

The agriculture teachers have undergone extensive professional development to properly manage their classrooms. They highly promote an effective and safe environment for their students regardless of the number of students within their classes.

Refer to the following tabs of the table of contents for the supporting documents for Curriculum and Instruction:

4. D
24. X
Quality Criteria ELEVN
Full Year Employment

The Holtville High School Agriculture instructors have an effective instruction plan that extends beyond the regular school day, school year, and school environment. The Ag Science teacher has an extended contract of 35 days because the Ag Science teacher is typically the FFA advisor and the Ag Mechanics teacher has an extended contract of 30 days with both instructors not having a project supervision period during the school year.

Activities conducted as parts of the program of activities for the Holtville FFA Chapter are individually conducted activities of student SAE projects are conducted mostly before and after school, weekends, and while school is on break. All activities are lead or assisted by both agriculture instructors throughout the year.

Refer to the following tabs of the table of contents for the supporting documents for Full Year Employment:

TABLE OF CONTENTS

The course assignments review the documents that the First Year Teachers need. Here is the list of documents and some examples in the following pages.

1. A. Student Data Sheets
2. B. Permanent Vo-Ag Student Record
3. C. Course Outlines
4. D. Daily Grade Sheets from each class taught
5. E. SAE Supervision forms used on project visits
6. F. Wall Chart of SAE visits
7. G. SAE Summary by Individual Student
8. H. Board approved department SAE policy, procedures and operations statement
9. I. Program of Work
10. J. Copy of board approved policy statement pertaining to FFA as an integral part of the Ag program.
11. K. Recruitment program
12. L. Chapter Scrapbook
13. M. Summer Activities Schedule
14. N. Sample of VO-Ag follow-up Survey Form
15. O. Up-To-Date file on status of graduates
16. Q. Ag Advisory Committee Minutes
17. P. Program Plan
18. R. Student Program Plan
19. S. Proficiency Standards
20. T. Credentials
21. U. Calendar of Chapter Activities
22. V. Daily Logs for Current Year
23. W. Professional Growth Activities
24. X. R-2 Report
25. Y. Extended Contract
26. Z. Travel Plan
27. AA. CATA Membership Card
28. BB. Meeting Reports Submitted to Administration
29. CC. Wish List
30. EE. Ag Advisory Committee Agendas
31. FF. Ag Advisory Committee Charter and By-Laws
32. GG. Operating Budget for Vo-Ag
33. HH. VEA District Allocation
34. II. Description of your district/ department budget process
35. JJ. Department Chair Duties and Responsibilities
36. KK. Chart of Responsibilities
37. LL. Substitute Teacher Procedures and Plans
38. MM. Proficiency for Vocational Agriculture Students
39. NN. 2+2 Agreement with a College
40. OO. Reimbursement for Personal Expenses
A. Student Data Sheets
A. Name
   Last Name ____________________________
   First Name, M.I _______________________  
B. Gender: Male  
   Female ________________________________  
C. Date: 02/24/109  
D. Year in Agriculture Program:  
   1st, 2nd, 3rd, 4th  
   (9, 10, 11, 12)  
E. Grade Level in School:  
F. Program of Instruction Being Pursued: (Select Only One)
   Plant & Soil Science (4010)  
   Agricultural Mechanics (4030)  
   Agricultural Business (4040)  
   Ornamental Horticulture (4050)  
   Forestry & Natural Resources (4060)  
   Agriscience (4070)  
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 American  
   Other  
I. Locator Data:
   Street Address:  
   Phone Number:  
   Parent/Guardian Name (Print Full Name For Each)
   Mr.  
   Miss/Mrs/Ms.  
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.
   1) __________  
   2) __________  
K. Please indicate below your plans after graduation from high schools:
   1. Go to Work Full - Time
      1) No Further Education  
      2) Some College Later  
   2. Go to College
      1) Community College  
      2) Four Year College  
      3) Full-Time Student  
      4) Part-Time Student  
      5) Agriculture Major  
      6) Non-Agriculture Major  
   3 Go Into Military Service
      1)  
      2)  

**STUDENT PROGRAM PLANNING FORM**

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.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
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<tr>
<td>School Year</td>
<td>School Year</td>
<td>School Year</td>
<td>School Year</td>
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<td>09, 10</td>
<td>10, 11</td>
<td>11, 17</td>
<td>17, 13</td>
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<tr>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
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<tr>
<td>Spanish</td>
<td>Ag - Biology</td>
<td>Vet - Science</td>
<td>ROP</td>
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<tr>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 17</td>
</tr>
<tr>
<td>Ag Science</td>
<td>Social Science 10</td>
<td>Social Science 10</td>
<td>Social Science 10</td>
</tr>
<tr>
<td>Freshmen PE</td>
<td>Art 2</td>
<td>Art 3</td>
<td>Act 4</td>
</tr>
<tr>
<td>Art 1</td>
<td>Spanish 2</td>
<td>Chemistry</td>
<td>Office Ad</td>
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<tr>
<td>Algebra 1</td>
<td>PE weight lifting</td>
<td>Algebra III</td>
<td>Ag Econ/Env</td>
</tr>
<tr>
<td>Ag 10</td>
<td>Wood</td>
<td>PE</td>
<td>PE</td>
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</tbody>
</table>

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

<table>
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<tr>
<th>S.A.E</th>
<th>Size</th>
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<tbody>
<tr>
<td>Pigs</td>
<td>250</td>
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N. Planned Department Activity (FFA)

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<tr>
<th><strong>Activity</strong></th>
<th><strong>FFA Officer</strong></th>
<th><strong>Pool Party</strong></th>
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<td>FFA Officer</td>
<td>Pool Party</td>
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<tr>
<td>FFA Officer</td>
<td>FFA Officer</td>
<td>FFA Officer</td>
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</tbody>
</table>

Parents/Guardians Signature: [Signature]
A. Name
   First Name: [Blank]
   Last Name: [Blank]

B. Gender: Male [X] Female [Blank]

C. Date: 06/29/09
   1st (1st, 2nd, 3rd, 4th) [X]

D. Year in Agriculture Program: 9th (9, 10, 11, 12)

E. Grade Level in School:

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

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

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

I. Locator Data:
   - Street Address: [Blank]
   - Phone Number: [Blank]
   - Parent/Guardian Name (Print Full Name for Each)
     Mr. Ryan Burns [X]
     Miss/Mrs./Ms. Adriana Burns

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.
   - [X] Business Manager
   - [X] Recreational Therapist

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

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

2. Go to College
   - Community College
   - Four Year College [X]
   - Full-Time Student [X]
   - Part-Time Student [X]
   - Agriculture Major [X]
   - 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 taking, and planned to be taken in the future.

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Sophomore Year</th>
<th>Junior Year</th>
<th>Senior Year</th>
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<td><strong>School Year</strong></td>
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<td><strong>Course</strong></td>
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<td><strong>Course</strong></td>
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<td>AQ17</td>
<td>AQ BIOLOGY</td>
<td>VET SCIENCE</td>
<td>AQ ECON/GOVERN</td>
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<td>CHORUS</td>
<td>AQ MECHANICS/WELD</td>
<td>POP</td>
<td>CHORUS</td>
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<td>ALGEBRA I</td>
<td>GEOMETRY</td>
<td>ALGEBRAL</td>
<td>WEIGHT TRAINING</td>
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<tr>
<td>FRESH PE</td>
<td>CHORUS</td>
<td>CHORUS</td>
<td>WEIGHT TRAINING</td>
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<tr>
<td>AGRISCIENCE</td>
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<td>SPANISH</td>
<td>SPANISH</td>
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<tr>
<td>JOURNALISM</td>
<td>U.S. HISTORY</td>
<td>WEIGHT TRAINING</td>
<td>GOVERNMENT</td>
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</table>

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

<table>
<thead>
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<th>S.A.E</th>
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<td>AG MACH.</td>
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<td>HOG</td>
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<td>HOG</td>
<td>AG MACH.</td>
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<td>HOG</td>
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**N.** Planned Department Activity (FFA)

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<th>Greenhand I.C. Social</th>
<th>FFA Meetings</th>
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<th>FFA Meetings</th>
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<td>CHRISTMAS WREATH</td>
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<td>CHRISTMAS WREATH</td>
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<td>COLLEGE FIELD DAY</td>
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Parents/Guardians Signature: [Signature]
AGRICULTURAL EDUCATION - STUDENT CAREER SHEET
DATA SHEET

A. Name

B. Gender: Male  Female [X]

C. Date: 8/24/69

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

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

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

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

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)

[X] White
[ ] Hispanic
[ ] Black (Except Hispanic)
[ ] Filipino
[ ] Asian or Pacific Islander
[ ] American Indian/Native American
[ ] Other

I. Locator Data:

Phone Number: ____________________________

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

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.

1. Ag Business Management
2. ________________

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

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

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

3. Go Into Military Service  [ ]
**STUDENT PROGRAM PLANNING FORM**

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<td><strong>School Year</strong></td>
<td><strong>School Year</strong></td>
<td><strong>School Year</strong></td>
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<tr>
<td>07-08</td>
<td>08-09</td>
<td>09-10</td>
<td>10-11</td>
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<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>Band</td>
<td>Band</td>
<td>Band</td>
<td>Band</td>
</tr>
<tr>
<td>English 9 Honors</td>
<td>English 10 Honors</td>
<td>English II Honors</td>
<td>AP English</td>
</tr>
<tr>
<td>Spanish I</td>
<td>Algebra II</td>
<td>Math Analysis</td>
<td>AP Calculus</td>
</tr>
<tr>
<td>Geometry</td>
<td>Spanish II</td>
<td>Chemistry</td>
<td>AP Physics</td>
</tr>
<tr>
<td>Freshman P.E.</td>
<td>Ag Welding</td>
<td>AP U.S. History</td>
<td>Ag Econ/Government</td>
</tr>
<tr>
<td>Basic Ag</td>
<td>World History</td>
<td>Sociology</td>
<td>R.O.P.?</td>
</tr>
<tr>
<td>Earth Science</td>
<td>Biology</td>
<td>Ag I.B.T.</td>
<td>Sign Language @ I.V.C.?</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>S.A.E</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Mechanics</td>
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</table>

N. Planned Department Activity (FFA)

<table>
<thead>
<tr>
<th>Record Book Contest</th>
<th>State Conference</th>
<th>Pool Party and Meeting</th>
<th>TIVC Field Day</th>
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<tbody>
<tr>
<td>Record Book Contest</td>
<td>PP Contest</td>
<td>State Conference</td>
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<tr>
<td>State Conference</td>
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<tr>
<td>Pool Party and Meeting</td>
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</tr>
<tr>
<td>TIVC Field Day</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parents/Guardians Signature: [Signature]
AGRICULTURAL EDUCATION - STUDENT CAREER SHEET
DATA SHEET

A. Name

Last Name
First Name, MI

B. Gender: Male  ______  Female  √

C. Date:  9-27-09

D. Year in Agriculture Program:

2nd  (1st, 2nd, 3rd, 4th)

E. Grade Level in School:

10  (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 (4040)
- Ornamental Horticulture (4050)
- Forestry & Natural Resources (4060)
- Agriscience (4070)

X  Agriscience (4070)

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  ______
- Hispanic  X
- Black (Except Hispanic)  ______
- Filipino  ______
- Asian or Pacific Islander  ______
- American Indian/Native American  ______
- Other  ______

I. Locator Data:

Street Address: ___________________________

Phone Number: ___________________________

Parent/Guardian Name (Print Full Name For Each)
Mr. Jesse Larios

Miss/Mrs./Ms. Briana Larios

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.

Veterinarian or Ag Teacher

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

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  ______

   Part-Time Student  ______

   Agriculture Major  X

   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 taking, and planned to be taken in the future.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Year</td>
<td>School Year</td>
<td>School Year</td>
<td>School Year</td>
</tr>
<tr>
<td>Course</td>
<td>Course</td>
<td>Course</td>
<td>Course</td>
</tr>
<tr>
<td>Aa Science</td>
<td>English 10'</td>
<td>English II</td>
<td>English 12</td>
</tr>
<tr>
<td>Intro to Bus. Tech</td>
<td>Vet Science</td>
<td>Ag 1BT</td>
<td>Ag Governmen</td>
</tr>
<tr>
<td>Algebra I</td>
<td>World Histork</td>
<td>U.S. History</td>
<td>Art III</td>
</tr>
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<td>A+ I</td>
<td>Ag Biology</td>
<td>Art II</td>
<td>Spanish A.P.</td>
</tr>
<tr>
<td>Spanish I</td>
<td>Spanish II</td>
<td>Spanish III</td>
<td>Math Analysis</td>
</tr>
<tr>
<td>English 9</td>
<td>Freshman P.E.</td>
<td>Team Sports</td>
<td>Yearbook</td>
</tr>
<tr>
<td>Freshman P.E.</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Weighttraining</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>S.A.E</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
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<td>L</td>
</tr>
<tr>
<td>Steer</td>
<td>L</td>
</tr>
<tr>
<td>Goat</td>
<td>L</td>
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</tr>
<tr>
<td>Goat</td>
<td>L</td>
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</table>

N. Planned Department Activity (FFA)

<table>
<thead>
<tr>
<th>Chapter Meetings</th>
<th>SLC + BB Tourney</th>
<th>SLC + BB Tourney</th>
<th>SLC + BB Tourney</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. I. G.</td>
<td>Livestock Judging</td>
<td>Livestock Judging</td>
<td>Livestock Judging</td>
</tr>
<tr>
<td>Creed</td>
<td>Chapter Mtg.</td>
<td>Chapter Mtg.</td>
<td>Chapter Mtg.</td>
</tr>
<tr>
<td>Greenhand Cook</td>
<td>MFE Conference</td>
<td>MFE Conference</td>
<td>MFE Con</td>
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</table>

**Parents/Guardians Signature:** ____________________
AGRICULTURAL EDUCATION - STUDENT CAREER SHEET
DATA SHEET

A. Name
   Last Name ___________________________
   First Name, MI _______________________

B. Gender: Male X
   Female _______

C. Date: 08-28-09

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

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

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

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

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

I. Locator Data:
   Street Address: _______________________
   Phone Number: _______________________
   Parent/Guardian Name (Print Full Name For Each)
   Mr. Andres Lucero
   Miss/Ms. Virginia Lucero

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.
   Ag Engineer (Farmer)

K. Please indicate below your plans after graduation from high schools:
   1. Go to Work Full - Time
      No Further Education
      Some College Later
      X
   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 taking, and planned to be taken in the future.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Year</strong></td>
<td><strong>School Year</strong></td>
<td><strong>School Year</strong></td>
<td><strong>School Year</strong></td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>Band</td>
<td>Band</td>
<td>Band</td>
<td>Band</td>
</tr>
<tr>
<td>English 9</td>
<td>Team Sports</td>
<td>Vet Science</td>
<td>Ag Econ</td>
</tr>
<tr>
<td>Ag BI</td>
<td>English 10</td>
<td>Team Sports</td>
<td>Team Sports</td>
</tr>
<tr>
<td>Freshman PE</td>
<td>Ag Biology</td>
<td>Spanish 3</td>
<td>Spanish</td>
</tr>
<tr>
<td>Ag Science</td>
<td>Spanish 2</td>
<td>English 11</td>
<td>English 12</td>
</tr>
<tr>
<td>Spanish 1</td>
<td>World History</td>
<td>US History</td>
<td>Math Analysis</td>
</tr>
<tr>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Calculus</td>
<td>Calculus</td>
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</table>

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

<table>
<thead>
<tr>
<th>S.A.E</th>
<th>Size</th>
<th>S.A.E</th>
<th>Size</th>
<th>S.A.E</th>
<th>Size</th>
<th>S.A.E</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swine</td>
<td>Large</td>
<td>Swine</td>
<td>Large</td>
<td>Swine</td>
<td>Large</td>
<td>Swine</td>
<td>Large</td>
</tr>
</tbody>
</table>

N. Planned Department Activity (FFA)

<table>
<thead>
<tr>
<th>Chapter Meetings</th>
<th>SLC + BB Tourn.</th>
<th>SLC + BB Tourn.</th>
<th>SLC + BB Tourn.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pool Party</td>
<td>O/C Contest</td>
<td>O/C Contest</td>
<td>O/C Contest</td>
</tr>
<tr>
<td>O/C Contest</td>
<td>Chapter Mtg</td>
<td>Chapter Mtg</td>
<td>Chapter Mtg</td>
</tr>
<tr>
<td></td>
<td>Pool Party</td>
<td>Pool Party</td>
<td>Pool Party</td>
</tr>
<tr>
<td></td>
<td>MEE/ALA Conf</td>
<td>MEE/ALA Conf</td>
<td>MEE/ALA Conf</td>
</tr>
</tbody>
</table>

Parents/Guardians Signature: [Signature]
AGRICULTURAL EDUCATION - STUDENT CAREER SHEET
DATA SHEET

A. Name
   Last Name
   First Name, Mt

B. Gender:  Male  √  Female  

C. Date:  08/28/89

D. Year in Agriculture Program:
   2nd
   (1st, 2nd, 3rd, 4th)
   10  
   (9, 10, 11, 12)

E. Grade Level in School:
   10

F. 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)

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 American
   □  Other

I. Locator Data:
   Street Address:
   Phone Number:
   Parent/Guardian Name (Print Full Name For Each)
   Mr. "Christian Lyddie"
   Miss/Mrs./Ms. "Melinda Mae Lyddie"

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.
   I would like to be a Welder.

K. Please indicate below your plans after graduation from high schools:
   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 taking, and planned to be taken in the future.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Year</strong></td>
<td><strong>School Year</strong></td>
<td><strong>School Year</strong></td>
<td><strong>School Year</strong></td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>Ag Mechanics Basic</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Math Analysis</td>
</tr>
<tr>
<td>Algebra I</td>
<td>Spanish I</td>
<td>Spanish IV</td>
<td>English 12 Honors</td>
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<td>English 9 Honors</td>
<td>English 10 Honors</td>
<td>English 11 Honors</td>
<td>Ag Rop</td>
</tr>
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<td>Ag IBT</td>
<td>Ag Biology</td>
<td>Ag Vet Science</td>
<td>Ag Rop</td>
</tr>
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<td>Agriculture</td>
<td>World History</td>
<td>Ag Workshops</td>
<td>Ag Rop</td>
</tr>
<tr>
<td>Beginning's Guitar</td>
<td>Ag Welding</td>
<td>Ag Welding</td>
<td>Ag Gov/Ag Econ</td>
</tr>
<tr>
<td>Freshman P.E.</td>
<td>Freshman P.E.</td>
<td>Freshman P.E.</td>
<td>Spanish III</td>
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M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

<table>
<thead>
<tr>
<th>S.A.E</th>
<th>Size</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Feeder calf</td>
<td>280</td>
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<td>Steer</td>
<td>1,500</td>
</tr>
<tr>
<td>Steer</td>
<td>1,600</td>
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N. Planned Department Activity (FFA)

<table>
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<tr>
<th>Activity</th>
<th>FFA Officer</th>
<th>FFA Officer</th>
<th>FFA Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meat Ball Party</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Trip</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parents/Guardians Signature: [Signature]
A. Name
   Last Name ________________________________  First Name, MI ___________________
B. Gender: Male ___  Female ___
C. Date: 8/3/09
D. Year in Agriculture Program: 2nd
   (1st, 2nd, 3rd, 4th)
E. Grade Level in School: 10
   (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 (4040)
   __ Ornamental Horticulture (4050)
   __ Forestry & Natural Resources (4060)
   __ Agriscience (4070)
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 American
   ___ Other

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.
   I want to be a marine biologist
   (I love animals).

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

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Year</td>
<td>School Year</td>
<td>School Year</td>
<td>School Year</td>
</tr>
<tr>
<td>Course</td>
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<td>Journalsm / Candello</td>
<td>ENS 101 / Miranda</td>
<td>English II</td>
<td>English 12</td>
</tr>
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<td>Spanish / Smith</td>
<td>CHKUS / Thissen</td>
<td>CHKUS</td>
<td>CHKUS</td>
</tr>
<tr>
<td>Ag 1st / Cozens</td>
<td>World History / Delachat</td>
<td>US History</td>
<td>Gov. Economics</td>
</tr>
<tr>
<td>Ag Science / Cozens</td>
<td>Ag Bio / Cozens</td>
<td>Vetscience</td>
<td>Chemisctry</td>
</tr>
<tr>
<td>English 9 / Cozens</td>
<td>Geemetry / Benestro</td>
<td>Algebra 2</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Freshmen PE / CS</td>
<td>Athletic PE / Johnston</td>
<td>PE</td>
<td>PE.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>S.A.E</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Market Lamb</td>
<td>135</td>
</tr>
</tbody>
</table>

N. Planned Department Activity (FFA)

- FFA Meeting
- Buy a shirt
- Car Wash
- Basketball taper
- Have a Lamb

- FFA Meeting
- Buy a shirt
- Car Wash
- Basketball taper
- Have a Lamb

- FFA Meeting
- Buy a shirt
- Car Wash
- Basketball taper
- Have a Lamb

Parents/Guardians Signature: [Signature]
AGRICULTURAL EDUCATION - STUDENT CAREER SHEET
DATA SHEET

A. Name: __________________________
   Last Name __________________________
   First Name, MI: __________________________
   Gender: Male ______ Female ______
   Date: 8/29/10
   Year in Agriculture Program: 1st 2nd 3rd 4th
   Grade Level in School: 9th 10th 11th 12th

F. 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) ______

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 American ______
   Other ______

I. Locator Data:
   Street Address: __________________________
   Phone Number: __________________________
   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 schools:
   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 ______
I. 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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<thead>
<tr>
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<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
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<tr>
<td>School Year</td>
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<td>School Year</td>
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<td>09-10</td>
<td>10-11</td>
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<td>12-13</td>
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<td>Course</td>
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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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<td>FFA Football</td>
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Parents/Guardians Signature: __________________
AGRICULTURAL EDUCATION - STUDENT CAREER SHEET
DATA SHEET

A. Name [Redacted]

B. Gender: Male [X] Female [ ]

C. Date: August 29, 10

D. Year in Agriculture Program: [9]

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

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

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)
   [X] White
   [ ] Hispanic
   [ ] Black (Except Hispanic)
   [ ] Filipino
   [ ] Asian or Pacific Islander
   [ ] American Indian/Native American
   [ ] Other

I. Locator Data:
   Street Address [Redacted]
   Phone Number: [Redacted]
   Parent/Guardian Name (Print Full Name For Each)
   Mr. John Robert Williams
   Miss/Mrs. Patricia Lynn Williams

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.
   Agriculturist (Engineer)
   Mechanic

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

   1. Go to Work Full - Time [X]
   2. Go to College [X]
      Community College
      Four Year College
   3. Go Into Military Service [X]
**STUDENT PROGRAM PLANNING FORM**

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: [Signature]

[Signature]
AGRICULTURAL EDUCATION - STUDENT CAREER SHEET
DATA SHEET

A. Name
   Last Name
   First Name MI
   Female X
   2nd
   (1st, 2nd, 3rd, 4th)
   12
   (9, 10, 11, 12)

B. Gender: Male

C. Date: 8/29/2010

D. Year in Agriculture Program:

E. Grade Level in School:

F. 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)

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)
   X White
   Hispanic
   Black (Except Hispanic)
   Filipino
   Asian or Pacific Islander
   American Indian/Native American
   Other

I. Locator Data:
   Street Address:
   Phone Number:
   Parent/Guardian Name (Print Full Name For Each)
   Mr. Samuel Underwood
   Miss/Mrs. Ellen Underwood

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.
   (Teacher)
   Teacher; graphic designs or art

K. Please indicate below your plans after graduation from high schools:
   1. Go to Work Full - Time
      No Further Education
      Some College Later
      X
   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 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: [Signature]

Ellen Underwood
B. Permanent Student Records
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C. Course Outlines
Holtville High School

Mrs. Cozens

COURSE: Ag Biology

INSTRUCTIONAL GUIDE

I. COURSE DESCRIPTION
Agriculture Biology is a one-year, laboratory science course, designed for the college bound student with career interests in agriculture. Using agriculture as a learning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, energetics of life, growth and reproduction in plant and animal genetics ecological relationships among plants, animals, humans and the environment, nutrition in animals, health and diseases in animals and the similarities between animals and humans. The course is centered on an extensive laboratory component in order to connect the big ideas of all life science with agricultural applications, earth and physical science principles and other curricular areas, including written and oral reporting skills. Leadership development will be provided through FFA. Each student will be expected to have a supervised agricultural experience program.

II. COURSE GOALS
Upon completion of this course students will be academically and technologically proficient, having a basic understanding of biology and experimental methods.
1. Utilize agricultural applications as a relevant vehicle to teach biological science principles and improve the scientific literacy of students.
2. Develop students’ knowledge of biological science to a competent standard as determined by the California Content Standards and the California Standards Test.
3. Strengthen instruction in science for students pursuing professional level careers in agriculture.
4. Integrate mathematics standards, language arts standards and career employability standards including creative thinking, problem solving skills and technological literacy related to the agriculture industry.
5. Meet a portion of the laboratory science requirement for admissions to the University of California and California State University systems.
6. Develop a sense of interrelationships between life, earth and physical science and their relationship to agricultural applications.
7. Strengthen instruction in science for students pursuing professional level careers in agriculture.

III. PREREQUISITE
This course is recommended for students in grades ten through twelve. Students should have completed at least one year of Agriculture Science or General Earth Science.

IV. METHODS OF INSTRUCTION
1. Power Point Presentations
2. Lecture
3. In Class Assignments and Assessments
   a. Checking for Understanding (TAPPLE)
   b. Midterms & Finals
4. Research and Reading assignments
5. Developmental Projects (Supervised Agriculture Experience –SAE)
6. Audio/Visual Presentations
7. Internet Tutorials

V. RECOMMENDED/SUPPLEMENTAL INSTRUCTIONAL MATERIALS
Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

- **California Supervised Agricultural Experience Record Book**
- **FFA Student Handbook**
- **Model Agriculture Core Curriculum**
- **Handouts**
- **Videos**
- **DVD's**
- **Internet**

**COURSE FORMAT/ASSESSMENT**

**THIRTY** percent Classroom Instruction, Participation, Homework including:  

- Discussion
- Demonstration
- Lecture/Note Taking
- Reading assignments

- Students will be responsible for textbook reading and a variety of homework assignment as determined by the instructor.
- Students will receive daily participation points based upon their work effort during the class period, staying on task, and participating in classroom instruction.
- Students are responsible for bringing a covered textbook, paper, BLUE or BLACK ink pen ONLY, and pencil to class EVERYDAY! Failure to do so will result in losing participation points and depending on frequency end up written up in the behavior log.
- Students will be responsible for having their school’s calendar/agenda on a daily basis.
  Students will use their agendas to write down daily assignments, homework, reminders, and events. The students will randomly be asked to show them to the teacher and points will be rewarded towards their grade.

**TWENTY FIVE** percent laboratory and/or field instruction, including:  

- Science laboratory and activities experiences
- Field research projects

**TWENTY FIVE** percent learning assessment, including:  

- Checking for Understanding
  - TAPPLE
  - Flash Boards
- Quizzes
- Examinations
  - Quizzes that utilize problem-solving methods.
  - Objective tests will be given on a regular basis.
  - A comprehensive final examination each semester.

**TEN** percent  

- (Supervised Agricultural Experience-SAE)
  - Students will be responsible for completing one or more projects throughout the school year.
    1. Participation in an individually developed SAE Project (i.e. steer, feeder calf, pig, lamb, goat, ag mech, farming……)
    2. In class group projects (i.e. some lab assignment, science fair……)
    3. Fetal Pig Dissection
4. Plant Collection

TEN percent

- (FFA Participation)
  - Each student enrolled in an agricultural course is AUTOMATICALLY a member of the Holtville FFA Chapter.
  - Therefore, each student is REQUIRED to participate in a minimum of 3 FFA activities every 9 weeks (i.e. FFA Meetings, Pool Party, Basket Ball Tournament, Conferences,...) 3 EXTRA CREDIT points will be awarded for each additional activity beyond the minimum.

TOTAL..............................................................................................................................................100%

GRADING

The grade breakdown for this class will be as follows:

- 90-100% A
- 80-89% B
- 70-79% C
- 60-69% D
- <60% F

Cheating and plagiarism will NOT be tolerated. It goes against all aspects of a good character. Any student suspected of violating this rule will be given a referral and receive a ZERO grade on the assignment/exam in question. Also, depending on the situation the student may fail the semester.

REQUIRED MATERIALS

Each day you come to class you must bring:

- Three-ring binder
- Biology textbook
- ONLY Black or Blue Ink pens and pencils are allowed unless authorized otherwise.

HOMEWORK

Homework must be turned in their class period’s designated “IN BOX” and ON TIME for full credit. Late assignments may be turned in the following day for 10% grade reduction. After one day students may turn in work for a 30% reduction in the assignment’s grade. THE USE OF ANY OTHER COLOR BESIDES BLUE OR BLACK INK PEN ON ANY ASSIGNMENT MAY RESULT IN A ZERO, UNLESS INSTRUCTED OTHERWISE.

NOTEBOOKS

Each student is required to have a three-ring binder. Students will keep all of their notes, assignments, quizzes and projects in this binder. The notebooks should be organized and include a table of contents. The notebook will be collected at various times throughout the year to make sure it is up-to-date and students have all required information.

ATTENDANCE AND PARTICIPATION

Ag Biology uses many hands-on activities, labs and group interactions for learning and sharing of information; therefore attendance on a daily basis is critical to your success in this class. Students must be responsible, respectful and cooperative participants throughout the activities in this course. If you have an excused absence, you have the same number of days as your absence to turn in the missed work and make up any missed tests. No exceptions. Work must be clearly labeled: “ABSENT on (date)” in large letters at the top of the page or it will not receive full/any credit. You should plan to take tests with the class even if you were absent the day before the test. After an absence ask to look at someone’s agenda to see what assignments
you missed, and then see the TA or myself to get your missed work during “Starter” time. You will also be given 3 bathroom passes for each semester, so use them wisely.

**STUDENT SUCCESS**

EVERY student will be successful in Ag Biology, but in order to maintain success the students must follow directions, do their homework, pay attention, be actively involved, always prepared for class, and properly prepare for quizzes and exams.

**HOW DO I GET HELP?**

- “Ask and you shall receive!”
- I plan on being in my classroom by 7:30 most mornings and leaving by 4:30 or 5:00 after school.
  OR
- If any student needs extra help, they can make an appointment to meet with me before or after school.
- Ask questions during class, don’t be shy, the question you have might be the same question someone else has. If you *are not understanding* a concept or procedure, let me know so that I can explain it differently.

**BREIF COURSE OUTLINE**

1. Introduction to Agricultural Biology  
   - What is Agricultural Biology  
   - Uses of Agricultural Biology  
   - The Scientific Method  
   - The Metric System

2. Organisms and Their Environment  
   - Categories and Sources of Pollution  
   - Conserving Natural Resources  
   - Agricultural Practices Beneficial/Harmful to the Environment  
   - Populations, communities and Ecosystems  
   - The Nitrogen and Oxygen Cycle  
   - The Food Web

3. Plant Classifications  
   - Development of the Binomial System of Nomenclature  
   - Development of the Kingdom Concept  
   - Classification of Major Groups of Plants  
   - Synoptic Key to Major Groups of Plants

4. Plant Cells  
   - Function of Plant Cells  
   - Examination of the Cell Wall  
   - Cellular Reproduction  
   - Process of Photosynthesis, Respiration, and Cellular Transport

5. Plant Physiology, Reproduction & Growth  
   - Introduction to Root, Stem, and Leaf Structures  
   - Plant Growth Requirements  
   - Monocoty/Edons and Dicotyledons  
   - Climatic Factors Affecting Plant Growth
6. Plant Pathogens & Diseases
   a. An Introduction to Integrated Pest Management
   b. Plant Pathology
   c. Insect Biology
   d. Weed Control
   e. Safe and Effective use of Chemical Pesticides
   f. Insect Control

7. Soil: A Chemical Foundation for Agricultural biology
   a. Introduction to Soils
   b. Soil Forming Factors
   c. Soil Horizons Text and Structures
   d. Basic Soil Components
   e. Benefits of Soil Organisms
   f. Organic Matter in the Soil
   g. Soil Environment Problems
   h. Soil Compaction
   i. Soil Moisture Behavior
   j. Soil Classification Systems

8. Animal Cells and Their Function
   a. Function of Animal Cells
   b. Examination of Animal Cells
   c. Blood, Nerve, Muscle, Bone & Fat Cell Functions
   d. Mitosis
   e. Meiosis
   f. Sex Cells and Fertilization

9. Animal Physiology
   a. The Digestive Process
   b. Respiration
   c. The Endocrine System

10. Animal Breeding & Genetics
    a. Sperm and Egg Production
    b. Dominant and Recessive Genes
    c. Animal Breeding Systems
    d. Selection and Heritability
    e. Embryo Transfer
    f. Artificial Insemination
    g. Estrus Cycles and Breeding Capacities
    h. Gestation and Parturition
    i. Environment and Care of Reproducing Animals

11. Animal Nutrition
    a. Feed Identification and Nutrient Evaluation
    b. Feed Additives
    c. Developing Rations
    d. Vitamin and Amino Acid Requirements
e. Nutritional Diseases

12. Animal Health & Diseases
   a. Disease Fighting Agents
   b. Causes of Diseases
   c. Infectious and Noninfectious Diseases
   d. Health Practices
   e. Common Internal & External Parasites Lifecycles

13. Use of Alcohol in Humans
   a. Alcoholic Beverages
   b. Misuse of Alcohol
   c. Help for the Problem Drinker

14. Drug Use & Abuse in Humans
   a. Drugs for Health
   b. Some Reasons why People use Psychoactive Drugs
   c. Commonly Abused Drugs

15. Animal and Plant Research Project
   a. Development of Ag. Science Projects
   b. Statistical Management of Project
   c. Instructional Coordination
   d. Analysis of Project Results

16. Introduction to FFA and Leadership Activities
   a. History and organization structure
   b. Individual opportunities
   c. Chapter structure and operation
   d. Leadership development activities
      1. Career development events (judging contests, individual and team)
      2. Committee organization
      3. Officer Responsibilities
   e. Parliamentary procedure and proper use
   f. Career identification and selection
Holtville High School Agriculture Department
Ag Biology Science
Mrs. Cozens

I have read the syllabus provided and understand what is expected of me in class:

Student Name ____________________________________________

Student Signature ____________________________ Date __________

I have read the syllabus provided to my student and understand what is expected of him or her:

Parent/Guardian Name ______________________________

Parent/Guardian Signature __________________________ Date: __________

NOTE
This syllabus should always be kept at the front of the student’s class binder for future reference.

I look forward to having a successful year as your agricultural teacher!

Mrs. Cozens
(760) 356-2926 ext. 4286
mrangelcozens@holtville.k12.ca.us
Holtville High School
Mrs. Cozens

COURSE: AG SCIENCE

INSTRUCTIONAL GUIDE

1. COURSE DESCRIPTION
   Earth Science is incorporated into Ag Science within a one-year, laboratory science course, designed for the college bound student with career interests in Agriculture. Using agriculture as a learning vehicle, the course emphasizes the principles and practices of Earth Science as a way to demonstrate the relevance of Earth Science in Agriculture. This class will utilize local and regional issues and concerns to stimulate problem-solving activities and to foster a sense of Earth stewardship by students in their communities. The course is centered around an extensive laboratory component in order to connect the big ideas of all earth sciences with agricultural applications, physical science principles, and other curricular areas, including written and oral reporting skills. Leadership development will be provided through FFA. Each student will be expected to have a supervised agricultural experience program.

