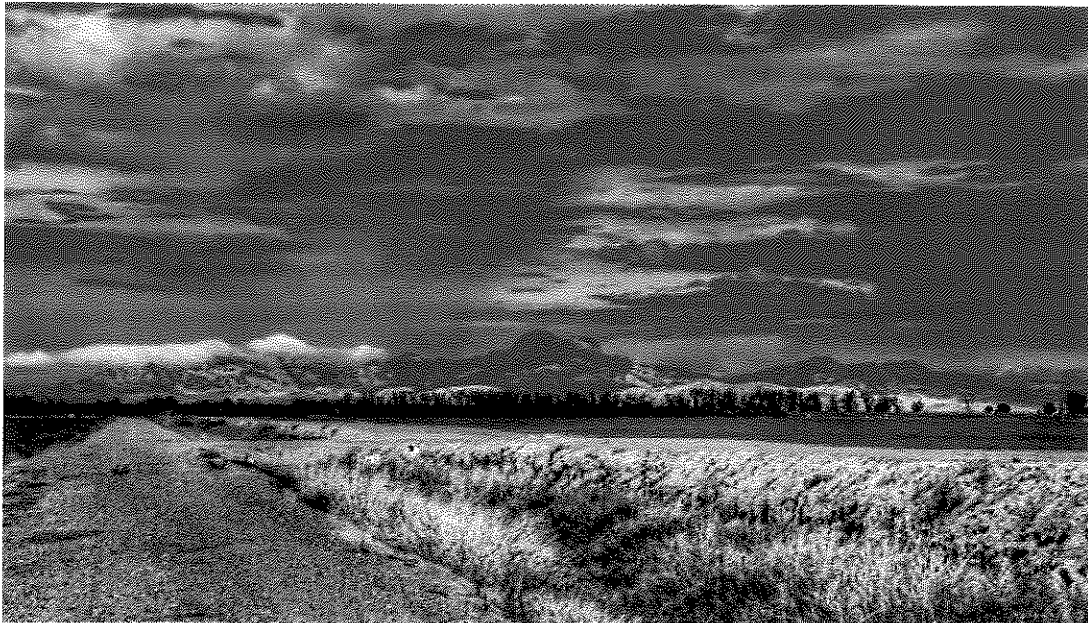


AGED 539
Internship in Agriculture Education



*Amber Charter
Maxwell High School*

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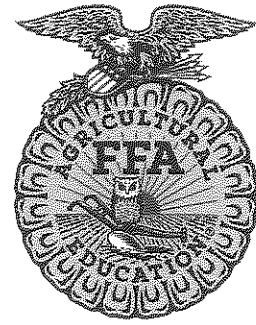
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**Maxwell High School
Agriculture Department**

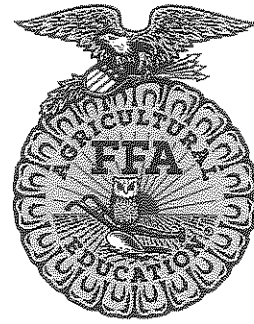


Section 1

Ag Incentive Grant Reflection



**Maxwell High School
Agriculture Department**



Criteria 1

Curriculum & Instruction

Criteria 1: Curriculum & Instruction

1A. The curriculum includes the components required under Section 52454 of the Education Code: organized classes in the study of agriculture science and technology; student supervised agricultural experience; and a program of leadership, organization and personal development.

The Maxwell High School Agriculture Department increased to two agricultural instructors for the 2018-19 school year. The high school is a necessary small school that needs to maintain a minimum of eight teachers to offer students a variety of coursework, this is what ultimately allows our small school to maintain two teachers. With two new teachers coming on board creating a department that consistently modeled the three-ring circle philosophy was important. The three ring model consists of Classroom, FFA & Supervised Agricultural Experience (SAE) and students are evaluated on all three. All students enrolled in an agriculture class are automatically members of the FFA. We currently have 81 members in the Maxwell chapter. FFA consists of 10% of a student's grade in all agriculture classes. Each student is required to go to four activities listed on the Program of Activities and be on one committee per semester. The point tracking system was developed by the officers during their summer officer retreat. Each student is required to have a Supervised Agriculture Experience if they are in an agriculture class and this also counts for 10% of their grade. Students use the Ag Education Tracker (AET) system to document their SAE. Both teachers have the same grading expectations for both FFA and SAE and is evident in their course outlines.

With the addition of the second agriculture teacher, Maxwell has been able to offer a wider variety of classes this school year. Classes include:

- Ag Communications (9)
- Ag Biology (10)
- Plant Science (11-12)
- Floral (9-12)
- Animal Science (9-12)
- Ag Mechanics I (9)
- Ag Mechanics II (10)
- Ag Mechanics III (11)
- Woodworking (10-12)
- Welding (11-12)

1B. A minimum of three sequential pathway courses consistent with the Career Technical Education Model Curriculum Standards of the Agriculture and Natural Resources Industry sector. Curriculum addresses both h"Pathway and Anchor" standards.

The pathways at Maxwell High School have been developed this past year with the direction of the instructors, Ag Advisory Committee and the Regional Supervisor. Each pathway aligns with Career Technical Education Model Curriculum for Agriculture & Natural Resources in hopes to better prepare graduates for college and career readiness. Each pathway incorporates anchor standards 2.0 Communications, 3.0 Career Planning & Management, 6.0 Health & Safety and 9.0 Leadership & Teamwork.

	Agri-Science	Ag Mechanics
9th		Ag Mechanics I
10th	Ag. Biology	Ag Mechanics II
11th	Animal Science	Ag Mechanics III
12th	Plant Science	Ag Welding

1C. Career pathways in agriculture have been identified and can be found on a chart or diagram in the Program Plan.

Agri-Science and Ag Mechanics are the two agriculture pathways at Maxwell High School. The pathways were reviewed by the advisory board in the fall, the members recommended that the agriculture instructors have a conversation with the school counselor to try to ensure that students are not accidentally removed from the pathway. The Ag Mechanics pathway is working on articulating the capstone class of ROP Metals/Welding with both Woodland Community College and Butte College. The Agri-Science pathway has placed Ornamental Horticulture as the capstone class in hopes that it will be a dual enrolled course in 2019.

1D. The school master schedule allows students to follow the recommended sequence of agriculture courses to complete the selected career pathway.

Students at Maxwell High School have several opportunities to take advantage of the pathway courses. All students 9-12th are required to be on campus for seven periods. Students who play sports are also allowed to use sports to meet their second year PE requirements, which can free up a period during the sophomore year which can be troublesome to arrange classes if they are four college bound. The department does need to work on promoting the pathways to the students, parents and counselors to ensure students take the preferred course of study to complete the pathway. The agricultural department should also send a representative to the master schedule planning meeting to voice concerns of students not being able to complete a pathway.

1E. Agriculture Career Awareness information is included in every course.

Agricultural Career Awareness seems natural in the agricultural classes at Maxwell High School. Agricultural classes utilize online tools such as Career Finder and Ag Explorer where students can take an assessment of career interest, explore careers in different fields and take virtual field trips.

The AET allows students to upload information to create a professional resume and all students create a cover letter. Maxwell High School is also creating a scripted program of college and career exploration, which the agricultural program is part of the planning team. All capstone CTE courses will have students applying the finishing touches to their resumes and cover letters. It is the hope of the agricultural department and other CTE courses that there will also be an interview requirement of capstone classes.

1F. Recordkeeping is taught in all agriculture classes. Every student maintains and completes (closes out) either an actual SAE Project or Mock Problem.

All classes have a SAE requirement for part of their grade and SAE's are documented using the AET system. An AET checklist has been adopted which highlights when different portions of the record book will be graded. For example in November and February the profile and project manager (program plan) are graded, while in December and May hours and finances are evaluated. There are many duplicate students at Maxwell High School who take more than one ag class. The checklist is counted in all classes the same.

Agricultural classes utilize the Tutorial Schedule on Wednesday for record books. Tutorial schedule has slightly shorter class periods. On Wednesdays students will also have their checklist out and as the instructor walks around to assist students they will check off portions of the records book each week.

1G. Agriculture courses have been submitted to meet high school graduation requirements and/or University of California a-g credit.

Course	HS Graduation	UC Credit	Articulation	Dual Enrollment
Ag Communications	X	g- Elective		Fall 2019 Ag 60 WCC
Ag Biology	X	d-Lab		
Floral	X	f-Fine Art		
Animal Science	X	g-Elective		
Ornamental Horticulture	X	g-Elective		Fall 2019 ENVHR20 WCC
Ag Mech I	X	g-Elective		
Ag Mech II	X	g-Elective		
Ag Mech III	X	g-Elective		
Welding	X		X Weld 20 Butte	
Wood Working	X			

1H. Instruction includes guest speakers and/or field trips.

The town of Maxwell is located in rural northern California. A majority of families farm or work on a farm. Our goal for field trips and guest speakers is to broaden the horizon of careers

in agriculture. We utilize our agriculture advisory committee for suggestions of field trips and guest speakers.

One of the program we participate in is called FARMS Leadership Program. FARMS stands for Farming, Agriculture, and Resource Management for Sustainability. We take seven student on field trips around the Northern Sacramento Valley to learn about different types of agricultural commodities and the business and careers associated with them. Although the program is limited to seven students we keep our FARMS roster at ten students in case of date conflicts with sports, etc.

List of field trips and planned field trips:

Full Belly Farm

Premier Mushroom

Chamisal Farms

San Francisco Floral Mart

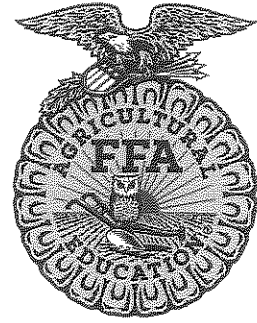
Guest Speakers:

Jason Bowen- Pest Control Advisor

Dr. Melissa VanLaningham- Vet



**Maxwell High School
Agriculture Department**



Criteria 2

Leadership & Citizenship Development

Criteria 2: Leadership & Citizen Development

2A. An FFA Chapter has been chartered by the State Association or has been applied for.

Maxwell High School FFA Chapter number is CA0148 and was the 57th chapter chartered in California, the date of the official charter was November 15th, 1929.

2B. A Chapter Program of Activities is developed annually and a copy is made available to the Regional Supervisor by November 15th.

A Program of Work was developed in the fall of 2018. This was emailed to the Regional Supervisor.

2C. Every student is given a grade based upon participation in leadership activities. (per Ed Code Section 52454)

All students enrolled in an agriculture class are automatically members of the FFA. We currently have 81 members in the Maxwell chapter. FFA consists of 10% of a student's grade in all agriculture classes. Each student is required to go to four activities listed on the Program of Activities and be on one committee per semester. The point tracking system was developed by the officers during their summer officer retreat.

2D. The program has a clearly stated department policy that identifies the criteria for a student to earn full credit for leadership development.

There is a clearly defined department policy regarding FFA participation. Students must attend four activities and be on one committee each semester to fully maximize their 10% requirement for the class. Points can be utilized in all agricultural classes even if a student is enrolled in multiple agriculture classes. A handout with the FFA activities along with their dates is given to all students the first week of school and available for parents at back to school night and all FFA meetings, a copy is also placed on the website. Additionally the secretary creates weekly announcements that include FFA activities, this information goes out on a robo call Sunday evenings and is made available on the school website and social media. The officers create a wide variety of activities that will motivate all members regardless of interest, time restrictions or financial boundaries. Activities range from community events, fundraisers, recreational activities to FFA meetings, the dates range from lunch time, independent, evenings and weekends to allow flexibility for students with busy schedules.

2E. All students enrolled in agriculture classes are affiliated with the State FFA Association.

All students enrolled in an agricultural class at Maxwell High School are automatically members of the California FFA and National FFA. In the early fall students add their name to the roster by creating a new account or updating their profile on calaged. Each teacher confirms students are added to the roster by a reverse verification using class rosters. Graduates who are interested in earning their American FFA Degree are also kept on the roster. There are a total of 81 students on the roster, three of them are American Degree applicants.

2F. Based on previous year's records, the department participated in a minimum of 12 activities as listed on the FFA Activities Check Sheet.

Members participated in 14 activities during the 2017-18 School Year. These activities included:

- Greenhand Conference
- Made For Excellence Conference
- Advanced Leadership Academy Conference
- Chapter Officer Leadership Conference
- Spring Regional Meeting
- State Leadership Conference
- State Degree Application
- Opening/Closing Contest
- Best Informed Greenhand
- Cooperative Marketing- Section
- Creed
- Impromptu Speaking- Section
- County Fair
- Poultry CDE

2G. A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records.

Unfortunately, records of student participation for the 2017-18 school year were not kept so it is not possible to verify if 80% of students participated in a minimum of three leadership activities. This past summer the officers worked to develop a tracking system for student participation in the FFA. As a group the officers and advisors had a chance to brainstorm how many activities each should participate in to receive a passing grade in their SAE component of their grade. The group decided four activities and a committee per semester would be worth 10% of their grade.



**Maxwell High School
Agriculture Department**



Criteria 3

Practical Application of Agricultural Skills

Criteria 3: Practical Application of Agricultural Skills

3A. Student participation in Supervised Agricultural Experience (SAE) is part of the grading criteria for every agriculture student in the program. (per Ed Code Section 52454)

Supervised Agricultural Experience Projects are essential for the "Learn By Doing" philosophy of agricultural education. SAE's are worth 10% of a student's grade in all of their agricultural classes. Wednesdays are utilized to update record books and work well as it is a special schedule and shorter classes. The most common SAE projects include raising livestock for the Colusa County Fair, as the county is very supportive of FFA and 4H projects. Many students have been raising an animal for 4H for several years and transfer their projects to FFA. Other common projects for older students include working on local farms during the summers. Some students work on the family ranch or are starting to get their feet wet in the family farming operation.

3B. The program has a clearly stated department policy that identifies the criteria for a student to earn full credit for their SAE.

A checklist form has been adopted by the Maxwell Agricultural Department that explains the grading to each student during the different semesters. One form is issued per student and the agricultural instructors will check off completed items for the appropriate months, the form is used in all classes and is transferable.

3C. First year students have either been engaged in a SAE project(s) or have a plan in place for a SAE, as verified by the Student's AET Experience Manager.

A majority of freshmen spend the Fall semester planning their SAE projects, and transferring their 4H project to FFA. Most Wednesdays are spent updating record books or creating their SAE plan in the program manager section of AET.

3D. A minimum of 80% of continuing students are engaged in SAE project(s) as verified by Department records.

All students this year are encouraged to be engaged in SAE projects. The goal this fall has been to get student record books back on track and up to date. Students who have placement projects are working on putting these projects in their record books. The majority of students with SAE projects take an animal to the Colusa County Fair. Approximately 40-45 students will show a lamb, hog or steer with Maxwell FFA each year. Many students have a placement SAE where they work for a local farm or a labor contractor during the summer. Approximately five percent of students help a family member farm rice or nuts. The remainder of students raise chickens for personal use or complete a home improvement project.

The livestock barns will house 15 pigs and 6-8 sheep each year for students who live in town or don't have a family member with a barn.

3E. Students with SAE projects are visited by their agriculture teacher and the visits are documented in Department records. (ex: Ag. Experience Tracker)

Both paper forms and electronic forms are used to document SAE project visits in the agricultural department.

3F. Students apply for advanced degrees and/or awards above the local level based on their SAE.

In the spring of 2017 five students applied for and received their State FFA Degree. There is currently three graduate students working on their American Degrees. Promotion of project competition and proficiency awards is occurring in the fall to motivate members to participate in these spring activities.



**Maxwell High School
Agriculture Department**



Criteria 4

Qualified & Professional Personnel

Criteria 4: Qualified & Professional Personnel

4A. Every teacher has an appropriate credential. (Single Subject Agriculture & Agriculture Specialist or a Designated Subject Agriculture) or has an approved variance request.

Each instructor has a Clear Single Subject Agricultural Credential and an Agriculture Specialist Credential.

4B. Based on the previous year's records, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four professional development activities:

Based on records the previous agriculture instructor did not attend four professional development activities. Both of the new agricultural instructors will be attending five professional development activities to keep updated on certifications, CATA business, receive professional development and to meet Quality Criteria 12 Criteria which would grant the department extra funds.

My professional development planned for this year include the following:

- Delta Conference
- Fall Sectional Meeting
- Fall Regional Meeting
- Fall Road Show
- Spring Regional Meeting
- Summer Conference
- Tours of Sunsweet Dryers, Full Belly Farms, and Chaparrel Farms
- Almond/Rice Grower Meetings.

4C. The agriculture staff meets a minimum of twice a month. This is to be verified by minutes or records of action taken. The records of such meetings are shared with the principal.

The agricultural instructors start of the year by having a planning meeting to review the calendar and division of duties. This information is then presented to the principal for approval. The agricultural instructors try to met a minimum of twice a month to formally write out activities that are coming up. Copies of the agendas are placed in the principal's mailbox.

4D. Teachers are reimbursed for personal expenses they incur while participating in all approved integral activities associated with FFA, SAE, and professional CATA in-service activities.

Teachers attend professional development and assist students with their SAE and chaperone FFA events. A travel request is utilized to claim personal expenses. District vehicles can also be used to attend professional development or FFA events and to supervise SAE activities. Money is set aside in this years CTE Incentive Grant to attend CATA conference and to attend state convention to chaperone students. Additionally teachers can be paid by the districts general fund for attending two professional development activities outside of the normal school day.

**AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA**

DATE: 10/22/18

In Attendance: Amber Charter
Scott Stephens

Activities for the Week:

Monday: FFA meeting @ 6pm

Tuesday: Pumpkin Village Amber to help
drive kids to/from

Wednesday: Officer mtg @ 7:45am

Thursday: _____

Friday: Halloween Spooktacular

Saturday: _____

Sunday: _____

Important Dates During the Month:

Vehicle Needs for the Coming Week:

Amber - Excursion on Tues. Scott - Truck on Tues.

Project Visitations Made (prior week):

Morgan Dennis

Informational Items for Departmental Consideration:

* Register for CATA/Road Snow

PLEASE PUT YOUR CLASS AGENDAS ON THE BACK!!!!

**AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA**

DATE: 10/11/18

In Attendance: Amber Charter
Siota Stephens

Activities for the Week:

Monday: R-2 due!

Tuesday: _____

Wednesday: FRA Drive thru BBQ 3-6pm

Thursday: _____

Friday: _____

Saturday: _____

Sunday: _____

Important Dates During the Month:

10/11 SC Field Day
10/23 Pumpkin Village

10/26 Halloween Spooktacular
10/27 FRA Mtg

Vehicle Needs for the Coming Week:

10/3 - Siota BBQ

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

Advertise for MFE/AA

**AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA**

DATE: 11/5/18

In Attendance: Amber Charter
Scott Stephens

Activities for the Week:

Monday: _____

Tuesday: FARMS Leadership Trip to
Premier Mushroom-

Wednesday: 7:45 Officer Meeting

Pheasant Tickets due

Thursday: Ag Day @ Elementary @ lunch - 2:30pm

Friday: Set up for Pheasant Hunters Breakfast
3:30 - 4:30pm

Saturday: Pheasant Hunters Breakfast 5am - 11:00am

Sunday: _____

Important Dates During the Month:

11/14 - Advisory Committee, 11/20 Makeup Livestock Exhibitor

Vehicle Needs for the Coming Week:

Amber - vehicle R, F, S

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

Prep for Hughes visit m 11/27?

AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: 11/26/18

In Attendance: Amber Charter
Scott Stephens

Activities for the Week:

Monday: _____

Tuesday: Livestock Exhibitor mtg @ 5:30pm

Wednesday: Livestock Exhibitor mtg @ 7:00pm
Graduate Exhibitor Sub-Committee 5:30pm

~~Thursday:~~ Livestock practice @ 6pm
Livestock entries due to fair.

Friday: _____

Saturday: _____

Sunday: _____

Important Dates During the Month:

Vehicle Needs for the Coming Week:

Ag Vehicle Monday for project visit.

Project Visitations Made (prior week):

~~None~~

Informational Items for Departmental Consideration:

- * Make sure FFA credits are being entered into grade books.
- * Ginning Tree has started.

PLEASE PUT YOUR CLASS AGENDAS ON THE BACK!!!!

**AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA**

DATE: 9/17/18

In Attendance: Amber Charter
Scott Stephens

Activities for the Week:

Monday: CATA meeting in Williams @ 5pm

Tuesday: _____

Wednesday: FFA meeting prep
Officer meeting @ 7:45am

Thursday: FFA meeting @ 4pm
Livestock Exhibition mtg to follow.

Friday: Permission slips due for ALL.

Saturday: _____

Sunday: _____

Important Dates During the Month:

9/26 GLL

Vehicle Needs for the Coming Week:

9/26 - GLL in Colusa.

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

med fair paperwork copied!

**AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA**

DATE: 8/27/18

In Attendance: Amber Charter
Scott Stephens

Activities for the Week:

Monday: Advertise for GILC.

Tuesday: -Prep for FFA meeting /shopping

Wednesday: Officer Meeting @ 745 am

Thursday: FFA Meeting @ 6pm in library.

Friday: _____

Saturday: _____

Sunday: _____

Important Dates During the Month:

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Melissa Ramirez

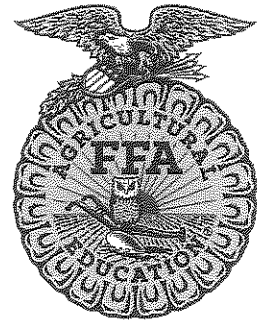
Informational Items for Departmental Consideration:

- Scott will BBQ for meeting.
Amber will go shopping.
- CATA mtg on 9/17.

PLEASE PUT YOUR CLASS AGENDAS ON THE BACK!!!!



**Maxwell High School
Agriculture Department**



Criteria 5

Facilities, Equipment & Materials

Criteria 5: Facilities, Equipment & Materials

5A. Modification of facilities and equipment has occurred when necessary, based on the needs of students, including special populations.

The greenhouse facility upgrades are being researched and bid on, CTEIG funds will be utilized and the district is looking into a CTE Facility Grant to remodel the greenhouse depending on the price. Improvements to the swine barn include bird deterrent and shade cloth will be added to the sheep barn. The Ford Excursion will also be replaced in the 2018-19 school year using CTEIG funds. New welders, a portable welder, iron worker and have all been purchased for the shop from the STREAM Pathway grant. Additionally the software for the plasma cutter has been updated and the teacher and students participated in a multi-day training. A Mahindra tractor is being purchased in conjunction with the district, funds from the rice field will be utilized to purchase the tractor. The tractor will be used around the shop, barns and the rodeo grounds.

5B. There is appropriate storage space for materials, records, equipment and supplies.

There is appropriate storage for both agricultural instructors. The shop area is a complex all on it's own and holds a classroom, shop, office, storage room, two tool rooms and an upstairs wood storage area. There is also an outside fenced area for additional storage. The Agriscience room is contained in the main building on campus. It has a storage room, teacher cubby style office, and plenty of cabinets. Outside there is a storage container for floral supplies. Each barn has a storage room, both of these could use some modernization which would include shelving and individual feed locking system. There is also a storage shed for horticulture supplies by the greenhouse.

5C. Community or school-based laboratory facilities have been provided to accommodate students who have no place for their SAE project(s).

Maxwell has a wonderful set up for facilities to be used for SAE projects. There are two barns located on campus, one for pigs and the other for steers, sheep and goats. 4H members are also able to keep their animals in the barns if needed. The newest barn was built by community members in 2015.

There is a seven acre rice field that students farm for a plant science SAE. All of supplies needed for the rice SAE are donated by local companies and farmers except for the water which the district pays for. The students work with farmers, irrigators and a Pest Control Advisor through the course of this project. All profits from the rice field are donated to the agriculture department. The agricultural instructors are working on creating a scholarship for the students who works on the rice field SAE. The greenhouse needs work in order to facilitate SAE's. The current greenhouse is small and is bare bones at the moment, a scope of work is currently being created in order to send the greenhouse remodel out to bid.

Maxwell High School has a nice setup for metal and wood working SAE projects. Program upgrades and training has been invested to make equipment usable for student projects this year. Training on the plasma cam for both instructors and students by industry, new welders, portable welder and fixing the shear have already occurred this year.

5D. The facilities are appropriately equipped for the courses being taught.

The Ag Mechanics shop facility is well equipped with a variety of equipment for wood and metal. There are enough welders and wood working equipment for students to be successful in hands on classroom instruction. During the summer an investment was made into shop equipment and technology. New welders were purchased for the shop. Additionally a portable welder, trailer and an air compressor were purchased to teach students how to weld in the field and to be able to weld the rodeo area and chutes. An investment was made this fall to have a technician come out and ensure the plasma cam was functional and updated this also included training for the teacher and students.

The livestock barns are relatively new and are fully functional for the animal science class. Some minor upgrades include shade cloth for the west side of the barns, bird deterrant in the swine barn and possibly electrical in the sheep barn. An investment in tools needs to be made for labs. Larger investments that include items like a chute should be a future conversation with ag advisory regarding course pathways.

There is a floral cooler, appropriate style tables, and a helium tank for floral to be a successful class and to be able to conduct sales. During the summer the broken floral cooler was removed from the ag classroom. Removing the broken cooler was beneficial to gain counter/storage space for Ag Biology, taking a cooler out of the classroom also reduced some of the noise. A new walk in cooler is planned in the Ag Incentive expenditures for 2018-2019 school year.

Cordless microscopes were purchased this past summer with STREAM funds to incorporate more labs into the curriculum. Science equipment is shared with the general science teacher. As the year progresses and evaluation of future equipment that needs to be purchased should be a discussion point with the ag advisory committee and administration.

The greenhouse is currently the bare bones of the structure, the current greenhouse facility is also very small. An updated greenhouse with a water wall, air circulation, heater and an automatic irrigation system needs to be purchased in order to better prepare students for industry. One bid for the greenhouse has already come in to do necessary repairs and updates, more companies will ask to go out for bid.

5E. A school vehicle is readily available to each agriculture teacher for all SAE activities and transporting students associated with the program, or each teacher is adequately compensated for using their own personal vehicle. There is a replacement schedule for the vehicle.

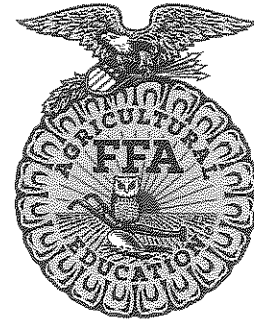
Currently the agriculture department owns a F250 pickup and an Expedition. A new van/suburban is on the five year acquisition list. A livestock trailer is also available to haul livestock.

5F. The reviewer verifies by visual observation that the agriculture facilities are neat, clean, and orderly. Facilities and equipment are regularly maintained, repaired, or replaced and are functional and operational.

The facilities are neat, clean and orderly. The barns are thoroughly cleaned after fair as part of the requirement for kids housing their animals there to receive their fair checks. Equipment in the agriscience classroom were updated this summer, a broken unused floral cooler in the classroom was removed and an outside walk-in cooler is being added. Tools and equipment in the shop was inventoried and updated if needed. New welders, air compressor and portable welder were all purchased this past summer.



**Maxwell High School
Agriculture Department**



Criteria 6

Community, Business, and Community Involvement

Criteria 6: Community, Business & Industry Involvement

6A. The Advisory Committee is operational and reflects the local agricultural industry for the courses being offered, as outlined in the "Agricultural Education Advisory Committee Manual"

The Maxwell Agriculture Advisory Committee is highly functional and consists of nine members serving a three year term. Three members rotate out every year. The membership has a wide variety of expertise from ag sales, production ag, heavy equipment, animal science and plant pathology. Many of the advisory members help assist with the Drive Thru BBQ's, serve as livestock experts, and points of reference for large purchases.

6B. The Agricultural Advisory Committee meets at least twice each year. (Three meetings recommended)

The Agriculture Advisory Committee has been working diligently to maintain Maxwell traditions despite the turnover of agricultural instructors in the past few years. They meet every other month. Ag Advisory members are very active in the program helping with community events and fundraisers. Members are readily available when questions or concerns or develop. Work needs to be done in order to ensure all members are informed about meetings.

6C. The Agricultural Advisory Committee has assisted in the development or revision of the following components of the Comprehensive Program Plan, as evidenced in the Ag. Advisory Committee minutes

The Agriculture Advisory Committee has been working to evaluate the five-year acquisition list and the course pathways. With the department having two new teachers at the program and a surplus of funds, it was key to have the advisory committee make recommendations for the purchase of equipment needed.

6D. The Agricultural Advisory committee minutes clearly reflect programmatic recommendations made by the committee.

At various Ag Advisory committee meetings the group has reviewed course pathways, five-year acquisition and the five-year improvement plan. The agricultural department has quite a bit of funding so it was important to get the committee's recommendation on how to improve the program.

6E. The Agricultural Advisory Committee minutes are shared with the principal, superintendent, school board and Regional Supervisor.

All of the Ag Advisory Committee minutes have been shared with the Regional Supervisor. The Superintendent/Principal and a school board member both sit on the Ag Advisory Committee and attend the meetings regularly. Approved minutes are shared with the school board and Superintendent/Principal.



**Maxwell High School
Agriculture Department**



Criteria 7

Career Guidance

Criteria 7: Career Guidance

7A. Evidence is provided that students are counseled regarding career opportunities in agriculture, agribusiness, and agriculture education.

Careers in agriculture is an underlying theme in the agriculture department to help student explore the wide variety of careers located in agriculture. Being a small rural town that is surrounded by agriculture students come in with an understanding of the obvious agricultural careers (farmers, ag business, ranching, veterinarians etc). One thing the Maxwell Ag Department strives to do is take a deeper look at agricultural careers. During the fall students will explore careers using AET and then create presentations to the class so they hear even more. A discussion of careers also occurs on the home visit which will help communicate the importance of career guidance to the parents. The use of field trips and guest speakers throughout the year will continue to introduce to students to careers. The FARMS Leadership program is also career based and the intent of this program is to explore the region's agricultural industry and career exploration is always a prevalent theme. The agricultural department has some guest speakers (PCA, Vet, Welding Technician & Salesman) but needs to work on diversifying the careers that are presented to students.

7B. All students have a completed career plan on their AET Student Profile and it is updated annually.

During the fall students use Ag Explorer to research careers. They spend a few days researching and presenting about different careers to their classmates. After these projects are completed students will update their career objective in their AET student profile. The career goal is a piece of the record book checklist that is completed on each student during the fall.

7C. Progress has been made in developing Student Certification based on industry standards.

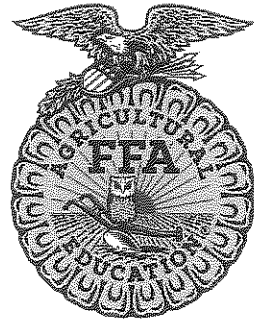
Amber Charter attended the CATA session at summer conference on student certifications. Amber Charter also attended a session with the Central Regional Agricultural Education Pathway Consortium that reviewed the certification exams.

Improvements need to be made to the greenhouse area and Ornamental Horticulture curriculum to better prepare students for these certifications that will be coming out in the next few years.

The department has been working on articulating with local community colleges to better prepare students who enroll in the welding programs, which will ultimately lead students to certifications faster. The welding class is now articulated with Weld 20 at Butte Community College and in the works for Yuba Community College. It is the hope that in 2019 the Ornamental Horticulture class will be dual enrolled and potentially Ag Careers in the 21st Century will be a dual enrolled course that takes the place of Ag Communications. Both of these dual enrollments will be with Woodland Community College.



**Maxwell High School
Agriculture Department**



Criteria 8

Program Promotion

Criteria 8: Program Promotion:

8A. The Agriculture Education program has materials that can be used to promote the program to the community and/or future students.

There are currently no materials used to promote the program to future students. A brochure is being created to hand out to students and families.

After visiting several families during home visits, the brochure would be useful to promote the various ag classes to our current freshman. There is room for improvement to advertise and promote the pathways to current students.

8B. Students have alternative means of overcoming financial barriers to participate in program activities. (Includes FFA, SAE, Leadership Activities.)

Students who are interested in participating in FFA or SAE activities with associated costs can overcome financial barriers. There are interest free loans that are available to help purchase livestock and feed through the local Farm Credit. Students interested in the Greenhand Leadership Conference have the opportunity to work off the \$35 registration fee by completing department projects for their agricultural instructor. This past year students, parents and community members held a Drive-Thru BBQ to help cover the State FFA Conference. Students sold eight tickets to cover the cost of their trip. The agricultural instructors make regular announcements regarding how to overcome financial barriers.

8C. The Agriculture Department conducts recruitment activities with local feeder schools.

The Agriculture Department does not conduct any formal recruitment activities. The FFA officers are working on a plan to recruit incoming freshman. The Agricultural instructors do meet with parents in the summer as requested by the families. A brochure is being created to hand out to incoming freshman and families.



**Maxwell High School
Agriculture Department**



Criteria 9

Program Accountability & Planning

Criteria 9: Program Accountability & Planning

9A. A Comprehensive Program Plan has been provided electronically to the Regional Supervisor and is available for onsite review.

In the Fall of 2018 a Comprehensive Program Plan was created and emailed to the regional supervisor in November.

9B. Updates of the Program Plan are forwarded to the Regional Supervisor by November 15th. These updates must include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) FFA Program of Activities; (4) Advisory Committee Roster; and (5) Advisory Committee Minutes.

In the Fall of 2018 The Five Year Equipment Acquisition list along with prices, Program of Work, Advisory Committee Roster and Meeting minutes were submitted to the Regional Supervisor via email. The Comprehensive Program Plan was emailed to the regional supervisor in November.

9C. The Graduate Follow Up is posted on the state database as required by October 15th.

The Graduate Follow Up data is posted to the state database in June. This past year the district secretaries worked to collect the data for reporting and a staff member reviewed for accuracy. In the future this data will be collected by the agricultural instructors using a Graduate Follow Up Form that can also be used to evaluate the program.

9D. The Agriculture Education Program provides evidence that student retention and graduate follow up data is reviewed and used in for program evaluation and improvement.

The retention of students in the Maxwell FFA program is high. The graduating class of 2018 had a 98% retention rate. Graduate follow up information was collected by the district secretaries. Due to the amount of turnover in the past three years the department did not conduct a full graduate follow up, and only the work site and college information was collected.

In the future, this will be an area the department works to improve on as it can be a useful source of information for program improvement.

2018 Graduate Follow Up Data:

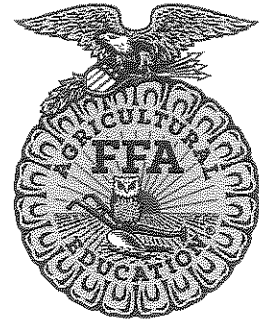
4 Year Ag Major	4 Year Non Ag Major
1	4
2 Year Ag Major	2 Year Non Ag Major
2	4
Full Time Ag Job	Military
1	1

9E. The FFA Roster and the Program and Teacher Profiles were updated on calaged.org and the AIG Expenditure Report was received; all by no later than October 15.

All students updated their information on calaged. The Department Chair verified all of the student enrollment and each teacher updated their profile by October 1st. The AIG Expenditure report was mailed on October 15th.



**Maxwell High School
Agriculture Department**



Criteria 10

Student Enrollment & Class Sizes

Criteria 10: Student Teacher Ratios

10A. Shop and laboratory-based classes have no more than 22 students enrolled. Classroom based classes have no more than 28 students enrolled. For a teacher to qualify for funding of Criteria 10 they must meet the requirement for each period.

Both agriculture instructors meet the student teacher ratios. My current class sizes are as follows:

Floral Design I & II: 11 Students

Ag Biology: 9 Students

Animal Science: 22 Students

Ag Communications: 6 Students

Ornamental Horticulture: 9 students

Shop Classes:

Intro to Ag Mechanics: 6 Students

Woodshop: 11 Students

Woodshop: 16

Ag Mech II & III: 7

Ag Welding: 11



**Maxwell High School
Agriculture Department**



Criteria 11

Full Year Employment

Criteria 11: Full Year Employment

11A. Indicate for each teacher if they are provided an extended contract and are paid at least \$2,000. (Enter the number of teachers appropriate for each column.)

Maxwell High School provides a stipend of \$15,000 for extended work during the school year and summer. The amount paid per teacher is determined by the Department Responsibility Chart. A meeting between agricultural instructors and the Superintendent/Principal occurs before the start of the school year to determine responsibility and percent of the contract.

Maxwell Unified School District also hosts a free Junior Rodeo in May, this is the largest community event and consists of a car show, parade, fun-run, kid-carnival and many other events besides the rodeo. The agricultural instructors assist with the Junior Rodeo portion of the event and are paid an additional \$2,000 stipend based on involvement of the agricultural instructors.

11B. Indicate for each teacher if they are provided a Project Supervision Period. To qualify, the project supervision period must be in addition to the preparation period assigned to all teachers in the school.

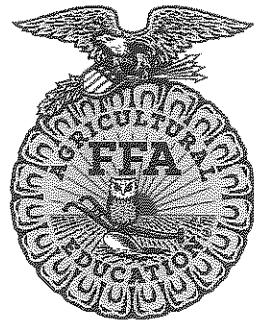
Both instructors are provided a Project Supervision Period as well as a preparation period.

Shop Teacher has 4th period prep and 5th period project supervision

Ag Science Teacher has 1st period project supervision and 6th period prep.



**Maxwell High School
Agriculture Department**



Criteria 12

Program Achievement

Criteria 12: Program Achievement

12A. The Agriculture Program meets the requirements of Program Achievement (attach checklist)

The Maxwell Agriculture Department did not meet the Program 12 Quality Criteria. The areas that the chapter fell short last year included State Degree recipients, Amount of inservice/professional development, and the amount of FFA activities participated in.

Both agricultural instructors at Maxwell High School are new to the program. The instructors met this summer to create a game plan to make Maxwell a quality program. Some of the goals between the agricultural instructors included:

1. Strong communication between staff, administrators, officers, members and community.
2. Equal opportunity at conferences, leadership positions and all activities.
3. Attend sectional and regional activities.
4. Increase participation in Leadership Development Events and Career Development Events.
5. Incorporate the three-ring model in all classes for all students.
6. Do a few things well.

AGRICULTURAL VOCATIONAL EDUCATION INCENTIVE GRANT
QUALITY CRITERIA 12

Agricultural programs meeting all of the required Quality Criteria (Criteria 1-9) and Criteria 12 may qualify for an additional \$3,000. This form along with the appropriate verification must be attached to the Agricultural Vocational Education Incentive Grant Application. The Incentive Grant application is due in the Regional Supervisor's office on June 30.