2. COURSE GOALS
   1. Develop knowledge and understanding of practical and essential Earth Science concepts and the principles Earth Science shares with Agriculture.
   2. Understand basic principles of Earth System Science and think from an Earth System Science perspective and how it relates to Agriculture.
   3. Develop an understanding of scientific inquiry and abilities needed to conduct scientific inquiry.
   4. Understand the nature, origin, and distribution of Earth’s energy, mineral, and water resources; understand technologies used to locate, extract, and process these resources; and be aware of the dependency on these resources to satisfy our wants, needs, and expectations.
   5. Utilize agricultural applications as a relevant vehicle to teach Earth Science principles and improve the scientific literacy of students.
   6. Strengthen instruction in science for students pursuing professional level careers in agriculture.
   7. Integrate mathematics, language arts, and career employability standards including creative thinking and problem solving skills, and technological literacy related to the agriculture industry.
   8. Develop a sense of interrelationships between earth science and its relationship to agricultural applications.

3. PREREQUISITE
   The course is recommended for freshmen students who plan to pursue a career in the area of agriculture sciences.

4. METHODS OF INSTRUCTION
   1. Power Point Presentations
   2. Lecture
   3. In Class Assignments and Assessments
      a. Checking for Understanding (TAPPLE)
      b. Midterms & Finals
   4. Research and Reading assignments
5. Developmental Projects (Supervised Agriculture Experience -SAE)
6. Audio/Visual Presentations
7. Internet Tutorials

RECOMMENDED/SUPPLEMENTAL INSTRUCTIONAL MATERIALS
Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:
California Supervised Agricultural Experience Record Book
FFA Student Handbook
Model Agriculture Core Curriculum
Handouts
Videos
DVD's
Internet

COURSE FORMAT/ ASSESSMENT
THIRTY percent Classroom Instruction, Participation, Homework including: 30%
• Discussion
• Demonstration
• Lecture/Note Taking
• Reading assignments
  o Students will be responsible for textbook reading and a variety of homework assignment as determined by the instructor.
  o Students will receive daily participation points based upon their work effort during the class period, staying on task, and participating in classroom instruction.
  o Students are responsible for bringing a covered textbook, paper, BLUE or BLACK ink pen ONLY, and pencil to class EVERYDAY! Failure to do so will result in losing participation points and depending on frequency end up written up in the behavior log.
  o Students will be responsible for having their school’s calendar/agenda on a daily basis.
      Students will use their agendas to write down daily assignments, homework, reminders, and events. The students will randomly be asked to show them to the teacher and points will be rewarded towards their grade.

TWENTY FIVE percent laboratory and/ or field instruction, including: 25%
• Science laboratory and activities experiences
• Field research projects

TWENTY FIVE percent learning assessment, including: 25%
• Checking for Understanding
  o TAPPLE
  o Flash Boards
• Quizzes
• Examinations
  o Quizzes that utilize problem-solving methods.
  o Objective tests will be given on a regular basis.
  o A comprehensive final examination each semester.

TEN percent 10%
• (Supervised Agricultural Experience-SAE)
- Students will be responsible for completing one or more projects throughout the school year.
  1. Participation in an individually developed SAE Project (i.e. steer, feeder calf, pig, lamb, goat, ag mech, farming…..)
  2. In class group projects (i.e. some lab assignment, science fair……)

TEN percent  
- (FFA Participation)
  - Each student enrolled in an agricultural course is AUTOMATICALLY a member of the Holtville FFA Chapter.
  1. Therefore, each student is REQUIRED to participate in a minimum of 3 FFA activities every 9 weeks (i.e. FFA Meetings, Pool Party, Basket Ball Tournament, Conferences…) 3 EXTRA CREDIT points will be awarded for each additional activity beyond the minimum.

TOTAL..................................................................................................................100%

GRADING
The grade breakdown for this class will be as follows:

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Cheating and plagiarism will NOT be tolerated. It goes against all aspects of a good character. Any student suspected of violating this rule will be given a referral and receive a ZERO grade on the assignment/exam in question. Also, depending on the situation the student may fail the semester.

REQUIRED MATERIALS
Each day you come to class you must bring:
- Three-ring binder
- Earth Science textbook
- ONLY Black or Blue Ink pens and pencils are allowed unless authorized otherwise.

HOMEWORK
Homework must be turned in their class period’s designated “IN BOX” and ON TIME for full credit. Late assignments may be turned in the following day for 10% grade reduction. After one day students may turn in work for a 30% reduction in the assignment’s grade. THE USE OF ANY OTHER COLOR BESIDES BLUE OR BLACK INK PEN ON ANY ASSIGNMENT MAY RESULT IN A ZERO, UNLESS INSTRUCTED OTHERWISE.

NOTEBOOKS
Each student is required to have a three-ring binder. Students will keep all of their notes, assignments, quizzes and projects in this binder. The notebooks should be organized and include a table of contents. The notebook will be collected at various times throughout the year to make sure it is up-to-date and students have all required information.

ATTENDANCE AND PARTICIPATION
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your absence to turn in the missed work and make up any missed tests. No exceptions. Work must be clearly labeled: “ABSENT on (date)” in large letters at the top of the page or it will not receive full/any credit. You should plan to take tests with the class even if you were absent the day before the test. After an absence ask to look at someone’s agenda to see what assignments you missed, and then see the TA or myself to get your missed work during “Starter” time. You will also be given 3 bathroom passes for each semester, so use them wisely.

**STUDENT SUCCESS**
EVERY student will be successful in Ag Science, but in order to maintain success the students must follow directions, do their homework, pay attention, be actively involved, always prepared for class, and properly prepare for quizzes and exams.

**HOW DO I GET HELP?**
- “Ask and you shall receive!”
- I plan on being in my classroom by 7:30 most mornings and leaving by 4:30 or 5:00 after school.
  OR
- If any student needs extra help, they can make an appointment to meet with me before or after school.
- Ask questions during class, don’t be shy, the question you have might be the same question someone else has. If you are not understanding a concept or procedure, let me know so that I can explain it differently.
Holtville High School Agriculture Department
Ag Science/Earth Science
Mrs. Cozens

I have read the syllabus provided and understand what is expected of me in class:

Student Name __________________________________________

Student Signature ___________________________ Date ____________

I have read the syllabus provided to my student and understand what is expected of him or her:

Parent/Guardian Name __________________________________________

Parent/Guardian Signature ___________________________ Date: ____________

NOTE
This syllabus should always be kept at the front of the student’s class binder for future reference.

I look forward to having a successful year as your agricultural teacher!

Mrs. Cozens
(760) 356-2926 ext. 4286
mrangelcozens@holtville.k12.ca.us
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<td>AG C1.0,2.0, 13.0 ES 7a, 9b IE 1b, 1d, 1m</td>
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<td>Moisture, Clouds, and Precipitation Air Pressure and Wind</td>
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<td>AG C 2.1-2.3, 8.2, 10.2, 1a, 1b, 1f, 4d IE 1g, 1i</td>
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<td>Review and Test End of 3rd Quarter</td>
<td>Begin Studying The Sun</td>
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<td>Beyond Our Solar System</td>
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COURSE DESCRIPTION
Veterinary Science is an introductory course into the field of veterinary medicine. Students will explore various careers in veterinary science and learn specific skills as a veterinary assistant. This class teaches small animal health care and how to assist the veterinarian with routine examinations, procedures, handling, and feeding. The latest biotechnological applications will be included. The content may be enhanced with appropriate computer applications. Leadership development will be provided through FFA. Each student will be expected to have a supervised agricultural experience program.

COURSE GOALS
1. To provide students with a basic command of the value of animals and how they benefit our society. Emphasis will be placed on management, safety, nutrition, and health that can be applied as a student.
2. To develop understanding and awareness of how people interact with animals and how the animal industry affects all members of a society.
3. To explore careers in veterinary medicine.
4. To develop basic knowledge and skills pertaining to livestock identification, selection, nutrition, reproduction and genetics, health management, and handling/working of farm animals.
5. To develop proper farm management skills.

PREREQUISITE
The course is recommended for junior and senior students who have taken Ag Science and Ag Biology and may plan to pursue a career in the area of agriculture sciences. Under special circumstances sophomores may take this course.

METHODS OF INSTRUCTION
1. Power Point Presentations
2. Lecture
3. In Class Assignments and Assessments
   a. Checking for Understanding (TAPPLE)
   b. Midterms & Finals
4. Research and Reading assignments
5. Developmental Projects (Supervised Agriculture Experience –SAE)
6. Audio/Visual Presentations
7. Internet Tutorials

RECOMMENDED/SUPPLEMENTAL INSTRUCTIONAL MATERIALS
Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:
- California Supervised Agricultural Experience Record Book
- FFA Student Handbook
- Model Agriculture Core Curriculum
- Handouts
COURSE FORMAT/ASSESSMENT

THIRTY percent Classroom Instruction, Participation, Homework including: 30%
- Discussion
- Demonstration
- Lecture/Note Taking
- Reading assignments
  - Students will be responsible for textbook reading and a variety of homework assignment as
determined by the instructor.
  - Students will receive daily participation points based upon their work effort during the class
period, staying on task, and participating in classroom instruction.
  - Students are responsible for bringing a covered textbook, paper, BLUE or BLACK ink pen
ONLY, and pencil to class EVERYDAY! Failure to do so will result in losing participation
points and depending on frequency end up written up in the behavior log.
  - Students will be responsible for having their school’s calendar/agenda on a daily basis.
    Students will use their agendas to write down daily assignments, homework, reminders, and
    events. The students will randomly be asked to show them to the teacher and points will be
    rewarded towards their grade.

TWENTY FIVE percent laboratory and/or field instruction, including: 25%
- Science laboratory and activities experiences
- Field research projects

TWENTY FIVE percent learning assessment, including: 25%
- Checking for Understanding
  - TAPPLE
  - Flash Boards
- Quizzes
- Examinations
  - Quizzes that utilize problem-solving methods.
  - Objective tests will be given on a regular basis.
  - A comprehensive final examination each semester.

TEN percent 10%
- (Supervised Agricultural Experience-SAE)
  - Students will be responsible for completing one or more projects throughout
    the school year.
    1. Participation in an individually developed SAE Project (i.e. steer,
       feeder calf, pig, lamb, goat, ag mechanics, farming……)
    2. In class projects (i.e. lab assignments, science fair project……)

TEN percent 10%
- (FFA Participation)
  - Each student enrolled in an agricultural course is AUTOMATICALLY a
    member of the Holtville FFA Chapter.
    1. Therefore, each student is REQUIRED to participate in a minimum
       of 3 FFA activities every 9 weeks (i.e. FFA Meetings, Pool Party,
       Basket Ball Tournament, Conferences……) 3 EXTRA CREDIT points
       will be awarded for each additional activity beyond the minimum.

TOTAL...............................................................100%
GRADING
The grade breakdown for this class will be as follows:

- 90-100%  A
- 80-89%    B
- 70-79%    C
- 60-69%    D
- <60%      F

Cheating and plagiarism will NOT be tolerated. It goes against all aspects of a good character. Any student suspected of violating this rule will be given a referral and receive a ZERO grade on the assignment/exam in question. Also, depending on the situation the student may fail the semester.

REQUIRED MATERIALS
Each day you come to class you must bring:
- Three-ring binder
- Veterinary Science textbook
- ONLY Black or Blue Ink pens and pencils are allowed unless authorized otherwise.

HOMEWORK
Homework must be turned in their class period’s designated “IN BOX” and ON TIME for full credit. Late assignments may be turned in the following day for 10% grade reduction. After one day students may turn in work for a 30% reduction in the assignment’s grade. THE USE OF ANY OTHER COLOR BESIDES BLUE OR BLACK INK PEN ON ANY ASSIGNMENT MAY RESULT IN A ZERO, UNLESS INSTRUCTED OTHERWISE.

NOTEBOOKS
Each student is required to have a three-ring binder. Students will keep all of their notes, assignments, quizzes and projects in this binder. The notebooks should be organized and include a table of contents. The notebook will be collected at various times throughout the year to make sure it is up-to-date and students have all required information.

ATTENDANCE AND PARTICIPATION
Vet Science uses many hands-on activities, labs and group interactions for learning and sharing of information; therefore attendance on a daily basis is critical to your success in this class. Students must be responsible, respectful and cooperative participants throughout the activities in this course. If you have an excused absence, you have the same number of days as your absence to turn in the missed work and make up any missed tests. No exceptions. Work must be clearly labeled: “ABSENT on (date)” in large letters at the top of the page or it will not receive full/any credit. You should plan to take tests with the class even if you were absent the day before the test. After an absence ask to look at someone’s agenda to see what assignments you missed, and then see the TA or myself to get your missed work during “Starter” time. You will also be given 3 bathroom passes for each semester, so use them wisely.

STUDENT SUCCESS
EVERY student will be successful in Vet Science, but in order to maintain success the students must follow directions, do their homework, pay attention, be actively involved, always prepared for class, and properly prepare for quizzes and exams.

HOW DO I GET HELP?
- “Ask and you shall receive!”
• I plan on being in my classroom by 7:30 most mornings and leaving by 4:30 or 5:00 after school.
  OR
• If any student needs extra help, they can make an appointment to meet with me before or after school.
• Ask questions during class, don’t be shy, the question you have might be the same question someone else has. If you are not understanding a concept or procedure, let me know so that I can explain it differently.

BREIF COURSE OUTLINE

Applying Principles of Animal Science - Anatomy and Physiology

1. Feeding Animals
   a. Feeding needs
   b. Livestock nutritional needs
   c. Nutrient sources
   d. Feed additives and implants
   e. Feed manufacturing
   f. Feed labeling
   g. Classes of nutrients and additives
   h. Animal nutrient requirements
   i. Health problems related to nutrition
   j. Balancing rations and feed practices

2. Anatomy and Physiology of Farm Animals
   a. Body Systems
   b. Physiological function of hormones
   c. Process of Digestion
   d. Functions of Reproductive Tracts

3. Breeding Animals
   a. Breeds and bloodlines
   b. Breeding systems
   c. Production systems
   d. Livestock insemination methods
   e. Breeding herd management
   f. Cell theory of inheritance
   g. Heritability percentages of traits
   h. Mitosis and meiosis applied to animal growth
   i. Artificial Insemination
   j. Embryo transplants

4. Keeping Animals Healthy
   a. Good health signs
   b. Environmental influences
   c. Good health maintenance
   d. Diseases - specific kinds
   e. Diseases and parasites
   f. Predisposing conditions
   g. Biologic preparations, antibiotics, drugs and other medications
   h. Sanitation requirements and procedures

5. Using Biotechnology for Improving Life
   a. Biotechnology
   b. Biotechnology areas
   c. Molecular biotechnology; genetic importance
d. Growth processes

6. Applying Principles of Soil Science
   a. Soil classification
   b. Soil make-up
      1) Physical structure
      2) Chemical nature
      3) Biological nature
      4) Soil formation
      5) Soil profile
      6) Water formations

7. Marketing Technology in Agri-science
   a. Agricultural marketing technology
   b. Technological methods
   c. Marketing functions

8. Processing Technology in Agri-science
   a. Human needs
   b. Food
   c. Fiber
   d. Wood
   e. Preservation methods
   f. Safety and regulations

9. Introduction to FFA and Leadership Activities
   a. History and organization structure
   b. Individual opportunities
   c. Chapter structure and operation
   d. Leadership development activities
      1. Career development events (judging contests, individual and team)
      2. Committee organization
      3. Officer Responsibilities
   e. Parliamentary procedure and proper use
   f. Career identification and selection

10. Agriculture Careers
    a. Agriculture in the work place
    b. Present status of agriculture as a career choice
    c. Future outlook for agriculture career
    d. Educational requirements
       1. Technical careers
       2. Colleges and universities
   e. Basic employment requirements
   f. Basic attitudes and personal skills
   g. Resume' construction
   h. Applications
   i. Interviewing skills

11. Computer Applications
    a. Hardware and software
    b. Word processing
    c. Spreadsheets including computerized record keeping systems
Holtville High School Agriculture Department
Veterinary Science
Mrs. Cozens

I have read the syllabus provided and understand what is expected of me in class:

Student Name ________________________________________

Student Signature ____________________________ Date __________

I have read the syllabus provided to my student and understand what is expected of him or her:

Parent/Guardian Name ________________________________

Parent/Guardian Signature __________________________ Date: __________

NOTE
This syllabus should always be kept at the front of the student’s class binder for future reference.

I look forward to having a successful year as your agricultural teacher!

Mrs. Cozens
(760) 356-2926 ext. 4286
mrangelcozens@holtville.k12.ca.us
COURSE: Agriculture Computers

INSTRUCTIONAL GUIDE

1. COURSE DESCRIPTION
   The course in Agriculture Computers is designed to expose students to the selection, use, and practical applications of computers in the diverse fields of Agriculture. The student will be able to apply computer technology in typical agriculture business management decision-making situations; to develop familiarity with the role of information in making sound business decisions and integration of labor, supplies, and machinery in the agriculture business management process; and to develop an understanding of the importance of income tax planning and calculations in the agri-business profit and loss column; also the use of computer application software tools for word processing, data base, spreadsheet, presentation software and internet access will be used.

COURSE GOALS
Upon completion of this course, students will be academically and technologically proficient to:

1.0 GOAL: Students will understand and use the computer equipment properly.
   1.1 Given a set of computer terms, the student will be able to define them.
   1.2 Given pieces of computer equipment, the student will be able to demonstrate his/her ability to properly use each piece of equipment.
   1.3 Given a description of equipment, the student will be able to describe the capabilities and limitations.

2.0 GOAL: Students will use word processing software to create text and understand the capabilities and limitations of word processors.
   2.1 Given a document, the student will be able to enter the document onto a computer system and obtain a printout of the document.
   2.2 Given a document that needs to be modified, with the modifications specified, the student will produce the document using a computer system.
   2.3 Given a situation calling for the production of a text such as "Public Speaking, Extemporaneous Speaking" the student will create the text and print it without error.
   2.4 Learn design procedures.

3.0 GOAL: Students will use spreadsheet software to understand the capabilities and limitations of spreadsheets.
   3.1 Given a spreadsheet that has multiple entries, the student will be able to replicate the spreadsheet on the computer system.
   3.2 Given a spreadsheet and stipulated modifications that are to be carried out on the sheet, the student will be able to complete the modification.
   3.3 Given a situation calling for the utilization of a spreadsheet, the student will be able to create a spreadsheet to adequately solve the problem that needs to be addressed.
   3.4 Given the California Recordbook, students shall be able to enter data and create a spreadsheet determining the student’s net worth.

4.0 GOAL: Students will use database software to enter data, generate reports, and to understand the capabilities and limitations of the database.
   4.1 Given a file, the student will be able to replicate the file on a computer system.
   4.2 Given a file that needs to be modified with the modification stipulated, the student will be able to carry out the modification.
   4.3 Given a situation calling for the creation of a file, the student will be able to identify the appropriate data elements and create the file needed to produce the required solution.
5.0 GOAL: Students will create multimedia and slide presentations using application software.
   5.1 Given data and slide information, students will be able to replicate a slide presentation using application software. Project will include commercial demonstrations for agriculture businesses.
   5.2 Students will be able to create an informative presentation from scratch pictures, clip art and sound files.

6.0 GOAL: Students will master problem solving via navigation of the Internet.
   6.1 Students will demonstrate the ability to open and navigate a browser to access a designated web site.
   6.2 Students will demonstrate the ability to follow links from web pages on a given topic.
   6.3 Students will be able to store information obtained from a web site.
   6.4 Students will be able to research a topic using three (3) sources.
   6.5 Students will research FFA Careers and report on five (5) different areas.

PREREQUISITE
This course is recommended for any student who has not yet met the district technology requirements for graduation.

METHODS OF INSTRUCTION
1. Power Point Presentations
2. Lecture
3. In Class Assignments and Assessments
   a. Checking for Understanding (TAPPLE)
   b. Midterms & Final Exams
4. Research and Reading assignments
5. Developmental Projects (Supervised Agriculture Experience –SAE)
6. Audio/Visual Presentations
7. Internet Tutorials
8. Computer Typing Lessons/Keyboarding

RECOMMENDED/SUPPLEMENTAL INSTRUCTIONAL MATERIALS
Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:
   Basic Text:
   Microsoft Office 2000, Step by Step, Bonita Sebastian, Computer Literacy Plus, 1999
Supplementary Text(s):
   Introduction to Agribusiness, Ricketts/Rawlins, Delmar Publishers, 2001
   California Supervised Agricultural Experience Record Book
   FFA Student Handbook
   Model Agriculture Core Curriculum
   Handouts
   Videos
   DVD's
   Internet

COURSE FORMAT/ ASSESSMENT
THIRTY percent Classroom Instruction, Participation, Homework including:
   • Discussion

   30%
- Demonstration
- Lecture/Note Taking
- Reading assignments
  - Students will be responsible for textbook reading and a variety of homework assignment as determined by the instructor.
  - Students will receive daily participation points based upon their work effort during the class period, staying on task, and participating in classroom instruction.
  - Students are responsible for bringing a covered textbook, paper, BLUE or BLACK ink pen ONLY, and pencil to class EVERYDAY! Failure to do so will result in losing participation points and depending on frequency end up written up in the behavior log.
  - Students will be responsible for having their school’s calendar/agenda on a daily basis. Students will use their agendas to write down daily assignments, homework, reminders, and events. The students will randomly be asked to show them to the teacher and points will be rewarded towards their grade.

TWENTY FIVE percent laboratory and/ or field instruction, including: 25%
- Science laboratory and activities experiences
- Field research projects

TWENTY FIVE percent learning assessment, including: 25%
- Checking for Understanding
  - TAPPLE
  - Flash Boards
- Quizzes
- Examinations
  - Quizzes that utilize problem-solving methods.
  - Objective tests will be given on a regular basis.
  - A comprehensive final examination each semester.

TEN percent 10%
- (Supervised Agricultural Experience-SAE)
  - Students will be responsible for completing one or more projects throughout the school year.
    1. Participation in an individually developed SAE Project (i.e. steer, feeder calf, pig, lamb, goat, ag mech, farming……)
    2. In class group projects (i.e. some lab assignment, science fair……)

TEN percent 10%
- (FFA Participation)
  - Each student enrolled in an agricultural course is AUTOMATICALLY a member of the Holtville FFA Chapter.
    1. Therefore, each student is REQUIRED to participate in a minimum of 3 FFA activities every 9 weeks (i.e. FFA Meetings, Pool Party, Basket Ball Tournament, Conferences……) 3 EXTRA CREDIT points will be awarded for each additional activity beyond the minimum.

TOTAL........................................................................................................100%

GRADING
The grade breakdown for this class will be as follows:
90-100% A
80-89% B
70-79% C
60-69% D
Cheating and plagiarism will NOT be tolerated. It goes against all aspects of a good character. Any student suspected of violating this rule will be given a referral and receive a ZERO grade on the assignment/exam in question. Also, depending on the situation the student may fail the semester.

REQUIRED MATERIALS
Each day you come to class you must bring:
- Three-ringed binder
- ONLY Black or Blue Ink pens and pencils are allowed unless authorized otherwise.

HOMEWORK
Homework must be turned in their class period’s designated “IN BOX” and ON TIME for full credit. Late assignments may be turned in the following day for 10% grade reduction. After one day students may turn in work for a 30% reduction in the assignment’s grade. THE USE OF ANY OTHER COLOR BESIDES BLUE OR BLACK INK PEN ON ANY ASSIGNMENT MAY RESULT IN A ZERO, UNLESS INSTRUCTED OTHERWISE.

NOTEBOOKS
Each student is required to have a three-ringed binder. Students will keep all of their notes, assignments, quizzes and projects in this binder. The notebooks should be organized and include a table of contents. The notebook will be collected at various times throughout the year to make sure it is up-to-date and students have all required information.

ATTENDANCE AND PARTICIPATION
Ag Computers uses many hands-on activities, labs and group interactions for learning and sharing of information; therefore attendance on a daily basis is critical to your success in this class. Students must be responsible, respectful and cooperative participants throughout the activities in this course. If you have an excused absence, you have the same number of days as your absence to turn in the missed work and make up any missed tests. No exceptions. Work must be clearly labeled: “ABSENT on (date)” in large letters at the top of the page or it will not receive full/any credit. You should plan to take tests with the class even if you were absent the day before the test. After an absence ask to look at someone’s agenda to see what assignments you missed, and then see the TA or myself to get your missed work during “Starter” time. You will also be given 3 bathroom passes for each semester, so use them wisely.

STUDENT SUCCESS
EVERY student will be successful in Ag Computers, but in order to maintain success the students must follow directions, do their homework, pay attention, be actively involved, always prepared for class, and properly prepare for quizzes and exams.

HOW DO I GET HELP?
- “Ask and you shall receive!”
- I plan on being in my classroom by 7:30 most mornings and leaving by 4:30 or 5:00 after school.
  OR
- If any student needs extra help, they can make an appointment to meet with me before or after school.
• Ask questions during class, don’t be shy, the question you have might be the same question someone else has. If you are not understanding a concept or procedure, let me know so that I can explain it differently.

BREIF COURSE OUTLINE
Career planning, leadership skills, FFA, SOEP, and general employability skills are included in every Agriculture Computer Literacy course. The level of competency expected of each student is dependent upon the individual’s ability level and prior coursework in Computer Education
A. Introduction
B. Word Processing
C. FFA
D. SAE
E. Spreadsheet
   - Data Base
   - Excel
F. Power Point
G. Internet
H. Careers in Agriculture
Holtville High School Agriculture Department
Agriculture Computers
Mrs. Cozens

I have read the syllabus provided and understand what is expected of me in class:

Student Name ___________________________ Date: _________

Student Signature _________________________ Date: _________

I have read the syllabus provided to my student and understand what is expected of him or her:

Parent/Guardian Name ______________________ Date: _________

Parent/Guardian Signature ____________________ Date: _________

NOTE
This syllabus should always be kept at the front of the student's class binder for future reference.

I look forward to having a successful year as your agricultural teacher!

Mrs. Cozens
(760) 356-2926 ext. 4286
mrangelcozens@holtville.k12.ca.us
D. Daily Grade Sheets
# Scores / Comments

**Class:** 2010-11 Fall, 4029 - Veterinary Science, Section 6th

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<td>No School Labor Day</td>
<td>Introduction to Computers Checking for Understanding Think Pair Share</td>
<td>Continue with Introduction to Computers Checking for Understanding Think Pair Share</td>
<td>Continue with Introduction to Computers Checking for Understanding Think Pair Share</td>
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**Standard:** 9.0 Understand the ways in which preprofessional activities such as FFA, enhanced academic skills, and promote career choices. **Objective:** Students will understand the computer system and computer terms.

**Standard:** C1.0.1.1,1.3,1.4 Students understand the role of agriculture in the California economy. **Objective:** Understand the history of the agricultural industry in California. Understand the economic impact of leading California agricultural commodities.

| **2. Ag Science** | No School Labor Day | Lecture on Ag Commodities in California & Imperial Valley Check for Understanding | Students will begin their Ag Commodities Group Project Hands on Activity | Students will continue to work on their Ag Commodities Project. Hands on Activity | Students will finish their projects and take a practice Test on California Agriculture. |

**Standard:** 9.0 Understand the ways in which preprofessional activities such as FFA, enhanced academic skills, and promote career choices. **Objective:** Students will understand the computer system and computer terms.

**Standard:** C1.0.1.1,1.3,1.4 Students understand the role of agriculture in the California economy. **Objective:** Understand the history of the agricultural industry in California. Understand the economic impact of leading California agricultural commodities.

| **4. Ag Computers** | No School Labor Day | Introduction to Computers Checking for Understanding Think Pair Share | Continue with Introduction to Computers Checking for Understanding Think Pair Share | Continue with Introduction to Computers Checking for Understanding Think Pair Share | Continue with Introduction to Computers Checking for Understanding Think Pair Share |

| **5. Ag Science** | No School Labor Day | Lecture on Ag Commodities in California & Imperial Valley Check for Understanding | Students will begin their Ag Commodities Group Project Hands on Activity | Students will continue to work on their Ag Commodities Project. Hands on Activity | Students will finish their projects and take a practice Test on California Agriculture. |

**Standard:** D.1 Students study large, small, and specialty animals. **Objective:** Students will explore the necessary elements—such as diet, genetics, habitat, and behavior—to create humane, ecologically and economically sustainable animal production systems.

| **6. Vet Science** | No School Labor Day | Introduce student to Veterinary Science Lecture and Assessment Questions | Introduce student to Veterinary Science Lecture and Assessment Questions | Students will start to examine and study the different livestock breeds | Students will start to examine and study the different livestock breeds |

**Standard:** B1E: 1.a, 1.f, 1.j, n Students will be able to explain what the goals of science is, how life can be studied at different levels. Students will be able to describe some characteristics of living things. **Objectives:** Upon the completion of the section, students will be able to: Describe some characteristics of living things.

| **7. Ag Biology** | No School Labor Day | **Ch. 1 The Science of Biology** | **1.1 What is Science? Lec. Vocab Review 1.1 Assessment** | **1.2 How Scientists Work? Lec. CFU 1.2 Assessment** | **1.3 Studying Life? Lec. CFU 1.3 Assessment** | **1.4 Tools & Procedures Lec. 1.4 Assessment Ch. 1 Review** |

Teacher Signature: __________________________
E. SAE Supervision Forms
Holtville High School
Agriculture Department
Supervised Agriculture Experience Projects

Name: ____________________________  Date of Visit: ____________________________
Type of Project: ____________________  Location: ____________________________
Years in Ag: ________________  Average Daily Gain: ________________
Days until Fair: ________________  Weight: ________________

Purpose of Visit: _____________________________________________________________

Feed Program/Project Description: _____________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Recommendations: ____________________________________________________________
___________________________________________________________________________
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Holtville High School
Agriculture Department
Supervised Agriculture Experience Projects

Name: ____________________________  Date of Visit: ____________________________
Type of Project: ____________________  Location: ____________________________
Years in Ag: ________________  Average Daily Gain: ________________
Days until Fair: ________________  Weight: ________________

Purpose of Visit: _____________________________________________________________

Feed Program/Project Description: _____________________________________________
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Recommendations: ____________________________________________________________
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Holtville High School
Agriculture Department
Supervised Agriculture Experience Projects

Name: [Name] Date of Visit: 11/30/00
Type of Project: Lamb Location: Olivia House
Years in Ag: 2 Average Daily Gain: 2.5#
Days until Fair: 95 Weight: 97

Purpose of Visit: Check Weight

Feed Program/Project Description: 1# of grain 1 flake of hay 2x day
lamb doing good, plan on gain 30#s to weigh
130# @ fair.
Pen & Lamb look good.

Recommendations: More exercise

Holtville High School
Agriculture Department
Supervised Agriculture Experience Projects

Name: [Name] Date of Visit: 1/28
Type of Project: Goat Location: House
Years in Ag: 2 Average Daily Gain: 3#
Days until Fair: 20 Weight: 110#

Purpose of Visit: Weigh Goat

Feed Program/Project Description: Goat is on grain & alfalfa
4 cups/day. Goat & Pen look really good
it is well maintained. she should give
she has practiced showmanship

Recommendations: Keep up the great work!!
Holtville High School
Agriculture Department
Supervised Agriculture Experience Projects

Name: [Signature]
Type of Project: Feeder Calf
Date of Visit: 2/19
Location: House
Average Daily Gain: 8.3#
Weight: 307#

Purpose of Visit:
Weigh Calf

Feed Program/Project Description:
Feeding grain & alfalfa
She has weaned calf from milk
Calf looks good, has made weight.

Recommendations:
Increase grain to 1/2 bushel full
Holtville High School
Agriculture Department
Supervised Agriculture Experience Projects

Name: ____________ Date of Visit: __/1/11
Type of Project: Lamb Location: HHS
Years in Ag: 1 Average Daily Gain: 3.5#
Days until Fair: ~95 Weight: 110

Purpose of Visit: Weigh Lamb

Feed Program/Project Description: Lamb too big. It needs more exercise. Feed was currently on 4 lbs/day. Reduce to 3 lbs/day.

Recommendations:

Holtville High School
Agriculture Department
Supervised Agriculture Experience Projects

Name: ____________ Date of Visit: 1/5
Type of Project: Feeder Calf Location: Three
Years in Ag: 58 Average Daily Gain: 2#
Days until Fair: ____________ Weight: 175#

Purpose of Visit: Sick Calf

Feed Program/Project Description: Weighed Calf. It is a light Calf because it has been sick. Currently feeding 2 bunches of milk/day with grain & alfalfa. Calf is weak, so we gave it a Vit, B shot & Melbloc.

Recommendations: Increase milk to 3/day & maintain grain & feed alfalfa all day. Have calf on free feed.
Holtville High School
Agriculture Department
Supervised Agriculture Experience Projects

Name: [Handwritten] Date of Visit: 11/4
Type of Project: Lambs Location: HHS
Years in Ag: 2 Average Daily Gain: 2#
Days until Fair: 40 Weight: 100#

Purpose of Visit: Weigh Lambs

Feed Program/Project Description: Lambs are dirty. No water! Lamb has not been sheared. Student will be given a strike.

Recommendations: Clean pen. Maintain bucket full of clean water. Lamb must be sheared this week.

Holtville High School
Agriculture Department
Supervised Agriculture Experience Projects

Name: [Handwritten] Date of Visit: 2/3
Type of Project: Goat Location: HHS
Years in Ag: 1 Average Daily Gain: 2#/day
Days until Fair: 30 Weight: 100#

Purpose of Visit: Weigh Goat

Feed Program/Project Description: Goat looks good. Pen well maintained. Gaining good weight. Goat has been clipped and ready for pre-sale.

Recommendations: Keep doing what you are doing.
Holtville High School
Agriculture Department
Supervised Agriculture Experience Projects

Name: C
Type of Project: Lamb
Years in Ag: 3
Days until Fair: 40
Date of Visit: 11/16
Location: House
Average Daily Gain: 1.7#
Weight: 97

Purpose of Visit: Weigh Lamb

Feed Program/Project Description: Lamb is a little light. Move feed & move alfalfa. Pen & location look good.

Recommendations:
- Increase feed to 5 cups/day
- More exercise!!

Holtville High School
Agriculture Department
Supervised Agriculture Experience Projects

Name: __________
Type of Project: Goat
Years in Ag: 1
Days until Fair: 40
Date of Visit: 11/16
Location: HHS
Average Daily Gain: 2.6#
Weight: __________

Purpose of Visit: Weigh Goat

Feed Program/Project Description: Animal looks great! Student has done a great job!!

Recommendations: Keep up the good work!!
Holtville High School
Agriculture Department
Supervised Agriculture Experience Projects

Name: [Name]
Type of Project: Rabbit
Years in Ag: 70
Days until Fair: 70
Date of Visit: 12/11
Location: House
Average Daily Gain: 
Weight: 

Purpose of Visit: Trim Nails & Teeth

Feed Program/Project Description: Rabbit looks good.
Trimmed nails & cut back front teeth.

Recommendations: Get something for the rabbit to wear teeth on. (Tooth Block)

Holtville High School
Agriculture Department
Supervised Agriculture Experience Projects

Name: [Name]
Type of Project: Rabbit
Years in Ag: 70
Days until Fair: 70
Date of Visit: 12/11
Location: House
Average Daily Gain: 
Weight: 

Purpose of Visit: Trim Nails & Teeth

Feed Program/Project Description:

See Brittany

Recommendations: Get (Tooth Block)
F. Wall Chart of SAE Visits
<table>
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<tr>
<th>Market Beef</th>
<th>SAE Visits</th>
<th>Workdays</th>
<th>Ethics Trainings</th>
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DESCRIPTION OF FACILITIES AND EQUIPMENT

The Holtville High School Agriculture Department is located on two acres on land on the south end of campus. On the facility we have a complete Ag mechanics shop equipped with welders, small engine repair, and wood construction facilities. In addition to the mechanic shops, we have a computer laboratory housing 30 computers with 6 computers having full internet access, as well as supplemental computer programs for instruction.

In addition to the shop, computer and classroom facilities we have an outside lab area which consists of a greenhouse frame, 1 acre field, and animal housing facilities for student projects. At Holtville we have also been blessed to have a 40 acre field donated to the program to be worked by the farm boosters with all profits benefiting the agriculture department.
H. Board Approved
Department SAE Policy,
Procedures, & Operations
Holtville FFA
Livestock Contract For

__________________________
Your Name

__________________________
Date

__________________________
Specie or Species You are showing

Specie/Species will be kept at circle one:
SCHOOL FARM	HOME	OTHER

If HOME or Other:
ADDRESS: ______________________

PHONE #: ______________________
SUPERVISED AGRICULTURE EXPERIENCE PROGRAM POLICY STATEMENT

Students Name: ________________________ School Year: ______________

ONLY STUDENTS PLANNING A SAE FOR THE COUNTY FAIR NEED TO COMPLETE THE FOLLOWING:

I fully understand that my participation and my fair entry in the fair and show part of my SAE is a privilege and is not mandatory in determining the successful completion of my selected SAE. I also understand that I must show satisfactory efforts (determined by the project advisors) in meeting the following minimum requirements:

I. FFA Member Obligations:
   a. Attend monthly FFA chapter meetings. (Minimum of 4 meetings)
   b. Attend and/or participate in FFA chapter activities.
   c. Attend Holtville Livestock Pre-fair
   d. Attend a minimum of 2 showmanship practices.
   e. Attend a minimum of 3 workdays.
   f. Marketing of SAE project for sale in the auction or barn.

II. School Citizenship and Academic Requirement:
   a. Academically maintain a 2.0 grade point average, verified by previous semester grading period, and be passing all agriculture classes (with at least a D) enrolled in. (Only 1 failing F grade allowed in GPA rating)

III. Selected SAE Responsibilities and County Fair Citizenship:
   a. Maintain, accurate, and up-to-date project record book, available for monthly review or as required/requested for review.
   b. Set-up appointments with Mr. Larson or Mrs. Cozens to have animals weighed on a regular basis.
   c. If you see debris or trash on the farm grounds, pick it up (even if you didn’t put it there!!)
   d. Pens will be maintained on a daily basis.
   e. Animals will be exercised and worked with on a daily basis.
   f. Weigh animals at least once every other week (Biweekly)
   g. Know and follow fair rules set forth by Holtville High School/ Holtville Agriculture Department, including responsible conduct of myself.
   h. Attend scheduled fair meetings and help in scheduled fair preparation and clean-up activities, in addition I will participate in the pre-fair.
   i. Satisfactory care for my SAE according to the standard guidelines, and needs of the project. This will include my participation in project workshops and project preparation workdays.
   j. Keep myself informed and aware of my progress towards the satisfactory completion of the above requirements and my SAE obligations.
   k. Write and send buyer letters.
   l. Students will complete record books, thank you letters to buyers, clean pens (school facility), and pay all animal fines two weeks after final day of the fair or as verified by the advisor before receiving fair checks.
IV. **Parent Responsibilities:**
   a. Provide student with the transportation to and from project obligations
   b. Monitor their students grades on weekly basis
   c. Provide student with FFA show uniform – white pants, white shirt with a collar, FFA jacket and FFA scarf/tie
   d. Cooperated with the agriculture department to maintain strong discipline and positive school image
   a. Provide for fair expenses if needed
   b. Provide encouragement for successful completion of the project
   c. Assist student in pursuing a buyer for the fair
   d. Allow students the responsibility of feeding, cleaning, and fitting
   e. Agree to the Supervised Agriculture Experience Project Contract, Animal Contract & Fair Expectations contract

V. **ATTENDANCE FOR FEEDING, WATERING, & CLEANING:** (ALL Farm Projects)
   a. Each student MUST care for their own animal – Monday through Sunday
   b. 6:30 to 7:45 AM – Morning Feeding, Watering, and Cleaning
   c. 5:00 to 7:00 PM – Afternoon Feeding, Watering, and Cleaning

Any breech of this contract will count as a strike on the student’s record. **One Strike** will result in a phone call home to the student’s parents. The **Second Strike** will result in a conference with the student, parents, and ag teachers. The **Third Strike** will result in the project being removed from the farm. If the student has no place to keep the project, then the project will be sold locally or at a auction yard.

I, the undersigned, have read the RULES/REGULATIONS/RESPONSIBILITIES governing the use of the SCHOOL FARM AND SUPERVISED AGRICULTURE EXPERIENCE PROJECT. We realize that the use of the farm is a privilege and not a right; and in return for the use of the facilities agree to adhere to these rules and regulations. We further realize that failure to comply with the terms of this contract may cause removal of the student’s project from the farm or organization.

I understand the above requirements and obligations and know that my failure to satisfactorily meet them may result in the denial to attend and participate in the county fair. In addition, I understand that I am solely responsible for the outcome of my project and whether a profit or loss of money occurs. Fair checks will be with held until all of the above obligations are met (note: fair checks are void after 6 months of the date of printing.). Lastly, the agriculture instructors, administration, and Holtville Unified School District employees are not responsible for any loss incurred from a students SAE project.

*Student’s Name: __________________________ Date: ______________ School Year: ________*

*Parent/ Guardian Signature: __________________________ Date: ______________ School Year: ________*

*FFA Advisor Signature: __________________________ Date: ______________*

Special questions can be answered by calling the Ag Department at 356-2926
Holtville High School Agriculture Department
Animal Housing Agreement

This agreement is for the purpose of securing housing for animal projects at Holtville High School. The following student: ___________________________ wishes to house their animal in the Ag department animal facilities and therefore agrees to abide by the following guidelines and rules:

1. Facilities are to be secured at all times. For example, gates are to be closed at all times and locked. The farm, gates need to always be locked to prevent people from coming into our facilities and to avoid dog attacks to your projects.

2. Pens will be maintained on a daily basis. Cleaning will be done on a daily basis. Manure will be disposed of in the yellow dumpster located on the farm. AT NO TIME ARE YOU TO DUMP MANURE IN THE TRASH CANS, OR BEHIND YOUR ANIMAL PENS.

3. Facilities are to be kept in a neat and orderly fashion. For example, NO trash, bags, or equipment should be left out.

4. Animal feeding and care is the sole responsibility of the student:
   a. On school days animals must be fed and cleaned prior to 7:45 am and fed in the evening between 5:00-7:00 pm.
   b. On weekends animals must be fed and cleaned by 9:00 am and between 5:00-7:00 pm in the evening.
   c. Remember that you want to feed your animal as close to 10-12 hour intervals as possible to help maximize weight gain.

5. If you see something out of place, contact the facility leader or advisor immediately.

6. Tampering with other student’s projects or equipment will not be tolerated and if you partake in such activities you will be asked to remove your animal from the premises (note: video cameras have been installed on the premises to ensure success of projects).

7. Follow all directions of the advisors.

8. Each pen contains a nest box for animals. It is the student’s responsibility to make sure that animals are bedded down.

9. Animals are never to be left in the arena without student supervision and if your animal digs a hole in the arena it is the student’s responsibility to fill the hole.

10. It is the student’s responsibility to bring the necessary tools/equipment to clean their pens. Equipment will not be provided to students.

11. Students will receive a locker to secure their belongings (1 locker per pen).

12. Students will be assigned a minimum of ONE week (the work to be completed and checked off by an advisor on the same day the work was done) in which they will work with a partner and will be responsible for dumping all trash cans, raking around the dumpster, raking the livestock arena, and around the backs of all animal pens. They will also be responsible for sweeping the area in front of the lockers and pens. This timeline will be established with the students after all livestock projects have been purchased and begun housing at the school farm.

13. Fair Checks will be withheld by school, until all aspects of this agreement and SAE agreement have been met. Fair checks are null and void after 6 months and the agriculture teachers, administration, and Holtville Unified School District employees are not responsible for any loss.

To secure the pen there is a $25.00 fee required from each student before the animal is allowed to be housed on the premise. The facilities are to be cleaned 1 week after the end of fair.

Failure of the student to maintain the projects or facilities will result in the student being required to remove the animal(s) from the Ag Department and their money will not be returned.

The following is a guideline the advisors will be following if obligations are not being met.

1st Strike: The student and parents will be contacted about the pen warning and the specifics for the strike.

2nd Strike: The result of a conference with the student, parents, and advisors about the pen warning and the specifics for the warning and/or student will be referred to the principal or vice-principals office.

3rd Strike: The student will be asked to remove the animal from the facilities and the pen fee will not be returned.
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<th>Teacher Assigning</th>
<th>Student Signature</th>
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<td>3rd STRIKE</td>
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In addition, if you are asked by an advisor to remove your animal the advisor will set a reasonable timeline in which the animal should be removed from the facility. If you fail to meet this timeline set fourth by the advisor then the advisor will remove the animal by a method they see fit (i.e. taking it to local auction and selling for market prices)

_I agree to follow the above rules and agree to follow them to the fullest extend._

Student name: _______________________
Student signature: __________________ 
Student phone: ____________________

Parent name: _____________________
Parent signature: __________________
Parent home phone: ________________
Parent work phone: ________________

As a reminder: the ability to keep your animal on the school farm is a PRIVILEGE not a right. If you follow the rules set by the advisors and cooperate with the advisors and your fellow students at all time there should be no problem. Failure to comply with the rules may result in your animal being removed from the school farm at any time.
I. Program of Work
Holtville FFA
"Inspire to make an Impact"

2009 – 2010

Program of Activities

<table>
<thead>
<tr>
<th>Table of Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>President's Message</td>
</tr>
<tr>
<td>Officer's Message</td>
</tr>
<tr>
<td>Advisor's Message</td>
</tr>
<tr>
<td>Holtville High School Administration</td>
</tr>
<tr>
<td>Chapter Officer Code of Conduct</td>
</tr>
<tr>
<td>2009 - 2010 Chapter Goals</td>
</tr>
<tr>
<td>Calendar of Activities</td>
</tr>
<tr>
<td>FFA and Agricultural Education</td>
</tr>
<tr>
<td>FFA Mission and Strategies</td>
</tr>
<tr>
<td>FFA Emblem</td>
</tr>
<tr>
<td>FFA Creed</td>
</tr>
<tr>
<td>FFA Colors and Motto</td>
</tr>
<tr>
<td>FFA Official Dress</td>
</tr>
<tr>
<td>FFA Code of Ethics</td>
</tr>
<tr>
<td>SAE</td>
</tr>
<tr>
<td>Cooperation</td>
</tr>
<tr>
<td>Community Service</td>
</tr>
<tr>
<td>Leadership</td>
</tr>
<tr>
<td>Earnings and Savings</td>
</tr>
<tr>
<td>Conduct of Meetings</td>
</tr>
<tr>
<td>Scholastic Achievements and Scholarships</td>
</tr>
<tr>
<td>Public Relations</td>
</tr>
<tr>
<td>Alumni Relations</td>
</tr>
<tr>
<td>Fairs and Official Show Uniforms</td>
</tr>
<tr>
<td>Market Hog Project Plan</td>
</tr>
<tr>
<td>Market Lamb Project Plan</td>
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<tr>
<td>Market Goat Project Plan</td>
</tr>
<tr>
<td>Market Steer Project Plan</td>
</tr>
<tr>
<td>Beef Replacement / Beef Heifer Project Plan</td>
</tr>
<tr>
<td>Dairy Feeder Calf Project Plan</td>
</tr>
<tr>
<td>Livestock Contract</td>
</tr>
<tr>
<td>Animal Housing Agreement</td>
</tr>
<tr>
<td>Chapter Constitution</td>
</tr>
<tr>
<td>Holtville FFA History Past Presidents</td>
</tr>
<tr>
<td>State FFA Officers</td>
</tr>
<tr>
<td>Award Programs</td>
</tr>
</tbody>
</table>
Introduction

The FFA organization is an organization of, by, and for students studying agriculture in public secondary schools under the provision of the Vocational Education Acts.

As an integral part of agriculture education in the public school system of America, the FFA has become well known in recent years. No other student organization enjoys greater freedom of self-government under adult council and guidance than the FFA, organized November 1928, it has served to motivate and vitalize the effective instruction offered to vocational agriculture students and to provide further training in agricultural occupation, businesses, and skills.

The FFA is a nonprofit nonpolitical agricultural youth organization designed to take its place with other agents striving for the development of leadership, the advancement of agriculture technology and improvement of agricultural life. The foundation upon which the FFA organization was molded includes leadership, organized recreation, citizenship, and patriotism.

National headquarters for the FFA are located in the Agricultural Education branch office of health, education, and welfare in Washington, D.C. The National Convention is held in Indianapolis Indiana and the California Association holds its annual conference at the Fresno Convention Center, Fresno, Ca.

This 2009-2010 Program of work has developed to explain a purpose of the FFA organization and give insight into the opportunities that are available to all students of Agriculture at Holtville High School.

President's Message

Fellow FFA Members,

Welcome to an awesome and exciting year in FFA. This year, the chapter officer team and I have planned different ways to make our meetings and leadership activities fun and interesting. I encourage everyone to take advantage of all the opportunities we offer you throughout the year. This year’s theme is “Inspire to make and IMPACT!”

We have decided to build leadership qualities in everyone by having fun and providing you with informative meetings. I am really looking forward to meeting every single FFA member and hope that this year is a year to remember. Some of our best times can be in FFA if we make it memorable and make a good impact on someone. I hope to have a great year as your Holtville FFA president.

Sincerely,

Raul Gonzalez

Holtville FFA President 2009-2010
Officer's Message

President: Raul Gonzalez  Vice President: Brooke Bradshaw  Secretary: Emily Hansen  Treasurer: Emmanuel Lazaro  Reporter: Devin Lenetti  Historian: Kyle Peck  2nd Vice President: Don Lydeek  3rd Vice President: Olivia Silva  Greenhand Advisor: Rocio Villegas

Dear Members,

Our 2009-2010 Holtville FFA theme is "Inspire to make an IMPACT." That is what we plan to do!

Your 2009-2010 Holtville FFA Chapter Officer Team would like to welcome you to the Holtville High School Agriculture program. We're beginning another year of expansion and development! You're invited to learn and grow in agriculture and FFA through chapter meetings, judging teams, community service activities, fundraisers, recreational activities and much, much more! So FFA Members, be ready to "Inspire to make an IMPACT!"

It is our goal to make sure that others are aware of the agriculture industry and its importance in our everyday life. There is so much to explore in the agriculture industry such as agriculture mechanics, animal science, horticulture, agriculture business, biotechnology, agronomics, floriculture, and computer technology. Our chapter goals for this year include expanding student involvement, maintaining our community support, and making sure that more and more students are continuing to get involved in the FFA program.

We encourage students to get involved and take the many opportunities the FFA and the agriculture industry offer. Holtville FFA lets "Inspire to make an IMPACT!"

Raul Gonzalez  Brooke Bradshaw  Don Lydeek  Olivia Silva  Emily Hansen  Devin Lenetti  Emmanuel Lucero  Kyle Peck  Lesty Larion  Rocio Villegas

2009-2010 Chapter Officers

---

Advisor's Message

"Here by The Owl"

Dear Chapter Members,

The Advisors of the Holtville FFA would like to welcome each and every new and old member alike to the Holtville FFA and Agriculture program for the 2008-2009 school year.

The mission of the Holtville FFA and Holtville High School Agriculture Department is to lead, assist, and motivate the members of the FFA in providing high quality agricultural education that is equitable and efficient, that prepares students for higher education, employment, and citizenship, and promotes students' intellectual, ethical and cultural growth.

This year the officers have focused on building our CHAPTER PRIDE, PARTICIPATION, ENTHUSIASM, and MOTIVATION. We advisors agree that it is extremely important to establish a positive image in order to maintain the motivation of chapter members and involvement. We also feel it is very important to take PRIDE in whatever we do and that we should always portray a positive image. You should take pride in the fact that you are a member of the best youth organization in the nation, the National FFA Organization.

Once again we are very proud to welcome you aboard and to help each and every one of you to succeed in your chosen field.

Sincerely,

Maria Rangel Cozens
Luke Larson

The Holtville FFA Advisors
Holtville High School Administration

Superintendent............................Dr. Jon LeDoux
Principal........................................Mrs. Jackie Hester
Vice Principal.................................Mr. Darrel Pecht

Imperial Section FFA Officers

President........................................Rudy Cargajal, Calexico High School
Vice President.................................Raquel Mendez, Imperial High School
Secretary........................................Dylan Castillo, Calexico High School
Treasurer........................................Kellie Wong, Winterhaven High School
Reporter.........................................Juan Ruan, Calexico High School
Sentinel.........................................Emmanuel Lucero, Holtville High School
2nd Vice President............................Rudy Esquibel Jr, Blythe High School
3rd Vice President.............................Eduardo Coronado, Calipatria High School

Southern Region FFA Officers

President.........................................Chris Hudson, Hemet
Secretary.......................................David Jaime, Winterhaven
Vice President.................................Luis Nichols, Littlerock
Vice President.................................Rudy Carbajal, Calexico
Vice President.................................Marlisa Nordstrom, Sunny Hills
Vice President.................................Donald Voltz, Norte Vista
Vice President.................................Wade Colburn, Fallbrook
Regional Supervisor..........................Mr. Jack Havens
Assistant Regional Supervisor...............Ms. Jessica Weisbart
Ms. Jody Baker

Holtville Chapter FFA Officers' Code of Conduct

It is both a privilege and responsibility to have been elected officer of the Holtville FFA chapter. Because you will be serving as a role model for the other members, it is your duty to set the best example possible in terms of behavior and leadership. The following guidelines are written to help you approach the year with a clear understanding of what is expected.

All officers are expected to:
1. Observe the FFA Code of Ethics, as printed in the Official FFA Manual
2. Strictly forego any use of alcohol, tobacco, drugs, and profanity, on school property, or at FFA events
3. Maintain a professional relationship at all times with other officers, teachers, administrators, and the public
4. Follow instructions given by the FFA advisors; and other high school faculty
5. Be willing to make the Holtville FFA Chapter your first priority for the coming year
6. Be punctual and prepared for all meetings, assignments, and activities.
7. Avoid places and/or activities that, in any way, raise questions as to your moral character and conduct
8. Accept suggestions, feedback, and criticism in a mature way
9. Follow accepted standards of behavior and etiquette in public places
10. Observe all of the above guidelines in all areas of life for the coming year
11. Must maintain a 2.0 GPA, be academically eligible, throughout the school year.

You represent this chapter 24 hours a day 365 days a year!

Furthermore, it is recommended that all officers:
1. Refrain from speaking negatively about one another or anyone
2. Wear official dress to all FFA functions unless otherwise directed by your advisor
3. Plan ahead to be in attendance at all chapter activities. Notify the advisor as soon as possible if you will not be able to attend
4. Keep your advisor informed of any problems you encounter or mistakes you make
5. Become knowledgeable about agriculture, agribusiness, agriculture education, and the FFA
6. Attempt, through preparation and practice, to develop yourself into an effective chapter officer and public speaker
7. Be prompt and consistent in completing all assignments.
8. Periodically evaluate your personality and attitudes, making every effort to improve yourself
9. Treat all FFA members equally, not favoring one over another.
10. Behave in a manner that conveys and commands respect.
11. Maintain dignity while being personable, concerned, and interested in the people around you
12. Serve as a member of the team always maintaining a cooperative attitude

OVERALL, MAKE GOOD DECISIONS!

I have read, studied, and understand the above points. As an elected officer of the Holtville FFA Chapter, I will carry out my responsibilities in accordance with these statements and understand that I can be suspended or removed from office if I do NOT satisfactorily follow these established standards.

Officer Signature

Parent or Guardian Signature

Office Held

Date
Chapter Goals

Our 2009-2010 Hotville FFA officer team created the following chapter goals during our annual FFA Chapter Officer Retreat held at Cal Poly in San Luis Obispo, CA.

1. Develop Strong and Effective Chapter Leadership
   - Develop and strengthen communication skills
   - Increase student involvement & participation
   - Expand leadership development, resources & supplies
   - Improve student efficiency & development
   - Increase secretaries & treasurer report keeping
   - Improve & improve agriculture leadership curriculum & resources

2. Develop and Strengthen Agriculture Resources and Curriculum
   - Increase large and medium ag mechanics projects
   - Expand curriculum technology resources—teaching/learning tools
   - Expand and develop animal science, ag science, and floriculture curriculum/programs
   - Develop cross-disciplinary issues with University College Veterinary Science and Ag Mechanics Divisions

3. Expand Student Involvement and Participation
   - Increase student attendance and participation at chapter meetings
   - Increase FFA projects (animal, plants, and ag mechanics)
   - Increase organization and planning of events/activities
   - Increase state and national FFA applications
   - Expand conference participants
   - Revise Chapter Road Award Evaluation System

4. Develop Strong Recruitment & Retention Program
   - Strengthen and expand middle school relationships & communication
   - Maintain/improve recruitment presentations & education
   - Maintain/strengthen agriculture foundation INSPEL program

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Calendar of Activities

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>8-24-09</td>
<td>6:00 p.m.</td>
<td>Field Day, NISD Expo, FFA</td>
</tr>
<tr>
<td>8-25-09</td>
<td>6:00 p.m.</td>
<td>FFA Officer Meeting</td>
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</tbody>
</table>

**SEPTEMBER**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8-30-09</td>
<td>6:00 p.m.</td>
<td>FFA Officer Meeting</td>
</tr>
<tr>
<td>9-3-09</td>
<td>6:00 p.m.</td>
<td>Office Meeting</td>
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<tr>
<td>9-11-09</td>
<td>6:00 p.m.</td>
<td>State FFA Convention Social</td>
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<tr>
<td>9-12-09</td>
<td>6:00 p.m.</td>
<td>FFA NISD Expo, FFA Officer Meeting</td>
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<tr>
<td>9-12-09</td>
<td>6:00 p.m.</td>
<td>State FFA Convention, FFA Officer Meeting</td>
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**OCTOBER**

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<tr>
<td>10-1-09</td>
<td>6:00 p.m.</td>
<td>FFA Officer Meeting</td>
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<tr>
<td>10-4-09</td>
<td>6:00 p.m.</td>
<td>Regional IAHS Institutional Meeting</td>
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<tr>
<td>10-8-09</td>
<td>6:00 p.m.</td>
<td>Office Meeting</td>
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<tr>
<td>10-14-09</td>
<td>6:00 p.m.</td>
<td>NISD FFA Meeting, FFA Officer Meeting</td>
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<tr>
<td>10-15-09</td>
<td>6:00 p.m.</td>
<td>EFY Chapter Meeting, FFA Officer Meeting</td>
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**NOVEMBER**

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<tr>
<th>Date</th>
<th>Time</th>
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<tr>
<td>11-4-09</td>
<td>6:00 p.m.</td>
<td>FFA Officer Meeting</td>
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<tr>
<td>11-4-09</td>
<td>6:00 p.m.</td>
<td>State FFA Convention Social</td>
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<tr>
<td>11-11-09</td>
<td>6:00 p.m.</td>
<td>Office Meeting</td>
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<tr>
<td>11-17-09</td>
<td>6:00 p.m.</td>
<td>State FFA Convention, FFA Officer Meeting</td>
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**DECEMBER**

<table>
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<th>Date</th>
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<tr>
<td>12-2-09</td>
<td>6:00 p.m.</td>
<td>FFA Officer Meeting</td>
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<tr>
<td>12-4-09</td>
<td>6:00 p.m.</td>
<td>State FFA Convention Social</td>
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<tr>
<td>12-11-09</td>
<td>6:00 p.m.</td>
<td>FFA Officer Meeting</td>
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<tr>
<td>12-17-09</td>
<td>6:00 p.m.</td>
<td>EFY Chapter Meeting, FFA Officer Meeting</td>
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**JANUARY**

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<tr>
<th>Date</th>
<th>Time</th>
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<td>6:00 p.m.</td>
<td>FFA Officer Meeting</td>
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<tr>
<td>1-8-10</td>
<td>6:00 p.m.</td>
<td>Office Meeting</td>
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<tr>
<td>1-12-10</td>
<td>6:00 p.m.</td>
<td>EFY Chapter Meeting, FFA Officer Meeting</td>
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**FEBRUARY**

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<thead>
<tr>
<th>Date</th>
<th>Time</th>
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<tr>
<td>2-2-10</td>
<td>6:00 p.m.</td>
<td>FFA Officer Meeting</td>
</tr>
<tr>
<td>2-8-10</td>
<td>6:00 p.m.</td>
<td>Office Meeting</td>
</tr>
<tr>
<td>2-15-10</td>
<td>6:00 p.m.</td>
<td>EFY Chapter Meeting, FFA Officer Meeting</td>
</tr>
</tbody>
</table>

**MARCH**

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Place

Coffee Shop
### FFA and Agricultural Education

When you put on an FFA jacket, you become part of a total agriculture education program that will connect you to exciting careers in the science, business and technology of agriculture. FFA is only one of three essential components of this system, all of which work together to provide you with the personal, academic and career experiences essential for your success. Get to know the “three circles” that make this possible:

| Classroom/Laboratory Instruction | Agricultural Instruction | FFA 
---|---|---

#### Classroom/Laboratory Instruction
Agriculture is rooted in science, math, business and technology. The time you spend in the classroom and school lab with you teacher will help you explore and master the information necessary to move forward with your career development. Get ready for exciting hands-on opportunities that make textbooks come alive!

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

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

Make sure you're getting a complete Agricultural Education experience, and remember that it all works together. Talk to your agricultural teacher today and make plans to perform in all three arenas. Don't just settle for a high school diploma when you can get set for life.

---

**April**

- **5/10**
  - 5:30 pm: Office Mtg
  - 8:00 am: Warner Springs Field Day

- **5/13**
  - 8:00 am: Warner Springs Field Day

- **5/16**
  - 4:30 pm: FFA Chapter Mtg
  - 4:00 pm: Imperial Sec Pedi Pro Contest

- **5/20**
  - 10:00 am: Southern Region Speech Contest Finals

- **5/27**
  - 10:00 am: Southern Region Pedi Pro Finals

**May**

- **5/10**
  - 7:00 am: Pomona Field Day & Southern Region FFA/CA A Mtg

- **5/13**
  - 7:00 am: Officer Mtg

- **5/15**
  - 11:00 am: In-coming Freshmen Recruitment
  - 4:30 pm: Final FFA Chapter Mtg

- **5/25**
  - 4:00 pm: Imperial Sec CATA Mtg & FFA COOP Quiz Contest & Officer Screening

---

**California Department of Education**

**San Diego County Office of Education**

**Western Regional Office of Education**

**Primary Source Information**

**Instruction**

**SAE**

**FFA**
FFA Mission and Strategies

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

To accomplish this mission, FFA:

- Develops competent and assertive agriculture leadership.
- Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
- Strengthens the confidence of agriculture students in themselves and their work.
- Promotes the intelligent choice and establishment of an agricultural career.
- Encourages achievement in supervised agricultural experience programs.
- Encourages wise management of economic, environmental and human resources of the community.
- Develops interpersonal skills in teamwork, communications, human relations and social interaction.
- Builds character and promotes citizenship, volunteerism and patriotism.
- Promotes cooperation and cooperative attitudes among all people.
- Promotes healthy lifestyles.
- Encourages excellence in scholarship.

FFA Emblem

Many organizations have logos they use as part of their identity. As with most logos, the FFA emblem is symbolic. It contains five separate elements. Each element represents items or ideals that are important to the organization and its members.

The cross-section of an ear of corn serves as the emblem's foundation. Just as corn has historically served as a foundation crop in American agriculture, corn is also a symbol of unity because it is native to America and it is grown in every state.

The rising sun appears in the center of the emblem and symbolizes progress in agriculture and the confidence FFA members have in the future.

The plow is a symbol of labor and tillage of the soil.

The owl represents knowledge and wisdom.

The eagle is perched on top of the emblem and serves as a reminder of our freedom and ability to explore new horizons for the future of agriculture.

Finally, the word, "Agriculture Education," surrounding the letters "FFA," indicate that the FFA is an important part of the agricultural education program.
FFA Creed

The FFA Creed is a basic statement of beliefs and a common bond between members. The creed was written by E.M. Tiffany and adopted at the 33rd National FFA Convention. It was revised at the 36th and 63rd conventions to reflect changes in FFA members and the agricultural industry.

The FFA Creed

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

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

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

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

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

FFA Colors and Motto

Colors

The National FFA Organization chose national blue and corn yellow as its official colors in 1929. As the blue field of our nation's flag and the golden fields of ripened corn unify our country, the FFA colors give unity to the organization.

Motto

Many important things come in small containers. Although a diamond ring takes up a little space, it is extremely valuable. So it is with the FFA motto. The motto has just 12 words, but those words are powerful.

Learning to Do,
Doing to Learn,
Earning to Live,
Living to Serve
FFA Official Dress

Proper Use of the FFA Jacket

- The jacket is to be worn only by members.
- The jacket should be kept clean and neat at all times.
- The back of the jacket includes only an official FFA emblem, the name of the state association, and the name of the local chapter, district, or area. The front of the jacket includes only an official FFA emblem, the name of the individual, one office or honor, and the year of their office or honor.
- The jacket should be worn on all official occasions with the cadet, fraternity, or the club. The coat should be turned down and the cadet insignia.
- The jacket should be worn by members and officers on all official FFA occasions, as well as on other occasions when the chapter or state association is represented. It may be worn to school and other appropriate places.
- The jackets should only be worn to places that are appropriate for members to visit.
- School letters and insignia should be attached or worn on the jacket.
- When the jacket is not being worn, it should be discounted or the letters and insignia should be removed.
- The member and lettering should be removed if the jacket is given to a non-member.
- A member should act professionally when wearing the official FFA jacket.

Members should refrain from use of tobacco and alcohol when underage and at all times when representing the FFA. In addition, members should exhibit leadership qualities when they encounter substances including alcohol and tobacco and serve to discourage others from inappropriate behavior.

All chapter, state, official, or other award medals should be worn on the jacket at all times when wearing the official FFA jacket. They should represent the highest degree earned, the highest office held, and the highest award earned by the member.

Official FFA Dress

- Official dress for female members is a black suit, white blouse with black official FFA pin, black belt, and official jacket attached to the top. Black shoes may be worn with the official FFA pin, black belt, and the official jacket.

FFA Code of Ethics

People are always observing you. Your actions when you wear the FFA jacket or represent the organization become part of the organization's image. To save the image of the FFA and members, adopt the Code of Ethics to follow. The FFA Code of Ethics will protect the FFA image. It also guides members to make positive, healthy choices — not only during FFA activities. The code of ethics guidelines are given to follow during all occasions and functions.

The FFA Code of Ethics

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

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

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

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

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

Holtville FFA SAE Program

✦ The Chapter will encourage all members to maintain a Supervised Agriculture Experience (SAE) program.
✦ The Chapter will encourage members to compete at shows with their SAE.
  ✦ All Chapter members are expected to work as a team at all fairs and shows.
  ✦ The Chapter will conduct an Exhibitors / Parent evening to inform parents and members of a member's responsibilities.
  ✦ The Chapter will require parents of all first time exhibitors to attend a meeting conducted by the Chapter Advisor. This meeting will serve as an informal session to allow parents / exhibitors to become aware of the expectations and responsibilities placed on the Chapter exhibitor.
  ✦ All projects exhibited at fairs and shows by members of the Chapter must be entered in the FFA division and only with Advisor approval and supervision.
  ✦ Members exhibiting at fairs must maintain academic requirements set forth by Holtville High School and the Holtville Agriculture Program and FFA. In order to participate in any activity beyond the chapter level, an individual must maintain at least a 2.0 GPA, cannot have more than one F, and cannot have received less than a C grade in any Agriculture class the last eligibility period to the event.

✦ Additional eligibility rule — Students will be given one chance for scholastic eligibility for showing at fairs. If a student becomes ineligible to show at a fair that they had planned to show, the student will receive a warning. If the same student should become ineligible again to show at a fair that they had planned to show at, the student will no longer be eligible to show with Holtville FFA.

✦ Members are encouraged to apply for local, regional and state proficiency awards.
✦ Members are encouraged to apply for advanced degrees (i.e. State FFA Degree).
✦ Members are encouraged to compete in the Local and Sectional Project Competition.
✦ Members are required to follow project Advisor's recommendations concerning their SAE.
✦ Members are encouraged to strive to improve and develop their SAE each year.
  ✦ Encourage members to develop skills within their SAE through participation and appropriate judging teams.
  ✦ Members are encouraged to attend demonstrations, breeding shows, and equipment shows which will enable them to increase their efficiency and knowledge of their SAE.
✦ Members are encouraged to provide support and help their fellow Chapter members.
Cooperation

The Holtville FFA chapter will develop a sense of cooperation among the entire membership.

* The chapter will cooperate with Holtville High School.
  * Participation in school functions and events
  * Chapter representation during school-sponsored activities and functions
  * Cooperation and support with other HHS youth organizations

* The chapter will participate in community cooperation.
  * Participating and working with Imperial County Office of Education’s POP program and awards ceremony.
  * Participating and cooperating with local elementary schools in various agriculture projects (example: petting zoo)
  * Providing local middle schools with an informative recruitment presentation.
  * Participation in a local City Beautification project.

* Members exhibiting at fairs and shows will cooperate together and compete as a team.

Community Service

In BOAC (Building our American Communities), FFA members and advisors work with local civic, business and other leaders and citizens in identifying community needs and in carrying out action projects to meet them. FFA members learn practical use and competencies and skills taught in the agricultural education classroom while developing leadership skills in interacting with other leaders in organizations, plans, and action. Here at Holtville High School, we are striving to our community. Our chapter is currently looking for activities to include in our projects this year. We hope that our efforts will leave a positive impact in our community for years to come!

Some of the activities that Holtville FFA had participated in past years have included:

* Holtville Community Clean Up Day
* Paint a Building Project
Leadership

Leadership is the ability to guide or influence others to work towards a meaningful goal while helping each to develop themselves as group members. Leadership is the ability in a well-adjusted person to handle people, to inspire or influence the actions of others, to make decisions or to move a group to action. Leadership is a contribution to the establishment and attainment of group processes. Therefore, leadership is a quality of group action.

Public Speaking
- Prepared Public Speaking
- Extemporaneous Public Speaking
- Parliamentary Procedure
- Job Interview
- Opening and Closing Ceremonies Speaking Contest

Committees
- Every member on at least one committee or involved in some kind of activity
- Select Chapter members as Chairpersons for Committees

Degrees and Awards
- Encourages every member to apply for Greenhand and Chapter Farmer FFA Degree Encourage every qualified member to apply for the State and American FFA degree
- Encourage members to apply for State Proficiency Awards

Officer / Leadership Training
- Annual Chapter Retreat for new officers
- Leadership Training Conference for all officers
- Sectional & Regional Officer Training
- Made for Excellence Leadership Training / Advanced Leadership Academy / Sacramento Leadership / Washington DC Leadership Conference

Meetings
- Conduct meetings in an orderly fashion by utilizing Pari-Pro
- Have regularly scheduled Chapter Officer and Chapter Meetings
- Encourage every member to attend and participate at all meetings
- Send delegates to all Sectional, Regional, State, and National Meetings

Offices
- Encourage local members to run for local, sectional, regional, and state offices
- Invite Sectional, Regional, and State Officers to speak to your chapter

Earnings and Savings

As a self-supporting, non-profit organization, the earnings and savings aspect of our chapter is very important towards the success and productivity of our 2009-2010 school year.