Number of Students on Previous Years R-2 Report: 64

12A Curriculum and Instruction

N/A Number of students who took the ACE Test (Must be at least 15%
of the R-2 Number)

N/A Number of those taking the ACE Test who received Recognition
Honors (Must be at least 10% of those taking the Ace Test)

12B Leadership and Citizenship Development

14 Number of activities on the approved FFA Activity list which the
local chapter participated in (Must participate in at least 80% of the
activities)

12C Practical Application of Occupational Skills

5 Number of students who received the State FFA Degree (Must be
at least 5% of the R2 number)

12D Qualified and Professional Activities

0 Number of teachers who attended a minimum of 5 professional
inservice activities (Must attach approved Inservice Activities
Verification Page)

12E Community, Business and Industry Involvement

6 Number of meetings held by the local Agriculture Advisory
Committee (Must be at least 3 with minutes attached)

Jason Bowen

Name of Agriculture Advisory Committee Chair:

Phone Number of Agriculture Advisory Committee Chair: 530-682-####

12F Retention

25 Number of students who were in their 3rd and 4th year of
agriculture instruction (Must be at least 25% of the R2 number)

12G Graduate Follow-Up

13 Number of program completers graduating last year.

13 Number of those who graduated who are employed in agriculture,
in the military, or continuing their education (Must be at least 75%
of the program completers) Attach graduate follow-up report.

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

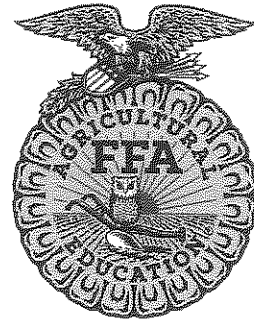
Year 17-18 School Maxwell High School

Must meet at least 12 areas

ACTIVITY	NUMBER OF PARTICIPANTS
Attended the following:	
Greenhand Conference	10
Made For Excellence Conference	3
Advanced Leadership Academy	3
Chapter Officer Leadership Conference	7
Spring Region Meeting	2
State Leadership Conference	18
National Convention	
Submitted the following:	
State Degree Application	5
American Degree Application	
Proficiency Award Application - Section	
Chapter Award Application - State	
Scholarship Application - State	
Participated in the following:	
Opening and Closing Contest - Section	12
Best Informed Greenhand Contest - Section	4
Co-Op Marketing Quiz - Section	4
Creed Recitation - Section	2
Extemporaneous Speaking - Section	
Job Interview - Section	
Impromptu Speaking - Section	2
Prepared Speaking - Section	
Parliamentary Procedure - Section	
County/District Fair/Show	48
Career Development Teams (other than those identified above)	
1 Poultry Judging Team	4
2	
3	
Other Activity Above the Chapter Level (Leadership Events/Additional CDE Teams)	
1	
2	
3	
4	
5	
TOTAL AREAS MET	14



**Maxwell High School
Agriculture Department**



Section 2

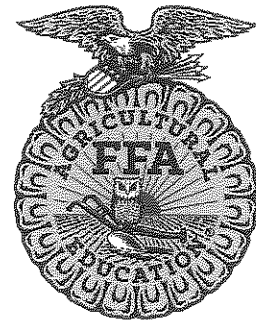
Supporting Documents

Index of Supporting Materials

1. Student Data Sheets
2. Permanent Agriculture Student File
3. Course Outlines
4. Daily Grade Sheets
5. SAE Supervision Forms/Home Visits
6. School Board Policy on SAE
7. School Board Policy on FFA
8. FFA Program of Activities
9. Recruitment Program
10. FFA Chapter Scrapbook
11. Summer Activities Plan
12. Graduate Follow-Up Survey
13. Graduate Survey Results
14. Comprehensive Program Plan
15. Advisory Committee Agendas
16. Advisory Committee Minutes
17. Advisory Committee's Constitution & By-laws
18. Proficiency Standards
19. Copy of Credentials
20. FFA Calendar
21. List of Planned Professional Development
22. R-2 Report
23. Travel Request
24. CATA Membership Card
25. Professional Development Report
26. Five-Year Acquisition List
27. Operating Budget
28. District/Department Budget Process
29. Department Chairperson's Responsibilities
30. Department Chart of Responsibilities
31. Substitute Teacher Procedures & Plans
32. Program Completer Description
33. Copies of 2+2 Agreements
34. Reimbursement Process



**Maxwell High School
Agriculture Department**



Supporting Documents

Student Data Sheets

- Maxwell
- Chapter Account
- Inbox
- Calendar
- Portfolio
- Scoreboard
- Sign Off

Cash/Checking: \$754
 Current/Projects: \$0
 Non-Current: \$0
 Liabilities: \$0

Student Help
 Teacher Help
 AET Classroom
 Ask AET a Question

Account Information and Settings

My FFA Chapter



Maxwell
 82 Members
 2 Advisors
 60 AET Logins this week

Privacy Settings


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

Mobile Device Setup

Visit theAET.com on your mobile device. You can make recordbook entries, upload SAE photos, and more!

Authorized Mobile Devices:
 There are 0 authorized devices

[Deauthorize All Mobile Devices](#)



Chapter: Maxwell
 FFA Member Number: 602551362
 Profile Complete for FFA Membership: 100%

Password: [Reset](#)

Profile Pic:

Demographics

Birthdate: -
 HS Graduation: June 2020
 Shirt Size: -
 Gender: Female
 Race: No Answer
 Ethnicity: No Answer
 Residence: -

Mailing Address

Address: -
 City, State, Zip: Stonyford, CA 95879

Contact Information

Email: -
 Home Phone: -
 Cell Phone: -


- Maxwell
- Chapter Account
- Inbox
- Calendar
- Portfolio
- Scoreboard
- Sign Off

Cash/Checking: \$4,053
 Current/Projects: \$0
 Non-Current: \$0
 Liabilities: \$0

Student Help
 Teacher Help
 AET Classroom
 Ask AET a Question

Account Information and Settings

My FFA Chapter



Maxwell
 83 Members
 2 Advisors
 2 AET Log-ins this week


Privacy Settings

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

Mobile Device Setup

Visit theAET.com on your mobile device. You can make recordbook entries, upload SAE photos, and more!

Authorized Mobile Devices:
 There are 0 authorized devices



Chapter: Maxwell
 FFA Member Number: 602551363
 Profile Complete for FFA Membership: 100%

Password: [Reset](#)

Profile Pic:

Demographics

Birthdate: -
 HS Graduation: June 2019
 Shirt Size: -
 Gender: Male
 Race: No Answer
 Ethnicity: No Answer
 Residence: -



Profile

Journal

Finances

Reports

Maxwell

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$4,500

Current/Projects: \$0

Non-Current: \$0

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

My FFA Chapter



Maxwell
83 Members
2 Advisors
2 AET Log-ins this week

Privacy Settings

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

Mobile Device Setup

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

Authorized Mobile Devices:
There are 0 authorized devices

Account Information and Settings



Chapter: Maxwell
FFA Member Number: 801564272
Profile Complete for FFA Membership: 100%

Password:

Profile Pic:

Demographics

Birthdate: [redacted]
HS Graduation: June 2019
Shirt Size: S
Gender: Female
Race: American Indian
Ethnicity: No Answer
Residence: [redacted]



Profile

Journal

Finances

Reports

Maxwell

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$0

Current/Projects: \$0

Non-Current: \$0

Liabilities: \$0

Student Help

Teacher Help

AET Classroom

Ask AET a Question

My FFA Chapter



Maxwell
83 Members
2 Advisors
7 AET Log-ins this week

Privacy Settings

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

Mobile Device Setup

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

Authorized Mobile Devices:
There are 0 authorized devices

Account Information and Settings



Chapter: Maxwell
FFA Member Number:
Profile Complete for FFA Membership: 100%

Password:

Profile Pic:


Demographics

Birthdate: [redacted]
HS Graduation: June 2022
Shirt Size: S
Gender: Female
Race: Hispanic
Ethnicity: Hispanic
Residence: Rural, Farm

- Maxwell
Chapter Account
- Inbox
 - Calendar
 - Portfolio
 - Scoreboard
 - Sign Off
-
- Cash/Checking: \$6,492
 - Current/Projects: \$0
 - Non-Current: \$0
 - Liabilities: \$0
 - Student Help
 - Teacher Help
 - AET Classroom
 - ASK AET a Question

Account Information and Settings

My FFA Chapter



Maxwell
10 Members
2 Advisors
80 AET Log-ins this week

Privacy Settings

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

Mobile Device Setup

Visit [in the AET.com](#) on your mobile device. You can make recordbook entries, upload SAE photos, and more!

Authorized Mobile Devices:
There are 2 authorized devices

[Deauthorize All Mobile Devices](#)



Chapter: Maxwell
FFA Member Number: 602551336
Profile Complete for FFA Membership: 100%

Password: [Reset](#)

Profile Pic:

Demographics

Birthdate: 7/26/2000
HS Graduation: June 2019
Shirt Size: S
Gender: Female
Race: Hispanic
Ethnicity: Hispanic
Residence: Rural, Farm

Mailing Address

Address:
City, State, Zip: Maxwell, CA 95666


Contact Information

Email:
Home Phone:
Cell Phone: (Mobile)

- Maxwell
Chapter Account
- Inbox
 - Calendar
 - Portfolio
 - Scoreboard
 - Sign Off
-
- Cash/Checking: \$5,510
 - Current/Projects: \$0
 - Non-Current: \$0
 - Liabilities: \$0
 - Student Help
 - Teacher Help
 - AET Classroom
 - ASK AET a Question

Account Information and Settings

My FFA Chapter



Maxwell
50 Members
2 Advisors
60 AET Log-ins this week

Privacy Settings


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

Mobile Device Setup

Visit [in the AET.com](#) on your mobile device. You can make recordbook entries, upload SAE photos, and more!

Authorized Mobile Devices:
There are 3 authorized devices

[Deauthorize All Mobile Devices](#)



Pronounced
Chapter: Maxwell
FFA Member Number: 601564107
Profile Complete for FFA Membership: 100%

Password: [Reset](#)

Profile Pic:

Demographics

Birthdate: 7/30/2000
HS Graduation: June 2019
Shirt Size: -
Gender: Male
Race: No Answer
Ethnicity: No Answer
Residence: -

Mailing Address

Address:
City, State, Zip: Maxwell, CA 95666


Contact Information

Email:
Home Phone:
Cell Phone:

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

Account Information and Settings

My FFA Chapter



Maxwell
82 Members
2 Advisors
50 AET Log-ins this week

Privacy Settings


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

Mobile Device Setup

Visit [theAET.com](#) on your mobile device. You can make recordbook entries, upload SAE photos, and more!

Authorized Mobile Devices:
There are 0 authorized devices

[Deauthorize All Mobile Devices](#)



Chapter: Maxwell
FFA Member Number: 603134108
Profile Complete for FFA Membership: 100%

Password: [Reset](#)

Profile Pic:

Demographics

Birthdate: -
HS Graduation: June 2019
Shirt Size: -
Gender: Female
Race: No Answer
Ethnicity: No Answer
Residence: -

Mailing Address

Address:
City, State, Zip: Durham, CA 95908

Contact Information

Email: 2015jesse020@maxwellusa.net
Home Phone: (530) 3262857
Cell Phone: -

- Maxwell
Chapter Account
- Inbox
 - Calendar
 - Portfolio
 - Scoreboard
 - Sign Off
-
- Cash/Checking: \$1,455
 - Current/Projects: \$0
 - Non-Current: \$369
 - Liabilities: \$0
-
- Student Help
 - Teacher Help
 - AET Classroom
 - Ask AET a Question

Account Information and Settings

My FFA Chapter



Maxwell
83 Members
2 Advisors
2 AET Log-ins this week

Privacy Settings


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

Mobile Device Setup

Visit [theAET.com](#) on your mobile device. You can make recordbook entries, upload SAE photos, and more!

Authorized Mobile Devices:
There are 0 authorized devices

[Deauthorize All Mobile Devices](#)



Chapter: Maxwell
FFA Member Number: 603134383
Profile Complete for FFA Membership: 100%

Password: [Reset](#)

Profile Pic:

Demographics

Birthdate: -
HS Graduation: June 2021
Shirt Size: -
Gender: Female
Race: No Answer
Ethnicity: No Answer
Residence: -

Mailing Address

Address:
City, State, Zip: Maxwell, CA 95955



Profile

Journal

Finances

Reports

Maxwell

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: \$5,862

Current/Projects: 50

Non-Current: 50

Liabilities: 50

Student Help

Teacher Help

AET Classroom

Ask AET a Question

Account Information and Settings

My FFA Chapter



Maxwell
33 Members
2 Advisors
2 AET Log-ins this week

Privacy Settings

Chapter Scoreboard Privacy:

Hide name in chapter scoreboard?

Yes No

Mobile Device Setup

Visit theAET.com on your mobile device. You can make recordbook entries, upload SAE photos, and more!

Authorized Mobile Devices:

There are 0 authorized devices



Chapter: Maxwell
FFA Member Number: 603134292
Profile Complete for FFA Membership: 100%

Password:

Profile Pic:

Demographics

Birthdate: [Redacted]
HS Graduation: June 2021
Shirt Size: S
Gender: Female
Race: White, Non-Hispanic
Ethnicity: Non-Hispanic
Residence: Rural, Farm

Profile

Journal

Finances

Reports

Maxwell

Chapter Account

Inbox

Calendar

Portfolio

Scoreboard

Sign Off

Cash/Checking: 50

Current/Projects: 50

Non-Current: 50

Liabilities: 50

Student Help

Teacher Help

AET Classroom

Ask AET a Question

Account Information and Settings

My FFA Chapter



Maxwell
32 Members
2 Advisors
50 AET Log-ins this week

Privacy Settings

Chapter Scoreboard Privacy:

Hide name in chapter scoreboard?

Yes No

Mobile Device Setup

Visit theAET.com on your mobile device. You can make recordbook entries, upload SAE photos, and more!

Authorized Mobile Devices:

There are 0 authorized devices



Chapter: Maxwell
FFA Member Number:
Profile Complete for FFA Membership: 100%

Password:

Profile Pic:

Demographics

Birthdate: [Redacted]
HS Graduation: June 2022
Shirt Size: -
Gender: Male
Race: No Answer / Non-Disclosed
Ethnicity: No Answer
Residence: -

Mailing Address

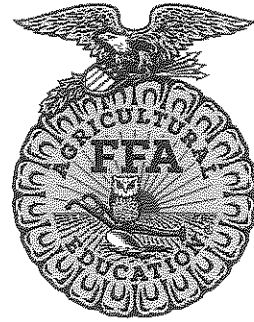
Address: [Redacted]
City, State, Zip: Maxwell, CA 95650

Contact Information

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



**Maxwell High School
Agriculture Department**



Supporting Documents

Permanent Agriculture Student File

2. Permanent Agriculture Student File

Maxwell High School has a blended permanent student file being both physical and electronic.

The permanent files kept in the filing system include degree applications, officer applications, meeting sign in sheets, SAE grade sheets, and livestock paperwork. The digital files that are kept include the FFA points tracking system and field trip rosters, livestock rosters.

The AET website also houses several items that used to be kept in the permanent student file. Proficiencies, State and American Degrees are kept on AET and the student and advisor has access to those. Student records with involvement in FFA activities, community service, etc are in their journal. As we become more comfortable with the online system I believe all of our project visitation forms will be housed there as well.

To fully go digital, the agricultural instructors and students need further training on how to implement some of the POA/FFA tools on AET, which can log FFA meeting attendance and much more.



The Agricultural Experience Tracker

[Log Out](#)

[Profile](#)

[Accounts](#)

[Tracker](#)

[Reports](#)

Maxwell

- [Inbox](#)
- [Portfolio](#)
- [Scoreboard](#)
- [Explore SAE](#)
- [Classroom Resources](#)
- [Sign Off](#)

2018-2019

SAEs: 12
Jrn Entries: 161
Jrn Hours: 1,871
Fin Entries: 25
Active Students: 28
Badges: 1

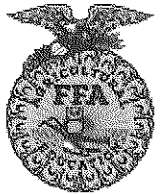
- [Student Help](#)
- [Teacher Help](#)
- [AET Classroom](#)
- [Ask AET a Question](#)

SAE Assessments

Filter to student: [View All Students](#)

[+New Assessment](#)

DATE	STUDENT	SAE NAMES	TEACHER	
11/6/2018	[REDACTED]	Market Steer	Amber Charter	View Print
Unread				
5/21/2018	[REDACTED]	2018 Beg.- Market Steer 2017, 2016 Beg.- Market Steer 2016	Amber Charter	View Print
Unread				
5/17/2018	[REDACTED]	2018 beg. Market Lamb 2017-2018	Amber Charter	View Print
Unread				
5/17/2018	[REDACTED]	Market Lamb 2017-2018	Amber Charter	View Print
Unread				
5/16/2018	[REDACTED]	2018 Beg.- 2018 Market Hog	Amber Charter	View Print
Unread				
5/15/2018	[REDACTED]	2018 Beg.- 2018 Market Lamb	Amber Charter	View Print
Read				
3/28/2018	[REDACTED]	2018 Beg.- Market Steer 2017	Jarred Myers	View Print
Unread				
1/23/2018	[REDACTED]		Jarred Myers	View Print
Read				
1/23/2018	[REDACTED]		Jarred Myers	View Print
Read				



Degree/Application Manager

Maxwell

- [Go to FFA.org](#)
- [Go to AET](#)
- [Student Help](#)
- [Teacher Help](#)
- [AET Classroom](#)
- [Ask AET a Question](#)
- [Sign Off](#)

<p>Add New Chapter-level Application: ?</p> <p>(Choose Application to Add) Add</p> <p>Review Existing Applications by Type:</p> <p>(All) ▼</p> <p>or Ending Date: (All) ▼</p>	<p style="text-align: center;">Student Finder Reset</p> <p><input checked="" type="checkbox"/> All Students</p> <p>Grade Levels</p> <p>FFA Membership</p> <p>Custom Groups</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

* Applications in gray have been submitted through the Online Degree/Application Manager; other applications are in-progress.