The chapter earns money in various ways in order to finance FFA events and activities throughout the year. Some of these activities include:
- Brown Bag Cookie Fundraiser
- Christmas Wreath Fundraiser
- Kettle Corn Fundraiser
- Car Wash Fundraiser
- HHS Ag Mechanics Metal Art Sales
- HHS FFA Plant Sales – if applicable
Conduct of Meetings

Hold Regular, Well-Planned Meetings that Capture the Chapter's Interest and Participation

- Have bi-weekly Chapter Officer Meetings
- Have regular month Chapter Meetings
- Call special meetings when necessary
- Conduct regular Executive Meetings in order to maintain solid Chapter communications
- Prepare a well planned program before meetings
- Provide refreshments for Chapter Meetings
- Have frequent and informative committee reports
- Invite parents and the community leaders to the Chapter Meeting
- The duty of the Sentinel is to set the proper paraphernalia out for the Chapter Meeting and to help the President in maintaining order
- The goal of the Chapter is to have a least 50% attendance at each Chapter Meeting
- Have an activity after every Chapter Meeting

Special Meetings Should be Held as Necessary

- A special potluck dinner meeting will be held for the Greenhead/Chapter FFA Degree Installation Banquet
- A very special Awards Banquet will be held in May to wrap up the year

The Official Ceremonies will be used at all Meetings

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

Scholastic Achievement and Scholarships

The chapter will encourage students to strive for academic excellence.

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

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

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

4. Scholastic Awards
   A. Award trophies to the Agriculture students in each grade level with the highest GPA
Public Relations

The purpose of public relations is to inform our chapter members and the general public about the activities of our local chapter as well as the overall benefits of the FFA.

Media

- Establish, strengthen, and maintain relationships with media contacts
- Submit articles and photos to various local, regional, and state media publications
- Extend media coverage beyond newspapers and publications (i.e. radio, tv, etc...)

FFA Week

- Use various forms of media to keep the public informed during FFA Week
- Conduct school and community activities throughout FFA Week

Various FFA Events and Activities

- Select worthy persons as Honorary Chapter Officers
- Recognize worthy individuals to receive Certificates of Appreciation
- Provide community advertisements through Placemat Ad fundraiser
- Host various award recognition ceremonies for parents and families of FFA members
- Sponsor a parent/member banquet
- Maintain a chapter scrapbook
- Chamber of Commerce and other community service clubs

Holtville High School

- Regular communication sessions with HHS administration and counselors
- Assist and support various school activities

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Alumni Relations

The Chapter will encourage graduating seniors to keep membership affiliation for the following year.

As graduate members, the chapter will encourage these members to:

- Exhibit at fairs until eligibility membership expires
- Apply for advanced degrees such as the American FFA Degree
- Apply for proficiency awards in their SAE area
- Continue an active role in participation in local activities
- Attend all chapter meetings

The Chapter will utilize the expertise of alumni members when needed by the Chapter.

- To help coach judging teams
- To serve as judges of local FFA contests
- To assist in money raising activities such as ad sales, BBQ’s, etc.
- Provide facilities for SAE projects
Fairs and Official Show Uniforms

Official Show Uniform

The official Show Uniform for FFA members consists of:

- White shirt or blouse, white pants, brown or black shoes, FFA tie, and FFA jacket. Shoes should be appropriate for what you are showing.

Fairs

The Holtville FFA Chapter is involved in a couple fairs throughout the year. The livestock and agricultural mechanics projects are exhibited throughout the state, where the chapter wins many awards and honors. The animals that are exhibited include market and breeding sheep, market and breeding beef, market and breeding swine, dairy cattle, rabbits, market, breeding, and dairy goats.

The Fairs that are attended are:
- (Mid-Winter) Imperial Valley Fair
- California State Fair

Market Hog Project Plan Sheet

Holtville FFA
Market Hog Project Budget

Estimated Expenses

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of hog*</td>
<td>$200.00</td>
</tr>
<tr>
<td>Feed</td>
<td>100.00</td>
</tr>
<tr>
<td>Show Supplies</td>
<td>+15.00</td>
</tr>
<tr>
<td>Total Estimated Expenses</td>
<td>$415.00</td>
</tr>
</tbody>
</table>

* Cost includes purchase of animal, support group, initial veterinary supplies (water) and bedding (shavings at fair).

Estimated Receipts

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sale of hog (230 lbs. @ $2.25/lb)</td>
<td>$480.00</td>
</tr>
<tr>
<td>Total Estimated Receipts</td>
<td>$517.50</td>
</tr>
<tr>
<td>Total Estimated Expenses</td>
<td>$415.00</td>
</tr>
<tr>
<td>Estimated Net Profit</td>
<td>$102.50</td>
</tr>
</tbody>
</table>

* Some materials (such as supplies and equipment) may be borrowed from HHS Ag. Department with prior authorization, if necessary.
## Market Lamb Project Plan Sheet

**Holtville FFA**

### Market Lamb Project Budget

#### Estimated Expenses

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of Lamb</td>
<td>$225.00</td>
</tr>
<tr>
<td>Feed (grain and hay)</td>
<td>100.00</td>
</tr>
<tr>
<td>Show Supplies</td>
<td>+ 20.00</td>
</tr>
</tbody>
</table>

**Total Estimated Expenses** $345.00

*Cost includes purchase of animal, support group, initial veterinary supplies, and bedding.

#### Estimated Receipts

<table>
<thead>
<tr>
<th>Item</th>
<th>Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sale of Lamb (130 lbs @ $3.00/lb)</td>
<td>$390.00</td>
</tr>
</tbody>
</table>

**Total Estimated Receipts** $390.00

**Total Estimated Expenses** $345.00

**Estimated Net Profit** $45.00

*Some materials (such as supplies and equipment) may be borrowed from HHS Ag. Department with prior authorization, if necessary.

---

## Market Goat Project Plan Sheet

**Holtville FFA**

### Market Goat Project Budget

#### Estimated Expenses

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of Goat</td>
<td>$200.00</td>
</tr>
<tr>
<td>Feed (grain and hay)</td>
<td>$20.00</td>
</tr>
<tr>
<td>Show Supplies</td>
<td>+ 20.00</td>
</tr>
</tbody>
</table>

**Total Estimated Expenses** $240.00

*Cost includes purchase of animal, support group, initial veterinary supplies, and bedding.

#### Estimated Receipts

<table>
<thead>
<tr>
<th>Item</th>
<th>Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sale of Goat (100 lbs @ $3.50/lb)</td>
<td>$350.00</td>
</tr>
</tbody>
</table>

**Total Estimated Receipts** $350.00

**Total Estimated Expenses** $240.00

**Estimated Net Profit** $110.00

*Some materials (such as supplies and equipment) may be borrowed from HHS Ag. Department with prior authorization, if necessary.
Market Steer Project Plan Sheet

Holtville FFA

Market Steer Project Budget

Estimated Expenses

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of animal</td>
<td>$800.00</td>
</tr>
<tr>
<td>Feed</td>
<td>600.00</td>
</tr>
<tr>
<td>Show Supplies and Equipment</td>
<td>30.00</td>
</tr>
<tr>
<td>Veterinary Supplies</td>
<td>25.00</td>
</tr>
<tr>
<td>Support Group</td>
<td>+ 50.00</td>
</tr>
<tr>
<td>Total Estimated Expenses</td>
<td>1505.00</td>
</tr>
</tbody>
</table>

Estimated Receipts

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sale of steer (1250 lbs. @ $1 25/lb)</td>
<td>$1562.50</td>
</tr>
<tr>
<td>Total Estimated Receipts</td>
<td>$1562.00</td>
</tr>
<tr>
<td>Total Estimated Expenses</td>
<td>- 1450.00</td>
</tr>
<tr>
<td>Estimated Net Profit</td>
<td>$50.00</td>
</tr>
</tbody>
</table>

*Some materials (such as supplies and equipment) may be borrowed from HHS Ag. Department with prior authorization, if necessary.

Beef Replacement / Bred Heifer Project Plan Sheet

Beef Replacement / Bred Heifer Project Budget

Estimated Expenses

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of Animal</td>
<td>$800.00</td>
</tr>
<tr>
<td>Feed</td>
<td>600.00</td>
</tr>
<tr>
<td>Show Supplies and Equipment</td>
<td>50.00</td>
</tr>
<tr>
<td>Veterinary Supplies</td>
<td>50.00</td>
</tr>
<tr>
<td>Support Group</td>
<td>60.00</td>
</tr>
<tr>
<td>Breeding Fees</td>
<td>125.00</td>
</tr>
<tr>
<td>Total Estimated Expenses</td>
<td>$1685.00</td>
</tr>
</tbody>
</table>

Estimated Receipts

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sale of Heifer</td>
<td>$1800.00</td>
</tr>
<tr>
<td>Total Estimated Receipts</td>
<td>1800.00</td>
</tr>
<tr>
<td>Total Estimated Expenses</td>
<td>- 1685.00</td>
</tr>
<tr>
<td>Estimated Net Profit</td>
<td>$115.00</td>
</tr>
</tbody>
</table>

*Some materials (such as supplies and equipment) may be borrowed from HHS Ag. Department with prior authorization, if necessary.
**Dairy Feeder-Calf Project Plan Sheet**

**Holtville FFA**

**Dairy Feeder-Calf Project Budget**

**Estimated Expenses**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of Animal</td>
<td>$100.00</td>
</tr>
<tr>
<td>Feed</td>
<td>200.00</td>
</tr>
<tr>
<td>Show Supplies and Equipment</td>
<td>100.00</td>
</tr>
<tr>
<td>Veterinary Supplies</td>
<td>10.00</td>
</tr>
<tr>
<td>Support Group</td>
<td>15.00</td>
</tr>
<tr>
<td>Breeding Fees</td>
<td>20.00</td>
</tr>
<tr>
<td><strong>Total Estimated Expenses</strong></td>
<td><strong>445.00</strong></td>
</tr>
</tbody>
</table>

**Estimated Receipts**

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sale of Heifer</td>
<td>$600.00</td>
</tr>
<tr>
<td><strong>Total Estimated Receipts</strong></td>
<td><strong>600.00</strong></td>
</tr>
<tr>
<td><strong>Total Estimated Expenses</strong></td>
<td><strong>445.00</strong></td>
</tr>
<tr>
<td><strong>Estimated Net Profit</strong></td>
<td><strong>$155.00</strong></td>
</tr>
</tbody>
</table>

*Some materials (such as supplies and equipment) may be borrowed from HHS Ag. Department with prior authorization if necessary.*

---

**Holtville FFA**

**Livestock Contract For**

**Your Name**

_________________________

**Date**

_________________________

**Specie or Species You are showing**

_________________________

**Specie/Species will be kept at:**

SCHOOL FARM and/or HOME
ONLY STUDENTS PLANNING TO SELL ANIMALS FOR THE COUNTY FAIR NEED TO COMPLETE THE FOLLOWING:

I. FFA Member Obligations
   a. Good attendance: Complete personal record and notebook for all meetings.
   b. Must attend and participate in all chapter activities.
   c. Complete all required projects.
   d. Attend and participate in all chapter activities.
   e. Maintain a minimum of 20 hours of membership activity.
   f. Work on at least one project.
   g. Maintain an FFA record book in the account at home.

II. Membership and Academic Requirement
   a. Complete all membership and academic requirements as outlined in the FFA Membership and Academic Requirements.
   b. Keep records of all hours spent on FFA activities.
   c. Participate in all chapter activities.
   d. Attend all meetings and workshops.
   e. Complete all required projects.
   f. Maintain an FFA record book in the FFA member's account.

III. Supervised Experience Requirements
   a. Maintain a notebook and record book for all forested activities.
   b. Maintain a minimum of 20 hours of membership activity.
   c. Complete all required projects.
   d. Attend all meetings and workshops.
   e. Complete all required projects.
   f. Maintain an FFA record book in the FFA member's account.

IV. Attendance for Feeding, Watering, & Cleaning
   a. Each student MUST be present for each meeting.
   b. Students will meet on Saturdays from 8:00 AM to 3:00 PM for feeding, watering, and cleaning.
   c. Students will meet on Monday through Friday from 8:00 AM to 3:00 PM for feeding, watering, and cleaning.

Any breach of this contract will result in a strike on the student's record. One Strike will result in a phone call home to the student's parents. The Second Strike will result in a conference with the student, parents, and advisors. The Third Strike will result in the student being removed from the project. If the student has no place to keep the project, then the project will be sold locally or at a farm fair.

I, the undersigned, have read the RULES/REGULATIONS/RESPONSIBILITIES governing the use of the SCHOOL FARM AND SUPERVISED AGRICULTURE EXPERIENCE PROJECT. We realize that the use of the farm is a privilege and not a right; and in return for the use of the facilities agree to adhere to these rules and regulations. We further realize that failure to comply with the terms of this contract may cause removal of the student's project from the farm or organization.

The student will take responsibility for all aspects of the project and will be held accountable for all aspects of the project. Failure to complete all aspects of the project will result in a strike on the student's record. The student will be responsible for any losses or damages to the farm or equipment.

Student's Name: ____________________________ Student's Signature: ____________________________
Parent's Name: ____________________________ Parent's Signature: ____________________________

Date: ____________________________
Animal Housing Agreement

Holtsville High School
Agriculture Department

Animal Housing Agreement

This agreement is for the purpose of securing housing for animal projects at Holtsville High School. The following student ___________________________ wishes to house their animal in the Ag department animal facilities and therefore agrees to abide by the following guidelines and rules:

1. Facilities are to be secured at all times. For example, gates are to be closed at all times and locked. The farm, gates need to always be locked to prevent people from coming into our facilities and to avoid dog attacks to your projects.

2. Pens will be maintained on a daily basis. Cleaning will be done on a daily basis. Manure will be disposed of in the dumpster located at the front of the Agriculture department. AT NO TIME ARE YOU TO DISPOSE MANURE IN DRAINS, OR BEHIND YOUR ANIMAL PENS.

3. Facilities are to be kept in a neat and orderly fashion. For example, no trash, bags, or equipment left out.

4. Animal feeding and care is the sole responsibility of the student.
   a. The student shall feed animals at 7:30 am and feed in the evening by 7:00 pm.
   b. On weekends animals must be fed and cleaned by 9:00 am and by 5:00 pm in the evening.
   c. Remember that your animal needs food at least 12 hour intervals as possible to help minimize weight gain.

5. If you see something out of place, contact the facilities leader or advisor immediately.

6. Tampering with other student's projects or equipment will not be tolerated and will result in the student being asked to remove the animal from the premises. Close video cameras have been installed to monitor the premises to ensure the success of projects.

7. Follow all directions of the advisor.

8. Each pen contains a nest box for animals. It is the student's responsibility to make sure that animals are never made down.

9. Animals are never to be left in the barn without student supervision and if your animal digs a hole in the dirt it is the student's responsibility to fill the hole.

10. It is the student's responsibility to bring the necessary tools, equipment to clean their pens. Equipment will not be furnished to students.

11. Students will receive a locker to secure their belongings (1 locker per pen).

12. Students will be assigned a minimum of ONE WEEK to complete and check off on an advisor on the same day the work is done in which they will work with a partner and be responsible for cleaning all trash cans, taking the dumpster, cleaning the livestock area, and around the barns of all animal pens. They will also be responsible for sweeping the area in front of the locks. This schedule will be established with the students after all livestock projects have been purchased and begun housing at the school farm.

13. Pen Checks will be withheld by school, until all aspects of this agreement and SAE agreement have been met. For example, they will be held and paid after six months and the agriculture teachers, administration, and Holtsville Unified School District employees are not responsible for any loss.

To secure the pen there is a $25.00 fee required from each student before the animal is allowed to be housed on the premises. The facilities are to be cleaned 1 week after the end of fall.

Failure of the student to maintain the projects or facilities will result in the student being required to remove the animals from the Ag Department and their money will not be returned. The following is a guideline the advisor will be following if obligations are not being met.

1st Strike: The student and parents will be contacted about the pen warning and the specifics for the strike.

2nd Strike: The result of a conference with the student, parents, and advisors about the pen warning and the specifics for the warning and or student will be referred to the principal or vice-principal's office.

3rd Strike: The student will be placed in a pen warning and their pen will not be returned.

In addition, if you are asked by an advisor to remove your animal, the advisor will set a reasonable timeline in which the animal should be removed from the facility. If you fail to meet this timeline set forth by the advisor, then the advisor will remove the animal by a method they see fit but to sell or auction for market price.

I agree to follow the above rules and agree to follow them to the fullest extend.

Student name: ___________________________
Student signature: ________________________
Student phone: ___________________________

Parent name: ___________________________
Parent signature: _________________________
Parent phone: ___________________________

As a reminder, the ability to keep your animal on the school farm is a PRIVILEGE not a right. If you do not follow the rules set by the advisors and cooperate with the advisors and your fellow students at all times there should be no problem. Failure to comply with the rules may result in your animal not being removed from the school farm at any time.
Chapter Constitution

ARTICLE I. Name and Purposes

Section A. The name of the organization shall be the H-F-A Chapter. The letters "H-F-A" will be used to designate the chapter, its activities, and its members.

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

1. To develop competent and aggressive agricultural leadership
2. To enrich and improve a love of agricultural life
3. To strengthen the confidence and student interest in agriculture in themselves and their work
4. To create more interest in the intelligent choice of agricultural occupations
5. To encourage the development of individual extension service programs and establishment in agricultural careers
6. To encourage members to improve the farm and its surroundings
7. To participate in worthwhile endeavors for the improvement of the nation's agriculture
8. To develop character traits for leadership and future patrons
9. To participate in cooperative effort
10. To encourage and promote thrift
11. To encourage improvement in scholarship
12. To provide and encourage the development of organized recreational activities

ARTICLE II. Organization

Section A. The H-F-A Chapter is a chapter of local units of the Imperial Valley Student Section, Southern Region of the California Agricultural Association. Each unit of local members

Section B. This chapter meets at the times and places designated by the constitution and bylaws of the California Agricultural Association and by those of the National H-F-A Organization

ARTICLE III. Membership

Section A. Membership in this chapter shall be in three classes: Active (A); Honorary (H); Honorary as defined by the National H-F-A Constitution.

Section B. The regular work of this chapter shall be centered on the active membership.
Section C  Chapter FFA Degree  Minimum qualifications for election (Refer to State Constitution for a complete list of degree requirements):

1. Must have the Degree of Greenhand and have a record of satisfactory participation in the activities of the local chapter.
2. Must have satisfactorily completed at least one year of instruction in vocational agriculture, have in operation an approved supervised farming, and/or other agricultural occupational experience program, and be regularly enrolled in a vocational agriculture class.
3. Be familiar with the purposes and programs of activities of the state association and national organization.
4. Be familiar with the provisions of the constitution of the local chapter.
5. Be familiar with parliamentary procedure.
6. Be able to lead a group discussion for fifteen minutes.
7. Must have earned by his or her own efforts from his/her supervised farming and/or other agricultural occupational experience program and deposited in a bank or otherwise productively invested at least $150 or worked 100 hours on his/her SAE in excess of scheduled class time.

Section D  State FFA Degree  Minimum qualifications for election:

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

Section E  American FFA Degree  Minimum qualifications for election:

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

ARTICLE VI - Officers

Section A  The officers of the chapter shall be as follows: President, Vice President, Secretary, Treasurer, Reporter, and Sentinel. The local Advisor shall be the teacher of vocational agriculture in the school where the chapter is located. Officers shall perform the usual duties of their respective offices.

Section B  Officers shall be elected semi-annually or annually by a majority vote of the members present at a regular meeting.

ARTICLE VII - Meetings

Section A  Regular chapter meetings shall be held once a month during the school year and once during the remaining months of the year at such time and place as is designated by the Chapter Executive Committee. Special meetings may be called at any time.

Section B  Standard meeting equipment shall be used at each meeting. All regular meetings shall open and close with the official ceremonies. Parliamentary procedure shall be used in transacting all business at each meeting.

Section C  Delegates, as specified by the State Constitution, shall be elected annually from the active membership to represent the chapter at the State Leadership Conference. Other delegates may be named as necessary in order to have proper representation at various other FFA meetings within the State.

Section D  A majority of the active members living on the secretary's membership roll shall constitute a quorum, and a quorum must be present at any meeting at which business is transacted or a vote taken committing the chapter to any proposal or action.

ARTICLE VIII - Dues

Section A  Local dues in this chapter shall be fixed annually by a majority vote of the active members.

Section B  Full local, state, and national dues shall be paid by all active members.

Section C  No member shall be considered as active and in good standing unless he pays full local, state, and national FFA dues.

ARTICLE IX - Amendments
Point Awards System
Holtville FFA Point Awards List
2009-2010

I. FFA Leadership / Community Service / Activities
   A. FFA Activities
   B. Chairman
      1. Overall Chairman (Upon Completion Of Report): 25
   C. Chapter FFA Degree (Year Received): 10
   D. Community Service Work
   E. Greenhand Degree (Year Received): 20
   F. Meetings
      1. Attendance At Each Chapter Meeting: 15
      2. 100% Attendance At Chapter Meetings: 15
      3. Representing The Chapter At Sectional Meet Conf: 15
      4. Representing The Chapter At Regional Meet Conf: 20
      5. Representing The Chapter At State Meet Conf: 25
      6. Representing The Chapter At The National Conf: 35
   G. Officers
      1. Chapter Officer: 15
      2. Sectional Officer: 15
      3. Regional Officer: 15
      4. ASB-Glee Club Officer: 20
      Own Official FFA Jacket Current Year
   H. FFA T-Shirt
      1. Star Chapter Farmer: 35
      2. Star Greenhand: 25
      3. Star Regional Farmer: 20
      4. Star Sectional Farmer: 15
      5. Star State Farmer: 10
   I. Same FFA Degree Application Submitted: 10
   J. State FFA Degree Year Awarded: 15
   K. Water FFA Jacket Or Chapter Shirts On Designated Days: 10
   L. Wear FFA T-Shirts on Thursdays: 10
   M. License Project at Fair: 15
   N. Large Ag Mech Projects: Instructor's Approval: 25
   O. Plant / Horticulture Projects: 20
   P. Swine - Gold Show Project: 15
   Q. Horse / Small Animal Fair Project: 25
   R. Other SAE Projects Approved By Advisor: 20
   S. Exhibition At Farm And Shows
      1. Animal Projects
         a. Class Winner: 1st or 2nd: 15
         b. Breeder Champion: 25
         c. Reserve Champion: 10
      2. Agriculture Mechanics / Horticulture Projects
         a. Outstanding Project: 10
      3. Showmanship
         a. Top 10 Showmanship: 15
         b. Showmanship Champion: 15
         c. Round Robin Winner: 10

II. Scholarship (Based On Semester Grade Only)
   A. 3.6 - 4.0: Overall School Year GPA (All HHS Classes): 50
   B. 3.0 - 3.49: Overall School Year GPA (All HHS Classes): 35

IV. Judging Teams
   A. Participation: Official FFA Contest: 25
   B. Individual Placing
      1. Top 5 Overall: 25
      2. Top 10 Overall: 15
   C. Team Placing
      1. Top 5 Overall: 35
      2. Top 10 Overall: 15
   (Double All Of The Judging Team Point For State Finals)
   The Coach Of Each Individual Team Will Award Each Time Member That He Feels Is
   Deserving A One Time Award Of 150 Point At The End Of The Year

V. Best Informed Greenhand, Co-Op Quiz, Public Speaking, Parliamentary
   Procedure, Computers, Record Books, Creed And Opening And Closing
   Ceremonies Contest
   A. Chapter Competition: 25
   B. Regional Competition: 20
   C. Regional Competition: 20
   D. State Competition: 15

VI. Proficiency Awards
   A. Local: 25
   B. Submitting Regional Application: 25
J. Copy of Board Policy statement FFA as an Integral part of the AG Program
HOLTVILLE HIGH SCHOOL COURSES

AGRICULTURAL

The HHS Agricultural Education Program offers students the opportunity to learn about business, mechanics, animal and plant sciences, and agriculture sciences. It offers college prep curriculum and career technical education.

Students participate in leadership activities, competitive judging events and agriculture projects. FFA is an integral part of the program. Students receive instruction in one of the strands of Agricultural Science, Business Technology, or Agricultural Mechanics. Emphasis is on leadership, employability, career planning, community service, FFA and supervised experience.

The Agricultural Education program consists of three elements:

- Organized instruction takes place in the classroom, lab, shop or farm.
- Supervised Agriculture Experience is the practical application of the knowledge and skills acquired in instruction.
- FFA activities require a combination of instruction, lab activities and supervised experience.

**Ag Science**
(10 credits) (open to 9th grade) (UC, CSU Credit) Same as Introduction to Science
This is an introductory course in Agriculture which integrates agriculture into physical and earth science. Ag Science is a hands-on focused class that will provide instruction in animal science plant science, soil science, California agriculture and technology science. Students enrolled in Ag Science are automatically a part of the Agriculture Department. Coursework includes instruction in Future Farmers of America (FFA), record books, and career awareness in Agriculture. Students will be expected to have a Supervised Agriculture Experience Project (SAEP) and to participate in a minimum of three activities every nine week grading period as part of their grade.

**Ag Biology**
(10 credits) (open to 10th - 12th grade) (UC, CSU Credit) Prerequisites: “C” or better in Ag Science and satisfactory completion of Algebra I or consent of instructor. Same as Biology
AG Biology is a laboratory based course designed for the college bound student with interest in Agriculture. Using agriculture as the learning vehicle, the course will emphasize the biological principles related to plants, animals, and man. Students enrolled in AG Biology are automatically part of the Agriculture Department. Coursework includes instruction in Future Farmers of America (FFA), record books, and career awareness in Agriculture. Students will be expected to have a Supervised Agriculture Experience Project (SAEP) and to participate in a minimum of three activities every nine week grading period as part of their grade.

**Veterinary Science**
(10 credits) (open to 11th - 12th grades) (UC, CSU Credit) May be taken concurrently with Chemistry
A course designed to prepare students for occupations which require competencies in the handling and care of large and small animals. Coursework will include anatomy and physiology of domestic animals, nutrition, parasites and diseases. Students will gain practical experience in veterinary medicine by conducting hands-on activities with livestock. Students enrolled in Vet Science are automatically a part of the Agriculture Department. Coursework includes instruction in Future Farmers of America (FFA), record books, and career awareness in Agriculture. Students will be expected to have a Supervised Agriculture Experience Project (SAEP) and to participate in a minimum of three activities every nine week grading period as part of their grade.

**Basic Ag Mechanics**
(10 credits) (open to 9th - 12th grades)
A survey class designed to orient students with the shop classes offered at Holtville High School. Emphasis will be placed on introduction to equipment and safety procedures necessary in advanced classes. Enrolled students are automatically a part of the Agriculture Program. Class includes instruction in FFA and FFA Record Books. Course will also include working with software related to Agriculture. Students will be expected to have an SAEP and to participate in a minimum of three activities every nine week grading period as part of their course grade.

**Agricultural Wood/Construction**
(10 credits) (open to 10th - 12th grades) Prerequisites: Basic Ag Mechanics – Course may be repeated for credit
This course is an introduction to the study of wood construction. It introduces and develops skills in hand tools, power tools, machine safety and operation. Applications of these skills are developed through projects and construction. Students will be expected to have an SAEP and to participate in a minimum of three activities every nine week grading period as part of their course grade. This course also includes a career unit covering job search skills, letters of recommendation, interviews and resume writing.

**Ag Welding Fabrication**
(10 credits) (open to 10th - 12th grades) Course may be repeated for credit
This course is designed to give basic and advanced instruction in AG design and welding construction of usable Agricultural related projects. Basic welding and advanced welding instruction will be given depending on individual personal training. Class includes instruction in FFA and FFA Record Books. Course will also include working with software related to Agriculture. Students will be expected to have an SAEP and to participate in a minimum of three activities every nine week grading period as part of their course grade. This course also includes a career unit covering job search skills, letters of recommendation, interviews and resume writing.
ROP Farm Mechanics
Prerequisites: 16 years of age or with instructor’s permission (10 credits) (open to 11th grade - adult)
A one hour course offering students the opportunity to learn basic occupational skills and shop practices in AG mechanics including wood working, gas and arc welding, small gas engine operation and maintenance, painting, shop safety and maintenance. Units to be covered include: extensive arc welding followed by gas welding, gas engines, preventive maintenance and trouble shooting. Class includes instruction in FFA and FFA Record Books. Course will also include working with software related to Agriculture. Students will be expected to have an SAEP and to participate in a minimum of three activities every nine week grading period as part of their course grade. This course also includes a career unit covering job search skills, letters of recommendation, interviews and resume writing. Students have the option of enrolling in two periods of this course.

Agriculture Economics and Government Studies
(10 credits) (open to 12th grade) (UC, CSU Credit) Same as American Government/Economics
This course provides a study of economics, government, and management from an Agricultural perspective. Course will meet graduation requirement for economics and American Government including the “F” requirement for the UC system. This class includes instruction in FFA record books and career awareness in Agriculture. Students will automatically learn to develop computer skills. Students will learn basic application such as word processing, spreadsheets, and data bases. Course will also include working with software related to Agriculture. Students will be expected to have an SAEP and to participate in a minimum of three activities every nine week grading period as part of their course grade.

Introduction to Agriculture Business Management and Technology* OR Introduction to Ag Computers*
(5 credits) (open to 9th - 12th grades) Meets the district technology requirement for graduation.
This one semester course provides a study of agriculture business management and how computers are used in the field. This class includes instruction in FFA, record books, and career awareness in Agriculture. Students will learn computer applications in word processing, spreadsheets, power point presentation, publisher, and graphics programs. In addition, students will develop an agriculture business of their choosing and develop a business plan for their company. Students will be expected to have a Supervised Agriculture Experience Project (SAEP) and to participate in a minimum of three FFA activities every nine weeks as a part of their grade.

Ag Leadership
(5 credits) (open to 9th - 12th grades) Taken with Ag IBT
In this one semester course students will be exposed to a wide variety of leadership opportunities. They will develop leadership skills that will assist them in FFA, school and in life outside of high school. Students will learn teamwork, independent study skills, record keeping/business skills and public speaking. The course builds upon the leadership opportunities offered through FFA.

BUSINESS

Introduction to Business Technologies*
(5 credits) (open 9th - 12th grade) Meets the district technology requirement for graduation.
This one semester course provides an introduction to the basics of using a computer. Keyboarding skill is developed. Students learn to use word processing, spreadsheets and PowerPoint. Proper formatting of business letters and reports is covered as well as internet search and citation of references for research papers.

Life Success
(5 credits) (open 9th - 12th grade) Taken with IBT
This course is designed to assist students in learning life skills that will be useful in managing their future lives. They learn social and job skills and academic organization. Students learn these skills through class discussions, problem solving activities and by reading the book The Six Most Important Decisions You’ll Ever Make.

Business Technology
(10 credits) (open to 10th 12th grade) Prerequisites: “C” or better in IBT and recommendation of the instructor
This course will teach students various skills using digital media editing software, digital cameras, digital video cameras, scanners and other equipment. The students will create websites, videos, printed works, and other forms of presentations. Technical elements of the different media will be covered. Media support and services from the business perspective will be emphasized. Projects include commercials, traditional presentations, business plans, public service announcements, printed ad campaigns, and websites.

ROP Computerized Office Systems
(20 credits) (open to students who are 16 years or older) (Tech Prep Course) Prerequisites: IBT and recommendation of the instructor
Training focuses on use of Microsoft Office products. Business office skills will be developed through project-based learning. Students will prepare a portfolio to be used for future employment seeking, scholarship applications, and higher education. Skills taught in this course are needed to obtain an entry-level business-related job. This training also assists students who plan to attend a community college, technical school, or four-year university. Upon completion of 270 hours, students will earn an IVROP Certificate of Completion.

ENGLISH

English 9*
(10 credits) (open to 9th grade) (UC, CSU Credit)
Literature based freshman course designed to provide instruction in essay development, literature appreciation, vocabulary development, grammar skills, and student study habits that lead to literacy. All students will be required to read a book and pass an AR test each grading period. An in-
Holtville High School

Mrs. Cozenz

COURSE: AG SCIENCE

INSTRUCTIONAL GUIDE

I. COURSE DESCRIPTION

Earth Science is incorporated into Ag Science within a one-year, laboratory science course, designed for the college bound student with career interests in Agriculture. Using agriculture as a learning vehicle, the course emphasizes the principles and practices of Earth Science as a way to demonstrate the relevance of Earth Science in Agriculture. This class will utilize local and regional issues and concerns to stimulate problem-solving activities and to foster a sense of Earth stewardship by students in their communities. The course is centered around an extensive laboratory component in order to connect the big ideas of all earth sciences with agricultural applications, physical science principles, and other curricular areas, including written and oral reporting skills. Leadership development will be provided through FFA. Each student will be expected to have a supervised agricultural experience program.

COURSE GOALS

1. Develop knowledge and understanding of practical and essential Earth Science concepts and the principles Earth Science shares with Agriculture.
2. Understand basic principles of Earth System Science and think from an Earth System Science perspective and how it relates to Agriculture.
3. Develop an understanding of scientific inquiry and abilities needed to conduct scientific inquiry.
4. Understand the nature, origin, and distribution of Earth’s energy, mineral, and water resources; understand technologies used to locate, extract, and process these resources; and be aware of the dependency on these resources to satisfy our wants, needs, and expectations.
5. Utilize agricultural applications as a relevant vehicle to teach Earth Science principles and improve the scientific literacy of students.
6. Strengthen instruction in science for students pursuing professional level careers in agriculture.
7. Integrate mathematics, language arts, and career employability standards including creative thinking and problem solving skills, and technological literacy related to the agriculture industry.
8. Develop a sense of interrelationships between earth science and its relationship to agricultural applications.

PREREQUISITE

The course is recommended for freshmen students who plan to pursue a career in the area of agriculture sciences.

METHODS OF INSTRUCTION

1. Power Point Presentations
2. Lecture
3. In Class Assignments and Assessments
   a. Checking for Understanding (TAPPLE)
   b. Midterms & Finals
4. Research and Reading assignments
5. Developmental Projects (Supervised Agriculture Experience –SAE)
6. Audio/Visual Presentations
7. Internet Tutorials

RECOMMENDED/SUPPLEMENTAL INSTRUCTIONAL MATERIALS
Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

- California Supervised Agricultural Experience Record Book
- FFA Student Handbook
- Model Agriculture Core Curriculum
- Handouts
- Videos
- DVD’s
- Internet

COURSE FORMAT/ ASSESSMENT
THIRTY percent Classroom Instruction, Participation, Homework including: 30%

- Discussion
- Demonstration
- Lecture/Note Taking
- Reading assignments
  o Students will be responsible for textbook reading and a variety of homework assignment as determined by the instructor.
  o Students will receive daily participation points based upon their work effort during the class period, staying on task, and participating in classroom instruction.
  o Students are responsible for bringing a covered textbook, paper, BLUE or BLACK ink pen ONLY, and pencil to class EVERYDAY! Failure to do so will result in losing participation points and depending on frequency end up written up in the behavior log.
  o Students will be responsible for having their school’s calendar/agenda on a daily basis. Students will use their agendas to write down daily assignments, homework, reminders, and events. The students will randomly be asked to show them to the teacher and points will be rewarded towards their grade.

TWENTY FIVE percent laboratory and/ or field instruction, including: 25%

- Science laboratory and activities experiences
- Field research projects

TWENTY FIVE percent learning assessment, including: 25%

- Checking for Understanding
  o TAPPLE
  o Flash Boards
- Quizzes
- Examinations
  o Quizzes that utilize problem-solving methods.
  o Objective tests will be given on a regular basis.
  o A comprehensive final examination each semester.

TEN percent
- (Supervised Agricultural Experience-SAE)
- Students will be responsible for completing one or more projects throughout the school year.
  1. Participation in an individually developed SAE Project (i.e. steer, feeder calf, pig, lamb, goat, ag mech, farming......)
  2. In class group projects (i.e. some lab assignment, science fair......)  

  **TEN percent**
  • (FFA Participation)

- Each student enrolled in an agricultural course is AUTOMATICALLY a member of the Holtville FFA Chapter.
  1. Therefore, each student is REQUIRED to participate in a minimum of 3 FFA activities every 9 weeks (i.e. FFA Meetings, Pool Party, Basket Ball Tournament, Conferences....) 3 EXTRA CREDIT points will be awarded for each additional activity beyond the minimum.

**TOTAL........................................................................................................................................100%**

**GRADING**
The grade breakdown for this class will be as follows:

<table>
<thead>
<tr>
<th>Grade Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>&lt;60%</td>
<td>F</td>
</tr>
</tbody>
</table>

**Cheating and plagiarism will NOT be tolerated.** It goes against all aspects of a good character. Any student suspected of violating this rule will be given a referral and receive a ZERO grade on the assignment/exam in question. Also, depending on the situation the student may fail the semester.

**REQUIRED MATERIALS**
Each day you come to class you must bring:
- Three-ringed binder
- Earth Science textbook
- ONLY Black or Blue Ink pens and pencils are allowed unless authorized otherwise.

**HOMEWORK**
Homework must be turned in their class period’s designated “IN BOX” and ON TIME for full credit. Late assignments may be turned in the following day for 10% grade reduction. After one day students may turn in work for a 30% reduction in the assignment’s grade. THE USE OF ANY OTHER COLOR BESIDES BLUE OR BLACK INK PEN ON ANY ASSIGNMENT MAY RESULT IN A ZERO, UNLESS INSTRUCTORED OTHERWISE.

**NOTEBOOKS**
Each student is required to have a three-ringed binder. Students will keep all of their notes, assignments, quizzes and projects in this binder. The notebooks should be organized and include a table of contents. The notebook will be collected at various times throughout the year to make sure it is up-to-date and students have all required information.

**ATTENDANCE AND PARTICIPATION**
Ag Earth Science uses many hands-on activities, labs and group interactions for learning and sharing of information; therefore attendance on a daily basis is critical to your success in this class. Students must be responsible, respectful and cooperative participants throughout the activities in this course. If you have an excused absence, you have the same number of days as
your absence to turn in the missed work and make up any missed tests. No exceptions. Work
must be clearly labeled: “ABSENT on (date)” in large letters at the top of the page or it will not
receive full/any credit. You should plan to take tests with the class even if you were absent the
day before the test. After an absence ask to look at someone’s agenda to see what assignments
you missed, and then see the TA or myself to get your missed work during “Starter” time. You
will also be given 3 bathroom passes for each semester, so use them wisely.

STUDENT SUCCESS
EVERY student will be successful in Ag Science, but in order to maintain success the students
must follow directions, do their homework, pay attention, be actively involved, always
prepared for class, and properly prepare for quizzes and exams.

HOW DO I GET HELP?
• “Ask and you shall receive!”
• I plan on being in my classroom by 7:30 most mornings and leaving by 4:30 or 5:00 after
  school.
  OR
• If any student needs extra help, they can make an appointment to meet with me before or
  after school.
• Ask questions during class, don’t be shy, the question you have might be the same question
  someone else has. If you are not understanding a concept or procedure, let me know so
  that I can explain it differently.
K. Recruitment Program
k. Recruitment Program

Holtville FFA goes out to feeder schools such as Holtville Middle School, Pines School, and Meadows School in April to recruit eight grade students into the Holtville High School Agriculture Program. Holtville FFA has junior and senior students put a recruitment skit together to present to the eight grade students to motivate the students to take agriculture classes. At the end of the skit, the Holtville FFA students handout a recruitment brochure and answer any questions the eight grade students might have.

Holtville FFA sends out a recruitment letter to all feeder schools to be mailed out to their students and parents. The community is informed about the courses available to the incoming students. Holtville FFA also, invites the incoming students to their April FFA meeting which is the last FFA meeting of the year and it is also the meeting that the chapter officer elections and speeches take place.

Holtville FFA spend a great amount of time working closely with the administration and counseling department to insure that they are on the same page when it come to recruitment into the agriculture program.
What is the FFA?

What's up with the blue jackets??

Do I have to be a farmer??

My parents won't let me have an animal, can I still be in FFA??

Do you get a letter for your letterman's jacket?

Will I be able to play sports?

If I take an Ag class, does that mean I am in the FFA?

What other stuff is there to do in the FFA besides animals?

HOPE TO SEE YOU GET INVOLVED!!

For more information or a farm tour call:

Ag Dept.: 356-2926 ext 4286

Holtville Agriculture Department
755 Olive Ave
Holtville, Ca 92250

Holtville FFA

“Learning to do, Doing to learn. Earning to live, Living to serve.”

FFA Motto

Tel: 760-356-2926 ext. 4286
What can FFA do for you?

FFA is a premier youth leadership training program. The FFA prides itself on teaching all students leadership skills that they will need in order to become successful not only in the business world but in life.

Holtville FFA participates in numerous leadership activities including: leadership conferences, judging teams, public speaking, job interviews, record keeping, livestock projects, and numerous athletic competitions such as softball, volleyball, bowling and go-cart racing, basketball, etc.

Lastly, Holtville FFA offers students the chance to become FFA officers at all levels of the organization including locally, sectional, regional and state.

What Classes Does the Agriculture Department Offer?

The Agriculture Department currently offers two career pathways: Agriculture Science and Agriculture Mechanics. The following is a list of classes in both pathways:

**Ag Science:**
- Agriculture Science
- Agriculture Biology
- Agriculture Leadership
- Agriculture Computers
- Veterinary Science

**Ag Mechanics:**
- Basic Ag Mechanics
- Ag Wood and Construction
- Ag Welding
- ROP Farm/Diesel Engines

Supervised Agriculture Experience Project

Students are able to use the theories learned in class and apply them to real-life situations by raising fair projects (swine, beef, feeder calf, lambs, goats etc) or through work experience. Holtville FFA has a long tradition of excellence in SAE projects not only locally but across the state. Students are able to apply for Proficiency awards in their respective fields.

Holtville
Holtville Agriculture Department
755 Olive Ave
Holtville, Ca 92250
Mrs. Cozens = mraangelcozens@holtville.k12.ca.us
Mr. Larson = llarson@holtville.k12.ca.us
Holtville FFA has a good start to a new year

BY EMILY HANSEN
Special to this Newspaper

The first day of school was an exhilarating kickoff to another great year for Holtville FFA.

Immediately the chapter officers put their noses to the grindstone and dedicated much of their time and efforts to planning upcoming events and making Holtville FFA a more welcoming place.

The chapter had already hosted two FFA events and provided the members with the chance to purchase T-shirts. It is only a month into the school year and the officers have already proved their dedication and enthusiasm to the Holtville FFA chapter and making this the best year yet.

On Sept. 3, Holtville FFA hosted a Greenhand Ice Cream Social to all first-year members. This was an opportunity for the members to become acquainted with the chapter officers and to find out about upcoming events, such as the Section Basketball Tournament and Leadership Conference at Southwest High School on Oct. 3.

The Greenhands who attended also had the chance to meet other students that are new to the Holtville FFA Chapter. The officers were extremely satisfied with the turnout, and everyone had an awesome time socializing and eating delicious bowls of ice cream. Two weeks later, on Sept. 17, Holtville FFA members, officers, and advisors gathered at the Holtville city pool for the first chapter meeting. More than 100 members were present and numerous guests such as faculty members at Holtville High attended.

Since this was the first chapter meeting, it was the first time for new members to observe the way an official FFA meeting is run. The chapter officers had a great time putting together a beach volleyball tournament that immediately followed the meeting. During the tournament, members formed into teams of six and competed against each other to win each place. In the end only one team could win the candy prize, but everyone had fun and had a chance to show off their volleyball skills. The pool was also open to the members, and a hot dog dinner was provided. The officers and advisors couldn't have asked for a better turnout, and have already started planning the next chapter meeting.

The annual Holtville FFA T-shirt fundraiser has recently come to a close, and the result was fantastic. Members who pre-ordered their T-shirts have received them, and there are plenty of extras that both community members and students are motivated to purchase. This year the shirts are grey, and feature the theme “Agriculture, is it in you?” on the back. If you are interested in supporting the Holtville FFA Chapter and would like to purchase a T-shirt, please feel free to contact Maria Cozens, Luke Larson (advisers) or the chapter officers. They are $10 each.

This year has already proven to be exciting for Holtville FFA. Everyone is looking forward to the upcoming year and hope that the community can support all chapter events.
L. Chapter Scrapbook
Chapter Historian is responsible for maintaining the chapter scrapbook. The scrapbook is available for viewing at any time, but especially at our banquets and special community days at school.
M. Summer Activities Schedule
July

OVER SEE STUDENTS ON SUMMER CONTRACT

Sun  Mon  Tue  Wed  Thu  Fri  Sat

5      6      7      8

9  Farm Foreman
Meeting @10am

10     11

12     13     14

15     16     17     18

Chapter Officer Retreat - Julian, CA

19     20     21

22     23     24     25

26     27     28     29

30     31

Farm Foreman
Meeting @10am

2009
Holtville High School Farm

SUMMER CONTRACT

As part of my Supervised Agricultural Experience (SAE) project, I ____________________________, agree to fulfill the responsibilities as a Holtville High School farm foreman. In return, I will receive a free or reduced price lamb for the fair. I agree to actively participate in the day-to-day management duties of our school farm by:

- Feeding the sheep Monday through Sunday
  - Morning feeding by 8am
  - Evening feeding between 5pm-7pm
- Mix and prepare feed for animals
  - Lambs = ONLY alfalfa, the pellets might be too hot for their stomachs, which will cause them to bloat (stomach blow up).
  - Ram = ½ bucket of alfalfa pellets or ½ a flake of alfalfa, if he is finishing all his feed, you may increase if necessary.
  - Ewes = 1 bucket of alfalfa pellets and/or 3 flakes of alfalfa. Increase or Decrease if necessary.
- Animals must have their waters filled everyday; if they are drinking a lot then you must fill the waters up morning and night!
  - CLEAN/SCRUB WATER TUBS OUT ONCE EVERY TWO WEEKS, or soon if needed. DO NOT let the water get green.
- Flood irrigate (water) the fields (pastures) once a week, rotate the flooding among the three different pastures every week. Make sure you move the animals from the pasture being irrigated the sheep don’t like to stand in water.
- Caring for the livestock
- Assist with vaccinations, shearing, and hoof care when needed.
- Maintain farm tools and equipment
- Receive and store feed and supplies, as needed.
- General farm maintenance
  - The pen in front of the shed and the dirt pen must be raked once a month, if not more often depending on how dirty they get.
  - Fix anything that breaks, if not able to fix on your own, notify an adult or Ag Teacher ASAP.
- Demonstrate good work ethic and willingness to try in all situation
- Protect and maintain the agricultural/farm area. HELP keep the farm CLEAN and always lock the gates!
- Keep track/records of any changes with the animals or the farm.
- Record keeping MUST be done on a daily basis about what you did every time you go out to the farm. Records will be collected by Mrs. Cozens or Mr. Larson to determine your compensation.
- I Agree that if any animal dies under my supervision, I forfeit my compensation for a lamb, unless record efforts were made to care for the animal.
- Agree to follow any instructions given by Mrs. Godfrey, Mr. Larson, or Mrs. Cozens.

Eligibility:
- Enrolled in an agriculture class at Holtville High School
- Must be in grade 9-12 in the FFA
- Has maintained a 2.0 GPA during the school year.
- Must abide by the established rules, guidelines, and procedures for the farm.

Contacts:
Holtville High School Farm Summer Contract

I was given a copy of the responsibilities that must be fulfilled to receive a lamb for the fair. I understand the responsibilities as a school farm foreman and agree to fulfill all duties required. If I fail to do so, I except that I can be removed from the position as school farm foreman and lose the possibility of receiving a free or reduced priced lamb for the fair.

<table>
<thead>
<tr>
<th>Print Student Name</th>
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Parent Signature

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Ag Teacher Signature/Name

Date

Date
July 2009

Joanna

Estefany 7/5-7/25

Estefany

Estefany/(Kaelyn 7/19-8/1)

Kaelyn
Holtville Ag Dept Farm Foremen Summer Schedule

August 2009

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<th>Sun</th>
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Dear 2010 – 2011 FFA Officer Team,

I would like to start by saying that we hope your summer is going great. This is just a reminder to everyone about the Officer Retreat. We will leave Tuesday July 12, 2009 and return Thursday July 14, 2009 and will be staying in a cabin in Julian, CA.

It is important that at the retreat as an officer team you are prepared to perform the opening and closing ceremonies. Each one of you should have a copy of the opening and closing ceremonies in your officer binders. As officers, you should be practicing your part for the opening closing ceremonies. You should have your parts memorized by the Officer Retreat. For those that are Vice Presidents, please read over the entire script and learn the ceremony in case you are needed to help out if another officer is not present.

Like you, I am looking forward to what I feel will be the best and most successful year for Holtville FFA Chapter. This success, however, will not come easy. It comes from planning, dedication, and leadership that as officers you will display throughout the year.

The Officer Retreat is a great opportunity to bond as an officer team, and to learn the responsibilities that go along with being an officer. It will be a great experience, but not only is it going to be fun, it’s going to be a lot of work. Officer Retreat will not end until all business has been discussed and taken care of. Remember, we all agreed and set these dates aside before school was let out, so please don’t forget your responsibilities and be punctual!

Please know your parts for the Opening and Closing Ceremonies so things will run much more smoothly. A copy of the materials you will need to bring for the retreat and the agenda is provided so that you can begin to gather your things.

It’s great to be back in business, and I can’t wait to see you all at the Officer Retreat! If you have questions or concerns please do not hesitate to call Mrs. Cozens.

I hope you are enjoying your summer vacation 😊

Sincerely,

Mrs. Cozens

Mrs. Cozens
Chapter Officer Retreat

Items to Bring: (Pack LIGHT there will LIMITED room in the van for luggage, we are only take the van)

**NO ELECTRONICS**
(Phones are allowed but will be collected by Advisor and only allowed to use in case of an emergency or special circumstances)

Sleeping Bag
Pillow
Towel
Toiletries (Tooth Brush, Paste, Shampoo, Deodorant, etc....)
Personal Grooming Supplies
Casual Clothes (It has been in the mid-low 90s during the day)
Casual Shoes Flip Flops ok but you NEED Closed Toed Shoes for the Trust Walk/Hiking
Swimwear
Pjs
Warm Clothes/SweatShirt (It has been in the low 60s at night)
Flash Light
Writing Utensil/Notebook (I will provide Binders)
Blank T-Shirt Any Color (as long as it is not a dark color) for the Team Building Activity
T-Shirt Marking Pens (Sharpies)
Markers for the Officer Poster
Board Game
Money (You will have time to walk through the little shops in Julian)
(Expenses for meals will be provided by Holtville FFA)
Your Meal’s Shopping List
A copy of your Health Insurance Information

**OFFICER BINDER**
Officer Retreat Agenda
Come prepared to share ideas

*READ THE AGENDA BELOW you ALL have special responsibilities, think of ideas to contribute when it is your time to present, call me if you have any questions!*

*Mr. Larson will be stopping to shop for groceries at Vons in Brawley on your way up here!*

Think of Ideas for a theme. Here are some ideas to get you thinking:
- Harvesting Success not Just Minds
- Learning how to Grow
- It’s not just about Farming

We will be staying at:
Norm Cozens’s Place
1871 Porter Ln.
Julian, CA 92036
(760) 765-0627

Mrs. Cozens (760) 803-3308
Mr. Larson (760) 337-0292

If you need any other information please contact Mrs. Cozens.
TENTATIVE
Chapter Officer Retreat Agenda
July 12th 13th 14th, 2009
Julian, California

Day 1
8:00 AM  Meet at school to leave for Julian
8:30 AM  Grocery Shopping at Vons ($250)
10:30 AM  Arrive at Julian
          Group Photo
10:45 AM  Review Responsibilities for Retreat
11:00 AM  Welcome and Practice Opening and Closing Ceremonies (Advisor)
11:30 AM  Begin Goals for 2009 – 2010 (Emmanuel)
          Personal
          School
          FFA

12:00 PM  Review Officer Responsibilities (Advisors)
12:30 PM  LUNCH (Olivia & Lesly)
1:30 PM  Review Officer Code of Conduct (Emmanuel)
1:45 PM  Review Constitution & By-Laws (Don)
          Strike System for Officer Team (Three Strikes you’re OUT!)(Advisors)
          What will receive a strike? (Advisors & Officers)

3:00 PM  Team Building Activity (Advisor) T-Shirt
          SNACK
3:30 PM  Learning to Appreciate Each Other (Olivia/Advisor)
          Why are YOU Here?
          What will we do to be an effective officer team?
          What makes a good team?
          Personality Test
          Strengths and Weaknesses
4:00 PM  Practice Opening and Closing Ceremonies
4:15 PM  Walk downtown Julian Scavenger Hunt (Advisor)
6:00 PM  DINNER (Advisors)
          Edict during a meal (Officers)
          Expectations (Advisor)
7:00 PM  Filling out School Forms
          ASB Purchase Orders
          Activities Request
          Officer Poster

8:00 PM  Trust Walk (Advisor)
9:00 PM  Play Games/Hang Out/Relax
10:30 PM  Lights Out
**Day 2**

8:00 AM  
**BREAKFAST (Don & Emmanuel)**

8:45 AM  
Practice Opening and Closing Ceremonies

9:00 PM  
Calendar of Events and New Activities (Officers)
Review Monthly Activities
Addition of any New Activities
Community Service Ideas
Top 20 Activity (Emily & Harlie)
Review Point List and Update
Discuss Recordkeeping Process
Brainstorm Locations for Next Year

10:00 AM  
**10 MINUTE BREAK**

11:00 AM  
FFA Fundraising Activities (Emmanuel)
Fundraising
Fundraising Dates

12:00 PM  
**LUNCH (Rocio & Austin)**

12:30 AM  
FFA CHAPTER Theme, T-Shirt,
Officer Jackets

1:30 PM  
Practice Opening and Closing Ceremonies

1:45 PM  
Leave for Swimming or Prep for Water Games

2:00 PM  
Swimming/Water Games

5:30 PM  
Leave for House

6:00 PM  
Arrive back to House

6:30 PM  
**DINNER (HARLIE & EMILY & NDIA)**

8:00 PM  
Play Games/Hang Out/Relax

10:30 PM  
Lights Out

**Day 3**

8:00 AM  
**BREAKFAST (Don & Emmanuel)**

8:45 AM  
Practice Opening and Closing Ceremonies

9:00 AM  
Ideas for Next Year (Lesly & Rocio)
Recruitment (Emmanuel & Austin)
Program of Works (Vice Presidents)

10:30 AM  
**10 MINUTE BREAK**

10:40 AM  
Continue with Ideas, Recruitment, POW (Emmanuel)

11:30 AM  
Reflections, Revisit Goals, Review

12:00 PM  
**LUNCH (OLIVIA, LESLY, ROCIO & AUSTIN)**

12:30 PM  
Clean Cabin, Pack Van

1:00 PM  
Practice Opening and Closing Ceremonies

1:15 PM  
Leave for Holtville

3:00 PM  
Arrive in Holtville

If you have additional ideas for the Retreat, write them down and bring them with you.
N. Sample of VO-Ag Survey Form
Holtville High School Agriculture Department
Graduate Follow-up Survey

Name: ____________________________________________

Address: ____________________________________________

Phone: ______________________

1. What are you doing at the present time?
   
   _____ Attending School
   __   _____ Full-time
   __   _____ Part-time
   
   _____ Working
   __   _____ Full-time
   __   _____ Part-time
   
   _____ In the military
   
   _____ Not Working
   __   _____ Looking for work
   __   _____ Not looking for work
   
   _____ Homemaker
   
   _____ Other _______________________________________

2. In what type of business or industry are you employed?
   
   ________________________________________________

3. What is your job title or job description?
   
   ________________________________________________

4. Which statement best applies to your present occupation?
   
   ________________________________________________

   _____ I am using most of the skills I learned in the agriculture program at HHS.
   
   _____ I am using some of the skills I learned in the agriculture program at HHS.
   
   _____ I am not using any of the skills I learned in the agriculture program at HHS.

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 HHS agriculture program?
   _____ Excellent   _____ Good   _____ Fair   _____ Poor

8. How do you rate the career guidance and counseling you received in the agriculture department at HHS?
   _____ Excellent   _____ Good   _____ Fair   _____ Poor

   FFA

1. Please check the following areas you feel are valuable components of the FFA:
   _____ Officer and committee chairman experience.
   _____ Judging contests.
   _____ Advanced degree and proficiency awards.
   _____ Participation in chapter activities, working with others, etc.
   _____ Livestock raising, showing, fairs, etc.
   _____ Other - please describe

   S A E

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 HHS for the agriculture program?

   Facilities:  _____ Overcrowded  _____ Adequate Space
               _____ Modern  _____ Out-of-date

   Equipment:  _____ Modern  _____ Out-of-date
               _____ Well-maintained  _____ Poorly maintained
               _____ Adequate amount of equipment for all students
               in class

Please not any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, school farm, FFA, SOEP (supervised projects), teaching methods, facilities and equipment.
Holtville High School Agriculture Department
Graduate Follow-up Survey

Name: ____________________________
Address: ____________________________
Phone: ____________________________

1. What are you doing at the present time?

☑️ Attending School  ☑️ Working
  ☐ Full-time  ☐ Full-time
  ☐ Part-time  ☐ Part-time
  ☐ In the military  ☐ Not Working
  ☐ Homemaker  ☐ Looking for work
  ☐ Other  ☐ Not looking for work

2. In what type of business or industry are you employed?

_________________________________________________________________________

3. What is your job title or job description?

_________________________________________________________________________

4. Which statement best applies to your present occupation?

☑️ I am using most of the skills I learned in the agriculture program at HHS.
  ☐ I am using some of the skills I learned in the agriculture program at HHS.
  ☐ I am not using any of the skills I learned in the agriculture program at HHS.

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?

\underline{Ag Education}

7. How would you rate the training received in the HHS agriculture program?

\underline{Excellent} \hfill \underline{Good} \hfill \underline{Fair} \hfill \underline{Poor}

8. How do you rate the career guidance and counseling you received in the agriculture department at HHS?

\underline{Excellent} \hfill \underline{Good} \hfill \underline{Fair} \hfill \underline{Poor}

FFA

1. Please check the following areas you feel are valuable components of the FFA:

\underline{X} Officer and committee chairman experience.
\underline{X} Judging contests.
\underline{X} Advanced degree and proficiency awards.
\underline{X} Participation in chapter activities, working with others, etc.
\underline{X} Livestock raising, showing, fairs, etc.
\underline{X} Other - please describe ____________________________

SAE

2. What were the most valuable aspects of the SAE (supervised projects)?

\underline{X} Learning skills related to future ag employment
\underline{X} Development of responsibility
\underline{X} Learning record keeping
\underline{X} Other - please describe ____________________________

3. Please rate the facilities and equipment used at HHS for the agriculture program?

Facilities: \underline{X} Adequate Space \hfill \underline{X} Overcrowded \hfill \underline{X} Modern \hfill \underline{X} Out-of-date

Equipment: \underline{X} Adequate amount of equipment for all students in class \hfill \underline{X} Well-maintained \hfill \underline{X} Modern \hfill \underline{X} Poorly maintained \hfill \underline{X} Out-of-date

Please not any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, school farm, FFA, SAE (supervised projects), teaching methods, facilities and equipment.
0. Up-To-Date file on Status of Graduates
# Graduate Follow-up

Holtville UHS
755 Olive Ave.
Holtville, CA  92250

Year: 2009

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<tr>
<th>Last Name</th>
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<td>Wray</td>
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Printed: 11/16/2010 8:10:49 PM
Count: 19
P. Program Plan
p. Comprehensive Program Plan

A Comprehensive Program Plan is on file with the regional supervisor and a copy is retained in our local department files.
Q. Ag Advisory Committee Minutes
Holtville FFA  
Ag Advisory Meeting  
September 13th, 2009

Members Present: Judy Abatti, Gerry Merten, Rudy Schaffner, Jackie Hester, John Hawk, Walter Britscghi, Allen Bailey, Dan Wray, David Bradshaw, Luke Larson, Maria Cozens

The meeting was called to order at 4:34 pm in the AgriScience room.

The following agenda items were discussed and addressed with the following action during the meeting.

I. Welcomes
   a. Luke Larson and Maria Cozens - Welcomed David Bradshaw into the Ag Advisory Committee.

II. Previous meetings minutes
   a. It was moved by Rudy Schaffner that the minutes be adopted and seconded by Dan Wray. Motion passed.

III. Enrollment!
   a. We INCREASED enrollment!
      i. 2008-2009 = 153 members
      ii. 2009-2010 = 213 members

IV. School Farm Report
   a. John Grizzle was not present. No Report.

V. On-Site School Farm Update
   a. Maria Cozens discussed how she and some students are working on beautifying the school farm by adding container plants and flowers in oak barrels. They plan on preparing an area for a small garden. Possible resources for soil and compost were suggested by the committee such as Keithly Williams and Vessy Farms.
   b. Maria Cozens stated that she has started students on lamb and goat projects for the 2010 fair. She is currently working with 12 students with lambs and 4 students with goats.

VI. Old Business
   a. Luke Larson and Maria Cozens provided the committee with updates on the following:
      i. Officer Retreat that was held in August to plan the year with FFA activities.
         1. 2009/2010 Holtville FFA theme was established
            a. "Inspire to make and IMPACT!"
      ii. Greenhands Ice Cream Social
         1. First time we’d held an activity as such and it was a success which motivated students to get involved.
      iii. Pool Party
         1. First FFA meeting of the year which had an attendance of 125 members
iv. Sectional Basket Ball & Sectional Leadership Conference
   1. Three teams were taken to Southwest to compete against other FFA chapters. We placed 3rd.
   2. The leadership conference had a lot to offer the students and was well prepared.

v. Opening & Closing Contest
   1. It was held at Imperial High School. Holtville FFA had the Advanced team place 2nd with a high individual. The officer team placed 5th. The novice team placed 5th.

VII. Departmental funding
   a. Luke Larson reminded the committee members that the Ag Incentive has had a 20% cut for this year.
   b. Ms. Hester gave a short update on other budget cuts and how the school has been affected.

VIII. New Business
   a. Luke Larson stated that the department is still in the need of a new printer/scanner for the Agriscience classroom.
      i. Rudy Schaffner presented a motion to approve the purchase of a printer/scanner, ink cartridges, and other supplies needed up to $1000.
         1. Gerry Merten seconded the motion.
         2. Ms. Hester suggested to meet with her for a great resource such as CBW for the purchase of the printer/scanner.
   b. Maria Cozens presented the committee with the idea of getting involved within the community, therefore she asked for ideas from the committee for community service.
      i. Proposition One, Painting the Holtville Athletic Club
   c. Luke Larson and Maria Cozens provided the committee with the upcoming events:
      i. FFA Meeting and Pumpkin Carving Contest October 20th, 2009
      iv. BIG Team & Creed Contest November 10th, 2009
      v. State FFA Officers come visit Holtville High School November 10th, 2009
      vi. Greenhand Conference in El Cajon at El Captian High School November 18th, 2009
         1. Holtville FFA decided to attend this greenhand conference instead of the one held in the Imperial Valley because, they want the greenhand students to get motivated and come back really to make an impact.
   d. Disposal of Animals
      i. In case of a death of an animal on the school farm, a rendering plant must be called to remove the animal for the farm and dispose of it properly. A receipt will be presented at the time of pick up, therefore there shall be a proper paper trail for future reference and records.
   c. Mr. Wray brought up the need for supplemental hay and pellets for the sheep.
      i. John Hawk reminded everyone about John Grizzle's offer of getting Bermuda hay from the school farm any time we needed it.
      ii. Mr. Wray stated that he will provide the farm with alfalfa hay and pellets any time needed as long as students come with advisor to pick up the hay or pellets. He would like to see the students at the site.

The meeting was adjourned at 5:43

Respectfully submitted,

Maria Rangel Cozens
Holtville FFA
Ag Advisory Meeting

October 13th, 2009

Members Present: Judy Abatti, Gerry Merten, Rudy Schaffner, Jackie Hester, John Hawk, Walter Britsegbi, Allen Bailey, Dan Wray, David Bradshaw, Luke Larson, Maria Cozens

The meeting was called to order at 4:34 pm in the AgriScience room.

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      iv. BIG Team & Creed Contest November 10th, 2009
      v. State FFA Officers come visit Holtville High School November 10th, 2009
      vi. Greenhand Conference in El Cajon at El Capitan High School November 18th, 2009
         1. Holtville FFA decided to attend this greenhand conference instead of the one held in the Imperial Valley because, they want the greenhand students to get motivated and come back really to make an impact.
   d. Disposal of Animals
      i. In case of a death of an animal on the school farm, a rendering plant must be called to remove the animal for the farm and dispose of it properly. A receipt will be presented at the time of pick up, therefore there shall be a proper paper trail for future reference and records.
   e. Mr. Wray brought up the need for supplemental hay and pellets for the sheep.
      i. John Hawk reminded everyone about John Grizzle’s offer of getting Bermuda hay from the school farm any time we needed it.
      ii. Mr. Wray stated that he will provide the farm with alfalfa hay and pellets any time needed as long as students come with advisor to pick up the hay or pellets. He would like to see the students at the site.

The meeting was adjourned at 5:43

Respectfully submitted,

Maria Rangel Cozens
Holtville FFA  
Ag Advisory Meeting  
February 23rd, 2010

Members Present: Gerry Merten, Rudy Schaffner, John Hawk, Allen Bailey, Dan Wray, John Grizzle, Luke Larson, Maria Cozens

The meeting was called to order at 4:36 pm in the AgriScience room.

The following agenda items were discussed and addressed with the following action during the meeting.

I. Welcomes
   a. Luke Larson and Maria Cozens

II. Previous meetings minutes
   a. It was moved by Rudy Schaffner that the minutes be adopted and seconded by Gerry Merten. Motion passed.

III. School Farm Report
   a. John Grizzle presented the school farm financial report.
   b. John Grizzle has been trying to communicate with CEO John Paul Wells to discuss the school farm and the development of a trust, but has had no luck getting a hold of John Paul Wells.

IV. On-Site School Farm Update
   a. Maria Cozens discussed how she and Luke have been upgrading the school farm by building addition livestock pens with shade to provide more student project housing during fair time and to use during lambing season.
   b. Maria Cozens discussed the addition of a shade house to the farm to be used for student plant projects and ag science class development in the plant sciences.

V. Old Business
   a. Luke Larson and Maria Cozens provided the committee with updates on the following:
      i. Regional Officer Screening:
         1. Three students were prepared to run for a southern regional officer position. Holtville FFA was well represented by these three students and gained plenty of experience to allow them to succeed next year.
         ii. Holtville FFA will be taking 11 students to Orange County in March to receive their State FFA Farmer Degree.
         iii. Holtville FFA has been promoting leadership development by encouraging students to participate in speech contests. Two students will represent Holtville FFA at the regional level in March.

VI. Departmental funding
a. Luke Larson stated that due to schedule changes and graduation requirements his class sizes have dropped, therefore Jack Havens will be contacted to report class size criteria and qualify for further funding.

b. Holtville FFA currently is in a good standing with their ASB account, but will have to use all their money because the office informed that all money in ASB account must be used within the school year and not rolled over or transferred from year to year.

VII. New Business

a. Luke Larson stated that the department is faced changes that could affect the department because Mr. Jack Havens is no longer excepting the AG IBT as an agricultural educational course.

b. Maria Cozens stated it is also needed an ag course that Juniors and seniors can take, that they haven’t already taken and establish an ag course pathway for ag students.

c. Maria Cozens presented the committee the involvement of students during National FFA Week and the 2010 Mid Winter Fair.

d. Luke Larson and Maria Cozens provided the committee with the upcoming events:
   i. Warner Springs Ag Field Day March 13th
   ii. Regional Leadership Contest in Pomona March 25th
   iii. Cal-Poly Pomona Ag Field Day & CATA Meeting April 10th
   iv. State FFA Leadership Conference in Fresno April 16th – 20th
   v. End of the Year Banquet May 25th

The meeting was adjourned at 5:28 pm

Respectfully submitted,

Maria Rangel Cozens
R. Student Program Plan
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.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Year</td>
<td>School Year</td>
<td>School Year</td>
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</tr>
<tr>
<td>Course</td>
<td>Course</td>
<td>Course</td>
<td>Course</td>
</tr>
</tbody>
</table>

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

<table>
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<tr>
<th>S.A.E</th>
<th>Size</th>
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N. Planned Department Activity (FFA)

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Parents/Guardians Signature: ________________________________
S. Proficiency Standards
Holtville High School Agriculture Department Proficiency Standards for Specific Pathways

Upon completion of the following pathway, students should be proficient in the following:

**Agriculture Mechanics:**
1. Students show competency in measurement
2. Students understand personal and group safety in the shop
3. Students understand the basic electricity principles and wiring practices commonly used in agriculture
4. Students understand basic plumbing system practices commonly used in agriculture
5. Students understand cold metal processes
6. Students understand concrete and masonry practices commonly used in agriculture
7. Students understand oxy-fuel cutting and welding
8. Students understand electric arc welding processes
9. Students understand the principles of basic woodworking

**Agriculture Science:**
1. Students can identify and understand the importance of production agriculture
2. Students understand the importance of the role of agriculture in the California economy
3. Students understand the interrelationship between agriculture and the environment
4. Identify lab equipment and materials used in Ag Science lab settings
5. Students understand the effects of technology on agriculture
6. Students understand the importance of animals of animals, the domestication of animals, and the role of animals in modern society
7. Students understand basic animal health
8. Students understand plant growth and development
9. Students understand soils and plant production
10. Students understand the scientific method
# Holtville High School
## Agriculture Department

Course of Study for Agriculture Science Pathway

### General

<table>
<thead>
<tr>
<th>Ninth</th>
<th>Tenth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Agriculture Science</td>
<td>1. Agriculture Biology</td>
</tr>
<tr>
<td>2. English</td>
<td>2. English</td>
</tr>
<tr>
<td>3. KIC</td>
<td>3. World History</td>
</tr>
<tr>
<td>5. Language Arts (Spanish)</td>
<td>5. Elective</td>
</tr>
<tr>
<td>6. Elective</td>
<td>6. PE</td>
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</table>

<table>
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<tr>
<th>Eleventh</th>
<th>Twelfth</th>
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</thead>
<tbody>
<tr>
<td>1. Vet Science *</td>
<td>1. Ag Gov/ Econ</td>
</tr>
<tr>
<td>2. English</td>
<td>2. English</td>
</tr>
<tr>
<td>3. US History</td>
<td>3. Math ***</td>
</tr>
<tr>
<td>5. Elective</td>
<td>5. Elective</td>
</tr>
</tbody>
</table>

Suggested Electives (depending on career choice)

- Spanish
- Chemistry, Anatomy
- Math
- Other ROP courses

- (*) These courses may be taken in either junior or senior year.
- (*** ) These courses are suggested to be taken for college bound students
Performance Standards
Agriscience

After completing a course in Agriscience, this student has gained knowledge and skills in the following areas:
3= Exceeds conditions stated 2= Meets conditions stated 1= Exists on limited basis 0= Does not exist.