Generate/Edit Application	Unique #	Student	Application Type	Date Created
Application Delete	385247	(Chapter Application)	National Chapter Award 2017	1/18/2017
Application Delete	577856	██████████	American Degree	6/24/2018
Application Delete	505165	██████████	California Online State FFA Degree	1/10/2018
Application Delete	505138	██████████	California Online State FFA Degree	1/10/2018
Application Delete	382401	██████████	American Degree	1/16/2017
Application Delete	577857	██████████	American Degree	6/24/2018
Application Delete	505142	██████████	California Online State FFA Degree	1/10/2018
Application Delete	602127	██████████	California Online State FFA Degree	11/14/2018
Application Delete	602434	██████████	California Online State FFA Degree	11/14/2018
Application Delete	570630	██████████	American Degree	5/7/2018
Application Delete	479625	██████████	California Online State FFA Degree	12/1/2017
Application Delete	602469	██████████	California Online State FFA Degree	11/14/2018
Application Delete	600150	██████████	California Online State FFA Degree	11/10/2018
Application Delete	505137	██████████	California Online State FFA Degree	1/10/2018
Application Delete	602472	██████████	California Online State FFA Degree	11/14/2018

The Agricultural Experience Tracker

[Log Out](#)



Blue: 1

[Profile](#)

[Journal](#)

[Finances](#)

[Reports](#)

Maxwell

Journal

[Chapter Account](#)

[Inbox](#)

[Calendar](#)

[Portfolio](#)

[Scoreboard](#)

[Sign Off](#)

Year:	Activity Category and Type:	Description:
2018 ▼	(All) ▼ (All) ▼	

[New Class Activity](#)

[New Project Activity](#)

[New Other Activity](#)

[Return to AET](#)

Cash/Checking: \$5,109

Current/Projects: \$0

Non-Current: \$0

Liabilities: \$0

[Student Help](#)

[Teacher Help](#)

[AET Classroom](#)

[Ask AET a Question](#)

Options	Date	Updated	Description	Time
Edit	11/14/2018	11/14/2018	FFA Competition Activity Junior Creed Speaking <i>Chapter</i> creed competition creed competition in los molinos	10:00
Edit	11/14/2018	11/14/2018	FFA Competition Activity Junior Creed Speaking <i>Section</i> creed competition did creed in orland	8:00
Edit	10/26/2018	11/7/2018	Community Service Activity halloween spooktacular At festival that kids ages 2-13 came and did crafts, carved pumpkins, watched a movie and made slime.	3:00
Edit	10/22/2018	10/24/2018	Other FFA-related Activity Meeting <i>Chapter</i> chapter meeting october meeting. had a taco cart	1:30
Edit	10/17/2018	10/24/2018	Other FFA-related Activity Meeting <i>Chapter</i> back to school splash august meeting	1:00
Edit	10/12/2018	11/8/2018	Other FFA-related Activity Project Show or Stock Show <i>Invitational</i> cow palace wide belted gilt received 1st in class. smaller belted gilt received 4th in her class.	48:00
Edit	9/19/2018	10/24/2018	Other FFA-related Activity Meeting <i>Chapter</i> ffa meeting september meeting and livestock meeting that parents had to attend if the student was planning to show an animal at fair.	1:30
Edit	9/19/2018	11/8/2018	Other FFA-related Activity Meeting <i>Chapter</i> September Monthly Meeting & Exhibitor Meeting	1:00
Edit	8/31/2018	10/10/2018	Experience-related Activity 2018/2019 jackpot hogs Design and provide proper animal nutrition to achi fed hogs	5:00
Edit	8/24/2018	10/10/2018	Experience-related Activity 2018/2019 jackpot hogs Design and provide proper animal nutrition to achi fed and brushed hogs	5:00
Edit	8/17/2018	10/10/2018	Experience-related Activity 2018/2019 jackpot hogs Apply principles of animal reproduction to achieve fed hogs	5:00
Edit	8/17/2018	11/7/2018	FFA Office Activity Sentinel <i>Chapter</i>	36:00

FirstName	LastName	Back To School Splash	September Mtg*	Greenhand Conference	Drive-Thru Ticket Sales	Drive-Thru Help	October Mtg*	Pumpkin Village	Spooktacular	Pheasant Breakfast Ticket Sales	Pheasant Breakfast Setup	Pheasant Breakfast	Ag Day	Total
[REDACTED]	[REDACTED]	1	1											2
[REDACTED]	[REDACTED]		1											1
[REDACTED]	[REDACTED]	1	1				1							3
[REDACTED]	[REDACTED]	1	1				1	1						4
[REDACTED]	[REDACTED]	1	1				1							3
[REDACTED]	[REDACTED]													0
[REDACTED]	[REDACTED]	1	1		1		1		1		1			6
[REDACTED]	[REDACTED]	1			1	1								3
[REDACTED]	[REDACTED]		1				1	1						3
[REDACTED]	[REDACTED]	1												1
[REDACTED]	[REDACTED]	1	1				1		1		1			5
[REDACTED]	[REDACTED]	1		1		1	1	1						6
[REDACTED]	[REDACTED]	1			1		1							3
[REDACTED]	[REDACTED]	1	1				1	1	1		1			7
[REDACTED]	[REDACTED]	1	1		1		1				1			5
[REDACTED]	[REDACTED]	1	1		1	1					1			5
[REDACTED]	[REDACTED]		1											1
[REDACTED]	[REDACTED]													0
[REDACTED]	[REDACTED]													0
[REDACTED]	[REDACTED]	1												1
[REDACTED]	[REDACTED]	1												1
[REDACTED]	[REDACTED]		1											1
[REDACTED]	[REDACTED]	1	1				1							3

FirstName	LastName	Back To School Splash	September Mtg*	Greenhand Conference	Drive-Thru Ticket Sales	Drive-Thru Help	October Mtg*	Pumpkin Village	Spooktacular	Pheasant Breakfast Ticket Sales	Pheasant Breakfast Setup	Pheasant Breakfast	Ag Day	Total
[REDACTED]	[REDACTED]	1	1				1							3
[REDACTED]	[REDACTED]	1	1				1							3
[REDACTED]	[REDACTED]	1	1		1	1	1		1		1			7
[REDACTED]	[REDACTED]	1	1											2
[REDACTED]	[REDACTED]								1					1
[REDACTED]	[REDACTED]		1			1	1		1					4
[REDACTED]	[REDACTED]	1	1	1			1							4
[REDACTED]	[REDACTED]	1	1	1			1				1			5
[REDACTED]	[REDACTED]													0
[REDACTED]	[REDACTED]	1	1		1		1							4
[REDACTED]	[REDACTED]	1	1				1							3
[REDACTED]	[REDACTED]	1	1				1							3
[REDACTED]	[REDACTED]	1	1			1	1							4
[REDACTED]	[REDACTED]	1	1				1		1					4
[REDACTED]	[REDACTED]						1							1
[REDACTED]	[REDACTED]	1	1				1		1					4
[REDACTED]	[REDACTED]		1					1						2
[REDACTED]	[REDACTED]	1												1
[REDACTED]	[REDACTED]													0
[REDACTED]	[REDACTED]													0
[REDACTED]	[REDACTED]	1	1				1	1	1					5
[REDACTED]	[REDACTED]													0
[REDACTED]	[REDACTED]	1	1				1							3

FirstName	LastName	Back To School Splash	September Mtg*	Greenhand Conference	Drive-Thru Ticket Sales	Drive-Thru Help	October Mtg*	Pumpkin Village	Spooktacular	Pheasant Breakfast Ticket Sales	Pheasant Breakfast Setup	Pheasant Breakfast	Ag Day	Total
[REDACTED]	[REDACTED]	1	1				1							3
[REDACTED]	[REDACTED]													0
[REDACTED]	[REDACTED]													0
[REDACTED]	[REDACTED]	1	1				1							3
[REDACTED]	[REDACTED]	1	1		1	1	1				1			6
[REDACTED]	[REDACTED]	1	1	1			1	1	1		1			7
[REDACTED]	[REDACTED]		1				1		1					3
[REDACTED]	[REDACTED]	1	1				1							3
[REDACTED]	[REDACTED]													0
[REDACTED]	[REDACTED]	1	1				1							3
[REDACTED]	[REDACTED]	1	1				1							3
[REDACTED]	[REDACTED]	1	1			1	1		1					5
[REDACTED]	[REDACTED]													0
[REDACTED]	[REDACTED]	1	1				1							3
[REDACTED]	[REDACTED]						1							1
[REDACTED]	[REDACTED]						1							1
[REDACTED]	[REDACTED]	1	1											2
[REDACTED]	[REDACTED]	1	1				1							3
[REDACTED]	[REDACTED]	1					1							1
[REDACTED]	[REDACTED]	1	1				1	1			1			5
[REDACTED]	[REDACTED]	1	1			1	1	1			1			6
[REDACTED]	[REDACTED]	1	1				1		1					4
[REDACTED]	[REDACTED]	1	1		1	1	1			1				6

FirstName	LastName	Back To School Splash	September Mtg*	Greenhand Conference	Drive-Thru Ticket Sales	Drive-Thru Help	October Mtg*	Pumpkin Village	Spooktacular	Pheasant Breakfast Ticket Sales	Pheasant Breakfast Setup	Pheasant Breakfast	Ag Day	Total
[REDACTED]	[REDACTED]													0
[REDACTED]	[REDACTED]	1	1											2
[REDACTED]	[REDACTED]	1	1				1		1					4
[REDACTED]	[REDACTED]	1	1	1	1	1	1		1		1			8
[REDACTED]	[REDACTED]	1	1				1	1						4
[REDACTED]	[REDACTED]	1	1		1	1	1				1			6
[REDACTED]	[REDACTED]	1	1				1			1	1			5
[REDACTED]	[REDACTED]	1	1		1	1	1				1			6
[REDACTED]	[REDACTED]	1	1				1	1						4
[REDACTED]	[REDACTED]													0
[REDACTED]	[REDACTED]	1	1				1				1			4

AET Update Sheet

www.theaet.com

Student Name: [REDACTED]

Username: [REDACTED]

Chapter #: _____

1.) Complete/Review each item during AET work days each month. 2.) Request signature each month when all is complete		Aug 2018	Sep 2018	Oct 2018	Nov 2018	Dec 2018	Jan 2019	Feb 2019	Mar 2019	Apr 2019	May 2019	Sum 2019
Date Completed												
Teacher Initials												
Profile	Profile Reviewed and Updated				al							
	School Ag Class(es) Added				al							
	Resume Updated				al							
	Committee/Offices Added				al							
	Pathway & Career Interests Updated				al							
Portfolio	Photos - 2 Added of SAE (can use m.theaet.com on your phone)											
	Home Improvement Before/After Photos											
Project/Experience Manager	Settings - Complete and Review (Name should be of your SAE)				al							
	Is the SAE Experience Active? If not, click the green button to turn "off"				al							
	SAE Plan Completed, Reviewed & Updated (For EACH SAE)											
	- Description				al							
	- Time Investment											
	- Financial Investment (If applicable)											
	- Learning Objectives & Outcomes (Min of 3)											
	BUDGET - Completed, Reviewed & Updated (For EACH SAE)											
	Annual Review of project											
	Skills Competencies & Knowledge Review & Outcomes											

↑
2019 Mkt H09

FARMS Leadership Program Field Trip Attendance

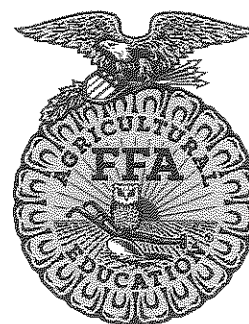
	Premier Mushroom 10/4	Sunsweet Dryer 12/13	1/17	2/5	3/7	4/9	5/1
[REDACTED]		X					
[REDACTED]	X	X					
[REDACTED]		X					
[REDACTED]	X	X					
[REDACTED]	X	X					
[REDACTED]	X	X					
[REDACTED]							

Livestock Exhibitor Status

Applicant	Exhibitor Meeting	Parent in attendance	Contract	Rules	Barn Contract	Specie	
[REDACTED]	X	X	X	X	n/a	Sheep/Goat	21
[REDACTED]	X	X	[REDACTED]	[REDACTED]	n/a	Sheep	1
[REDACTED]	X	X	x	x		Swine	
[REDACTED]	X	x	[REDACTED]	[REDACTED]	n/a	Sheep	2
[REDACTED]	X	x	x	x	x	Swine	
[REDACTED]	X	X	X	X	n/a	Swine	
[REDACTED]		X	x	x		Sheep	20
[REDACTED]	X	x	x	x	x	Swine	
[REDACTED]	X	x	[REDACTED]	[REDACTED]		Sheep	3
[REDACTED]	X	x	x	x		Sheep	4
[REDACTED]	X	x	x	x	n/a	Sheep	5
[REDACTED]	X	x	x	x	x	Swine	
[REDACTED]	X	X	x	x		Sheep	6
[REDACTED]						Swine	
[REDACTED]	X	[REDACTED]	x	x	x	Sheep	7
[REDACTED]	X	[REDACTED]	x	x	x	Sheep	8
[REDACTED]	X	[REDACTED]	X	x	x	Sheep	19
[REDACTED]	X	x	x	x	N/A	Sheep	9
[REDACTED]	X	X	x	x	x	Swine	
[REDACTED]	X	X	x	x	x	Swine	
[REDACTED]	X	X	X	X	N/A	Sheep	10
[REDACTED]	X	[REDACTED]	[REDACTED]	[REDACTED]		Sheep	11
[REDACTED]	X	X	X	X	n/a	Sheep	12
[REDACTED]	X	X	X	X	n/a	Sheep	13
[REDACTED]	X	[REDACTED]	[REDACTED]	[REDACTED]		Sheep	14
[REDACTED]	X	[REDACTED]	X	X	X	Sheep	15
[REDACTED]	X	X	X	X	n/a	Cattle	
[REDACTED]	X	X	X	X	n/a	Cattle	
[REDACTED]	X	X	[REDACTED]	[REDACTED]	x	Swine	
[REDACTED]	X	X	[REDACTED]	[REDACTED]		Sheep	16
[REDACTED]	X	x	x	x	N/A	Swine	
[REDACTED]	X	[REDACTED]	[REDACTED]	[REDACTED]		Sheep	17
[REDACTED]	X	X	X	X	N/A	Sheep	18
[REDACTED]	X	X	X	X	X	Swine	
[REDACTED]	X	[REDACTED]	[REDACTED]	[REDACTED]	x	Swine	
[REDACTED]		x	x	x	NA	Swine	
[REDACTED]	X	X	X	X	n/a	Cattle	



**Maxwell High School
Agriculture Department**



Supporting Documents

Course Outlines



Maxwell High School
Agriculture Department
Course Expectations 2018-2019



Instructor: Mrs. Charter

I. Course Description: Agricultural Biology
CSU/UC (d) GRAD CREDIT: Life Science 10th grade

This course follows a fundamental approach to biology as it relates to agri-science. Topics of study include organisms and their environments, plant science and animal science. Laboratory experiments will reinforce classroom concepts. Future Farmers of America (FFA) will also be an integral part of this course. Students will be introduced to the FFA Program, California Agriculture and much more. Students are highly encouraged to attend the monthly FFA meetings.

II. Grading:

Your grade will be based on the following:

- 50% Assessments:** This includes finals, unit tests and labs.
- 30% Classroom work:** Homework, in class assignments, quizzes, etc. .
- 10% FFA Participation**
- 10% SAE (Supervised Agricultural Experience)**

Letter grades will be assigned using the following guidelines:

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

III. Tests & Labs

1. Tests will be given at the completion of each unit of study.
2. There will be a Final Exam that is cumulative of the semester at the end of each semester.
3. Labs are to be completed in pencil or typed; depending on the lab.
4. Make up tests and labs are the responsibility of the student! If you have an excused absence on the day of a test/lab, it is your responsibility to make an appointment to take it within 1 week of returning to school. After the one week deadline scores will be entered as a zero.

IV. Homework and Class Assignments

1. Assignments should be neat and complete.
2. For each day you are absent, you have that many days to make it up.
3. Getting makeup work is the responsibility of the student.
4. Work should be of your effort. All parties will receive a score of zero for cheating and copying.
5. **No late work will be accepted.**

V. FFA – 10% of grade

1. Your enrollment in this class automatically makes you an FFA member.
2. The FFA is an integral part of this class, therefore you are required to participate in various activities throughout the semester.
3. To receive an “A” grade students will need to attend 4 activities per semester and participate in one committee per semester. Additional activities will be counted as extra credit with a cap of 8.
4. Students must be present for the entire activity to receive credit unless a prior arrangement has been made with an agricultural instructor.

VI. SAE (Supervised Agricultural Experience)- 10% of grade

1. All students are required to have a project that relates to agriculture.
2. Projects require prior approval of the instructor.
3. An FFA record book will be required for all students. The record book will be turned in at the end of the quarter.
4. Items to be included: Business Plan, Budget (ownership), Hours entered weekly or daily, Income/Expenses (if applicable), FFA Credits, School/Community Activities, and Updated Profile. Annual summaries are due in December.

VII. Supplies-

1. Spiral notebook for notes- Large size.
2. Pencil. All labs must be completed in pencil.

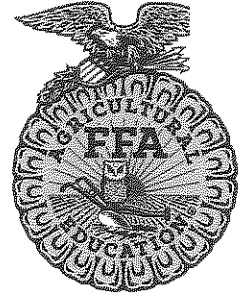
Contact Information:

Email: ambercharter@maxwell.k12.ca.us

Phone: 438-2291 ext 12130



Maxwell High School
Agriculture Department
Course Expectations 2018-2019



Instructor: Mrs. Charter

I. Course Description: ROP Floral Design

GRAD CREDIT: UC Art Credit,

This course will train students in occupation skills for entry-level employment in floral shops, nurseries, and department stores, selling floral products, houseplants, balloon arrangements, and retail items. Students develop artistic skills using elements of design as they relate to flora, balloons, and plant design. They will receive training in floral arranging, balloon design, customer service, production, care, and maintenance of houseplants.

Future Farmers of America (FFA) will also be an integral part of this course. Students will be introduced to the FFA Program, California Agriculture and much more. Students are highly encouraged to attend the monthly FFA meetings.

II. Grading:

Your grade will be based on the following:

80% Classroom work. This includes homework, quizzes, tests, and in-class assignments.

10% FFA Participation.

10% Supervised Agricultural Education

III. Classroom Work

1. Assignments should be neat and complete.
2. For each day you are absent, you have that many days to make it up.
3. Getting makeup work is the responsibility of the student.
4. Work should be of your effort. All parties will receive a score of zero for cheating and copying.
5. No late work will be accepted.

IV. Required Supplies

1. Binder or section of a binder.

V. FFA- 10% of Grade

1. Your enrollment in this class automatically makes you an FFA member.
2. FFA is an integral part of this class, therefore you are required to participate in various activities throughout the semester.
3. To receive an "A" grade students will need to attend 4 activities per semester and participate in one committee per semester. Additional activities will be counted as extra credit with a cap of 8.
4. Students must be present for the entire activity to receive credit unless a prior arrangement has been made with an agricultural instructor.

VI. SAE (Supervised Agricultural Experience)-10% of grade.

1. All students are required to have a project that relates to agriculture.
2. Projects require prior approval of the instructor.
3. An FFA record book will be required for all students. The record book will be turned in at the end of the quarter.
4. Items to be included: Business Plan, Budget (ownership), Hours entered weekly or daily, Income/Expenses (if applicable), FFA Credits, School/Community Activities, and Updated Profile. Annual summaries are due in December

Contact Information:

Email: ambercharter@maxwell.k12.ca.us

Phone: 438-2291 ext. 12130



Maxwell High School
Agriculture Department
Course Expectations 2018-2019



Instructor: Mrs. Charter

I. Course Description: Floral 2

Pre-requisite: Completion of Floral Design 1. Grade Levels: Junior and Senior

Credit: Elective credit

This course is designed to train students in occupational skills for entry-level experience in the floral industry. Students will develop artistic skills using the elements of design related to floral design. Advanced level techniques will be taught with special emphasis placed on body flowers, centerpieces, dry arrangements, wedding planning and holiday decorations.

Instructional Units: Floriculture Industry, Houseplant Care, Floral Shop Skills, Professional Portfolio Development, Advertising, Wearable Flowers, Sympathy flowers, Wedding flowers, and Floral shop construction.

Textbooks:

The Art of Floral Design. Second edition, Norah T. Hunter.

Future Farmers of America (FFA) will also be an integral part of this course. Students will be introduced to the FFA Program, California Agriculture and much more. Students are highly encouraged to attend the monthly FFA meetings.

II. Grading:

Your grade will be based on the following:

75% Classroom work. This includes homework, quizzes, tests, and in-class assignments.

5% Portfolio. Construct a portfolio that demonstrates student's knowledge and experience of flower arrangements.

10% FFA Participation.

10% Supervised Agricultural Education

III. Classroom Work

1. Assignments should be neat and complete.
2. For each day you are absent, you have that many days to make it up.
3. Getting makeup work is the responsibility of the student.
4. Work should be of your effort. All parties will receive a score of zero for cheating and copying.
5. No late work will be accepted.

IV. FFA- 10% of Grade

1. Your enrollment in this class automatically makes you an FFA member.
2. FFA is an integral part of this class, therefore you are required to participate in various activities throughout the semester.
3. To receive an "A" grade students will need to attend 4 activities per semester and participate in one committee per semester. Additional activities will be counted as extra credit with a cap of 8.
4. Students must be present for the entire activity to receive credit unless a prior arrangement has been made with an agricultural instructor.