______ Students understand the role of agriculture in the California economy.

______ Students understand the interrelationship between agriculture and the environment.

______ Students understand the effects of technology on agriculture.

______ Students understand the importance of animals, the domestication of animals, and the role of animals in modern society.

______ Students understand the cell structure and function of plants and animals.

______ Students understand animal anatomy and systems.

______ Students understand basic animal genetics.

______ Students understand fundamental animal nutrition and feeding.

______ Students understand basic animal health.

______ Students understand soil science principles.

______ Students understand plant growth and development.

______ Students understand fundamental pest management.

______ Students understand the scientific method.
Performance Standards
Agriculture Biology

After completing a course in Agriculture Biology, this student has gained knowledge and skills in the following areas:
3=Exceeds conditions stated 2= Meets conditions stated 1= Exists on limited basis 0= Does not exist

_______ Understands the importance of domestic animals and their role in society.

_______ Developed a basic understanding of structure, function and maintenance of major body systems.

_______ Developed and understanding of theory of inheritance and genetic basis for animal selection.

_______ Understands the growth and development of plants, including functions of plant parts, reproductive systems, and auxins.

_______ Understands the functions of cells, including functions of all parts of the cell, and reproduction of cells.

_______ Understands the role of soil in plant production including factors that affect soil productivity.

_______ Understand the theories of natural selection, Darwinism, evolution, and evolution as a genetic change.

_______ Understand the origins of biodiversity, and the unity of life.

_______ Understand the importance of populations including how they grow, why they stop growing, and carrying capacity.

_______ Understand the difference between invertebrate and vertebrate animals.

_______ Understands animal behaviors and how animals behave within a given society.

_______ Understand the difference between bacteria and viruses and their roles within our environment.

_______ Appreciates future agricultural technological advances.

_______ Understands the processes of respiration, photosynthesis and the making of ATP.

_______ Understands the roles of DNA and RNA including structure and replication.

_______ Understands the role our planet plays including the environment, the earth’s biomes, and climate.

_______ Developed skills in job search techniques, interpersonal communications, and interviewing process.

_______ Demonstrate record keeping utilizing a variety of methods and systems.

_______ Participate in leadership training activities associated with the FFA.

_______ Participated in a Supervised Agriculture Experience program.
Animal Science Standards

In Animal Science, students study large, small, and specialty animals. Students explore the necessary elements—such as diet, genetics, habitat, and behavior—to create humane, ecologically and economically sustainable animal production systems.

_______ Students understand the necessary elements for proper animal housing and animal handling equipment.

_______ Students understand key principles of animal nutrition.

_______ Students understand animal physiology

_______ Students understand animal reproduction, including the function of reproductive organs.

_______ Students understand animal inheritance and selection principles, including the structure and role of DNA.

_______ Students understand the causes and effects of diseases and illnesses in animals.

_______ Students understand common rangeland management practices and their impact on a balanced ecosystem.

_______ Students understand the challenges associated with animal waste management

_______ Students understand animal welfare concerns and management practices that support animal welfare.

_______ Students understand large animal (cattle, horses, swine, sheep, goats, etc.) and small animal (poultry, cavy, rabbits, etc.) production.

_______ Students understand specialty animal (fish, marine animals, llamas, tall flightless birds, etc.) production.

_______ Students understand how animal products and byproducts are processed and marketed.
Performance Standards
Introduction to Agriculture Business and Technology

After completing a course in Introduction to Agriculture Business and Technology, this student has gained knowledge and skills in the following areas:
3=Exceeds conditions stated 2= Meets conditions stated 1= Exists on limited basis 0= Does not exist

_______ Developed an understanding of the many career choices in agriculture business management and knows how to prepare to find and secure a job.

_______ Understands the factors that contribute to farm safety and the sources of information available to management to handle the responsibility and develop a farm safety plan.

_______ Understands the complexities of managing and agribusiness firm to include planning, organizing, controlling and directing.

_______ Developed an understanding of marketing steps, inputs, outputs, functions, integration, consumer influences, free enterprise, processing, commodities, and marketing plans.

_______ Developed an understanding of those basic economic principles necessary to economy and business communities.

_______ Developed an appreciation for agriculture cooperative and what they have done for agribusinesses.

_______ Developed an understanding of management decision making aids and use of the microcomputer in making decisions.

_______ Understands the importance of keeping accurate records and the use of those records for planning and analysis in agricultural businesses.

_______ Developed and understanding of the complexities of international agriculture complexities in relationship to the world, United States and California.

_______ Demonstrates proficiency in proper keyboarding techniques, how to operate a computer, identify key components of the computer, and technological terms used in the computer industry.

_______ Demonstrates proficiency in the following computer programs: Microsoft word, Microsoft excel, power point, publisher, and how to properly research information on the Internet.

_______ Demonstrates the ability to write a business letter, create a spreadsheet, resume, brochure, develop a letterhead, greeting cards, and business cards.

_______ Demonstrate record keeping utilizing a variety of methods and systems.

_______ Participate in leadership training activities associated with the FFA.

_______ Participated in a Supervised Agriculture Experience program.
Performance Standards
Agriculture Wood and Construction

After completing a course in Agriculture Wood and Construction, this student has gained knowledge and skills in the following areas:
3=Exceeds conditions stated 2= Meets conditions stated 1= Exists on limited basis 0= Does not exist

______ Identify proper wood selection for various wood projects, and proper identification of different types of wood.

______ Demonstrate how to safely adjust, maintain, and operate various types of power equipment.

______ Use operator’s manuals to develop service schedules and keep maintenance records.

______ Identify and compare the different types of engines and their major parts, systems, and principles of operation.

______ Explain how wages are tied to job performance.

______ Demonstrate the use of personal and group safety while working in an Agriculture Mechanics environment.

______ Interpret basic electrical plans such as 3-wire farm structures.

______ Demonstrate proper usage of the following electrical testing devices; voltmeter and circuit tester.

______ Design and construct a simple framed project requiring basic carpentry.

______ Use basic concrete and masonry, plumbing, and or electrical wiring skills.

______ Demonstrate record keeping utilizing a variety of methods and systems.

______ Participate in leadership training activities associated with the FFA.

______ Participate in a supervised occupational experience program that employed skills and knowledge in the Ag Construction field.

______ Has a knowledge of measurement tools to complete calculations for problems involving length, area, and volume.
Performance Standards
Basic Agriculture Mechanics

After completing a course in Basic Agriculture Mechanics, this student has gained knowledge and skills in the following areas:

3=Exceeds conditions stated 2=Meets conditions stated 1=Exists on limited basis 0=Does not exist

_____ Student understands the principles and application of oxy-fuel welding and cutting and is able to explain the role of heat and fusion.

_____ Select, properly adjust and safely employ the appropriate welding apparatus.

_____ Select the proper materials to construct a project and use multiple types of welds.

_____ Demonstrate how to safely adjust, maintain, and operate various types of power equipment.

_____ Use operator’s manuals to develop service schedules and keep maintenance records.

_____ Identify and compare the different types of engines and their major parts, systems, and principles of operation.

_____ Explain how wages are tied to job performance.

_____ Demonstrate the use of personal and group safety while working in an Agriculture Mechanics environment.

_____ Interpret basic electrical plans such as 3-wire farm structures.

_____ Demonstrate proper usage of the following electrical testing devices; voltmeter and circuit tester.

_____ Design and construct a simple framed project requiring basic carpentry.

_____ Use basic concrete and masonry, plumbing, and or electrical wiring skills.

_____ Demonstrate record keeping utilizing a variety of methods and systems.

_____ Participate in leadership training activities associated with the FFA.

_____ Participate in a supervised occupational experience program that employed skills and knowledge in the Ag Mechanics field.

_____ Has a knowledge of measurement tools to complete calculations for problems involving length, area, and volume.
Performance Standards
Agriculture Welding and Fabrication

After completing a course in Agriculture Welding and Fabrication, this student has gained knowledge and skills in the following areas:

3 = Exceeds conditions stated 2 = Meets conditions stated 1 = Exists on limited basis 0 = Does not exist

______ Student understands the principles and application of oxy-fuel welding and cutting and is able to explain the role of heat and fusion.

______ Select, properly adjust and safely employ the appropriate welding apparatus.

______ Select the proper materials to construct a project and use multiple types of welds.

______ Demonstrate how to safely adjust, maintain, and operate various types of power equipment.

______ Use operator’s manuals to develop service schedules and keep maintenance records.

______ Identify and compare the different types of engines and their major parts, systems, and principles of operation.

______ Explain how wages are tied to job performance.

______ Demonstrate the use of personal and group safety while working in an Agriculture Mechanics environment.

______ Interpret basic electrical plans such as 3-wire farm structures.

______ Demonstrate proper usage of the following electrical testing devices; voltmeter and circuit tester.

______ Use basic concrete and masonry, plumbing, and or electrical wiring skills.

______ Demonstrate record keeping utilizing a variety of methods and systems.

______ Participate in leadership training activities associated with the FFA.

______ Participate in a supervised occupational experience program that employed skills and knowledge in the Ag Welding and Metal Fabrication field.

______ Has a knowledge of measurement tools to complete calculations for problems involving length, area, and volume.
Performance Standards
ROP Diesel/Farm Implement Mechanics

After completing a course in ROP Diesel/Farm Implement Mechanics, this student has gained knowledge and skills in the following areas:
3=Exceeds conditions stated 2=Meets conditions stated 1=Exists on limited basis 0=Does not exist

______ Student understands the principles and application of oxy-fuel welding and cutting and is able to explain the role of heat and fusion.

______ Select, properly adjust and safely employ the appropriate welding apparatus.

______ Select the proper materials to construct a project and use multiple types of welds.

______ Demonstrate how to safely adjust, maintain, and operate various types of power equipment.

______ Use operator’s manuals to develop service schedules and keep maintenance records.

______ Identify and compare the different types of engines and their major parts, systems, and principles of operation.

______ Explain how wages are tied to job performance.

______ Demonstrate the use of personal and group safety while working in an Agriculture Mechanics environment.

______ Interpret basic electrical plans such as 3-wire farm structures.

______ Demonstrate safety procedures around tractors and farm equipment.

______ Demonstrate proper usage of the following electrical testing devices: voltmeter and circuit tester.

______ Use basic concrete and masonry, plumbing, and or electrical wiring skills.

______ Safely adjust, maintain, and operate various types of power equipment.

______ Demonstrate record keeping utilizing a variety of methods and systems.

______ Participate in leadership training activities associated with the FFA.

______ Participate in a supervised occupational experience program that employed skills and knowledge in the Diesel Engine or Farm Implement field.

______ Has a knowledge of measurement tools to complete calculations for problems involving length, area, and volume.
Holtville High School  
Agriculture Department

Sequence of Courses  
For  
Agriculture Science Pathway

<table>
<thead>
<tr>
<th>Year in School</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Freshmen Year (9&lt;sup&gt;th&lt;/sup&gt;)</td>
<td>Agriculture Science (1 yr)</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>Ag Business/Tech (1 yr)</td>
</tr>
<tr>
<td>* Sophomore Year (10&lt;sup&gt;th&lt;/sup&gt;)</td>
<td>Agriculture Biology (1 yr)</td>
</tr>
<tr>
<td>* Junior Year (11&lt;sup&gt;th&lt;/sup&gt;)</td>
<td>Veterinary Science (1 yr)</td>
</tr>
<tr>
<td>* Senior Year (12&lt;sup&gt;th&lt;/sup&gt;)</td>
<td>Ag Government/Econ (1yr)</td>
</tr>
</tbody>
</table>

** All of the above are a suggested sequence of courses. If you cannot take these classes in order you must speak with your counselor or agriculture teacher to determine which class will best suit you.
**Holtville High School Agriculture Department**

**Sequence of Courses For Agriculture Mechanics Pathway**

<table>
<thead>
<tr>
<th>Year in School</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman (9(^{th}))</td>
<td>Basic Ag Mechanics (1yr)</td>
</tr>
<tr>
<td>Sophomore (10(^{th}))</td>
<td>Ag Wood Construct (1 yr) OR Ag Welding (1 yr)</td>
</tr>
<tr>
<td>Junior (11(^{th}))</td>
<td>Ag Wood Construct (1yr) OR Ag Welding (1yr) OR ROP Farm &amp; Diesel Mech (1yr)</td>
</tr>
<tr>
<td>Senior (12(^{th}))</td>
<td>Ag Wood Construct (1yr) OR Ag Welding (1yr) OR ROP Farm &amp; Diesel Mech (1yr)</td>
</tr>
</tbody>
</table>

**All of the above are a suggested sequence of courses. If you cannot take these classes in order you must speak with your counselor or agriculture teacher to determine which class will best suit you.**
Holtville High School

The Imperial Valley's Most Honored High School!

It came as no surprise when Holtville High School was named a California Distinguished School by the California Department of Education. After all, the staff has been working on improving the school for the past several years and has become accustomed to hearing how great the school has become. Prior to the Distinguished School designation, HHS had been honored as a National Title I Achieving School, a Best High School by U.S. News and World Report, and had recently earned a six year accreditation. No other High School in Imperial Valley has been honored as much as Holtville High School.

Course Offerings for 2009-2010
A commitment to providing the best for our students!

<table>
<thead>
<tr>
<th>SOCIAL SCIENCES</th>
<th>SCIENCES</th>
<th>Electives and Support</th>
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<tbody>
<tr>
<td>-Social Science</td>
<td>-Biology</td>
<td>-English Language</td>
</tr>
<tr>
<td>-American Literature</td>
<td>-Intro to Science</td>
<td>-Development</td>
</tr>
<tr>
<td>-U.S. History</td>
<td>-Chemistry</td>
<td>-Spanish I, II, III,</td>
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<tr>
<td>-World History</td>
<td>-Anatomy/Physiology</td>
<td>-Honors, AP</td>
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<td>-American Government</td>
<td>-Life Science</td>
<td>-Music Program</td>
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<td>-Life Success</td>
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<td>-Marching Band</td>
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<td>-Economics</td>
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<td>-Chorus</td>
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<td>-Sociology</td>
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<td>-Music Appreciation</td>
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<td>-Psychology</td>
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<td>-Guitar</td>
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<tr>
<th>PHYSICAL EDUCATION</th>
<th>MATHEMATICS</th>
<th>AGRICULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Weight Training</td>
<td>-Algebra I, IA &amp; II</td>
<td>-Veterinary Science</td>
</tr>
<tr>
<td>-Team Sports</td>
<td>-Math Analysis</td>
<td>-Ag Sciences/Biology</td>
</tr>
<tr>
<td>-Aerobic</td>
<td>-Calculus</td>
<td>-Basic Ag</td>
</tr>
</tbody>
</table>

MUCH MORE!

Go Vikings!
T. Credentials
California Commission on Teacher Credentialing

Selected Credential Held

The application status and credential information was last updated on 11/16/2010. Local employing agencies have the flexibility to assign individuals to serve in subject areas other than those authorized on credentials. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as "NONE1, NONE2, NONE3, etc."

Details of Selected Credential

Name: COZENS, MARIA RANGEL

Document Title: Clear Specialist Instruction Credential (Agriculture)

Document Number: 080044961

Authorization Code(s): R3A1

This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.

Renewal Code(s): R15P

The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.

R20

To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.

Issuance Date: 02/05/2008

Expiration Date: 03/01/2013

Authorized Subject(s): Agriculture

< Return to Summary  New Search

Top of Page

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https://teachercred.ctc.ca.gov/teachers/PublicDetailProxy?credential=3&teacher=0

11/16/2010
California Commission on Teacher Credentialing

Selected Credential Held

The application status and credential information was last updated on 11/16/2010. Local employing agencies have the flexibility to assign individuals to serve in subject areas other than those authorized on credentials. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as "NONE1, NONE2, NONE3, etc."

Details of Selected Credential

Name: COZENS, MARIA RANGEL

Document Title: Clear Single Subject Teaching Credential

Document Number: 101161804

Authorization Code(s): R15

This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.

R142

This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.

Renewal Code(s): R20

To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.

Issuance Date: 06/09/2010

Expiration Date: 07/01/2015

Authorized Subject(s): Agriculture
California Commission on Teacher Credentialing

Selected Credential Held

The application status and credential information was last updated on 11/16/2010. Local employing agencies have the flexibility to assign individuals to serve in subject areas other than those authorized on credentials. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as "NONE1, NONE2, NONE3, etc."

Details of Selected Credential

Name: COZENS, MARIA RANGEL

Document Title: Preliminary Single Subject Teaching Credential

Document Number: 080044860

Authorization Code(s): R142

This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.

Renewal Code(s): R141

This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-approved Induction program including Verification of Completion by the program sponsor.

Issuance Date: 02/05/2008

Expiration Date: 03/01/2013

Agriculture

< Return to Summary  New Search

Top of Page

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California Commission on Teacher Credentialing

Selected Credential Held

The application status and credential information was last updated on 11/16/2010. Local employing agencies have the flexibility to assign individuals to serve in subject areas other than those authorized on credentials. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as “NONE1, NONE2, NONE3, etc.”

Details of Selected Credential

<table>
<thead>
<tr>
<th>Name: LARSON, LUKE WENDEL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Document Title</strong></td>
</tr>
<tr>
<td><strong>Document Number</strong></td>
</tr>
<tr>
<td><strong>Authorization Code(s)</strong></td>
</tr>
<tr>
<td><strong>Renewal Code(s)</strong></td>
</tr>
</tbody>
</table>

This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.

There are no additional requirements for the renewal of this credential; however, the term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.

| **Issuance Date** | 08/01/2010 |
| **Expiration Date** | 08/01/2015 |
| **Authorized Subject(s)** | Agriculture |

< Return to Summary | New Search

Top of Page

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California Commission on Teacher Credentialing

Selected Credential Held

The application status and credential information was last updated on 11/16/2010. Local employing agencies have the flexibility to assign individuals to serve in subject areas other than those authorized on credentials. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as "NONE1, NONE2, NONE3, etc."

Details of Selected Credential

Name: LARSON, LUKE WENDEL

Document Title: Clear Single Subject Teaching Credential
Document Number: 101159102
Authorization Code(s): R1S

This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.

Renewal Code(s): R20

To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.

Issuance Date: 08/01/2010
Expiration Date: 08/01/2015
Authorized Subject(s): Agriculture

< Return to Summary  New Search

Top of Page

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U. Calendar of Chapter Activities
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24/10</td>
<td>5:00 pm</td>
<td>Imperial Sec FFA Exec Mtg.</td>
<td>Calexico</td>
</tr>
<tr>
<td><strong>SEPTEMBER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/2/10</td>
<td>7:00 am</td>
<td>Officer Mtg.</td>
<td></td>
</tr>
<tr>
<td>9/8/10</td>
<td>2:45 pm</td>
<td>Greenhand Ice Cream Social</td>
<td></td>
</tr>
<tr>
<td>9/10/10</td>
<td>7:00 am</td>
<td>Officer Mtg.</td>
<td></td>
</tr>
<tr>
<td>9/13/10</td>
<td>5:00 pm</td>
<td>Imperial Sec. CATA Mtg.</td>
<td>Winter haven</td>
</tr>
<tr>
<td>9/14/10</td>
<td>5-7 pm</td>
<td>FFA Chapter Mtg./ Pool Party</td>
<td>City Pool</td>
</tr>
<tr>
<td>9/20-10/14</td>
<td></td>
<td>Candy Sale</td>
<td></td>
</tr>
<tr>
<td><strong>OCTOBER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/2/10</td>
<td>8:00 am</td>
<td>Imperial FFA SLC &amp; BB Tournament</td>
<td>Southwest HS</td>
</tr>
<tr>
<td>10/5/10</td>
<td>4:30 pm</td>
<td>Imperial Sec CATA &amp; FFA Opening &amp; Closing</td>
<td>Imperial HS</td>
</tr>
<tr>
<td>10/7/10</td>
<td>7:00 am</td>
<td>Officer Mtg.</td>
<td></td>
</tr>
<tr>
<td>10/14/10</td>
<td>4:00 pm</td>
<td>FFA Chapter Mtg.</td>
<td></td>
</tr>
<tr>
<td>10/15/10</td>
<td>8:00 am</td>
<td>Imperial Sec. Greenhand Conference</td>
<td>SDSU Brawley</td>
</tr>
<tr>
<td>10/18-11/3</td>
<td></td>
<td>Christmas Wreath Sale</td>
<td></td>
</tr>
<tr>
<td>10/20-10/26</td>
<td></td>
<td>National FFA Convention/Washington DC Trip</td>
<td>Indiana and Washington DC</td>
</tr>
<tr>
<td><strong>NOVEMBER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/4/10</td>
<td>7:00 am</td>
<td>Officer Mtg.</td>
<td></td>
</tr>
<tr>
<td>11/6/10</td>
<td>8:30 am</td>
<td>SOCAL FFA Leadership Conference</td>
<td>Indio</td>
</tr>
<tr>
<td>11/9/10</td>
<td>4:00 pm</td>
<td>Imperial Sec CATA &amp; BIG/ Creed Contest</td>
<td>Brawley HS</td>
</tr>
<tr>
<td>11/16/10</td>
<td>7:00 am</td>
<td>Officer Mtg.</td>
<td></td>
</tr>
<tr>
<td>11/17/10</td>
<td>8:00 am</td>
<td>Greenhand Conference</td>
<td>El Capitan HS</td>
</tr>
<tr>
<td>11/23/10</td>
<td>4:30 pm</td>
<td>FFA Chapter Mtg.</td>
<td></td>
</tr>
<tr>
<td><strong>DECEMBER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/4/10</td>
<td>8:00 am</td>
<td>Fallbrook Field Day</td>
<td>Fallbrook HS</td>
</tr>
<tr>
<td>12/7/10</td>
<td>4:00 pm</td>
<td>Imperial Sec FFA Computers &amp; Rd Bk Contests</td>
<td>Calexico HS</td>
</tr>
<tr>
<td>12/9/10</td>
<td>7:00 am</td>
<td>Officer Mtg.</td>
<td></td>
</tr>
<tr>
<td>12/16/10</td>
<td>4:00 pm</td>
<td>FFA Chapter Mtg. Gift Exchange &amp; Movie Night</td>
<td></td>
</tr>
<tr>
<td><strong>JANUARY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/6/11</td>
<td>7:00 am</td>
<td>Officer Mtg.</td>
<td></td>
</tr>
<tr>
<td>1/14-15/11</td>
<td>1:00 pm</td>
<td>MFE &amp; ALA Conferences</td>
<td>Ontario</td>
</tr>
<tr>
<td>1/18/11</td>
<td>4:00 pm</td>
<td>Imperial Section FFA Meeting</td>
<td>Brawley HS</td>
</tr>
<tr>
<td>1/19/11</td>
<td>1:45 pm</td>
<td>Greenhand Initiation</td>
<td></td>
</tr>
<tr>
<td>1/20/11</td>
<td>5:30 pm</td>
<td>Greenhand/ Chapter Banquet</td>
<td>Finely Cafeteria</td>
</tr>
<tr>
<td>1/22/11</td>
<td>8:00 am</td>
<td>Norte Vista Felid Day</td>
<td>Norte Vista HS</td>
</tr>
<tr>
<td>1/24/11</td>
<td>5:00 pm</td>
<td>Imperial Section Bowling</td>
<td>Calipatria</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Event</td>
<td>Location</td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td>------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>1/28/11</td>
<td></td>
<td>Southern Region FFA Officer Apps Due</td>
<td>CSPU Pomona</td>
</tr>
<tr>
<td>1/28-29/11</td>
<td></td>
<td>Rib Cook-Off Hale Bale Setup/CleanUp</td>
<td>Babe Ruth Park</td>
</tr>
<tr>
<td><strong>FEBRUARY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/3/11</td>
<td>3:30 pm</td>
<td>Imperial Sec Speech Contest</td>
<td>Palo Verde HS</td>
</tr>
<tr>
<td>2/5/11</td>
<td>9:00 am</td>
<td>Southern Region FFA Officer Screening</td>
<td>CP- Pomona</td>
</tr>
<tr>
<td>2/10/11</td>
<td>7:00 am</td>
<td>Officer Mtg.</td>
<td></td>
</tr>
<tr>
<td>2/16/11</td>
<td>4:00 pm</td>
<td>Imperial Section Parli Pro Contest</td>
<td>Imperial HS</td>
</tr>
<tr>
<td>2/17/11</td>
<td>4:00 pm</td>
<td>FFA Chapter Mtg.</td>
<td></td>
</tr>
<tr>
<td>2/18/11</td>
<td></td>
<td>National FFA Week (thru 2/25)</td>
<td></td>
</tr>
<tr>
<td>2/19/11</td>
<td>TBA</td>
<td>Farm Bash!!! 😊</td>
<td>Holtville FFA Ag Dept.</td>
</tr>
<tr>
<td><strong>MARCH</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/3/11</td>
<td></td>
<td>Start of Cal. Mid Winter Fair</td>
<td></td>
</tr>
<tr>
<td>3/10/11</td>
<td>5:30 pm</td>
<td>Officer Mtg.</td>
<td>Fair Grounds</td>
</tr>
<tr>
<td>3/17/11</td>
<td>7:00 am</td>
<td>Officer Mtg.</td>
<td></td>
</tr>
<tr>
<td>3/19/11</td>
<td>1:00 pm</td>
<td>Southern Region State Degree/Proficiency Banquet</td>
<td>La Habra-Son</td>
</tr>
<tr>
<td>3/22/11</td>
<td>4:00 pm</td>
<td>FFA Chapter Mtg.</td>
<td></td>
</tr>
<tr>
<td>3/24/11</td>
<td>10:00 am</td>
<td>Southern Region Speech Contest Final</td>
<td>CSU Pomona</td>
</tr>
<tr>
<td>3/26/11</td>
<td>10:00 am</td>
<td>Southern Region Parli Pro Finals</td>
<td>CSU Pomona</td>
</tr>
<tr>
<td><strong>APRIL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/2/11</td>
<td>7:00 am</td>
<td>Pomona Field Day &amp; Southern Region FFA/CATA Mtg.</td>
<td>Cal Poly Pomona</td>
</tr>
<tr>
<td>4/5/11</td>
<td>7:00 am</td>
<td>Officer Mtg.</td>
<td></td>
</tr>
<tr>
<td>4/1/11</td>
<td>12:00 pm</td>
<td>2011/2012 FFA Officer Applications Due</td>
<td></td>
</tr>
<tr>
<td>4/7/11</td>
<td>4:30 pm</td>
<td>Final FFA Chapter Mtg.</td>
<td></td>
</tr>
<tr>
<td>4/8/11</td>
<td>11:00 am</td>
<td>In-Coming Freshmen Recruitment</td>
<td>Pines/HMS</td>
</tr>
<tr>
<td>4/14/11</td>
<td></td>
<td>State FFA Leadership Finals/Conference (thru 4/19)</td>
<td>Fresno</td>
</tr>
<tr>
<td>4/20/11</td>
<td></td>
<td>Car Wash Ticket Sale (thru 5/4)</td>
<td></td>
</tr>
<tr>
<td><strong>MAY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/3/11</td>
<td>4:00 pm</td>
<td>Imperial Section CATA Mtg./FFA COOPS Quiz &amp; Sectional Officer Screening Contest</td>
<td>Holtville HS</td>
</tr>
<tr>
<td>5/7/11</td>
<td>8:00 am</td>
<td>FFA Chapter Car Wash</td>
<td></td>
</tr>
<tr>
<td>5/9/11</td>
<td></td>
<td>Candy Sale Begins (thru 6/3)</td>
<td></td>
</tr>
<tr>
<td>5/14/11</td>
<td>9:00 am</td>
<td>Imperial Sec CATA Planning Meeting &amp; FFA Officer Elections</td>
<td>Winterhaven</td>
</tr>
<tr>
<td>5/17/11</td>
<td>5:30 pm</td>
<td>FFA Chapter End of Year Banquet</td>
<td>Swiss Club</td>
</tr>
</tbody>
</table>

"AGRICULTURE" IS IT IN YOU?
V. Daily Logs for Current year
<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ag Computers</td>
<td>Students will work on Part 2 Building Keyboarding Skills. Students will assess their typing abilities.</td>
<td>Students will work on Part 2 Building Keyboarding Skills. Students will assess their typing abilities.</td>
<td>Students will work on Part 2 Building Keyboarding Skills. Students will assess their typing abilities.</td>
<td>Students will work on Part 2 Building Keyboarding Skills. Students will assess their typing abilities.</td>
<td>Students will work on Part 2 Building Keyboarding Skills. Students will assess their typing abilities.</td>
</tr>
<tr>
<td>2</td>
<td>Ag Science</td>
<td>Standards: 1b, 3c, 4a Objective: Students will evaluate their knowledge gained over the quarter on their midterms.</td>
<td>Finish Lecture on Exploring Earth Science and Earth's Energy. Students will take Cornell notes.</td>
<td>Being Reviewing for Midterm. Reinforcing Earth Science standards to cover midterm material.</td>
<td>Review for Midterm. Reinforcing Earth Science standards. Checking for Understanding.</td>
<td>MIDTERM Students will be out on farm for the Farm Management Lab.</td>
</tr>
<tr>
<td>5</td>
<td>Ag Science</td>
<td>Standards: 1b, 3c, 4a Objective: Students will evaluate their knowledge gained over the quarter on their midterms.</td>
<td>Finish Lecture on Exploring Earth Science and Earth's Energy. Students will take Cornell notes.</td>
<td>Being Reviewing for Midterm. Reinforcing Earth Science standards to cover midterm material.</td>
<td>Review for Midterm. Reinforcing Earth Science standards. Checking for Understanding.</td>
<td>MIDTERM Students will be out on farm for the Farm Management Lab.</td>
</tr>
<tr>
<td>7</td>
<td>Ag Biology</td>
<td>Students will work on Midterm study guide.</td>
<td>Being Reviewing for Midterm. Reinforcing Bio standards to cover midterm material.</td>
<td>Review for Midterm. Reinforcing Bio standards. Checking for Understanding.</td>
<td>MIDTERM Students will be out on farm for the Farm Management Lab.</td>
<td></td>
</tr>
</tbody>
</table>
W. Professional Growth Activities
INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

**CRITERIA 4.B**

**School Year** 2009

**School** HOLTVILLE FFA

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

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>TEACHERS NAMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COZENS</td>
</tr>
<tr>
<td>Fall Region Meeting</td>
<td>X</td>
</tr>
<tr>
<td>Region In-service Day</td>
<td>X</td>
</tr>
<tr>
<td>Spring Region Meeting</td>
<td>X</td>
</tr>
<tr>
<td>Section In-service*</td>
<td>X</td>
</tr>
<tr>
<td>Section In-service*</td>
<td>X</td>
</tr>
<tr>
<td>Section In-service*</td>
<td>X</td>
</tr>
<tr>
<td>Section In-service*</td>
<td>X</td>
</tr>
<tr>
<td>Summer Conference</td>
<td>X</td>
</tr>
<tr>
<td>University AgEd Skills Week</td>
<td></td>
</tr>
<tr>
<td>Professional Development **</td>
<td>XXX</td>
</tr>
</tbody>
</table>

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a maximum of two other “Agriculturally Related” Professional Development activities than those listed above. Explain the Professional Development:

1. New Professionals (Cozens)
2. Southern Region Road Show (Larson & Cozens)
3. 4 Sectional Meetings = 1 Professional Development (Larson & Cozens)
California Agricultural Teachers' Association

Conference Registration

Conference Total $414.00
New Teachers BBQ
Alumni Luncheon 1 CSU, Fresno
   Adult   Child   Student Teacher
Ranch Breakfast
CC Luncheon
Women in Ag
   1/2 Chicken 1/4 Chicken
Family BBQ
20 PLUS
Banquet
Regional breakfast
Parking
Ag Ed Magazine
Agri Skills Inst
Agri Skills Credit
Con. Ed. Credit
Region/Road Credit 1
CATA Handbook

CATA
Member Type Regular
Member Dues $140.00
ACTE
NAAE
Contribution
CATA Total $140.00

NAME Rangel Cozens, Maria
SCHOOL Holtville HS
REGION Southern Region
SECTION

Registration Type
☑ Paid Member
☐ Non-member
☐ Associate
☐ Student Teacher

Payments
Receipt Number 90
Grand Total $554.00
Card Type
Card Number
Card Amount
PO #
PO School
PO Amount
Check #
Check Amount $554.00

By: ____________________________
CATA Professional Development Sessions  
Wednesday, June 23  
1:30 – 3:30 p.m. 

Working with your Advisory Committee  
If we’ve learned anything during this extended state budget crisis, it’s that a well-functioning and effective Agricultural Advisory Committee can make all of the difference in the world. Despite our growing awareness of this fact, many departments are still struggling with the mechanics of creating and fostering an effective Advisory Committee. This session is designed to help every program – even those with operating committees – ensure that maximum performance is gained through the use of this important program improvement tool. This session is not just for Department Chairs, but for all teachers!

Developing and Sustaining High School and Community College Partnerships  
This session will focus on the real-world issues dealing with developing and growing partnerships between high school and community college agriculture programs. Within the framework of current educational policy, learn how to more effectively build relationships to develop articulation agreements, certificate programs, and other tools that can help students navigate the transition from high school to community college. Bring your questions and concerns – experts will be on hand to help you navigate this process.

Creating Funding Techniques  
Designed specifically for Community College instructors, this session will feature program managers and others sharing their expertise on grant writing, the grant process, and securing your fair share of resources for your program. Given the current state budget crisis and the uncertainty of normal funding scenarios, this session will provide useful information about accessing alternative resources, including federal stimulus funds and other financial support.

Emerging Curriculum – Precision Agriculture  
Technology and innovation in production agriculture continues at an ever-increasing rate. This session will highlight new curriculum and practices in the area of precision agriculture, including the use of GPS-related technology and equipment. Designed primarily for Ag Mechanics instructors, this session will also provide useful information for crop and plant science instructors as well.

(please turn over for more options)
Animal Science Issues – Avoiding Headlines
Given today’s media practices and social environment, instructors involved in animal science and livestock activities need to be aware of and prepared for the eventuality of dealing with controversial issues. This session will focus on resources, practices, and tools available to assist programs and instructors deal with issues in animal agriculture, including proactive measures to use in your community to help avoid negative public reactions and publicity.

Floral Design – Making the Common into the Uncommon
Using everyday items from a variety of sources, this session will focus on how ordinary items can be incorporated into making extraordinary contemporary floral designs. A professional floral designer will be on hand to demonstrate how one needs to see the everyday with a creative eye and a bright imagination in order to bring passion and excitement to education, without a large budget or using rare materials. You will also see how European design is influencing trends in the design world, and what to expect in the coming years of design.

Agricultural Economics and International Trade
Many agriculture programs offer Ag Business/Economics coursework that meets district graduation requirements and/or satisfies UC/CSU a-g entrance requirements in economics. This session will assist all instructors in improving their understanding of fiscal and monetary policies and practices through the lens of international trade. This standards and experience-based curriculum will provide a great foundation for improving your instructional program in Ag Business!
X. R-2 Report
<table>
<thead>
<tr>
<th>FFA #</th>
<th>Last Name</th>
<th>First Name</th>
<th>Address</th>
<th>City</th>
<th>St</th>
<th>Zip</th>
<th>Year</th>
<th>Grade</th>
<th>Gender</th>
<th>Hispanic</th>
<th>Race</th>
<th>Program</th>
<th>Mem</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Holtville</td>
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| Holtville | CA | 2 | M | X | 2 or More | Ag Mech. | X
| Holtville | CA | 10 | M | X | 2 or More | Ag Mech. | X
| Holtville | CA | 10 | M | X | White | Agriscience | X
| Holtville | CA | 2 | M | X | White | Agriscience | X
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| Holtville | CA | 10 | M | X | Hawaiian/Polynesian | Agriscience | X
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| Holtville | CA | 11 | M | X | Black | Ag Mech. | X
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| Holtville | CA | 09 | M | X | White | Ag Bus Mgt | X
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| Holtville | CA | 09 | M | X | 2 or More | Agriscience | X
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| Holtville | CA | 12 | F | X | White | Agriscience | X
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| Holtville | CA | 10 | M | X | 2 or More | Agriscience | X
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Y. Extended Contract
NOTICE OF EMPLOYMENT

TO: IMPERIAL COUNTY SUPERINTENDENT OF SCHOOLS  

Jon LeDoux Superintendent of Holtville Unified School District has employed the following person:

***

MARIA R COZENS  

Teacher  

080 - HOLTVILLE HIGH SCHOOL  

Gr 3 St 3 + 35 days  

Program: Regular School

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Contract Dates:

- 8/1/10
- 6/30/11

Payments:

- 10 months: 5,407.73
- 1 month: 5,407.70

Total: 59,485.00  

Rate:

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Employee Signature: [Signature]  

Date: [Date]  
Superintendent/Authorized Agent: [Signature]
Z. Travel Plan
This is the transportation the Holtville Agriculture Department has to conduct SAE visits and operations as well as transportation for FFA events.

2 Six passenger Ag Trucks
1 Livestock trailer
REQUEST FOR PUPIL TRANSPORTATION

REQUEST for pupil transportation for the following:

1. Purpose: Athletic____ Study____ Activity____

2. Destination(s) __________________________
   City __________________________ State __________________________

3. Date of Trip: __________________________
   Arrival Time at School Site: __________________________
   Departure Time from School Site: __________________________

4. No. of Passengers Students _______ Adults _______

5. Destination Arrival Time __________________________

6. Grade Level of Students __________________________

7. Destination Departure Time __________________________

8. Name of Trip Supervisor __________________________

9. Scheduled Return Time __________________________

11. Designated rest, food and/or stops other than destination (please be specific):
   a. __________________________
   b. __________________________
   Time Needed hrs. min.
   Time Needed hrs. min.

12. Special Instructions: (PRINT)

13. No. of Buses/Vans Needed __________________________

    Requested by __________________________ Requisitioner’s Signature __________________________ Date __________________________

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SITE APPROVAL

Site Administrator __________________________ Date __________________________

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<th>LINE</th>
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Site Comments __________________________

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DISTRICT APPROVAL

Business Manager __________________________ Date __________________________

TOTAL BUS/VAN MILEAGE

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Estimated Expenses

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TOTAL: __________________________

Completed by School/Dept: __________________________

Completed by District Office: __________________________

Estimated Expenses

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<th>Meals:</th>
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TOTAL: __________________________

Completed by Transportation Foreman/Maintenance & Operations Supervisor __________________________

1996/G 01642
REQUEST FOR PUPIL TRANSPORTATION

All requests are to be submitted on this form TEN (10) working days in advance.

REQUEST for pupil transportation for the following:

1. Purpose: Athletic ___ Study ___ Activity X ___
2. Destination(s) Fresno Conv. Center
   City Fresno State CA
4. Arrival Time at School Site 5:45am, Departure Time from School Site: 6:00am
5. Destination Arrival Time 3pm 4/16
6. No. of Passengers 14 Students 3 Adults
7. Grade Level of Students 9-12th
9. Scheduled Return Time 8pm 4/20
10. Name of Trip Supervisor Mrs. Cozens & Mr. Larson

11. Designated rest, food and/or stops other than destination (please be specific):
   a. ______________________ Time Needed ______ hrs. ______ min.
   b. ______________________ Time Needed ______ hrs. ______ min.

12. Special Instructions: (PRINT) 10 pass.

13. No. of Buses/Vans Needed 1 Big Van, 18 pass

14. Emergency Inst. Given by
   Requested by FFA Requisitioner's Signature Ms___ Date 1/25/10

SITE APPROVAL

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Site Comments ________________________________

DISTRICT APPROVAL

Completed by Transportation Foreman/Maintenance & Operations Supervisor

Completed by School/Dept: Estimated Expenses

Completed by District Office: Estimated Expenses

TOTAL BUS/VAN MILEAGE

BUS MILES
(1) ______________________
(2) ______________________
(3) ______________________
(4) ______________________

VAN MILES
(1) ______________________
(2) ______________________
(3) ______________________
(4) ______________________

Mileage:
Driver's Salary:
Meals:
Lodging:
Miscellaneous:
TOTAL

WHITE-TRANSP. FOREMAN CANARY-ACCT. DEPT. PINK-PRINCIPAL

HP&S 401642
HOLTVILLE UNIFIED SCHOOL DISTRICT

REQUEST FOR PUPIL TRANSPORTATION

REQUEST for pupil transportation for the following:

1. Purpose: Athletic, Study, Activity [X]

2. Destination(s): NORTE VISTA HS
   City: RIVERSIDE
   State: CA

3. Date of Trip: 1/22-1/23, 2010

4. Arrival Time at School Site: 2 pm
   Departure Time from School Site: 2:10 pm

5. Destination Arrival Time: 9 pm

6. No. of Passengers: 9 Students 1 Adults

7. Grade Level of Students: 9th

10. Name of Trip Supervisor: Mrs. Jones

11. Designated rest, food and/or stops other than destination (please be specific):
   a. 
   b. 

12. Special Instructions: (PRINT) 10 passenger van

13. No. of Buses/Vans Needed: 1

14. Emergency Inst. Given by:
   Requested by: [Signature]
   Requisitioner's Signature: [Signature]
   Date: 1/23/10

SITE APPROVAL

Site Administrator

DISTRIBUTION APPROVAL

Business Manager

TOTAL BUS/VAN MILEAGE

VAN MILES

(1)

(2)

(3)

(4)

Completed by Transportation Foreman/Maintenance & Operations Supervisor

Completed by School/Dept:

Estimated Expenses

Completed by District Office:

Estimated Expenses

WHITE TRANSPORT FOREMAN  CANARY-ACCT DEPT.  PINK-PRINCIPAL

HPA0401642
Holtville High School
Agriculture Program (FFA)
Release of Liability Form

This form must be completed and submitted 24 hours prior to the event from which the student will be picked-up or taken.

We, the undersigned, hereby request that the Holtville Unified School District of Imperial County allow ____________________________ to travel to ____________________________ from HOLTVILLE and/or from ____________________________ to HOLTVILLE on ____________________________, in the care of ____________ Luke Larson and/or Maria Cozens, an adult, at least 18 years of age.

In consideration thereof, we do hereby release and discharge for ourselves, our heirs, executors, administrators and assigns, release and forever discharging the Holtville Unified School District and its officers, agents, and employees of and from any and all claims, whatsoever kind or nature, for or because of injury of any kind or nature which occur to the same student: ____________________________ during the said trip.

Parent Name (please print): ____________________________
Parent Signature: ____________________________
Phone Number: ____________________________
Date: ____________________________

In case of an emergency contact:
Phone Number: ____________________________ Other #:

Request: □ Approved □ Denied

Principal/Designee Signature: ____________________________ Date: ____________________________

This form must be signed by either the Holtville High School Principal, Vice-Principal, Athletic Director, or Advisor to be valid.
AA. CATA
Membership Card
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Maria Rangel Cozens</td>
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<tr>
<td>Serving Agriculture by Teaching</td>
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<tr>
<td>2009/2010 Active Member</td>
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<table>
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<tr>
<td>Maria Rangel Cozens</td>
<td></td>
</tr>
<tr>
<td>Serving Agriculture by Teaching</td>
<td></td>
</tr>
<tr>
<td>2010/2011 Active Member</td>
<td></td>
</tr>
</tbody>
</table>
BB. Meeting Reports
Holtville High School Agriculture Department
Staff Minutes 2009-2010

August:
- Officer retreat arrival time and departure times, schedule the 2009-2010 FFA activities
- Discussed departmental issues including:
  - Updating Program Plan:
    - Staff responsibilities.
    - Staff in-services
    - Graduate Follow-up.
    - Update Advisory committee list.
    - Five year equipment acquisition.
  - Discussed the need to have an advisory committee meeting
  - CATA and Southern Region in-service dues and registration forms to be paid.
  - Review officer responsibilities with committee assignments for upcoming FFA activities.
  - Reviewed the need for officers to attend at least 3 leadership workshops during the year.
  - Discussed timing of implementation of record books and student data sheets.
  - Plan to work with FFA Vice-Presidents for the revision of Program of Work for the 2009-2010 school year.

September:
- Discussed the upcoming Incentive Grant review and what needs to be done in order to complete all paperwork for the review.
  - ASB approval for student activities
  - ASB purchase orders for FFA accounts
  - Begin, finish and turn in R-2 roster.
  - Begin work on AIG expenditures and finish by September 30th.
  - Set the meeting for the advisory committee meeting
  - Participation of Holtville FFA members at sectional basketball and leadership conference.
  - Opening and Closing Ceremonies Teams and practices
  - Student numbers for lamb and goat fair projects
  - Discussed upcoming Greenhand conference and the need to provide opportunity to as many first year members as possible. Decided to provide financial support to students attending the conference. Students will not attend the Imperial section greenhand conference, they will attend the El Capitan conference in November.
  - Write letters to local businesses to cover the cost of the greenhand students.

October:
- Discussed the following topics:
  - Spoke about the arrival of fair pig projects in November and the numbers of students that will be participating in the swine project
  - Set the date to pick out project lambs and goats.
  - Discussed Luke ear tagging Holtville steer projects
  - The need to begin working with upcoming Creed, and BIG teams.
  - Process paper work for the upcoming SOCAL conference in Indio.
- The need to have more officer meetings to make sure progress on FFA sponsored events is taking place.
- Maria to update animal housing contracts and SAE contracts with additional guidelines.
- Maria make arrangements with maintenance to move the greenhouse frame and place water and electric pipes underground.
- Scheduling of SAE visits.

**November:**
- Discussed the following topics:
  - Discussed the upcoming Incentive Grant review and what needs to be done in order to complete all paperwork for the review.
  - State Officers visit and presentations.
  - Continue coaching BIG, and Creed speakers for competition at the end of the month.
  - The need for Maria to check with feeder calf students to make sure animals were lined up for purchase.
  - SOCAL transportation.
  - Luke to attend the pig auction.
  - Make arrangements to house pig projects arriving on Nov. 12th.
  - Housing for state officer visit during December.
  - The need to begin coach students for record book and computer contests.
  - Coordinating pig project selection and payment.
CC. Wish List
HOLTVILLE HIGH SCHOOL-AGRICULTURE DEPARTMENT
FIVE YEAR EQUIPMENT AND FACILITIES ACQUISITION PLAN
WISH LIST

2008-2009
  Purchase Department Van/Suburban/Expedition/Four Door Truck
  Update on Horticulture/Landscaping Materials
  Materials for Raised Beds
  Update New Agriscience Books
  Purchase Oxy-Acetylene Pipe Cutting Machine

2009-2010
  Purchase Ag Department Van/Suburban/Expedition/Four Door Truck
  Update on Horticulture/Landscaping Materials
  Purchase shade cloth for a shade house
  Add new curriculum for a Plant & Animal Physiology class for 2010-2011
  Install irrigation system for school farm pastures

2010-2011
  Purchase Ag Department Van/Suburban/Expedition/Four Door Truck
  Add Livestock Pens
  Get approval to teach a Plant & Animal Physiology class for 2011-2012
EE. Ag Advisory Committee Agendas
Holtville High Agriculture Department

Agenda for the October 13th, 2009 Ag Advisory Meeting

❖ Review minutes from pervious meeting

❖ School Farm (Mr. Grizzle)

❖ On-site School Farm Update
  ➢ Farm Beautification (plants, flowers, garden, etc....)
  ➢ Lambs/Goats Student Projects

❖ Old Business:
  ➢ Departmental Achievements
    • Officer Retreat – Mid Summer
    • 2009/2010 Theme “Inspire to make an IMPACT”
    • Greenhand Ice Cream Social
    • Pool Party
    • Sectional Basket Ball & Sectional Leadership Conference
    • Fall Regional CATA Meeting
    • Opening & Closing Contest
      ♦ Advanced Team Placed 2nd, with a High Individual
      ♦ Officer Team Placed 5th
      ♦ Novice Team Placed 5th
  
    ➢ Departmental Budget
      • Existing Ag Department Balance

❖ New Business:
  ➢ Departmental needs:
    • Printers/Scanner
    • Fundraising/Community Service
  ➢ FFA Meeting/Pumpkin Carving Contest Oct. 20th
  ➢ Christmas Wreath Sales Oct. 22nd – Nov. 3rd
  ➢ On-Site Review by Regional Supervisor Jack Havens Nov. 10th
  ➢ State FFA Officers Visit Holtville Ag Department Nov. 10th
  ➢ BIG Team & Creed Speakers Nov. 10th
  ➢ SOCAL Officer Leadership Conference Nov. 7th
  ➢ Greenhand Conference in El Captian Nov. 18th
Holtville High Agriculture Department

AGENDA
Ag Advisory Meeting
October 12th, 2010

❖ School Farm (Mr. Grizzle)
❖ On-site School Farm Update
❖ Farm Bash (Holtville FFA Historian-Harlie Merten)

❖ Old Business:
  ➢ Departmental Achievements
    • 2010/2011 Theme: "AGRICULTURE, Is it in you?"
    • Opening & Closing Contest
    •
  ➢ Departmental Budget
    • Existing Ag Department Balance
    •

❖ New Business:
  ➢ Departmental needs:
    •
  ➢ Animal Projects for Fair
  ➢ Greenhand Conference Oct. 15th
  ➢ National FFA Convention Oct. 20-27th
  ➢ Holiday Fundraiser Oct. 12th-30th
  ➢ Self-Review for Ag Incentive Grant Nov. 9th
  ➢ Update Ag Advisory Roster
  ➢ Other Business
    •
    •
    •
Holtville High Agriculture Department

AGENDA
Ag Advisory Meeting
February 23, 2010

✓ Review minutes from previous meeting

✓ School Farm (Mr. Grizzle)

✓ On-site School Farm Update
  ➢ Additional Livestock Pens & Shades
  ➢ Shade House

✓ Old Business:
  ➢ Departmental Achievements
    • Regional Officer Screening
    • 11 FFA State Degree Recipients
    • Sectional Extemporaneous Speaker Winner
    • Sectional Job Interview 2nd place Winner
  ➢ Departmental Budget
    • Existing Ag Department Balance

✓ New Business:
  ➢ Departmental needs:
    • Agriculture Courses Pathways
  ➢ National FFA Week Feb. 22-26th
  ➢ Mid Winter Fair 2010
    ▪ 85 Animal Projects
    ▪ Landscaping Project
  ➢ Warner Springs Field Day March 13th
  ➢ Regional Leadership Contests in Pomona March 25th
  ➢ Cal-Poly Field Day & CATA Spring Regional Meeting April 10th
  ➢ State FFA Conference in Fresno April 16th-20th
  ➢ End of the Year Banquet May 25th
FF. Ag Advisory Committee Charter and ByLaws
HOLTVILLE FFA ADVISORY COMMITTEE
PURPOSES AND FUNCTIONS

The primary purpose of the local advisory committee is to provide to the agriculture teacher, school administration and board of education advice on issues affecting the agriculture program. Advisory committee members must understand the committee has no administrative policymaking or legislative authority.

Four secondary purposes of the advisory committee are to:
1. Provide advice on the quality of the curriculum in regard to its relevance and whether it meets the needs of employers.
2. Inform the school about the current and future labor market.
3. Inform the teacher of new and innovative technology being used by the local industry.
4. Serve as a resource to the local agriculture education program.

A well-functioning advisory committee will:
- Evaluate the current agricultural education program to determine if it is providing realistic and current preparation and training for students.
- Act as a change agent to increase the agricultural education program’s relevance.
- Help secure training sites and assist in the placement of program graduates.
- Advise school personnel of changes in the job market.
- Provide input and support for funding at the local level.
- Act as a communications link to assist in the development of community understanding of and support for the agricultural education program.
- Serves as a valuable resource during transitions between teachers.
- Recruit students into the program.
- Provide a service to the agricultural education program.

*Source: Agriculture Teacher’s Manual, The National FFA Organization, Indianapolis, IN.

In order to accomplish these expectations, the advisory committee needs to:
- Be familiar with the goals, curriculum, competencies, lesson plans, and classroom and lab formats of the agricultural education program.
- Be familiar with the school policies, guidelines and expectations.
- Identify the trends in education and employment for specific industries to determine how the agricultural education program needs to prepare the students for jobs in the community.
- Identify the equipment and facilities used by business and industry.

THE TEACHER’S ROLE ON THE ADVISORY COMMITTEE

The agriculture education teacher plays an integral role with the planning and formation of the advisory committee. The teacher needs to have a comprehensive understanding of the purposes and role of the advisory committee. As a non-voting member of the advisory committee, the teacher should serve as the facilitator and may also serve as the committee’s secretary since they will be responsible for maintaining committee minutes and making meeting arrangements.

COMMITTEE MEMBER SELECTION

Selecting the appropriate people to serve on the advisory committee is critical to a well-functioning committee.

The teacher also plays an important role in the selection of the initial advisory committee members. In some schools, the local board of education or administration may have a specific procedure to follow in identifying and selecting potential committee members to serve. In either case, it is wise...
for the teacher to consult with their administration to gain endorsement of the proposed committee members. After initially selecting prospective committee members, the teacher should determine if they are interested in serving in this capacity. It is advisable for the teacher to send an official letter of invitation to the members after the school endorses the prospective committee members. The Board of Education President or School Superintendent may sign the personal letter of notification. The teacher may also choose to visit each prospective committee member in order to explain the committee’s function, time requirements, and length of service. Providing background information about the local program before the first meeting is important.

The advisory committee should be representative of the types of agriculture present in the community. The committee should be diverse in its membership based upon race, gender, age, geographic region of the school district, type of agricultural enterprise, and so forth. Listed below are the types of individuals and/or organizational representatives that could be asked to be on the advisory committee.

- Farmers
- Local citizens that are the “movers and shakers” of the community, including those with no background in agriculture education.
- Agricultural suppliers and services representatives including, but not limited to, agricultural mechanics, horticulture, forestry, livestock producers, crop farmers, and agriscience firms.
- Major agricultural organizations and companies such as:
  - Farm Bureau
  - Cattlemen’s Associations
  - Poultry Associations
  - Grain Associations
  - Pork producers
  - Other animal and livestock associations
  - Feed and grain dealers
  - Agricultural machinery dealers
  - Local utility companies
  - Bankers
  - Lawyers
  - Farm and rural real estate agents
  - Veterinarians
  - Livestock dealers
  - Parents of agriculture education students
  - Representatives of the FFA Alumni Association
  - Current program students
  - Former outstanding students
  - Guidance Counselor
  - Other teachers
  - School administrators
  - Board of Education Members
  - County Agent
  - Young Farmers (members of the Georgia Young Farmers Association)

**Qualifications for Serving on an Advisory Committee**

Each committee member must meet all of the criteria listed below:

- Interested in education and youth.
- Interested in the agriculture education program.
- Time available to serve.
- Willing to serve and ability to make a contribution.
• An excellent reputation for honesty, integrity and good character.
• Someone who is forthright with their views but builds consensus in the group.
• Respected by their professional peers.

Structure of an Advisory Committee
The recommended size of the advisory committee is seven to eleven members, with nine members being an ideal number. Each member is elected to a three-year term with terms rotating so you will always have experienced members on the committee. The local teacher serves as a facilitator and is a non-voting member of the committee. Advisory committee meetings should be held three times per year and conducted using parliamentary procedure. The advisory committee should elect a president, vice president and secretary annually to carry out the below listed activities:
• President – calls the meeting to order, prepares agenda with the agricultural education teacher, and presides throughout the meeting.
• Vice President – helps the president with their duties, presides in the absence of the president.
• Secretary – records the minutes and is responsible for providing copies of the agenda and minutes to all members prior to the meeting.

Agenda Tips for the First Meeting
The first meeting will give the committee members an idea of the expectations of the advisory committee. Once the members have been identified and confirmed, the teacher should select a date for the first meeting. Also the teacher should select an appropriate location that will encourage attendance and send a letter at least two to three weeks in advance so members can clear their schedule. The letter should include the date, time, location and the agenda for the meeting. The teacher and/or a school administrator may be responsible for conducting the first meeting until officers are elected.

The agenda should include:
• Welcome by the teacher, school administrator and/or principal, or school board member.
• Self-introduction of members.
• An explanation of the purpose of the advisory committee including its duties and responsibilities.
• Description of the agriculture education program.
• Update the committee on the current program progress and provide a general overview of the agriculture education at your school.
• Tour of the agriculture education program facilities.
• Determine by drawing or some other means who is to get one, two and three year terms.
• Election of officers: President, Vice President, and Secretary.
• Identify and review issues the committee might want to address.
• Set date for next meeting.
• Adjourn.

Note: Allow the committee members time to ask questions and get comfortable with their roles.

Agenda Tips for Subsequent Meetings
The advisory committee president and the teacher should plan subsequent meetings. A definite agenda needs to be planned and mailed prior to the meeting date. This correspondence should update the committee about program progress and new initiatives. Before placing an item on the agenda, several questions should be considered.
- Is the item of business an appropriate issue and is it worthy of the committee’s time?
- Can the item of business be addressed adequately and handled by a committee recommendation?
- Is the expected outcome going to enhance the educational program?
- Do members have sufficient knowledge of the facts and background information to make appropriate recommendations? If not, send the supplemental information along with the agenda and letter. Challenge the committee and keep them focused.
- Is there a specific purpose for the committee meeting?
- Is the committee meeting scheduled with sufficient time to allow for attendance?

Source: Agricultural Education Magazine Article by Mr. Odell Miller. April 1981.

The best way to make an advisory committee effective is for the teacher to:
- Allow the advisory committee president to conduct the meeting and ensures the committee members have the opportunity to voice their opinions.
- Serve as a resource to the advisory committee.
- Clarify the mission and responsibilities of the committee and the time commitment required of committee members.
- Develop an agenda with appropriate items for the committee to consider.
- Conduct a minimum of three meetings per year.
- Seriously consider the advice of the committee.
- Select dedicated and action-oriented persons to serve on the committee.
- Have diverse individuals serve on the committee.

Miscellaneous Information
- The teacher should take the initiative to prevent potential roadblocks the advisory committee may face by carrying out certain activities.
- The teacher should notify all committee members by e-mail, phone and/or letter regarding the date, time and location of all meetings and activities at least two weeks in advance.
- The advisory committee president should call committee members the day before the meeting to remind them about the meeting.
- Ensuring the facilities, equipment and other requirements for the committee meeting are reserved and set-up in advance of the actual meeting date is another responsibility of the teacher.
- The teacher should communicate to the committee the action the school administration and/or the Board of Education takes on the advisory committee’s recommendations.
- The teacher should communicate to the school administration regularly about the work and recommendations of the committee.
- The teacher should supply committee members with copies of minutes and other information before each meeting to increase the committee’s productivity.
Holtville High School Agriculture Department
Ag Advisory Committee
By-Laws

1) Committee Operation
   a) Meetings will be held at 4 p.m. three times a year to be designated by the agricultural teachers.
   b) At least three meetings will be held each school year. The exact number of meetings will be determined by the needs.
   c) The Executive Committee will develop an agenda for each meeting.
   d) Meeting sessions will be limited to approximately two hours.
   e) Discussion to obtain consensus will be the prevailing procedure used at meetings. Parliamentary procedure will be used when a decision is to be recorded and transmitted as a recommendation.
   f) A quorum will consist of a simple majority of appointed members.
   g) Meeting minutes will be recorded for each meeting. They will be distributed to each member and appropriate school officials.

2) Subcommittees
   a) Standing subcommittees will be established for the adult program, leadership component (FFA, PAS etc.), curriculum and equipment, and employment experiences (SAE, etc.).
   b) Subcommittees may be of any size, but will usually include three or four members.
   c) Subcommittees will elect their own chairs.

3) Officers
   a) Officers will be elected by a simple majority. Officers will serve a one year term and may be re-elected following a one-year lapse between terms.
   b) Officers will include a chair, vice chair, and a secretary.
   c) Officers will be elected at the first meeting of each new year.

4) Member Responsibilities
   a) Each member is expected to attend meetings and to participate in committee activities.
   b) Each member is expected to study the issues or problems which come before the committee in order to contribute to the resolution process.

I have read, understand, and will abide the above Holtville Agriculture Department Ag Advisory By-Laws.

______________________________  __________________________  _____________
Print Name  Sign Name  Date
GG. Operating Budget
# Holtville Chapter Budget
## 2009-2010

### EXPENSES

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<td>Officer Retreat</td>
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**TOTAL EXPENSES** $12,350.00

### INCOME

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<td>Ag Incentive</td>
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**TOTAL INCOME** $12,550.00
HH. VEA District Allocation
California Department of Education

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2010–11 APPLICATION FOR FUNDING

(Due Date: To be received in Regional Supervisor’s Office by June 30, 2010)

DATES OF PROJECT DURATION - JULY 1, 2010 TO JUNE 30, 2011

Holtville High School
(School Site)

Holtville Unified School District
(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Signature of Authorized Agent

Signature of Agriculture Teacher
Responsible for the Program

Superintendent
Title

Signature of Principal

Contact Phone Number 760-356-2926

Date of Approval of Local Agency Board: 6/17/2010

Funds Requested - Part I $4,500.00
Part II $1,856.00
Part III $0.00
Part IV $8,000.00
Part V $0.00
Total $14,356.00

Number of Different Agriculture Teachers at Site: 2

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

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<th>Quality Criteria</th>
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<td>1. Curriculum and Instruction</td>
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<td>2. Leadership and Citizenship Development</td>
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<tr>
<td>3. Practical Application of Occupational Skills</td>
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<td>4. Qualified and Competent Personnel</td>
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<td>5. Facilities, Equipment and Materials</td>
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<td>6. Community, Business and Industry Involvement</td>
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<tr>
<td>7. Career Guidance</td>
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<tr>
<td>8. Program Promotion</td>
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</tr>
<tr>
<td>9. Program Accountability and Planning</td>
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Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year’s application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.
PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

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<th>Amount Eligible</th>
<th>Amount Requested</th>
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<td>Three Teachers or More</td>
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PART II - PROGRAM ENROLLMENT ALLOCATION

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<th>Total Number of Students</th>
<th>2009-10 R2 Number</th>
<th>Amount Requested</th>
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<tr>
<td>List Number from R2 Report ($8/Member)</td>
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PART III - SAE AND RETENTION ALLOCATION

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<td>Percent of Students (R2) Receiving State Degree</td>
<td>5%</td>
</tr>
<tr>
<td>SAE/Retention Standard Funds - If percentage of State Degree recipients is 5% or greater, then you are eligible for $200 per degree awarded. Maximum of $10,000.</td>
<td>FALSE</td>
</tr>
</tbody>
</table>

PART IV - QUALITY CRITERIA 10-11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

* Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50% or more of their teaching periods.

* Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of $2,000 for year-round employment.

* Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site: 2

List the Names of the Agriculture Teachers:

<table>
<thead>
<tr>
<th>1 Maria Rangel Cozens</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Luke Larson</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

Number Meeting Criteria

| Criterion 10 - Student/Teacher Ratio | 2 | $4,000.00 |
| Criterion 11A - Year-Round Employment | 2 | $4,000.00 |
| Criterion 11B - Project Supervision Period |  | $0.00 |

TOTAL FUNDS REQUESTED PART IV $8,000.00

PART V - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION
Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list $3,000 (funds requesting) in space to the right.

## PART VI - FINANCIAL SCHEDULE

### Part A

<table>
<thead>
<tr>
<th>Line</th>
<th>Acct. No.</th>
<th>Classification</th>
<th>Description of Item for which Funds will be Expended</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
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<td>Books &amp; Supplies</td>
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<td>10,856.00</td>
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<td><strong>$10,856.00</strong></td>
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<tr>
<td>3</td>
<td>5000</td>
<td>Services and other Operating Expenses such as: Personal Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation</td>
<td>1 Conferences/FFA</td>
<td>1,000.00</td>
<td>1,000.00</td>
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<tr>
<td>4</td>
<td></td>
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<td>2 Gas Traveling Exp.</td>
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<tr>
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<tr>
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<tr>
<td>8</td>
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<td></td>
<td>Subtotal for 5000</td>
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<td><strong>$3,500.00</strong></td>
<td><strong>$3,500.00</strong></td>
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<tr>
<td>9</td>
<td>6000</td>
<td>Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment</td>
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<tr>
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<tr>
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<td>Subtotal for 6000</td>
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<td>Total for 4000-6000 Lines 2, 8, 13</td>
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<td><strong>$14,356.00</strong></td>
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**TOTAL 2010–2011 Incentive Grant Allocation:** $14,356.00

### Part B - Complete this portion if a waiver of the matching requirement was granted:

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<th>Description of Item for which Funds were Expended</th>
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<th>B</th>
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<td>Teachers' Summer Service Salaries</td>
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<tr>
<td>16</td>
<td>1000</td>
<td>Salaries</td>
<td>Teachers' Salaries for Project Supervision Period</td>
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<td>17</td>
<td>3000</td>
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<td>Benefits for the Above Items (1000)</td>
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<td>TOTAL</td>
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</table>
II. District/Department Budget Process
### FINANCIAL ACTIVITY REPORT 7/1/2009-6/30/2010

#### 30 Hotville Unified School District

| Fac Req | F Goal | Func Obj | Sr Dept | Reference | Date | Vendor | Description | Working | Received
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</thead>
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Total Activity: 13,896.00
Ending Balance: 15,115.00
Object Subtotal: 15,115.00

#### 8980 - Contributions from Unrestricted Revenues

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Total Activity: 1,019.00
Ending Balance: 1,019.00
Object Subtotal: 1,019.00

#### 8990 - Contributions from Restricted Revenues

| Fac Req | F Goal | Func Obj | Sr Dept | Reference | Date | Vendor | Description | Working | Received
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<td>RE-APPROPRIATED FROM 08-09</td>
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Total Activity: -1,654.00
Ending Balance: -1,654.00
Object Subtotal: -1,654.00

8990 Total: 13,861.00

#### 4300 - Materials and Supplies

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<th>Func Obj</th>
<th>Sr Dept</th>
<th>Reference</th>
<th>Date</th>
<th>Vendor</th>
<th>Description</th>
<th>Working</th>
<th>Received</th>
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Total: 6,500.00

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**30 Hotville Unified School District**

FINANCIAL ACTIVITY REPORT 7/1/2009-6/30/2010

9/27/10 1:15 pm Page 1 of 6
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<td>13,881.00</td>
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</table>

**Page Breaks Summary**

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<tbody>
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**Fund Summary**

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</tr>
<tr>
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<td></td>
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</tr>
<tr>
<td>101-7010:</td>
<td>12/89</td>
<td>13,881.00</td>
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**FINANCIAL ACTIVITY REPORT 7/1/2009-6/30/2010**

**FD: 010-General Fund**

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<tbody>
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<td>13,881.00</td>
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**5600 - Rentals, Leases and Repairs**

<table>
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<tr>
<th>Reference</th>
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<th>Working</th>
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**5800 - Professional/Consulting Services and Operating Expenditures**

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<th>Working</th>
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**5600 Totals:** | 7,361.00 | 6,674.97 | 686.63
### 4400 - Non-Capitalized Equipment

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**Total Activity:**

- **Ending Balance:**
- **Object Subtotal:**

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**Total Activity:**

- **Ending Balance:**
- **Object Subtotal:**

#### 5300 - Dues and Memberships

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<td>12/31/10</td>
<td>13900</td>
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<td>606.87</td>
<td>142.23</td>
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</tbody>
</table>

**Total Activity:**

- **Ending Balance:**
- **Object Subtotal:**

---

**Note:** The above table lists expenses and balances for various categories and departments, including travel and conference expenses, dues, and memberships. Each entry shows the date, vendor information, and the amount involved. The final rows summarize the ending balance and object subtotal for each category.
jj. Copy of Department Chairperson’s Duties and Responsibilities (ONLY if you are department chairperson)

I, Maria Rangel Cozens am not the Department Chairperson; therefore I have not included a copy of the Department Chairperson’s Duties and Responsibilities.
KK. Chart of Responsibilities
# HOLTVILLE HIGH SCHOOL AGRICULTURE CHART OF RESPONSIBILITIES

Both Maria Rangel Cozens and Luke Larson are committed teachers who give a great deal of time to the students at Holtville High School and the Agriculture Department. The following is a list of possible activities that the teachers may be involved with. This list is in no way a contractual obligation passed on to the teachers.

## Judging Teams

<table>
<thead>
<tr>
<th>Category</th>
<th>Judges</th>
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<tbody>
<tr>
<td>Opening and Closing</td>
<td>Luke/Maria</td>
</tr>
<tr>
<td>Best Informed Greenhand Creed</td>
<td>Maria</td>
</tr>
<tr>
<td>Ag Mechanics</td>
<td>Luke</td>
</tr>
<tr>
<td>Small Engines</td>
<td>Luke</td>
</tr>
<tr>
<td>Job Interview</td>
<td>Luke/Maria</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>Luke/Maria</td>
</tr>
<tr>
<td>Parli Procedure</td>
<td>Luke/Maria</td>
</tr>
<tr>
<td>Farm Power</td>
<td>Luke</td>
</tr>
<tr>
<td>Computers</td>
<td>Luke</td>
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<tr>
<td>Record Books</td>
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## Chapter Activities

<table>
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<tbody>
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<td>Fundraisers</td>
<td>Luke/Maria</td>
</tr>
<tr>
<td>Meetings</td>
<td>Luke/Maria</td>
</tr>
<tr>
<td>FFA Week</td>
<td>Luke/Maria</td>
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## Project Supervision

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<td>Beef</td>
<td>Luke/Maria</td>
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<tr>
<td>Sheep</td>
<td>Luke/Maria</td>
</tr>
<tr>
<td>Swine</td>
<td>Luke/Maria</td>
</tr>
<tr>
<td>Goats</td>
<td>Maria/Luke</td>
</tr>
<tr>
<td>Baby Beef</td>
<td>Maria/Luke</td>
</tr>
<tr>
<td>Small Animals</td>
<td>Maria/Luke</td>
</tr>
<tr>
<td>Shade House</td>
<td>Maria</td>
</tr>
<tr>
<td>Field Project</td>
<td>Luke</td>
</tr>
</tbody>
</table>
LL. Substitute Teacher Procedures & Plans
Mrs. Cozens Sub Plans
National FFA Convention
October 20-27th, 2010

IMPORTANT INFORMATION:  

- All students must be in their seats before the bell rings or they will be tardy.
- In my blue class record booklet, there is a seating chart for all class periods. You can take role off the seating chart. If they are NOT in their assigned seat mark them tardy.
- 3rd Period is my prep period.
- No gum, food or drinks in class. No exceptions! Only Water…
- **No one should be out of their seats at any time! Do not let the students move around!**
- They must all be in their seats when the bell rings for dismissal, you excuse them NOT the bell.
- **Please** make notes of any problems with students. Please list the names of students who are disrespectful, disruptive and talkative, etc., so that the whole class does not get in trouble unless you think the entire class deserves it.
- **PLEASE! ALL work should be done INDIVIDUALLY AND QUIETLY!!!!!!**

Period 00: Advisory
Period 1 & 4: Ag Computers
Period 2 & 5: Ag Science
Period 6: Vet Science
Period 7: Ag Biology

Please DO NOT hesitate on sending students to the office if they are not on task and/or misbehaving being disruptive or talkative.