V. Portfolio- 5% of grade

1. Keep a portfolio of work completed in this class. Take a picture of all work completed. You will submit your best 3 work samples per semester.
2. Include application, resume and cover letter. You will make revisions for the May Portfolio.
3. Portfolios are due December 13th and May 9th.

VI. SAE (Supervised Agricultural Experience)-10% of grade.

1. All students are required to have a project that relates to agriculture.
2. Projects require prior approval of the instructor.
3. An FFA record book will be required for all students. The record book will be turned in at the end of the quarter.
4. Items to be included: Business Plan, Budget (ownership), Hours entered weekly or daily, Income/Expenses (if applicable), FFA Credits, School/Community Activities, and Updated Profile. Annual summaries are due in December

VII. Required Supplies

1. Notebook/Binder

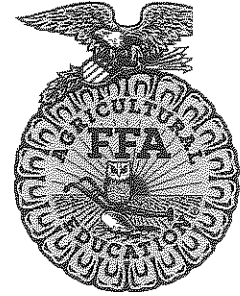
Contact Information:

Email: ambercharter@maxwell.k12.ca.us

Phone: 438-2291 ext. 12130



Maxwell High School
Agriculture Department
Course Expectations 2018-2019



Instructor: Mrs. Charter

I. Course Description: Agricultural Communications
Grade Level: 9th

Agricultural communications will cover a survey of the importance of California Agriculture. The course will emphasize detailed knowledge of leadership through the use of local and state public speaking events, business management through computer applications and record keeping, industry networking, career development events as well as local, state and national leadership experiences. 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.

Students will continue to work on their writing skills via journalism, research papers, essays, writing prompts, literature based questions, formative arguments and analysis. In writing students will be practicing vocabulary, editing, grammar and usage. Through essays and research papers students will show their understanding of grammar, essay structures etc. Students will be required to show drafts, self editing and creation of final work. Through this writing students will show an overall increase in subject understanding. Below you will find the break down of each unit and associated writing assignments.

The Ag communications course is an English communications course with an emphasis on the agriculture industry. Students will practice oral communication, speeches, research papers, read novels and effectively use the English language. Students will be immersed in fiction, non fiction, informational text, biographies, etc. that are influenced by an agricultural background

II. Grading:

Your grade will be based on the following:

80% Classroom work. This includes homework, quizzes, tests, speeches, group assignments, presentations and in-class assignments.

10% FFA Participation.

10% Supervised Agricultural Education

Letter grades will be assigned using the following guidelines:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

III. Classroom Work

1. Assignments should be neat and complete.
2. For each day you are absent, you have that many days to make it up.
3. Getting makeup work is the responsibility of the student.
4. Work should be of your effort. All parties will receive a score of zero for cheating and copying.
5. No late work will be accepted.

IV. FFA – 10% of grade

1. Your enrollment in this class automatically makes you an FFA member.
2. The FFA is an integral part of this class, therefore you are required to participate in various activities throughout the semester.
3. To receive an “A” grade students will need to attend 4 activities per semester and participate in one committee per semester. Additional activities will be counted as extra credit with a cap of 8.
4. Students must be present for the entire activity to receive credit unless a prior arrangement has been made with an agricultural instructor.

V. SAE (Supervised Agricultural Experience)- 10% of grade

1. All students are required to have a project that relates to agriculture.
2. Projects require prior approval of the instructor.
3. An FFA record book will be required for all students. The record book will be turned in at the end of the quarter.

IV. Supplies-

1. Section of a notebook.
2. Pencil/pen.
3. Paper

Contact Information:

Email: ambercharter@maxwell.k12.ca.us

Phone: 438-2291 ext 12130



Maxwell High School
Agriculture Department
Course Expectations 2018-2019



Instructor: Mrs. Charter

I. Course Description: Animal Science

GRAD CREDIT: College Prep Elective "G" Grades 10-12

This course will provide the student with principles in Animal Science focusing on the area of mammalian production, anatomy, physiology, reproduction, nutrition, respiration and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. Frequent opportunities are given to develop and apply rational and creative thinking processes of observing, comparing, organizing, relating, inferring, applying and communicating. Also, there is an emphasis on developing values aspirations and attitudes that promote the student's understanding personal involvement with the scientific discoveries of the future. There are ample opportunities for hands on class participation with animals in this class to enable students to demonstrate their knowledge of restraint, handling, behavior, etc.

Additional emphasis will be placed on industry practices to include record keeping, public relations and communications.

II. Grading:

Your grade will be based on the following:

80% Classroom work. This includes homework, quizzes, tests, and in-class assignments.

10% FFA Participation.

10% Supervised Agricultural Education

III. Required Supplies

1. Binder & Notebook
2. Paper
3. Pen or Pencil
4. Closed Toe Shoes during labs and outside workdays.



Maxwell High School
Agriculture Department
Course Expectations 2018-2019



Instructor: Mrs. Charter

I. Course Description: Ornamental Horticulture
Grade Level: Junior and Senior

This course will cover the basic principles of plant science in agriculture as viewed by both the farmer and the consumer. Hands-on units of instruction include plant organs and their functions, introduction to reproduction and genetics, weeds, insects and other pests, soils and fertilizers, chemical application and their safety and integrated pest management. All students will be able to work in the school greenhouse to gain practical experience growing plants. This course will also provide students with the opportunity to create their own plant (SAE) projects including sales and marketing of their projects through FFA plant sales.

Textbooks:

Introduction to Horticulture, 9th Edition. Carroll L Shry Jr.

II. Grading:

Your grade will be based on the following:

60% Classroom work. This includes homework, quizzes, tests and class work.

20% Class Participation. Students will receive up to five points every day we work outside.

10% FFA Participation.

10% Supervised Agricultural Education

III. Classroom Work- 60%

1. Assignments should be neat and complete.
2. For each day you are absent, you have that many days to make it up.
3. Getting makeup work is the responsibility of the student.
4. Work should be of your effort. All parties will receive a score of zero for cheating and copying.
5. No late work will be accepted.



**Maxwell High School
Agriculture Department**



Supporting Documents

Daily Grade Sheets

4. Daily Grade Sheets

In order to easily calculate FFA and SAE components of the classroom gradebook, a weighted grading system is used. FFA and SAE are each set up as 10% a piece, each class is different and the other 80% might be placed into one category or several. For instance Advanced Floral also has a Portfolio piece to it.

FFA grades are entered twice. The FFA points go into the gradebook prior to the last D/F Report Grading, this allows students some time to rectify a poor FFA grade. The scores will then be re-entered after the last FFA activity of the semester. Students are required to go to 4 FFA activities per semester. Each activity is counted as 10 points for a total of 40 points. Additional FFA credits will be entered as FFA credit up to 8.

SAE grading uses a checklist, and during certain months there are different items in the record book that are checked. There are a minimum of two grading entries per semester. This is the first time using the checklist, so modifications to the system might be necessary.

CONFIGURATION: 2 - ROP Floral II - Fall

Add Gradebook

Link Gradebooks

Edit Gradebook	Options	Categories	Assignments	Manage Students	Final Marks	Narrative Grades	Rules	Backups	Restore
----------------	---------	-------------------	-------------	-----------------	-------------	------------------	-------	---------	---------

If linking gradebooks, you must do so before adding category types or assignments.

Doing Weighted Scoring

	Name	Color	% of Grade
	Classroom Work	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> ▼ </div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">Remove Color</div>	75
Delete	Portfolio	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> ▼ </div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">Remove Color</div>	5
	FFA	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> ▼ </div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">Remove Color</div>	10
	SAE	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> ▼ </div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">Remove Color</div>	10
Total:			100

Add New Category

Save

Override Not Applicable / Transfer Grades				Floral Care and Hand...	Care and Handling Re...	Balance Activity	Care and Handling Quiz	October Arrangement	Principles of Design	October Subscription...	Principles of design...	Principles of design...	SAE Nov Check	FFA Credits			
Show Filters - Show Trend				10/12/2018 #9 : 25	10/12/2018 #10 : 16	10/12/2018 #11 : 10	10/12/2018 #12 : 25/30	10/24/2018 #13 : 30	11/2/2018 #16 : 15	11/2/2018 #17 : 15	11/15/2018 #18 : 30	11/15/2018 #19 : 20	11/30/2018 #21 : 47	12/21/2018 #20 : 40			
Sorting by: Student Name - Assignment Due Date																	
	Name	Grd	%	Mark													
1	[REDACTED]	11	91.7	A	24	0	10	14	30	16	15			50			
2	[REDACTED]	11	96.2	A	25	.5	10	20	30	16	15			50			
3	[REDACTED]	11	92.5	A	25	0	10	16	30	16	15			40			
4	[REDACTED]	11	83.3	B	18	0	0	10	30		15			50			
5	[REDACTED]	11	85.3	B	25	1	0	11	30	16	15			40			
6	[REDACTED]	12	94.4	A	25	0	10	16	30	16	15			50			
Class Averages				90.60	A	7.69%	23.67 - 94.67%	0.25 - 1.56%	6.67 - 66.67%	14.5 - 58.69%	30 - 100%	16 - 100%	15 - 100%	0 - 0%	0 - 0%	0 - 0%	46.67 - 116.67%

Att Info
 Comment/Status Info
 Missing
 # Correct > Max
 Max = 0
 Inactive Student
 Grading Complete
 Transfer Grade
 Category

<input type="checkbox"/> Override Not Applicable / Transfer Grades <input type="checkbox"/> Show Filters - <input type="checkbox"/> Show Trend Sorting by: Student Name - Assignment Due Date				mber 2018 20	Sept Subscription Work ✓ 9/21/2018 #15 : 20	Whats Wrong Floral ✓ 10/5/2018 #8 : 16	Care and Handling Pa... ✓ 10/12/2018 #9 : 25/30	Care and Handling Re... ✓ 10/12/2018 #10 : 16	Balance Activity ✓ 10/12/2018 #11 : 10	Care and Handling Quiz ✓ 10/12/2018 #12 : 25/30	October Arrangement ✓ 10/19/2018 #13 : 20	Principles of Design ✓ 11/2/2018 #16 : 16	October Subscription... ✓ 11/2/2018 #17 : 15	SAE Nov Check 11/30/2018 #19 : 47	FFA Credits 12/21/2018 #18 : 40		
Name	Grd	%	Mark														
1 [REDACTED]	9	92.3	A	20	14.5	16	0	15	14	20	14	15		50			
2 [REDACTED]	9	89.5	B+	20	13	23.5	0	10	11	20	15	15		40			
3 [REDACTED]	9	88.4	B+	20	13.5	21	0	10	10	20	7	15		50			
4 [REDACTED]	9	76.0	C	20	14	21	0	10	10	20	14	15		10			
5 [REDACTED]	9	75.1	C	20	11.5	15	0	10	6.5	20	14	15		30			
6 [REDACTED]	12	0.0	licable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable			
Class Averages				84.31	B	90%	20 - 100%	13.3 - 83.12%	19.3 - 77.20%	0 - 0%	11 - 110.0%	10.3 - 41.20%	20 - 100%	12.8 - 80.0%	15 - 100%	0 - 0%	36 - 90.0%

Alt Info
 Comment/Status Info
 Missing
 # Correct > Max
 Max = 0
 Inactive Student
 Grading Complete
 Transfer Grade
 Category

<input type="checkbox"/> Overwrite Not Applicable / Transfer Grades <input type="checkbox"/> Show Filters - <input type="checkbox"/> Show Trend				Plant Parts 2	Plant Parts 1	Monocot/Dicot Assess...	Sunset Western Garde...	Soil Packet Questions	Soil Texture Triangl...	Almonds Facts Video	Pumpkin HC	Plant Nutrient Prese...	Plant Nutrient HC	SAE Nov Check	PEA Cre		
Sorting by: Student Name Assignment Due Date				9/14/2018 #5: 10	9/14/2018 #6: 12	9/18/2018 #7: 14	10/11/2018 #8: 20	10/19/2018 #10: 10	10/23/2018 #9: 15	10/29/2018 #14: 10	11/0/2018 #11: 10	11/9/2018 #12: 20	11/16/2018 #13: 20	11/30/2018 #15: 47	12/21/2018 #18: 4		
Name	Grd	%	Mark														
1	[REDACTED]	12	89.3	B+	17	12	0	28	10	16	10	10	20	20	30		
2	[REDACTED]	11	76.5	C	18	11	10	23	8	15.5	10	9	20	10	30		
3	[REDACTED]	11	74.6	C	16	12	12	26.5		13	10	10	20	10	10		
4	[REDACTED]	12	95.3	A	18	12	14	29	10	16	10	10	20	20	30		
5	[REDACTED]	11	99.9	A+	17.5	12	14	29	10	12	9	NA	20	20	60		
6	[REDACTED]	12	74.0	C	17	12	4	23	NA	12	NA	NA	NA	NA	30		
7	[REDACTED]	12	85.3	B	17	12	12	23	5	15.5	10	10	18	18.5	30		
8	[REDACTED]	11	102.4	A+	16	12	14	29	10	10	10	NA	20	20	60		
9	[REDACTED]	11	95.7	A	17	12	14	23	10	15	10	NA	20	20	40		
10	[REDACTED]	11	93.2	A	17.5	12	14	24	9	15.5	10	NA	18	19.5	40		
Class Averages				83.66	B+	17.5 - 97.22%	11.9 - 99.17%	10.8 - 77.14%	23.75 - 88.79%	9 - 90.0%	14.09 - 78.06%	9.89 - 99.00%	9.3 - 98.00%	19.66 - 97.78%	17.66 - 87.78%	9 - 0%	35 - 87.5

Alt Info
 Comment/Status Info
 Missing
 # Correct > Max
 Max = 0
 Inactive Student
 Grading Complete
 Transfer Grade
 Category

	Commodity Poster	Outside Class Work	Demonstration Speech	Creed Paragraph College	Creed Paragraph 1	FFA Creed 2nd Paragraph	RB Work	New Horizons Articles	Pumpkin HD	SAE Nov Check	Opening/Closing	FFA Grad		
	9/7/2018 #3 : 20	9/12/2018 #4 : 20	9/14/2018 #5 : 20	10/8/2018 #9 : 25	10/12/2018 #9 : 45	10/15/2018 #8 : 35	10/10/2018 #10 : 20	10/23/2018 #7 : 20	11/5/2018 #11 : 15	11/30/2018 #13 : 47	12/5/2018 #14 : 30	12/21/2018 #12 : 40		
Sorting by:	Student Name [↑] - Assignment Due Date [↓]													
	Name	Grd	%	Mark										
1	[REDACTED]	9	83.8	B	20	20	20	20	25.5	NA	20	15	10	10
2	[REDACTED]	9	97.8	A+	20	20	20	NA	33.5	33	20	20	10	50
3	[REDACTED]	9	98.1	A+	20	20	20	20	35.5	30.75	20	20	10	50
4	[REDACTED]	9	81.0	B-	20	20	18	0	27	20	20	NA	10	50
5	[REDACTED]	9	91.7	A-	18	20	20	20	31	22.5	20	NA	10	50
6	[REDACTED]	9	97.4	A+	20	20	20	20	32	33.5	20	NA	10	50
7	[REDACTED]	10	0.0	ot Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
8	[REDACTED]	9	0.0	ot Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
9	[REDACTED]	9	100.0	A+	ot Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Class Averages		91.78	A-	67 - 98.33%	20 - 100%	19.67 - 98.33%	18 - 81.0%	30.75 - 76.68%	27.95 - 73.55%	20 - 100%	13.33 - 31.57%	10 - 100%	0 - 0%	43.33 - 100%

Att Info
 Comment/Status Info
 Missing
 # Correct > Max
 Max = 0
 Inactive Student
 Grading Complete
 Transfer Grade
 Category

	Facilities	Pigeon	Livestock	Chicken	Poultry Terms	Barn Work	Prop 12	Chicken Repro	Egg Pra Lab	Egg Lab	SAE Nov	FFA Credits		
	File	Solution Calc...	Handling G...	Breeds			Summary	Pop UP	Questions	Hypothesis	Check			
	9/20/18	10/15/2018	10/16/2018	10/22/2018	10/22/2018	10/29/2018	10/29/2018	11/8/2018	11/12/2018	11/28/2018	11/30/2018	12/1/2018		
	1:40	#11: 20	#12: 10	#14: 15	#18: 15	#18: 10	#18: 30	#17: 20	#20: 0	#21: 6	#22: 47	#19: 40		
Sorting by:	Student Name Assignment Due Date													
Name	Grd	%	Mark											
10	10	88.6	B+	32	18	5	0	15	6	20	20	9	6	40
11	10	84.7	B	32	10	10	14	15	10	0	12	9	5.5	40
12	11	81.9	B	38	17	5	15	15	6	15	20	9	0	20
13	12	67.7	D+	34	10	0	15	NA	9	NA	NA	NA	NA	NA
14	11	82.1	B	35	16	5	12	14	10	20	0	9	0	30
15	12	88.9	B+	10	10	10	15	10	10	20	20	9	5	30
16	11	85.5	B	35	18	0	15	0	10	15	20	9	3	30
17	10	85.8	B	35	18	0	15	0	5	20	20	9	6	30
18	12	71.4	C-	30	10	0	14	0	5	0	16	9	1	30
19	9	71.7	C-	30	10	5	15	0	7	0	0	6	3	50
20	10	80.3	B	35	12	10	15	0	10	0	12	9	6	40
21	12	91.4	A	10	10	0	15	10	10	20	20	9	5	40

Att Info
 Comment/Status Info
 Missing
 # Correct > Max
 Max = 0
 Inactive Student
 Grading Complete
 Transfer Grade
 Category

Show Filters Show Trend

Sorting by: Student Name [↑] - Assignment Due Date [↓]

				10/5/2018 #14 : 16	10/11/2018 #15 : 30	10/19/2018 #17 : 19	10/19/2018 #18 : 19	10/19/2018 #19 : 19	10/19/2018 #20 : 17	10/19/2018 #21 : 20	10/19/2018 #22 : 20	10/19/2018 #23 : 18	11/15/2018 #25 : 17	11/30/2018 #26 : 47	12/21/2018 #24 : 48
	Name	Grd	%	Mark											
1	[REDACTED]	10	88.6	B+	10	24	10	10	7	17	20	18	10	16	50
2	[REDACTED]	10	95.9	A	10	36	10	10	10	17	16	15	10	16	50
3	[REDACTED]	10	81.0	B-	10	36									50
4	[REDACTED]	10	58.8		0	15	0	10	7	1	20	0	10		10
5	[REDACTED]	10	93.0	A	9	26	10	10	6	17	20	15	10	15	50
6	[REDACTED]	10	84.2	B	10	28	10	10	7.5	17	20	15	10	12	20
7	[REDACTED]	10	85.1	B	10	28	10	10	6	17	19	5	10	16	40
8	[REDACTED]	10	83.7	B	10	24	10	10	8	NA	20	18	10	0	30
9	[REDACTED]	10	73.8	C	0	17	8	10	5	0	10	0	5	12	50
Class Averages		82.71	B-	7 - 70.67%	26 - 72.22%	8.5 - 35.00%	10 - 100%	7.08 - 70.62%	13.29 - 72.27%	15.12 - 99.62%	19.75 - 53.75%	9.58 - 93.75%	12.43 - 72.11%	0 - 0%	38.89 - 97.2

Att Info Comment/Status Info Missing # Correct > Max Max = 0 Inactive Student Grading Complete Transfer Grade Category



**Maxwell High School
Agriculture Department**



Supporting Documents

SAE Supervision Forms

5. SAE Supervision Forms/Home Visits

During my interview last spring there was a parent who asked very specific questions about how I would motivate students and what would I do during my SAE period when it wasn't fair season. I instantly knew that these questions were ultimately asking how would I reboot this program and make it solid again. My response to both was the home visit. It is the best way I can inform students and parents about the amazing opportunities in the FFA and our department.

I've started home visits with my freshmen and sophomores. They have been rewarding to meet with families, and have definitely opened the doors to conversations that have occurred later in the year.

Project visits are one of the best things about being an agricultural teacher, one on one time with a student learning a skill. I'm also working on developing my skills in the AET system and have been trying out the AET visit tracker.



Maxwell High School Agriculture Department



Home Visit

Student Name: _____ Date: 9/5/18
 Address: _____ Phone: _____

Parent/Guardian Names: Monica + Patrick

Visiting Teacher: Amber Charter Current Ag Courses: _____

- Interests; FB, Basketball, Jockey + Cow Palace
- Career/College Interests: PCA
- Tentative Course Plan: Business Pathway: Ag Mech Plant Science?

Sophomore <u>2020</u>	Junior <u>2021</u>	Senior <u>2022</u>
English	English	English
World History	US History	Econ/Govt
Math	Math	Personal Finance
PE	Spanish	Floral
Ag Bio	Physical Science	Welding
Ag Mech		→
Art	Horticulture	TBD

- Supervised Agricultural Experience (SAE) Project Interests:
Sheeps, Breeding Project.
- FFA Activities the students would like to become involved in?
Project Competition, Ag Day.
- Committee Involvement
Ag Day / ~~exhibits~~ entries
- Other Comments.

Student Signature
[Signature]
Parent Signature
Amber Charter
Teacher Signature

9-5-18
Date
9-5-18
Date
9-5-18
Date



Maxwell High School Agriculture Department



Home Visit

Student Name: _____ Date: 9/5/18
 Address: _____ Phone: _____

Parent/Guardian Names: Monica + Patrick

Visiting Teacher: Amber Charter Current Ag Courses: Ag Comm

- Interests: Basketball, Jackpot Low Palace
- Career/College Interests: Farm Recs, Butte Diesel mech.
- Tentative Course Plan: Pathway: Ag Mech Plant Science Business

Sophomore <u>2020</u>	Junior <u>2021</u>	Senior <u>2022</u>
English	English	English
World History	US History	Econ/Govt
Math	Animal Science	Welding
PE	Math	Spanish
Ag mech	→	
Ag Bio	Spanish	Plant Science

- Supervised Agricultural Experience (SAE) Project Interests: steers, Dripline for
- FFA Activities the students would like to become involved in? Project Competition, Ag Day
- Committee Involvement
- Other Comments: Ag Day / ~~entire~~ grounds

Student Signature

9-5-18
Date

[Signature]
Parent Signature

9-5-18
Date

[Signature]
Teacher Signature

9-5-18
Date



Maxwell High School Agriculture Department



Home Visit

Student Name: [Redacted] Date: 9/6/18
 Address: [Redacted] Phone: _____

Parent/Guardian Names: Addie

Visiting Teacher: Charter Current Ag Courses: Animal, Ag Communication

- Interests: ^{show} Pigs, VB, BB, SB.
- Career/College Interests: 4yr. Ag Industry. ^{Porc Producers/National Swine} Boards.
- Tentative Course Plan: Business **Pathway: Ag Mech Plant Science**

kill a thon
casms
livestock
judging

Sophomore <u>19</u>	Junior <u>20</u>	Senior <u>21</u>
English	English	English
World History	US History	Econ/Govt
<u>Spanish</u>	_____	_____
<u>Math</u>	_____	_____
Plant Science	<u>Floral</u>	<u>Plant Science</u>
<u>Ag Bio</u>	<u>Art</u>	<u>Personal Finance</u>
<u>TBD</u>	<u>TBD</u>	<u>TBD</u>

- Supervised Agricultural Experience (SAE) ^{SAE} Project Interests: Market Pigs, Farming, Otherwalkers. * Proficiency.
- FFA Activities the students would like to become involved in? GH, State Convention, Creed speaking ⁹ * in Agribusiness.
- Committee Involvement: All Committee /
- Other Comments:

[Redacted Signature]
Student Signature

9/6/18
Date

Addie Viera
Parent Signature

9/6/18
Date

Amber Charter
Teacher Signature

9/6/18
Date



Maxwell High School Agriculture Department



Home Visit

Student Name: _____ Date: 11/26/18
 Address: _____ Phone: _____

Parent/Guardian Names: Kristie + Ben Pearson

Visiting Teacher: Amber Chapp Current Ag Courses: Ag Comm.

- Interests: Sports, Cheer + Softball
- Career/College Interests: physical trainer / marine Biologist. ^{UCD Monterey Santa Cruz}
- Tentative Course Plan: Business Pathway: Ag Mech. Plant Science

Sophomore <u>19-20</u>	Junior <u>20-21</u>	Senior <u>21-22</u>
English	English	English
World History	US History	Econ/Govt
<u>Geometry</u>	<u>Algebra II</u>	<u>Pre-Calc</u>
<u>Spanish 2</u>	<u>Spanish 3</u>	<u>Forensics</u>
<u>Bio / Ag Bio?</u>	<u>Chemistry</u>	<u>Physics</u>
	<u>Plant Science</u>	<u>Floral</u>

Summer class
ASU

- Supervised Agricultural Experience (SAE) Project Interests: Market Lamb (1)
has access to variety of fruit trees.
- FFA Activities the students would like to become involved in? Ag Day, Speaking Contest, OTC, Weed. Horse Judging
- Committee Involvement Ag Day, Bull Run Rodeo Committee
- Other Comments: or my jump.

Student Signature

11-26-18
Date

Kristie Pearson
Parent Signature

11/26/18
Date

Amber Chapp
Teacher Signature

11/26/18
Date

Bill @ Corvair



Maxwell High School Agriculture Department



Home Visit

Student Name: [REDACTED]

Date: 11/26/18

Address: [REDACTED]

Phone: [REDACTED]

Parent/Guardian Names: [REDACTED]

Visiting Teacher: A. Charter Current Ag Courses: Ag Bio & Animal Science

- Interests: sports, hogs, ag stuff
- Career/College Interests: Ag Business, viticulture
- Tentative Course Plan: Business Pathway: Ag Mech Plant Science

Sophomore <u>18-19</u>	Junior <u>19-20</u>	Senior <u>20-21</u>
English	English	English
World History	US History	Econ/Govt
Ag Bio	Algebra 2	Pre-calc
Animal Science	Chemistry	Physics/Forensics
Art	Floral	Plant Science
Spanish 2	Personal Finance	Business
Geometry	Spanish 3	Yearbook

4. Supervised Agricultural Experience (SAE) Project Interests:

Raises market hogs.

5. FFA Activities the students would like to become involved in?

impromptu COOP OIC Livestock Judging.

6. Committee Involvement

Ag Day, Frog Jump, Spookacular

7. Other Comments:

Wants to focus on doing well in fair/livestock Judging.

Student Signature

[Signature]

Date

11/26/18

11-28-18

Parent Signature

Amber Charter

Date

11/26/18

Teacher Signature

Date



Maxwell High School Agriculture Department



Home Visit

Student Name: _____ Date: 11/28/18
 Address: _____ Phone: _____

Parent/Guardian Names: Marc + Kelly Haywood

Visiting Teacher: A. Charter Current Ag Courses: Ag Bio / Animal Science

- Interests: Volleyball, B-Ball, Softball, FFA, FBLA.
- Career/College Interests: Ag Business / Business. Out of state. Arizona state or Oklahoma.
- Tentative Course Plan: Pathway: Ag Mech Plant Science
Business

Sophomore <u>18-19</u>	Junior <u>19-20</u>	Senior <u>20-21</u>
English	English	English
World History	US History	Econ/Govt
Ag Bio	Chemistry	Pre-calc.
Animal science	Algebra 2	Physics.
Geometry	Personal Finance	BUSINESS
Spanish 2	Spanish 3	TBD.
Art	Floral or OI+	Floral or OI+

- Supervised Agricultural Experience (SAE) Project Interests: Market Lambs. Paid Placement - Grandmas Walnut Orchard.
- FFA Activities the students would like to become involved in? Impromptu / Prepared Livestock Judging.
- Committee Involvement: Ag Day, Spooktacular, Bull Run
- Other Comments:

 Student Signature
[Signature]
 Parent Signature
A. Charter
 Teacher Signature

11/28/18
 Date
11/28/18
 Date
11/28/18
 Date



Student SAE Assessment Report

[REDACTED]
Maxwell

Date of Visit: 11/6/2018

SAEs Assessed: **Market Steer**

Rating: **8**

Teacher Evaluation:

Angus X steer looks good. Steer was dewormed last week. Evident that steer is getting worked semi-regularly.

Teacher Recommendation:

You need to start entering data into your record book- both financial and journal entries. Tie steer up daily. Work on new brushing style. 1. All Down 2. Towards the front. 3. At a 45 degree angle towards head.



Student SAE Assessment Report

[REDACTED]
Maxwell

Date of Visit: 11/6/2018

SAEs Assessed: 2019 Steer

Rating: 10

Teacher Evaluation:

Market steer looks good. Pen is good size. Steer has a good start on halter breaking.

Teacher Recommendation:

Tie steer up daily. Do not put yourself between the animal and a stationary object- body parts can get smashed.



Student SAE Assessment Report

██████████
Maxwell

Date of Visit: 11/28/2018

SAEs Assessed: 2019 Market Lamb

Rating: 10

Teacher Evaluation:

Met with ██████████ and his mother Carmen and spoke to his sister Jazmin on the phone to help translate ██████████ would like to raise a lamb for the fair. We reviewed the fair application, barn contract, livestock insurance, expectations of raising an animal, budget and the loan application. I spoke to Jazmin on the phone regarding the loan application. I provided the family with my cell phone and my husband's and informed them that my husband is available to translate in the evenings if they have any questions.

Teacher Recommendation:

An email with the loan paperwork was emailed to ██████████ and Jazmin. They need to complete the loan paperwork before we go on break.



Student SAE Assessment Report

████████████████████
Maxwell

Date of Visit: 11/30/2018

SAEs Assessed: 2019 Market Hog

Rating: 10

Teacher Evaluation:

Met with ██████████ and her mother Vanessa about raising a pig for the fair. We reviewed fair application/rules, barn contract, cost of raising a pig, livestock insurance, time requirement, etc. Student would like to get a loan for the project.

Teacher Recommendation:

Complete loan application before we leave on break.



**Maxwell High School
Agriculture Department**



Supporting Documents

School Board Approved Policy for SAE

6. School Board Policy on SAE

Supervised Agricultural Experiences are a tradition at Maxwell High School. Past scrapbooks included lists of SAE projects from the 40's where many students raised dairy cows or fattened a pig for the family. The school district supports SAE's and provides the teachers with SAE supervision periods, vehicles, trailers, scales and barns to promote agricultural experiences for all students. Being in a rural community there are several farmers and people from industry who offer support by the means of advice, use of equipment or the donation of goods and services. This past year the department created a form to excuse absences when students go show their livestock at jackpots or regional shows. Additionally the school year ends just before the county fair and administration allows the grading period to be open a few days after the fair so that agricultural instructors aren't trying to submit grades and be at fair.

Weighted Grading shown in course outlines:

Grading:

Your grade will be based on the following:

75% Classroom work. This includes homework, quizzes, tests, and in-class assignments.

5% Portfolio. Construct a portfolio that demonstrates student's knowledge and experience of flower arrangements.

10% FFA Participation.

10% Supervised Agricultural Education

SAE Requirement that appears in all course outlines:

SAE (Supervised Agricultural Experience)- 10% of grade

1. All students are required to have a project that relates to agriculture.
2. Projects require prior approval of the instructor.
3. An FFA record book will be required for all students. The record book will be turned in at the end of the quarter.
4. Items to be included: Business Plan, Budget (ownership), Hours entered weekly or daily, Income/Expenses (if applicable), FFA Credits, School/Community Activities, and Updated Profile. Annual summaries are due in December.



**Maxwell High School
Agriculture Department**



Supporting Documents

School Board Approved Policy for FFA

7. School Board Policy on FFA

During the officer retreat over the summer the agricultural instructors and FFA officers had time to plan out the FFA activities for the year and set goals for member involvement. During this time the officers gave their input on how they would like to track member attendance at FFA activities. The advisors gave two different scenarios- one being that each activity has a different amount of points (weekend fundraiser is 300 points, night time meeting 100 points) or the other option where each activity is worth the same amount of credits. The officers chose the latter and each activity is worth one point, and a spreadsheet is kept up to date by the secretary and advisor. The group also decided that four activities and one committee was a reasonable amount of activities for students to participate in.

FFA Credits are entered into the gradebook as 40 points (each credit is 10 points) under a weighted category of FFA, this category is worth 10% of a students grade.

Both agricultural instructors and all agricultural classes have the exact same wording in the course outline.

FFA credits are entered before the last D/F report so that any student who is not participating in FFA can realize how this affects their grade, and still have time to attend some activities before the end of the semester. FFA credits are then updated at the conclusion of the semester.

Weighted Grading shown in course outlines:

Grading:

Your grade will be based on the following:

75% Classroom work. This includes homework, quizzes, tests, and in-class assignments.

5% Portfolio. Construct a portfolio that demonstrates student's knowledge and experience of flower arrangements.

10% FFA Participation.

10% Supervised Agricultural Education

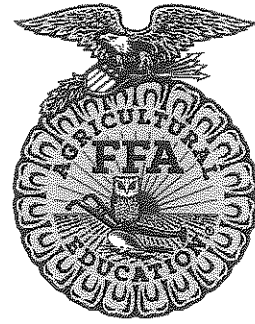
FFA Requirement that appears in all course outlines:

FFA – 10% of grade

1. Your enrollment in this class automatically makes you an FFA member.
2. The FFA is an integral part of this class, therefore you are required to participate in various activities throughout the semester.
3. To receive an "A" grade students will need to attend 4 activities per semester and participate in one committee per semester. Additional activities will be counted as extra credit with a cap of 8.
4. Students must be present for the entire activity to receive credit unless a prior arrangement has been made with an agricultural instructor.



**Maxwell High School
Agriculture Department**



Supporting Documents

FFA Program of Activities

8. FFA Program of Activities

The FFA Program of Activities was created in the Fall by the FFA Vice President. This was a new document to the officer team. Many of the ideas such as the goals, officer letter and FFA activities were constructed over the summer at the officer leadership retreat. With this being the first POA that has been created in awhile, simplicity was necessary. From here on out the officers have a working document that they can spend time grooming into a well polished document.

Maxwell High School FFA



**2018-2019
Program of Activities**

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Chapter Degree Application

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2018-19 Calendar of Activities

Chapter Officer Team

President: Cody Pearson

Vice President: Jillian Wilson

Secretary: Natalie Wilson

Treasurer: Laynee Haywood

Reporter: Melissa Ramirez

Sentinel: Morgan Dennis



Chapter Officer Greetings

Hey Maxwell FFA!

Get ready to rumble because this year is going to be a knockout! We, the 2018-2019 Maxwell FFA Officer Team, have chosen the theme of "Rock Solid" and we want YOU to embody this slogan. This next school year is a chance for new beginnings and opportunities for taking risks and getting involved.

For the 2018-2019 school year, we have planned an exciting calendar of events. You have barbecues, dances, activity nights, and much more to look forward to! We are also continuing the traditions of our chapter by hosting the Pheasant Hunter's Breakfast and the annual Maxwell Junior Rodeo.

We challenge you to take risks and become involved with the FFA this year whether you may be a freshmen or senior, sophomore or junior. Have fun, enjoy yourself, and take in all that our chapter has to offer. We know that each of you can make a difference, so we encourage each of you to make the best out of this year!

Thank you so much for electing us to serve you. We are eager about the opportunity to grow as leaders, and we hope that we can make an impact in our chapter, and in your life. In order to do so, we are going to need your help. Are you up to the challenge?

Have a fantastic year, Maxwell!

Sincerely,

Cody, Jillian, Natalie, Melissa, Laynee & Morgan

Chapter Goals

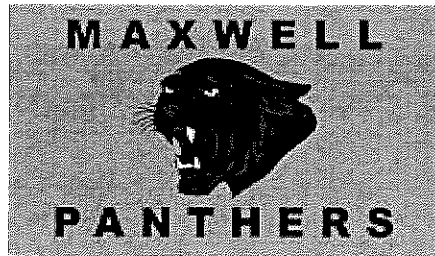
- 1. Increase student participation at monthly meetings.**
 - a. Goal is 45 members at each monthly meeting.
 - b. Follow parliamentary procedure at monthly meetings.

- 2. Proper preparation for meetings and activities.**
 - a. Officer tasks will be completed prior to activities.
 - i. Meeting minutes
 - ii. Agendas
 - iii. Reports
 - b. Publicity in different outlets.
 - i. Flyers out one week in advance.
 - ii. Notifications on social media.

- 3. Expand and strengthen opportunities for SAE's**
 - a. Opportunities for small animals
 - b. Promote placement SAE's

School Information

Year Established: 1930
Total Student Enrollment: 101 Students
Total FFA Program Enrollment: 79 Students
School Colors: Blue and Yellow
School Mascot: Panthers



**Maxwell High School
School and District Faculty**

Maxwell High School Administrative Staff
Superintendent/Principal: Mr. Zach Thurman

Maxwell High School Teaching Staff
Agriculture: Scott Stephens & Amber Charter
Business/Yearbook: Stacey Atencio
Science: Amy Janssen
English: Nichole Schmidt
Life Skills: Janice Sousa
Art/Music: Vicki Wilson
PE: Forrest Bateman
Spanish: Eric Leal
History: Kyle Cabral
Math: Jenni Girard

Maxwell Unified School District Board of Trustees
President: Christy Edwards
Secretary: Kim Giffin
Ag Advisory Rep/Board Member: Diana Azevedo
Member: Tom Charter
Member: Kelly Haywood

Mission Statement and Code of Ethics

FFA Mission Statement

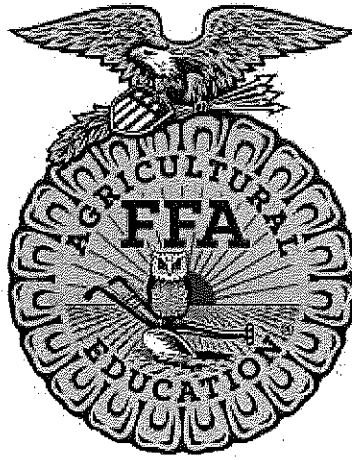
The FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education.

The FFA Code of Ethics

We will conduct ourselves at all times in order to be a credit to our organization, chapter, school and community by:

- Dressing neatly and appropriately for the occasion.
- Showing respect for the rights of others and being courteous at all times.
- Being honest and not taking unfair advantage of others.
- Respecting the property of others.
- Refraining from loud, boisterous talk, swearing and other unbecoming conduct.
- Demonstrating sportsmanship in the show ring, judging contests and meetings.
- Being modest in winning and generous in defeat.
- Attending meetings promptly and respecting the opinion of others in discussion.
- Taking pride in our organization, activities, supervised experience program, exhibits, and the occupation of agriculture.
- Sharing with others experiences and knowledge gained by attending National and State meetings.
- Striving to establish and enhance my skills through agricultural education in order to enter a successful career.
- Appreciating and promoting diversity in our organization.

The FFA Emblem



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

The cross section of the ear of corn provides the foundation of American agriculture. It is also a symbol of unity, as corn is grown in every state of the nation.