1-7 Periods: On Thursday, some students will wear their FFA T-shirt, mark those students with your initials under the appropriate date. The paper for that is right next to the computer.

Advisory: Reliable Students: Paige Brady, Raymond Ayon, Alexis Angulo

- As the students walk into class have them grab breakfast. They can have more if they want. Help yourself as well. As students are done with breakfast, please have students throw their trash in the trash bag provided. A student roster should be in the breakfast box, mark the absent students on that list and place it back in the box. Once students are done with breakfast, place the breakfast box back in the wagon across the way. Then once announcements are over check the student’s agendas to make sure they’ve filled it out and remind them to get their agendas signed by their parents.

Period 1 & 4: Reliable Students: 1st = Emily Hansen 4th = Paige Brady, Lance Angulo

- Take students to the Ag Computer Lab. Students are to work on part 2, RED Unit of Micro Type. They should be quietly hard working to try to get done as much as they can. PLEASE monitor the students by walking around and watching them through the teacher’s station using the program SynchronEye. they should NOT be on the internet or working on anything else other than MicroType. If they finish part 2 they can work on part 1, Green Unit if the are done with both parts, they can work on the Blue and Purple Units. NO INTERNET!!
- Emily is advance students working on individual projects.

Period 2 & 5: Reliable Students: 2nd = Melissa Soto, Jeffery Calhoun 5th = Lance Angulo Stephanie Garcia

- Using their Earth Science textbooks, students are to complete the packets provided. Collect the packets at the end of the period. They should complete at least one page front and back a period. Give them Packet #1 first, then #2. Please make sure the students are using the textbooks for their class period and that they are put back properly.
- Packet #2, using your textbook, read chapter 1 and fill in the blanks.
- If they are not done with the above assignments by Wednesday at the end of the period, they should finish it for homework to turn in on Thursday, Oct. 28th.
Period 6: Reliable Students: Don Lydick
- Using their Livestock Companion Animals text book, students must:
  - Outline Ch. 3 starting on page 49. Then write out and answer the questions 1-16, evaluating 1-10 pgs 78-80.
  - Write and Define Terms for Ch. 4 on pg. 82. Then write out and answer ques. 1-12, eval 1-10 pgs 109-110.
  - If they are not done with the above assignments by Wednesday at the end of the period, they should finish it for homework to turn in on Thursday, Oct. 28th.
  - If the students complete all the work above before I return assign them the following chapter terms and questions.
  - Please make sure the students are using the textbooks for their class period and that they are put back properly.

Period 7: Reliable Students: Ashlin Burns, Ben Abatti, Harlie Merten
- Using their Biology textbook, students are to complete:
  - Wednesday, Oct. 20–Friday, Oct. 22 complete ALL of Chapter 6 Worksheets, whatever they do not finish by Friday at the end of the period, they should take home and finish to turn in on Monday.
  - Monday, Oct. 25–Wednesday, Oct. 27 complete ALL of chapter 7 worksheets, if they are not done with the above assignments by Wednesday at the end of the period, they should finish it for homework to turn in on Thursday, Oct. 28th.
  - If more work need, have students work on writing, drawing, and defining the vocabulary terms for chapter 7.
  - Please make sure the students are using the textbooks for their class period and that they are put back properly.

Have students turn in assignments as they finish in the homework boxes next to my office, they know where.

NO students is allowed out on the farm during class time, unless it is the Student Advisor Maria Lezama or animals are out.

Please remind the students that Good behavior equals Rewards and Bad behavior equals Consequences!!

Thank You!

Mrs. Cozens: If you have any questions please call!!!! (760) 803-3308 or email mrangelcozens@holtville.k12.ca.us
Please list the name of any student under the appropriate description if it applies and what they did.

Excellent/Helpful Students:  Disruptive/Talkative Students:

Students Off Task:  CONCERNS:

Other/COMMENTS:
Substitute Behavior Essay

Due to YOUR inappropriate behavior for the substitute teacher, you must copy this essay to help you understand what kind of behavior is expected for a substitute teacher, you may print or write cursive, but your copy must be neat and legible, and signed by you parents and the assistant principle.

A substitute is an ordinary person just like you or me. A substitute teacher has an interesting kind of job. Most people will know where they will be working each day. A substitute teacher does not. Each day he or she is called very early in the morning and told where he or she will be working that day. It may be at an elementary school, a junior high school, or a high school. After he or she arrives at the assigned school the substitute reports to the office to find out for which teacher he or she will be the substitute teacher.

When the substitute teacher reports to the classroom, he or she finds plans written by the regular teacher telling the substitute about the classes and what should be taught that day. A substitute teacher must be very flexible because some teachers have complex plans, while others may leave independent work or and activity, or a movie. The substitutes job is to follow the regular teachers plans so that the student could continue with there regular studies.

Substitute teachers have a difficult job. He or she has to work with students that he or she doesn’t know, in a classroom he or she is not used to. Sometimes the substitute teacher will not be familiar with the subject taught by the regular teacher. Each schools rule may be a little different and the substitute teacher needs to be familiar with those school rules.

Students sometimes think it’s funny to be mean to the substitute, or disobey him or her. This is rude behavior and is unacceptable. A substitute teacher is an ordinary person just like you and me, and must be treated with respect.

A good way to act toward a substitute teacher would be to sit quietly, and do what the substitute teacher tells you to do. A helpful student might ask the substitute teacher if he or she needs anything. A substitute teacher would probably appreciate a pleasant “hello” and a smile. Common courtesy is the key to success with a substitute teacher.

Copy and answer these questions on the reverse side of your paper and obtain the necessary signature below.

1. What kind of behavior did I have for the substitute teacher?

2. How could I have made it a better day for the substitute teacher?

Parent signature:________________________________________

Assistant Principle Signature:_________________________________
MM. Proficiency for Vocational Ag Students
DAIRY PRODUCTION
Name of Proficiency Award Area

1. Name: ____________________________

2. Date of Birth: 11 - 30 - ERR
   (Month) (Day) (Year)

3. Age: 18

4. Gender: X Male

5. Social Security #: ____________________________

6. Address: ____________________________

7. Home Telephone number (including area code): ____________________________

8. Name of Parents/Guardians
   a. Father: ____________________________
   b. Mother: ____________________________

9. List Parents/Guardians Occupation Below:
   Dairy owner/operator
   Book keeper for dairy

10. Complete FFA Chapter Name: Holtville FFA

11. Name of High School: Holtville High School

12. School Address: (street/RR/box no.)

13. School City: Holtville

14. School Telephone Number (including area code): ____________________________

15. Year FFA Membership Began: 2007

16. Years of Agricultural Education Completed: 4

17. Years of Agricultural Education Offered (grades 7-12) in high school last attended: 12

18. Year in school at time of applying for the award: senior

19. If you have graduated from the high school, year graduated: no

20. State/National Dues paid? YES

We have examined this application and find that the records are true, accurate, and complete. We hereby permit for publicity purposes, the use of any information included in this application with the exception of the following:

Candidate Signature ____________________________ Parent or Guardian Signature ____________________________

In addition, we certify the applicant has achieved a satisfactory record of scholastic achievement.

Chapter Advisor Signature ____________________________ Superintendent or Principal Signature ____________________________

(Indicate which)

The information contained in this application has been substantiated by an actual visit to the site of the applicant's supervised agricultural experience program.

Employer Signature (if applicable) ____________________________ State Supervisor, Ag Ed. Signature ____________________________

NOTICE: This application will not be returned by the National FFA Organization. Please make a copy for your records.

DO NOT ALTER APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!

Our House Enterprises

National FFA Organization (CA) 10/19/2010
I. Performance Review

A. Getting Started in this activity:

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

My SAE project is Dairy Production. My family is in the dairy industry and farming industry and I have been raised on a dairy. My interest in this project began when I was a freshmen in high school and decided that I did want to go into dairy science and eventually take over the family business. I approached my father about purchasing my own dairy heifers to begin the foundation for my own dairy herd. I was also interested in earning a profit from milking my cows after they calved to save money for college expenses, as well as cover costs for my car. I decided to purchase six replacement heifers from my father’s dairy and breed them to exceptional bulls to produce good milkers. Today, I currently own 15 milkers cows and replacement heifers.

2. When you were planning your supervised agricultural experience in this proficiency area, what 2 or 3 goals and objectives did you plan to achieve at this point in your development?

My three goals and objectives when beginning this proficiency area as follows:

1. Purchase dairy heifers and expand my business as well as my herd.
2. To make a annual profit to be placed in a savings account for college.
3. To learn all aspects of the dairy industry not just the day-to-day operations.

B. Progress:

1. Describe any special advantages or disadvantages that had a major impact on your achievements in your supervised agricultural experience program.

One advantage of my SAE project is that I live on a dairy and my parents have been extremely supportive and helpful in helping me select my cows as well as helping me market my cows. Also, they have helped connect me to industry professionals such as an animal nutritionist, who has helped me with the nutritional aspect of feeding milking cows. One disadvantage of my project is that the weather in the summer months is extremely hot ranging from 100-120 degrees, which not only takes a toll on the animals but also on the amount of milk produced during these months.
I. Performance Review  

B. Progress (continued)

2. Explain how resources such as livestock, land, buildings, equipment, machinery, supplies, and labor are obtained and utilized in this proficiency area.

I have agreed to pay the dairy a flat yearly fee for the labor and feed costs incurred by my heifers and cows. I will utilize the dairy’s pens, and milking barn for use by my heifers and cows. I will also utilize the dairy’s employees to assist with the management of my project such as daily feeding, and milking chores. I will be involved in the artificial selection process, and the selection of bulls to be bred to my cows. I will be working around the dairy to make money to help offset the feed costs for my cows, these jobs will consist of welding, running a tractor for corn silage, or helping out in the milking barn as needed.

3. Describe your marketing and/or merchandising plans for this proficiency award area.

The marketing of my project is done through the dairy. My cows are milked with the rest of the herd and my cows milk production is recorded separately. The milk is then sold to the commercial transporters and I receive the profits from the milk. I have also had several bull calves born and they have been sent off to our calf raising ranch.

C. Analysis/Evaluation of Program

1. Describe your level of achievement and progress towards your goals (such as skills, scope, etc.) in this award area as related to the goals and objectives described on page 2 question 2.

My level of achievement and progress of my goals is as follows.

1. My first goal was to purchase dairy heifers and expand my business as well as my herd. I began my herd with 5 heifers and have expanded my herd to 15 cows and heifers.

2. My second goal was to make a annual profit to be placed in a savings account for college. At first I didn’t make a profit because I bought heifers which had to be raised up. Now that I have 10 milkers I am making a nice profit each year.

3. My third goal was to learn all aspects of the dairy industry not just the day-to-day operations. I have learned how to select bulls according to records, calving procedures, and milk records. Although I still have a lot to learn I

2. Describe the personal goals, educational goals, and career goals you would like to achieve in the next ten years.

My career goals are to attend the Imperial Valley College for the next two years to get my general education done and then transfer to Cal Poly San Luis Obispo or Arizona Western. I am planning on majoring in Business Administration. I would like to eventually take over the family business as well as pursue audio and digital technology. My personal goals are to live life to fullest, and learn how to sky dive.
II. Inventory Related to: DAIRY PRODUCTION

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<th>Beginning</th>
<th></th>
<th>Ending</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quantity</td>
<td>Total Value (A)</td>
<td>Quantity</td>
<td>Total Value (B)</td>
</tr>
<tr>
<td>1. Current/Operating Inventory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Candidate’s investment in harvested &amp; growing crops</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Candidate’s investment in feed, seed, fertilizer chemicals, supplies &amp; other current/operating assets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Candidate’s investment in merchandise, crops and livestock purchased for resale</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Candidate’s investment in raised market livestock and poultry</td>
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<td></td>
<td></td>
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<tr>
<td>2. Total Current/Operating Inventory</td>
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<td>3. Non-Current/Capital Non-Depreciable Property</td>
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<tr>
<td>a. Candidate’s investment in non-depreciable draft, pleasure and breeding livestock &amp; poultry</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Candidate’s investment in land</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>c. Total Non-Current/Capital Non-Depreciable Inventory</td>
<td>XXXXXXXXX</td>
<td></td>
<td>XXXXXXXXX</td>
<td></td>
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<td>4. Non-Current/Capital Depreciable Inventory</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Candidate’s investment in depreciable draft, pleasure and breeding livestock</td>
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<td></td>
<td>$2,570</td>
<td>$2,140</td>
</tr>
<tr>
<td>b. Candidate’s investment in machinery, equipment &amp; fixtures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Candidate’s investment in depreciable land improvements, buildings and fences</td>
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<td></td>
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<tr>
<td>d. Total Non-Current/Capital Depreciable Inventory</td>
<td>(a+b+c)</td>
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<tr>
<td>5. Total Non-Current/Capital Inventory</td>
<td>(3c+4d)</td>
<td>XXXXXXXXX</td>
<td>$2,570</td>
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</table>

III. Schedule of Liabilities Related to: DAIRY PRODUCTION

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<th>Beginning (A)</th>
<th>Ending (B)</th>
</tr>
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<tbody>
<tr>
<td>Current/Operating Liabilities</td>
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</tr>
<tr>
<td>(a) Total accounts and notes payable</td>
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<td></td>
</tr>
<tr>
<td>(b) Total Current portion of non-current debt</td>
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<td></td>
</tr>
<tr>
<td>(c) Total Current Liabilities</td>
<td>(a + b)</td>
<td></td>
</tr>
<tr>
<td>Non-Current/Capital Liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Total notes &amp; chattel mortgages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) Total real estate mortgages/contracts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f) Total Non-Current Liabilities</td>
<td>(d + e)</td>
<td></td>
</tr>
</tbody>
</table>

* Transfer values for #1(1) - (20) to corresponding number on page 7

DO NOT ALTER APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION.

Our House Enterprises

National FFA Organization (CA) 10/16/2010
### IV. Scope Related To:

<table>
<thead>
<tr>
<th>KIND OF ENTERPRISE</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>SIZE OF ENTERPRISE</td>
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### V. Income and Expense Summary Related To:

**IN THIS ROW PLACE AN X ABOVE YOUR LAST YEAR!**

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<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Current/Operating Income</strong></td>
<td>ERROR (Row 18)- X Missing, Two X’s or NOT above</td>
<td></td>
</tr>
<tr>
<td>a. Closing Current/Operating Inventory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Beginning Current/Operating Inventory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Change in Current/Operating Inventory (a minus b)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Cash Sales</td>
<td>$864</td>
<td></td>
</tr>
<tr>
<td>e. Value of Products Used at Home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Value of Production Transferred or Bartered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Value of Ag Labor Exchanged for Non-Cash Operating Expenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Total Current/Operating Income (c-g)</td>
<td>$864</td>
<td></td>
</tr>
</tbody>
</table>

| 2. **Current/Operating Expenses** | ERROR (Row 18)- X Missing, Two X’s or NOT above |
| a. Current/Operating Inventory Purchased |   |   |
| b. Cash Current/Operating Expenses-Feed | $2,310 |   |
| c. Non-Cash Current/Operating Expenses-Feed |   |   |
| d. Cash Current/Operating Expenses-Other |   |   |
| e. Non-Cash Current/Operating Expenses-Other |   |   |
| f. Total Current/Operating Expenses (add a thru e) | $2,310 |   |

<table>
<thead>
<tr>
<th>3. <strong>Net Current/Operating Income</strong> (1h minus 2f)</th>
<th>($1,446)</th>
</tr>
</thead>
</table>

| 4. **Non-Current/Capital Transactions** | ERROR (Row 18)- X Missing, Two X’s or NOT above |
| a. Closing Non-Current/Capital Inventory |   |   |
| b. Non-Current/Capital Sales |   |   |
| c. Beginning Non-Current/Capital Inventory |   |   |
| d. Non-Current/Capital Purchases |   |   |
| e. Net Capital Transactions (a+b minus c minus d) |   |   |

<table>
<thead>
<tr>
<th>5. <strong>RETURN TO CAPITAL, LABOR &amp; MGMT (3+4e)</strong></th>
<th>($1,446)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>6. <strong>TOTAL RETURN TO CAPITAL, LABOR &amp; MGMT</strong> (5A+5B+5C+5D+5E+5F)</th>
<th>Xxxxxxxxxx (Years 1-3)</th>
<th>($1,446)</th>
</tr>
</thead>
</table>

| (5A+5B+5C ONLY) | Xxxxxxxxxx |

---

DO NOT ALTER APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!

Our House Enterprises

Page 6a

National FFA Organization

(112) 10/16/2010
IV. Scope Related To:
(Applicant's Share)

<table>
<thead>
<tr>
<th>KIND OF ENTERPRISE</th>
<th>YEAR</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIZE OF ENTERPRISE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

V. Income and Expense Summary Related To:
(Applicant's Share) (continued)

IN THIS ROW PLACE AN X ABOVE YOUR LAST YEAR!

<table>
<thead>
<tr>
<th>Year</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Current/Operating Income</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Closing Current/Operating Inventory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Beginning Current/Operating Inventory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Change in Current/Operating Inventory (a minus b)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Cash Sales</td>
<td></td>
<td>$15,539</td>
<td></td>
</tr>
<tr>
<td>e. Value of Products Used at Home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Value of Production Transferred or Bartered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Value of Ag Labor Exchanged for Non-Cash Operating Expenses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Total Current/Operating Income (c-g)</td>
<td></td>
<td></td>
<td>$15,539</td>
</tr>
<tr>
<td>2. Current/Operating Expenses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Current/Operating Inventory Purchased</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Cash Current/Operating Expenses-Feed</td>
<td></td>
<td></td>
<td>$2,072</td>
</tr>
<tr>
<td>c. Non-Cash Current/Operating Expenses-Feed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Cash Current/Operating Expenses-Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Non-Cash Current/Operating Expenses-Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Total Current/Operating Expenses (add a thru e)</td>
<td></td>
<td></td>
<td>$2,072</td>
</tr>
<tr>
<td>3. Net Current/Operating Income (1h minus 2f)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Non-Current/Capital Transactions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Closing Non-Current/Capital Inventory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Non-Current/Capital Sales</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Beginning Non-Current/Capital Inventory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Non-Current/Capital Purchases</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Net Capital Transactions (a+b minus c minus d)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. RETURN TO CAPITAL, LABOR &amp; MGMT (3+4e)</td>
<td></td>
<td></td>
<td>$13,467</td>
</tr>
<tr>
<td>6. TOTAL RETURN TO CAPITAL, LABOR &amp; MGMT (5A+5B+5C+5D+5E+5F)</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
</tr>
</tbody>
</table>

DO NOT ALTER APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!

Our House Enterprises
### VIII. Non-Cash Income NOT Related to this Award Area

<table>
<thead>
<tr>
<th>Year</th>
<th>Source of Income</th>
<th>Amount Received</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

### IX. Earned Income NOT Related to this Award Area.

<table>
<thead>
<tr>
<th>Year</th>
<th>Source of Income</th>
<th>Amount Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>Market Swine</td>
<td>$1,039</td>
</tr>
<tr>
<td>2006-2007</td>
<td>Market Swine</td>
<td>$5,362</td>
</tr>
<tr>
<td>2006-2007</td>
<td>Schaffner Dairy Employee</td>
<td>$2,472</td>
</tr>
</tbody>
</table>

**TOTAL $11,945**

### X. Gifts, Inheritance and Other Non-Earned Income

<table>
<thead>
<tr>
<th>Year</th>
<th>Source of Income</th>
<th>Amount Received</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

### XI. Accounting for Change in Owner's Equity

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Amount Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Total Return to Capital Labor &amp; Management (Section V. Line 6, Column F)</td>
<td>$12,021</td>
</tr>
<tr>
<td>2</td>
<td>Non-Cash Income NOT Related to the Award Area (Section VIII)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Earned Income NOT Related to this Award Area (Section IX)</td>
<td>$11,945</td>
</tr>
<tr>
<td>4</td>
<td>Gifts, Inheritances and Other Non-Earned Income (Section X)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><strong>Total Sources of Income (Section XI, 1+2+3+4)</strong></td>
<td>$23,966</td>
</tr>
<tr>
<td>6</td>
<td>Withdrawals for Personal Living, Gifts, Income Taxes Educational Expenses and All Other Personal Expenditures (includes state &amp; federal income taxes and FICA)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Maximum Possible Increase in Owner's Equity (Line 5 minus Line 6)</td>
<td>$(3,283)</td>
</tr>
<tr>
<td>8</td>
<td>Gain or Loss in Owner's Equity (Section VI, Line 6, Column D)</td>
<td></td>
</tr>
</tbody>
</table>

* Note Line 7 must be equal to or exceed Line 8.

**MET**

DO NOT ALTER APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION.

- Our House Enterprises

National FFA Organization

(9A )

10/16/2010
# Checklist for Entrepreneurship Proficiency Applications

<table>
<thead>
<tr>
<th>Award Area:</th>
<th>DAIRY PRODUCTION</th>
<th>Chase Schaffner</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Local Advisor</th>
<th>State Advisor</th>
<th><strong>Circle &quot;Y&quot; if the Statement is &quot;YES&quot; and &quot;N&quot; if the Statement is &quot;NO&quot;.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MET</strong></td>
<td></td>
<td>1. Applicant has been an active FFA member for each year covered by this application. <strong>Cover Page, Line 20.</strong> <em>(Please consult the local &amp; state copy of membership roster each year.)</em></td>
</tr>
<tr>
<td></td>
<td>Y N Y N</td>
<td>2. Applicant has included his/her Social Security number. <strong>Cover Page, Line 5.</strong></td>
</tr>
<tr>
<td></td>
<td>Y N Y N</td>
<td>3. Applicant has graduated and has completed at least three full years of agriculture, or all of the agriculture offered at the school last attended. (Only if student has graduated from high school) <strong>Cover Page, Line 16,</strong> Or, applicant is still in high school at the time of applying.</td>
</tr>
<tr>
<td></td>
<td>Y N Y N</td>
<td>4. Applicant has in operation and has maintained at least one calendar year of SAE records to substantiate an outstanding supervised agricultural experience program through which exhibits comprehensive planning, managerial and financial expertise, Pages 2, 3, 4, 5, 6, 7, 8 and 9.</td>
</tr>
<tr>
<td></td>
<td>Y N Y N</td>
<td>5. Kind of Business/Enterprises listed on <strong>Page 6a &amp; 6b, Section IV.</strong> Scope, relates to the <strong>Efficiencies attained recorded on Page 7, Section VII.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>NO X PAGE 6</strong> 7. After the first year, the beginning/current inventory. <strong>Page 6a &amp; 6b, Line 1b,</strong> is the same as the closing/current inventory for the previous year, <strong>Page 6a &amp; 6b, Line 1a.</strong> After the first year the beginning/non-current inventory <strong>Page 6a &amp; 6b, Line 4c,</strong> is the same as the closing/non-current inventory. <strong>Page 6a &amp; 6b, Line 4a.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>MET</strong> 8. All non-cash current/operating expenses recorded on <strong>Page 6a &amp; 6b, Lines 2c and 2e</strong> are also reported as income on <strong>Page 6a &amp; 6b</strong> or between <strong>Line 1f and 1g</strong> or if not directly related to the SAE in <strong>Section VIII.</strong>, or X.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>MET</strong> 9. Applicant's Total Return to Capital. Labor and Management has been accurately transferred from <strong>Page 6a &amp; 6b, Line 6 to Page 8, Section XI, Line 1.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>MET</strong> 10. Applicant's Non-Cash Income Not Related to this Award Area has been accurately transferred from <strong>Page 8, Section VIII to Page 8, Section XI, Line 2.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>MET</strong> 11. Applicant's Earned Income Not Related to this Award Area has been accurately transferred from <strong>Page 8, Section IX to Page 8, Section XI, Line 3.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>MET</strong> 12. Applicant's Gifts, Inheritances and Other Non-Earned Income has been accurately transferred from <strong>Page 8, Section X to Page 8, Section XI, Line 4.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>MET</strong> 13. The Maximum Possible Increase in Owner's Equity. <strong>Page 8, Section XI, Line 7</strong> must exceed/or equal the Gain in Owner's Equity. <strong>Page 8, Section XI, Line 8.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>MET</strong> 14. The Total Inventory Change. <strong>Section V, Line 1c</strong> (calculated by adding all numbers across the page in line 1c on page 6) is equal to the difference in operating inventory from beginning to end of the project as shown on <strong>Page 5, Section II, line 2</strong> Total Current/Operating Inventory.</td>
</tr>
<tr>
<td></td>
<td>Y N Y N</td>
<td><strong>Y N Y N</strong> 15. Applicant has included no more than a two page resume.</td>
</tr>
<tr>
<td></td>
<td>Y N Y N</td>
<td><strong>Y N Y N</strong> 16. Applicant has included no more than a one page written evaluation by the most recent agriculture instructor describing the progress that the applicant has made in developing the skills and competencies necessary for success within the award area in which they are which they are applying. <strong>A recommendation can be no more than 1 page.</strong></td>
</tr>
<tr>
<td></td>
<td>Y N Y N</td>
<td><strong>Y N Y N</strong> 17. Applicant has included a maximum of six photographs with captions containing less than 50 words each.</td>
</tr>
<tr>
<td></td>
<td>Y N Y N</td>
<td><strong>Y N Y N</strong> 18. Applicant has included a maximum of one page (maximum size 8 1/2&quot; X 11&quot;) of additional information. This may <strong>NOT</strong> include the following: Video Tapes; Computer disk; CD ROMs; DVD's; etc.</td>
</tr>
<tr>
<td></td>
<td>Y N Y N</td>
<td><strong>Y N Y N</strong> 19. The application is professionally signed by the applicant, parent or guardian, chapter advisor, school superintendent or principal, employer and submitted to the State FFA Advisor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>MET</strong> 20. Does the Beginning, Related to Proficiency (A), Total Current/Operating Inventory. <strong>Page 7, Line 1e,</strong> match the beginning/current/operating inventory for the first year of the program. <strong>Page 6a, Line 1b?</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NO X PAGE 6</strong> 21. Does the Ending, Related to Proficiency (C), Total Current/Operating Inventory. <strong>Page 7, Line 1d,</strong> match the ending/current/operating inventory for the first year of the program. <strong>Page 6a &amp; 6b, Line 1a?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ERROR</strong></td>
<td></td>
<td><strong>ERROR</strong> 22. Does the Beginning, Related to Proficiency (A), Total Non-Current/Capital Assets, <strong>Page 7 Line 2c,</strong> match the beginning/non-current/capital inventory for the first year of the program, under Non-Current/Capital Transactions, <strong>Page 6a, Line 4c?</strong></td>
</tr>
<tr>
<td><strong>NO X PAGE 6</strong> 23. Does the Ending, Related to Proficiency (C), Total Non-Current/Capital Assets, <strong>Page 7, Line 2c</strong> match the ending inventory for the last year of the program, under Non-Current/Capital Transactions. <strong>Page 6a &amp; 6b, Line 4a?</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**DO NOT ALTER APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!**

National FFA Organization

Our House Enterprises

-10-

(CA)

10/16/2010
NN. 2+2 Agreement
ARTICULATION AGREEMENTS

There are currently no articulation agreements with Holtville High School Agriculture Department and the Imperial Valley College Agriculture Departments. However, the ROP welding programs in the Imperial Valley have reached an agreement with Imperial Valley College where students who pass a competency exam will be granted college credit for entrance level course work in the welding program. As of yet, there is no evidence of the articulation agreement stated by the Imperial Valley College. It is still in the developmental stages.
00. Reimbursement for Personal Expenses
# A.S.B. Purchase Order

**Student Body Accounts**  
Holtville High School  
755 Olive Avenue  
Holtville, CA 92250

**Phone** (760) 356-2926  
**Fax** (760) 356-1206

---

**Check Payable to / Vendor:** 

**Address:** 

**City:** 
**State:** 
**Zip:** 

**Phone:** 
**Fax:**

---

<table>
<thead>
<tr>
<th>QTY.</th>
<th>DESCRIPTION</th>
<th>UNIT PRICE</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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**Not Valid Until Signed by Administrator**

---

<table>
<thead>
<tr>
<th>SUBTOTAL</th>
<th>TAX</th>
<th>SHIPPING</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Date:** 
**Principal:** 
**Date:**

---

**Date:** 
**Organization:** 
**Account:**

**Amount of P.O.:**

**Approved at ASB Meeting on:**

**In Budget:**

**Signatures:**  
Organization / Club Advisor: 
A.S.B. Club Advisor:

**Reason for Purchase:**

---

**Student Body Payment Request**

The above purchase is complete and goods/services have been received. **Vendor will not take** P.O. AND A CHECK IS NEEDED TO MAKE PURCHASE. (Please attach receipts, invoice, packing slips).

Please issue a payment in the amount of: 
**Check No.:** 
**Date:**

**Signatures:**  
A.S.B. Treasurer: 
Financial Secretary:

---

Written: Student Accounts Office  
Canvay: Organization / Club Advisor  
Pink: A.S.B. Advisor
# A.S.B. Purchase Order

**STUDENT BODY ACCOUNTS**
**HOLTVILLE HIGH SCHOOL**
**755 01 AVE AVENUE**
**HOLTVILLE, CA 92250**

**Luke Larson** or **Maria Cozens**

<table>
<thead>
<tr>
<th>QTY.</th>
<th>DESCRIPTION</th>
<th>UNIT PRICE</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>FFA Activities Supplies</strong> not to exceed</td>
<td></td>
<td>4000.00</td>
</tr>
</tbody>
</table>

**NOT VALID UNTIL SIGNED BY ADMINISTRATOR**

Principal Date

<table>
<thead>
<tr>
<th>DATE</th>
<th>ORGANIZATION</th>
<th>FFA ACCOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$4000.00</td>
</tr>
</tbody>
</table>

**APPROVED AT ASB MEETING ON**

**IN BUDGET**

**SIGNATURES**

A.S.B. Club Advisor

**REASON FOR PURCHASE**

Supplies for FFA Activities

---

**STUDENT BODY PAYMENT REQUEST**

The above purchase is complete and goods/services have been received or vendor will not take P.O. and a check is needed to make purchase. (Please attach receipts, invoice, packing slips).

Please issue a payment in the amount of

Check No. Date

**SIGNATURES**

A.S.B. Treasurer

Financial Secretary

Write Student Accounts Office

Gantt Organization/Club Advisor

Park A.S.B. Advisor
P.O. Number
P.O. Date 1/13/10

Requested By: Luke Larson

Categorical funds will be used on this purchase

Please submit Categorical Programs Justification form

<table>
<thead>
<tr>
<th>Fund</th>
<th>Resource</th>
<th>Year</th>
<th>Goal</th>
<th>Function</th>
<th>Object</th>
<th>School Department</th>
<th>%</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>010</td>
<td>7010</td>
<td>0</td>
<td>3165</td>
<td>1000</td>
<td>4300</td>
<td>70</td>
<td>Ag</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item #</th>
<th>Description</th>
<th>Quantity</th>
<th>Unit Price</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Trailer Hook-ups</td>
<td>1</td>
<td>$450.00</td>
<td>$450.00</td>
</tr>
</tbody>
</table>

Terms and Conditions

Requested By

Approved By (Principal)

Date Entered

Approved By (Business Manager)

P.O. Requisition
HOLTVILLE UNIFIED SCHOOL DISTRICT
EMPLOYEE CLAIM FOR REIMBURSEMENT

READ AND FOLLOW GUIDELINES ON REVERSE SIDE BEFORE COMPLETING THIS FORM. FAILURE TO COMPLY WITH GUIDELINES WILL RESULT IN DELAY OF PAYMENT.

InSTRUCTIONS: This form must be completed and submitted to Accounts Payable for any reimbursable costs and any travel expenses. A copy of the approved Travel Expense Form must be attached to the Reimbursement Request when the form is submitted. Reimbursements will be approved by the immediate supervisor and must be accompanied by all original receipts. Refund payment will be made (receipts must be taped to a white letter size paper). A copy of the conference/ workshop registration must be attached. Make two copies and attach to this form. If you travel overnight then reimbursement is based on per diem, $25.00 Dollars a day.

Employee Name ____________________________  Home Address ____________________________

Check Purpose A. Conference Reimbursement  B. Claims (Purchases) Reimbursement

A. Conference / Workshop Reimbursement

<table>
<thead>
<tr>
<th>DA/H</th>
<th>Ticket</th>
<th>Lunch</th>
<th>Dinner</th>
<th>Room</th>
<th>Lodging</th>
<th>Parking</th>
<th>Airfare</th>
<th>Car Rental</th>
<th>Daily Total</th>
<th>Personal Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$15.00</td>
<td>$16.00</td>
<td>$30.00</td>
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B. Claims (Purchases) Use the section below for purchases (including course work) that you are seeking reimbursement. Remember that all purchases have to be pre-approved. Attach the detailed legitimate receipt(s) with a description of each item, date purchased, cost per unit, quantity and total.

<table>
<thead>
<tr>
<th>Date</th>
<th>Quantity</th>
<th>Described Description</th>
<th>Unit Cost</th>
<th>Amount</th>
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C. Calculations This section will calculate the total reimbursement for you. Enter the information in the spaces provided above. Enter miles traveled in the spaces under the column labeled "Total Miles". Please check these calculations for accuracy.

Total Miles

<table>
<thead>
<tr>
<th>Mileage Expense</th>
<th>Week Total</th>
<th>Total Travel Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 0.00</td>
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<td>$ 0.00</td>
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</tbody>
</table>

Total Claims

<table>
<thead>
<tr>
<th>Total Reimbursement</th>
</tr>
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<tbody>
<tr>
<td>$ 0.00</td>
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</table>

D. Certification

I hereby certify that:

1. Calculated the conference/ workshop listed above and purchased the materials listed above.
2. The information is accurate and accounts for the incurred mileage and expenses.
3. The expenses claimed are not reimbursable to me or the District by any other source.

All three must be checked for reimbursement to be processed.

Notes: Enter Additional Information Here

All Claims for reimbursement must be submitted within 65 days of conference/ workshop/ purchase or by June 10, whichever comes first.

<table>
<thead>
<tr>
<th>Fund</th>
<th>Resource Year</th>
<th>Goal</th>
<th>Function</th>
<th>Date</th>
<th>Signature of Immediate Supervisor</th>
<th>Date</th>
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</thead>
<tbody>
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Projects signature: ______________________  Printed: ___________  11/18/19  ID: 0005  Employee Claim Reimbursement  3 of 2