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

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

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

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

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

The FFA Colors and Motto

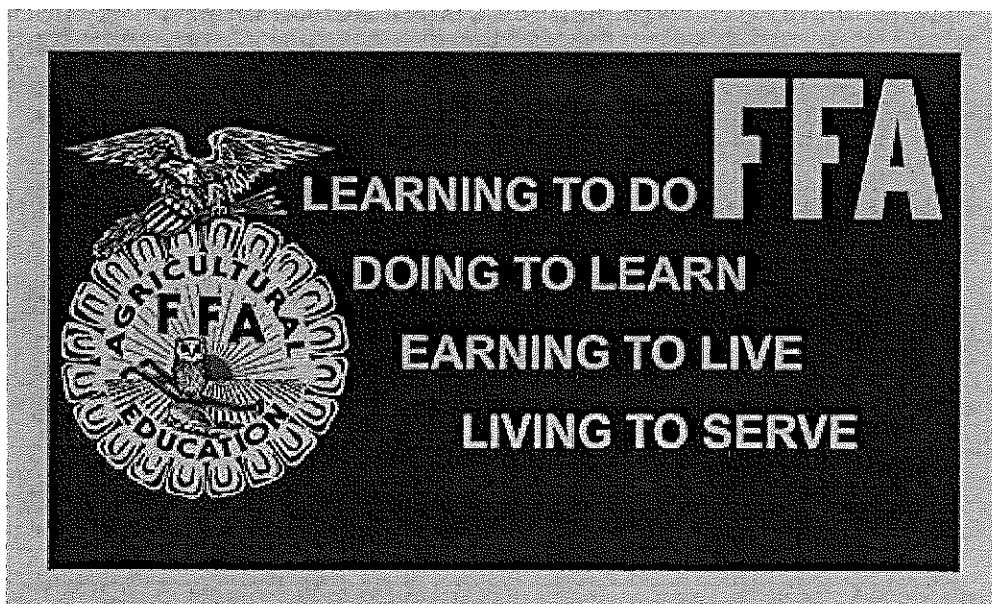
FFA Colors

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

The FFA Motto

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

***Learning to do,
Doing to learn,
Earning to live,
Living to serve***



The FFA Creed

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

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

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

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

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

The creed was written by E.M. Tiffany, and adopted at the 3rd National Convention of the FFA. It was revised at the 38th and 63rd Conventions

The FFA Salute

The Pledge of Allegiance is the official salute of the National FFA Organization. To properly conduct the salute, face the United States flag, place the right hand over the left part of the chest and, holding it there, repeat the following pledge:

“I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, on Nation under God, indivisible with liberty and justice for all.”



At the conclusion of the pledge, the hand should be dropped to the side and the members should again face the President's station. The salute should always be used in official closing ceremonies for meetings and other FFA functions.

Official FFA Dress

The uniform worn by FFA members at local, state, and national functions is called Official Dress. It provides identity and gives a distinctive and recognizable image to the organization and its members. Official Dress has been worn with pride by millions of FFA members since 1933.

Official Dress for Female Members

- Official FFA jacket zipped to the top
- White collared dress blouse
- Official FFA scarf
- Appropriate women's hose neutral in color (State Level)
- Black nylon hosiery (National Level)
- Black skirt, knee length or longer
- Black dress shoes

Official Dress for Male Members

- An official FFA jacket zipped to the top
- White collared dress shirt
- Official FFA necktie
- Black slacks
- Black socks



Proper FFA Jacket Use

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

1. The jacket is to be worn only by members.
2. The jacket should be kept clean and neat.
3. The back of the jacket should have only a large official FFA emblem, the name of the state and the name of the local chapter, region, district, or area. The front of the jacket should have only a small official FFA emblem, the name of the individual, one office or honor and the year of that office or honor.
4. The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
5. The jacket should be worn by members and officers on all official FFA occasions, as well as other occasions where the chapter or state association is represented. It may be worn to school and other appropriate places.
6. The jacket should only be worn to places that are appropriate for members to visit.
7. School letters and insignia of other organizations should not be attached to or worn on the jacket.
8. When the jacket becomes faded and worn, it should be discarded or the emblems and lettering removed.
9. The emblems and lettering should be removed if the jacket is given or sold to a non-member.
10. A member should act professionally when wearing the FFA jacket.
11. Members should refrain from use of tobacco and alcohol when underage at all times when representing the FFA. In addition, members should exhibit their leadership qualities when they encounter substances including tobacco and alcohol and serve to discourage others from inappropriate behavior.
12. All chapter degree, officer, and award medals should be worn beneath the name of the right side of the jacket, with the exception that a single State FFA Degree charm or American Degree key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket. These should represent the highest degree earned, the highest office held, and the highest award earned by the member.

FFA Degree Program

FFA is structured into a degree program which rewards active FFA members for progress in all phases of leadership, skills and occupational development. The Discovery FFA Degree, the Greenhand FFA Degree and the Chapter FFA Degree are awarded at the chapter level. State associations award top members with the State FFA Degree. The highest degree, the American FFA Degree, is conferred upon an elite group of members at the national level.

Freshman/First Year Members- Greenhand Degree. This is where members will learn about the FFA and create a plan for their supervised agricultural experience. Students must complete the Greenhand Degree to be recognized at banquet.

Sophomore/Second Year Members- Chapter Degree. A degree honoring members who are invested into their supervised agricultural experience and who are gaining leadership skills within the FFA. Students must complete the Chapter Degree to be recognized at banquet.

Third and Fourth Year Members- State Degree. Students have demonstrated proficiency within their supervised agricultural experience. Knowledge of parliamentary procedure has been tested and leadership development is documented. The application and books are submitted in mid-January and members are recognized in May at the Regional banquet.

Alumni Members- American Degree. Students are allowed to apply for the American Degree up to three years after graduation. The application and books are submitted between February and May. Members are recognized at National Convention in October.

Chapter Constitution

Article 1- Name and Purpose

Section A:

The name of the organization shall be the "Maxwell FFA Chapter." Members are hereinafter referred as the FFA and the letters FFA may be used to designate the chapter, its activities or members thereof.

Section B:

The purpose for which this chapter is formed as follows:

1. To develop competent and assertive agriculture leadership.
2. To develop an awareness of the global importance of agriculture and its contribution to wellbeing.
3. To strengthen the confidence of agriculture students and their work.
4. To promote the intelligent choice and establishment of an agriculture career.
5. To stimulate development and encourage achievements in individual agricultural experience programs.
6. To improve economic environmental recreation and human resources of the community.
7. To develop competence in communications, human relations and social abilities.
8. To develop character, train for useful citizenship and foster patriotism.
9. To build a cooperative attitude among students.
10. To encourage wise management of resources.
11. To encourage the improvement in scholarship and service in the community.
12. To plant program integral to the agriculture education curriculum.

Article II- Membership

Section A:

Members in this chapter shall be of two kinds.

1. Honorary
2. Regular

Regular membership will be defined as attending 80% of all chapter meetings and enrollment in an Agriculture class. Honorary Membership will be defined as an Honorary Chapter FFA Degree.

Article II- Chapter Funds

Section A:

Fundraiser #1

The FFA will hold an annual Tri-Tip Drive-Thru Fundraiser in the fall or spring. Funds raised by the fundraiser may be used to purchase FFA supplies, for State Conference costs and/or for the FFA Banquet and Point of Awards Trip/Reward.

Section B:

Chapter and Officer Meetings/Expenses

1. Chapter Meetings- Funds may be used to purchase supplies and/or food for each chapter meeting not in excess of \$60 per monthly meeting.
2. Officer Meetings- The purchase of food for Executive FFA Officer meetings shall not exceed \$200 for the entirety of the school year.
3. Officer Retreat- The annual officer retreat will be organized by the executive team with the guidance of the Advisors. If paid for using the FFA ASB account; the retreat shall not exceed \$1000 for housing, food and supplies.
4. Banquet Supplies- The purchase of FFA Banquet supplies, food and awards shall not exceed a total of \$2,500 and will be offset by the price of admission from the event.
5. Officer Apparel- The purchase of FFA Officer apparel shall not exceed \$75 per officer and shall be paid for using FFA Account Funds.

Article IV - Degrees and Privileges of Active Membership

Section A:

There shall be four degrees of active membership based on individual achievement. These degrees are (1) Greenhand FFA Degree, (2) Chapter FFA Degree, (3) State FFA Degree, and (4) American FFA Degree.

Section B:

Greenhand FFA Degree-

Minimum qualifications for election: (Refer to National Constitution)

1. Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program.
2. Learn and explain the meaning of the FFA Creed, Motto and Salute.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5. Demonstrate knowledge of the history of the organization, the chapter constitution and bylaws and the chapter Program of Activities.
6. Personally own or have access to the Official FFA Manual and the FFA Student Handbook.
7. Submit a written application for the Greenhand FFA Degree.

Section C:

Chapter FFA Degree-

Minimum qualifications for election: (Refer to National Constitution)

1. Must have received the Greenhand FFA Degree.
2. Must have satisfactorily completed the equivalent of at least 180 hours of systematic school instruction in agricultural education at or above the ninth grade level, have in operation an approved supervised agricultural experience program, and be enrolled in an agricultural education course.

3. Must have participated in the planning and conduction of at least three official functions in the chapter Program of activities.
4. Must have earned and productively invested at least \$150 by the member's own efforts or worked at least 45 hours in excess of scheduled class time, or combination thereof, and have developed plans for continued growth and improvement in a supervised agricultural experience program.
5. Must have effectively led a group discussion for 15 minutes.
6. Must have demonstrated five procedures of parliamentary law.
7. Must show progress toward individual achievement in the FFA award program.
8. Must have a satisfactory scholastic record.
9. Must submit a written application for the Chapter FFA Degree.

Article V- Officers

Section A:

The officers of an FFA chapter shall be: president, vice president, secretary, treasurer, reporter and sentinel. Other officers may be elected as deemed appropriate by the local advisor and/or governing body. The teacher(s) of agricultural education shall be the FFA advisor(s). The members present at any regular meeting of the chapter shall elect chapter officers annually in the spring, to serve their term the following academic school year. Only chapter advisor(s) shall distribute, collect and tally ballots.

Section B:

Executive FFA Officer Duties

President

- a. Preside over meetings
- b. Help appoint committees and serve on them when needed as ex-officio
- c. Coordinates the activities of the chapter and evaluate the process of the Program of Activities
- d. Represent the chapter in public and at official functions
- e. Assist committee chairs with activities
- f. Preside over officer meetings and meet beforehand with advisors to set up and type agenda

Vice President

- a. Assume all duties of the president if necessary
- b. Develop the POa and serve as the ex-officio on committees when needed
- c. Coordinate all committee work
- d. Work closely with the president and advisors to assess progress toward meeting chapter goals
- e. Submit school bulletin announcements

Secretary

- a. Prepare and present the minutes of each chapter meeting

- b. Record minutes for each officer meeting and keep on file with the Associated Student Body
- c. Place all committee reports on file
- d. Be responsible for chapter correspondence (thank you letters and invitations)
- e. Maintain membership attendance records

Treasurer

- a. Assist the advisors with receiving, recording and depositing FFA funds
- b. Present up-to-date treasurer's reports at each chapter meeting
- c. Collect money when required and serve as the chairperson to the fundraising committee
- d. Maintain financial records
- e. Correspond with ASB Director about authorization of fundraiser dates
- f. Promote innovative ideas to increase revenue at chapter fundraisers

Reporter

- a. Work with local newspapers, radios, television, and service clubs to get information about chapter events/activities out to the community.
- b. Write articles for the New Horizon and send pictures
- c. Write news releases for chapter activities
- d. Work with the Historian to compile a Chapter Scrapbook to submit in March for the Regional Competition
- e. Serve as the chapter photographer and assist the advisor in maintaining the chapter display case

Sentinel

- a. Assist the president in maintaining order during meetings
- b. Maintain the FFA paraphernalia and supplies for each meeting
- c. Welcome member and guest at meetings and functions
- d. Reserve the meeting room and keep it comfortable
- e. Take charge of candidates for degree ceremonies
- f. Assist with special activities and refreshments
- g. Serve as the decorations committee chairman

Article VI- Amendments

Section A:

This constitution may be amended or changed at any regular chapter meeting by a two-thirds vote of the active members present providing it is not in conflict with the state association or that of the national FFA Organization.

Section B:

Bylaws may be adopted to fit the needs of the chapter at any regular chapter meeting by two-thirds vote of the active members present providing such bylaws conflict in no way with the constitution and bylaws of either the state association or the national organization.

Adopted September 21, 2016

Maxwell FFA Award Opportunities

Not only do Esparto FFA members have the opportunity to be recognized for their accomplishments at the sectional, regional, and state levels – they are also recognized right here at home. Below is a list of awards given at the annual Esparto FFA Spring Awards Banquet and the students who were given those awards during the 2017-2018 year.

Honorary Chapter Degree- Kristie Pearson & Danielle Wilson

Star Greenhand (First year Agriculture Student) – Morgan Dennis

Star Chapter Farmer – Melissa Ramirez

CDE Participation Awards – Various Students

Golden Hammer (Metal) - Ian Knightley

Golden Hammer (Wood) – Emmanuel Vazquez

Green Thumb Award- Anthony Calderas

FFA Workhorse – Zuleca Lopez

FFA Member of the Year – Jynelle Brillantes

Several community members, MHS Staff, and MUSD Staff are recognized each year as well with the Distinguished Service Citation as well as the Honorary Chapter FFA Degree. The members of the Esparto FFA Chapter truly appreciate the efforts of others made on their behalf.

Community Service

As a prominent group in the community, it is important that we give back to the community in which we live. Many community service activities are designed to instill in FFA members an attitude of service to the Maxwell Community.

Here are the service activities that the Maxwell FFA Chapter has planned for the 2018-2019 school year:

F.A.R.M.S

Canned Food Drive

Colusa Pumpkin Village

Giving Tree

Blood Source Blood Drive



Chapter Budget

2018-2019 Budget

Receipts:

Mechanics and Floral Sales	3000.00
Drive Thru BBQ's	10,800.00
Pheasant Hunter's Breakfast	1000.00
<hr/>	
TOTAL:	14,800.00

Expenses:

Mechanic and Floral Sales	2000.00
Greenhand Conference	350.00
COLC	250.00
State FFA Leadership Conference	700.00
Pheasant Hunter's Breakfast	500.00
Awards (Certificates, Pins, Plaques, etc.)	1500.00
Spring Awards Banquet	700.00
FFA Meeting Food	1000.00
Leadership Activities	1500.00
Drive-Thru BBQ's	2000.00
T-shirts	600.00
Halloween Spooktacular	250.00
Ag Day	400.00
MFE/ALA	100.00
State Convention	2500.00
<hr/>	
TOTAL:	14,350.00

Gross Profit of: \$450.00

2018 starting Budget \$16,536.00

Committee Structure and Membership

Each member of the FFA is required to be on a committee each semester. The purpose of the committee is to plan, prepare, and implement each event.

List of Committees:

Fall

- Drive Thru BBQ
- Spooktacular
- Ag Day
- Pheasant Hunters Breakfast
- 9/11 Remembrance
- Giving Tree
- Food Drive

Spring

- Drive Thru BBQ
- Blood Drive
- Banquet

Rodeo

- Car Show
- Art Show
- Chuck Wagon
- Parade
- Royalty
- Horse Show
- Events
- Grounds
- Bench Press

State & American Degree History

Date	First Name	Last Name	Degree
1949-50	Tony	Rocha	State
1958-59	David	Dennis	State
1959-60	Ronnie	Azevedo	State
1960-61	David	Bell	State
1960-61	Robert	Vierra	State
1962-63	Olin	Barnett	State
1962-63	Steve	Pearson	State
1962-63	Robert	Sutton	State
1962-63	Bill	Waite	State
1963-64	James T.	Palmer	State
1963-64	Paul	Richter	State
1964-65	William	Dirks, Jr.	State
1964-65	Lorry	Urrutia	State
1965-66	David M.	Carvalho	State
1965-66	Thomas A.	Corbin	State
1965-66	Merle	Pearson	State
1965-66	Ken	Wells	State
1967-68	Jack	Barrett	State
1967-68	John E.	Kaerth	State
1968-69	Richard M.	Richter	State
1969-70	Jon	Richter	State
1971-72	John	Davis	State
1971-72	Gary	Evans	State
1971-72	Bill	Lovelace	State
1972-73	John	Wells	State
1974-75	Ronald H.	Lee	State
1974-75	Pat	Reed	State
1975-76	Noel	Etchepare	State
1975-76	Mary A.	Lacroix	State
1975-76	Susan	Lovelace	State

1975-76	Sue	Wilson	State
1976-77	Dennis	Fox	State
1977-78	Jeff T.	Davis	State
1977-78	Kenny	Etchepare	State
1977-78	Ronald H.	Lee	American
1977-78	Elaine	Pearson	State
1977-78	Carolyn	Wells	State
1978-79	Deanna	Dennis	State
1978-79	Cindy	McCall	State
1979-80	Cheri	Caldwell	State
1979-80	Marcia	Lee	State
1979-80	Jacque L.	McCall	State
1979-80	John F.	Pfyl	State
1980-81	Lorilee	Dennis	State
1983-84	Theresa	Dennis	State
1983-84	Brett	Perry	State
1984-85	Jack	Dewit	State
1984-85	Jenny	Perry	State
1985-86	Lorilee	Dennis	American
1985-86	Carolyn	Ferreria	State
1985-86	D. J.	Mathis	State
1986-87	Jamie	Pennebaker	State
1986-87	Brett	Perry	American
1986-87	Brian	Sinclair	State
1987-88	Troy	Alloway	State
1988-89	Diana	Bernstein	State
1988-89	Christina	Pearson	State
1989-90	Craig	Felix	State
1989-90	Dawn	Kennedy	State
1989-90	Debbie	Pennebaker	State
1989-90	Frank	Pereira	State
1989-90	Kimberly J.	Vierra	State
1990-91	Diana	Bernstein	American
1990-91	Kelly	Wells	State

1990-91	Meredith C.	Yannone	State
1991-92	Ronda L.	Azevedo	State
1991-92	Tracy	Barnes	State
1991-92	Alana	Danley	State
1991-92	Lucas	Eggers	State
1992-93	Kurt	Barrett	State
1992-93	Angela	Hamilton	State
1992-93	Dwight	Hendrix	State
1992-93	Wade	Mathis	State
1993-94	Andy	Danley	State
1993-94	Shelly	Deltefsen	State
1993-94	Jyl	Perry	State
1994-95	Jonathon	Gobel	State
1994-95	Dustin	Hamilton	State
1994-95	Kellie	Kennedy	State
1994-95	Daniel R.	Lorman	State
1994-95	Joe	Richter	State
1994-95	Kathy	Walton	State
1995-96	Erica	Baker	State
1995-96	Jason	Bowen	State
1995-96	Christina	Chambers	State
1995-96	Alana	Danley	American
1995-96	Kellie	Kohrdt	State
1995-96	Scott	Pearson	State
1995-96	Mikala	Siegfried	State
1996-97	Mike	Bell	State
1996-97	Alison	Danley	State
1996-97	Nicolet	Groesbeck	State
1996-97	Alysun	Kossow	State
1996-97	Leah	LaGrande	State
1996-97	Kathy	McMills	State
1996-97	Ben	Pearson	State
1996-97	Dawn	Roper	State
1997-98	Emily	Eggers	State

1997-98	Daniel R.	Lorman	American
1997-98	Samantha	Mason	State
1997-98	Nina	Perry	State
1997-98	Tina	Ray	State
1997-98	Sarah	Richter	State
1997-98	Andrew	Wilson	State
1998-99	Amanda	Azevedo	State
1998-99	Erica	Baker	American
1998-99	Kate	Brown	State
1998-99	Jenilee	Richter	State
1999-00	Stephen	Bernstein	State
1999-00	Aimee	Polit	State
1999-00	Colt	Seaver	State
2000-01	Anthony	Azevedo	State
2000-01	Brian	Barrett	State
2000-01	Sarah	Charter	State
2000-01	Drew	Dirks	State
2000-01	Amanda	Edwards	State
2000-01	Laci	Jackson	State
2000-01	Blake	Mason	State
2000-01	Amanda	Richardson	State
2000-01	Natalie	Schaad	State
2000-01	Jolyn	Wells	State
2001-02	Jessica	Bernstein	State
2001-02	Ashley	Wells	State
2001-02	Katie	Wilson	State
2002-03	Samantha	Badaluco	State
2002-03	Summer	Wells	State
2003-04	Kelsianne	Jackson	State
2003-04	Justin	Niesen	State
2003-04	Joey	Pfyl	State
2003-04	Savahanna	Rennick	State
2003-04	Jolyn	Wells	American
2004-05	Leanne	Pearson	State

2005-06	Vanessa	Covarrubias	State
2005-06	Matthew	Dermody	State
2005-06	Melissa	Dermody	State
2005-06	Kane	Lausten	State
2005-06	J. C. Allen	Niesen	State
2005-06	Lindsay	Ornbaun	State
2005-06	Brandon	Ottenwalter	State
2005-06	Cameron	Turner	State
2005-06	Kayla	Wilson	State
2006-07	Zac	Dunlap	State
2006-07	Justin	Niesen	American
2006-07	Cody	Parker	State
2006-07	Amy	Petrie	State
2006-07	Joey	Pfyl	American
2006-07	Krissy	Wilson	State
2007-08	Mitchell	Barsotti	State
2007-08	Ariel	Hernandez	State
2007-08	Krista	Lovelace	State
2007-08	Logan	Ornbaun	State
2007-08	Sarena	Robertson	State
2008-09	Cody	Alvernaz	State
2008-09	Maddie	Dunlap	State
2008-09	Kristine	Martinez	State
2008-09	Jarrett	Ottenwalter	State
2008-09	Kendall	Otterson	State
2008-09	Ashley	Pfyl	State
2009-10	Austin	Alvernaz	State
2009-10	Jillian	Barsotti	State
2009-10	Kelsey	McKinley	State
2009-10	J. C. Allen	Niesen	American
2009-10	Kendall	Vierra	State
2009-10	Aaron	Wilson	State
2010-11	Joseph	Davis	State
2010-11	Bayley	Fusaro	State

2010-11	Alexandria	Miller	State
2010-11	Chad	Otterson	State
2010-11	Jakey	Pearson	State
2010-11	Brian	Sites	State
2011-12	Ashley	Azevedo	State
2011-12	Allison	Costa	State
2011-12	Lauren	La Grande	State
2011-12	Matthew	Montgomery	State
2011-12	Kimberly	Wells	State
2011-12	Mariah	Westfall	State
2012-13	Brittney	Haywood	State
2012-13	David	Lee	State
2012-13	Kaily	McKinley	State
2012-13	Justine	Otterson	State
2012-13	Searah	Robertson	State
2012-13	Austin	Traynham	State
2012-13	Zachary	Troughton	State
2012-13	Blake	Vierra	State
2013-14	Chase	Alvernaz	State
2013-14	Blake	Azevedo	State
2013-14	Michaela	Carvalho	State
2013-14	Carli	Costa	State
2013-14	Fallon	Freed	State
2013-14	Quinten	Indrieri	State
2013-14	Laine	La Grande	State
2013-14	Drex	Minto	State
2013-14	Bryce	Perry	State
2013-14	Ricky	Robeledo	State
2013-14	Nicole	Robledo	State
2013-14	Andrew	Vargas	State
2014-15	McKenzie	Carvalho	State
2014-15	Molly	Dunlap	State
2014-15	Devin	Lee	State
2014-15	Alyssa	Rios	State

2014-15	Alvaro Favian	Rolon	State
2014-15	Ashley	Sutton	State
2014-15	Kendall	Wilson	State
2015-16	Megan	Dunlap	State
2015-16	Maureen	LaGrande	State
2015-16	Theresa	LaGrande	State
2015-16	Conner	Lovelace	State
2015-16	Donnie	Mason	State
2015-16	Madison	Miller	State
2015-16	Nilah	Pearson	State
2015-16	Martin	Rangel	State
2015-16	Joshua	Waddell	State
2017-18	McKenzie Leanne	Carvalho	American
2017-18	Hannah	Azevedo	State
2017-18	Nick	Azevedo	State
2017-18	Sarah	Fleming	State
2017-18	Lance	Gwinnup	State
2017-18	Makayla	Mitchell	State
2017-18	Cody	Pearson	State
2017-18	Jacob	Sutton	State
2017-18	Angel	Velazquez	State
2017-18	Grace	Waddell	State
2017-18	Natalie	Wilson	State
2017-18	Nicholas	Wilson	State

Career Development Events

The FFA offers many career development events (CDE's) designed to help students prepare for careers in agriculture. These events build speaking and personal skills for all students who participate. Below is a list of some of the more popular events. A complete list of these CDE teams can be found on www.calaged.org

Agriculture Mechanics	Floriculture
Marketing Plan	Light Horse Evaluation
Best Informed Greenhand	Livestock Evaluation
Cooperative Marketing	Agronomy

Public Speaking Events

The FFA also offers a variety of Public Speaking contests for students to compete in:

- Greenhands can compete in Creed Speaking, where students recite the FFA creed and answer questions based on its contents. Freshmen also take part in the Opening/ Closing ceremonies contest.
- In Prepared Public Speaking, students prepare a six to eight minute speech on the agricultural topic of their choice.
- Extemporaneous Speaking encourages students to think on their feet. You have 30 minutes to write a four to six minute speech on a topic that you choose on site.
- Job Interview is a contest where you apply for an agriculture related career. You will fill out an application, write a resume, and interview for the job. This contest will help you find your dream job now!

Career Development Event Descriptions

The various Career Development Event Teams offered through Maxwell FFA Chapter gives In California, there are thirty-one career development events (CDEs), seven leadership development events (LDEs) and three activities that cover job skills in everything from communications to mechanics. Some events allow students to compete as individuals, while others require students to work together in a team. Many of the field days occur at various colleges around California.

Agricultural Mechanics *(advised by Mr. Stephens)*

This contest consists of a variety of ag mechanics contest that rotate each year. Contest areas can consist of welding, woodworking, electrical, surveying and always include a knowledge based test.

Creed Speaking *(advised by Mrs. Charter)*

This contest is only available to freshman. In this contest students will memorize and recite the creed. Judges will follow the recitation with questions based off of the creed.

Extemporaneous Speaking *(advised by Mrs. Charter)*

Students prepare in advance by researching agricultural issues. At the contest students pull topics out of a hat and select one topic. They have thirty minutes to prepare a three to five minute speech. Their speech will be followed by questions.

Horse Judging *(advised by Mrs. Charter)*

In the Horse Evaluation CDE, students evaluate and rank horses based on breed characteristics, conformation and performance. As a team, students cooperatively solve problems related to equine selection, management, nutrition, and production.

Job Interview *(advised by Scott Stephens)*

Students will respond to one of several job postings, by submitting a resume and cover letter. At the actual contest students will complete a written application and participate in an interview.

Livestock Judging *(advised by Mrs. Charter)*

Students will critique and judge livestock (sheep, cattle, swine, and goats) based on breed characteristics. Oral reasons on class placings will be given on pre-determined classes. Students will also demonstrate their knowledge on the livestock industry by taking a knowledge test.

Prepared Speaking *(advised by Amber Charter)*

For this speaking contest students will prepare a 5 to 8 minute speech on an Ag issue topic affecting agriculture. This topic should also be something that is affecting us on a national level. Students will memorize the speech and present to three judges. Questions regarding the topic follow the speech. The manuscript of the speech must follow specific formats.

Fairs and Official Show Uniform

The official show uniform for FFA members consists of:

White button up shirt, white pants, FFA tie/scarf, and FFA jacket. Shoes should be appropriate for your livestock species.

Maxwell FFA members can show their livestock projects, floral and agricultural mechanics projects at the Colusa County Fair in June. Students interested in exhibiting their animal at fair need to attend the livestock exhibitor meeting in September with a parent.

FFA members who exhibit livestock at jackpots are encouraged to complete the SAE exhibition form in order for their absences to be excused. The agricultural instructor and principal both need to sign off on the form.

Swine

Mr. Stephens

Sheep

Mrs. Charter

Goats

Mrs. Charter

Beef

Mrs. Charter

Chicken

Mr. Stephens

Rabbits

Mrs. Charter

Turkey

Mrs. Charter/Mr. Stephens



Maxwell FFA

Livestock Exhibitor Application

Colusa County Fair
June 3rd- June 9th



Exhibitor Information

Exhibitor Name: _____

Address/City/State/Zip: _____

Exhibitor Cell Phone: _____

Email: _____

Parent Information

Parent Name: _____

Address/City/State/Zip: _____

Parent Cell Phone: _____

Email: _____

Livestock Experience:

- First time Exhibitor Applicant
- Returning Exhibitor Applicant

If you have exhibited livestock before, what specie have you shown and with which organization?

Livestock

List the animal(s) you plan to exhibit at this year's fair.

Animal species Breed From whom will you purchase this animal?

Where will you livestock project be kept? _____

Will you be getting a loan for your project? _____

If this application is accepted, I agree to: follow all fair procedures, rules and regulations while representing Maxwell High FFA with the utmost professionalism. I will follow all of the fair requirements and will be subjected to any disciplinary action if any rules or regulations are broken.

Student Signature _____ Date: _____

Parent Signature: _____ Date: _____

Return this application by November 28th, 2018



Maxwell FFA

Livestock Exhibitor Rules



Initial:

Student

Parent

- | | | |
|-------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| _____ | _____ | I will maintain a 2.0 GPA to exhibit an animal at the fair. |
| _____ | _____ | I will be enrolled in an agriculture class at MHS. |
| _____ | _____ | I will attend 6 FFA activities during the school year. |
| _____ | _____ | I will attend all exhibitor meetings. |
| _____ | _____ | I will attend all announced livestock species meetings to be eligible to show. |
| _____ | _____ | I will attend one pre-fair workday. |
| _____ | _____ | I will keep my record book up to date and it will be current before I attend the fair. It will be up to date before I can receive payment for my animal. |
| _____ | _____ | I will own my goat/hog/lamb for at least 60 days, rabbit/poultry for 30 days or steer for 120 days. |
| _____ | _____ | I will complete my fair form online and give a copy to Mrs. Charter or Mr. Stephens. |
| _____ | _____ | I will prepare my own pen with proper feeder, water, and fencing, etc. or I will apply to keep my animal at the school farm. (See Farm Application/Agreement) |
| _____ | _____ | I understand that wherever I keep my animal, I am ultimately responsible for my pen, it's cleanliness and maintenance, even if I have penmates. It is up to me to coordinate our schedules and work together with a positive attitude. |
| _____ | _____ | I understand that if my animal is not halter broke/tame, the animal will not show at fair. |
| _____ | _____ | I will respect my peers who share the barn with me even if we have a difference of opinion and handle all situations in a positive, professional manner. |
| _____ | _____ | I will follow the ethical practices I have been taught. I understand that only products, which are specifically made for animals, will be used on or in my animal. |
| _____ | _____ | I am responsible for my own animal the entire fair including fitting and showing. |
| _____ | _____ | I will wear the official FFA show uniform at the fair (no hats, jacket zipped up, etc). |
| _____ | _____ | While at the fair I will not smoke/chew tobacco or consume alcohol. |
| _____ | _____ | I will dress appropriately at the fair. |
| _____ | _____ | I will refrain from using vulgar or inappropriate language while at the fair. |
| _____ | _____ | If my animal does not sell at the Colusa County Fair I will remove it from the fair and I will take responsibility for the animal. It is my responsibility to find my own buyer for the animal. If the animal is kept at the school farm, I will remove it by June 30th and I will feed and care for it until it is removed from the farm. If I don't care for my animal, it can be removed and sold an any time and any amount of money owed to the school will be deducted from the total and any remaining money will go to the Maxwell FFA general fund. |

_____ I will write a thank you letter to each person who buys my animal, sponsors an award I receive, or gives me a price support. I will deliver thank you letters to Mrs. Charter in a stamped, addressed, unsealed envelope by the set date so that Mrs. Charter can review and mail them.

_____ I will clean my pen at the school farm, before conclusion of the fair.

_____ I will arrive at the fair no later than 8:00am/6:00pm to care and feed for my animal daily. I will check in with my advisor when I arrive and before I leave daily.

_____ I will clean my pen daily while at fair.

_____ I agree to maintain the Maxwell FFA displays by

-Cleaning and sweeping aisles -Maintain all tools, equipment and tack in proper places

-Feeding and watering animals -Keeping bedding clean and neat

-Ensuring animals do not get loose -Picking up manure

-If I fail to complete any feeding or assigned barn duty, a **\$20 fine will be assessed, payable to Maxwell FFA.**

_____ I agree to exhibit good sportsmanship throughout the entire fair and work with other 4-H and FFA members.

_____ I will not stay overnight at the fair unless I am under the supervision of my parent/legal guardian or an adult designated by my parent.

_____ I understand that if I fail to abide by these rules my parents will be contacted immediately and I may suffer from some or all of the following consequences:

- Removal of my animal from the auction.
- Removal of myself from the fair.
- Disqualification from Maxwell FFA in the future.
- Appropriate school discipline policy consequences.

I have read and agree to **ALL** of the listed statements. I understand that failure to complete this form will result in an inability to exhibit livestock at any fair under Maxwell FFA.

Student Signature

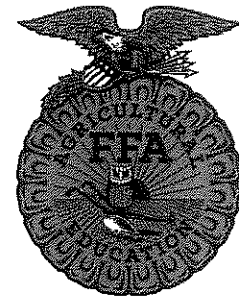
Date

Parent Signature

Date



Maxwell FFA
Maxwell High School Farm
Application/Agreement



Exhibitor (print) _____

Date _____

Colusa County Fair Year _____

Species (circle one) HOG SHEEP GOAT

The Maxwell High School Agriculture Department will provide use of the school barn (Maxwell High School Agriculture Department) facilities under the following terms:

- A. No animals will be admitted to the farm until paperwork is complete.
- B. After a space is assigned, no other stalls are to be occupied unless permission is granted by the advisor.
- C. Renter further agrees to indemnify and hold harmless the Maxwell Unified School District for any loss or damages and the State of California, their officers, agents, servants, and employees from any and all claims, causes of action and suits accruing or resulting from any damages, injury or loss to any person or persons, including all persons to whom the renter may be liable under any workers' compensation law and renter himself and from any loss, damage, cause of action claims or suits for damages, including but not limited to loss of property goods, wares or merchandise, caused by arising out of or in any way connected with the exercise by renter of the privileges herein granted.
- D. The renter is the parent/legal guardian of the FFA student renting space for his/her FFA project animal.
- E. Student agrees to pay all expenses incurred to Maxwell FFA (Shavings, Medicine, etc).
- F. Feed and water project twice daily, even on weekends and holidays.
- G. Keep the pen, feed room, and livestock area clean at all times including proper feed/supply storage and labeling.
- H. Students must maintain communication via a dry-erase/clip-board located in the feed room regarding all project activities and scenarios (change in feed, amount of feed, medications, health, sign-in, clean-up, etc...).
- I. Participate in scheduled set up day.
- J. The rental of the facility is \$30 per month. Students are encouraged to work off their rent at the rate of \$10/per hour by maintaining the facility and other assigned jobs by the agriculture instructor. Purchase of needed items can also be counted towards rent, prior approval is needed.
- K. Students are required to clean the Maxwell Ag Barn at the conclusion of their project (animal pen, feed room, etc..) - Sunday, June 9th following the awards ceremony.
- L. A three strike discipline system is used by the Maxwell FFA Advisors. Any student failing to fulfill the obligations of the project in accordance to the rules and guidelines set forth by the project advisor will receive a "strike". Infractions include, but are not limited to neglect of animal (feeder empty, not feeding on time, pen not cleaned, etc), or failure to perform required duties. The first strike will result in a written/verbal warning, the second will result in a written/verbal warning and a parent meeting, the third will result in removal from the livestock show team and will forfeit their privilege to show with Maxwell

Status: _____

FFA. After three strikes the student will have 5 days to remove their animal from the farm. If after 5 days the student still has not removed their animal from the farm the advisors will remove the animal from the farm and take it to an auction. All fees will be paid back to the school and the rest will go to the Maxwell FFA general fund.

- M. All animals housed at the barn are required to hold livestock insurance and have 48 hours once the animal is received to purchase the insurance. Insurance can be purchased from a local agent or through the ag advisor.

Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules. Please sign and return this form to the project advisor. If you have any questions at any time, please feel free to contact the advisor at the Maxwell Ag Department (438-2291).

Name of FFA Student: _____

Signature of FFA Student: _____ Date: _____

Signature of parent/legal guardian: _____ Date: _____

Point Award System

The Maxwell FFA Point Award System was developed this year to motivate, recognize and award members to participate at higher levels in our organization. Members can earn points by participating in fundraisers, planning events, seeking donations, community service, and attending general FFA events. The FFA officers and top 20 students who accumulate the most points throughout the school year will be eligible for a free trip, decided upon by the chapter officers. Members who did not earn a free trip are still eligible to attend but must pay the entry fee.

FFA points for each semester are posted in the ag classrooms.



Maxwell FFA Chapter Greenhand Degree Application

Applicant's name _____

Telephone Number: _____ Age: _____ Grade: _____

Address: _____

Greenhand FFA Degree Application

As you complete each of the following requirements for the Greenhand FFA Degree, place a check in the box and write the date on the line to the right.

Requirement	Date Completed
<input type="checkbox"/> I am enrolled in an agricultural class.	_____
<input type="checkbox"/> I have satisfactory plans for a supervised agricultural experience program (SAE).	_____
<input type="checkbox"/> I have learned and explained the FFA motto.	_____
<input type="checkbox"/> I have learned and explained the FFA salute.	_____
<input type="checkbox"/> I have learned and explained the FFA creed.	_____
<input type="checkbox"/> I have described and explained the meaning of the FFA emblem and colors.	_____
<input type="checkbox"/> I understand and have explained the FFA Code of Ethics and proper use of the FFA jacket.	_____
<input type="checkbox"/> I have demonstrated an understanding of the organization's history, the chapter constitution and bylaws, and the chapter Program of Activities.	_____
<input type="checkbox"/> I own or have access to the <i>Official FFA Manual</i> and the <i>FFA Student Handbook</i> .	_____

Having met these requirements, I hereby submit this application for the Greenhand FFA Degree.

Member's Signature

Date

FOR CHAPTER USE

I/We have reviewed this application and certify that the candidate has met the requirements and will be awarded the FFA Greenhand Degree.

Chapter Leader's Signature

Date

FFA Advisor's Signature

Date

Maxwell FFA Chapter Degree Application

Applicant's name _____

Telephone Number: _____ Age: _____ Grade: _____

Address: _____

Chapter FFA Degree Application

As you complete each of the following requirements for the Chapter FFA Degree, place a check in the box and write the date on the line to the right.

Requirement	Date Completed
<input type="checkbox"/> I hold the Greenhand FFA degree.	_____
<input type="checkbox"/> I have a satisfactory SAE program in operation. <i>Attach a description of your SAE program.</i>	_____
<input type="checkbox"/> I have earned and productively invested \$150 or worked at Least 45 unpaid hours outside of class time in an SAE Program. <i>Attach SAE records as evidence.</i>	_____
<input type="checkbox"/> I have led a group discussion for 15 minutes. When: _____ Topic: _____	_____
<input type="checkbox"/> I have demonstrated five procedures of parliamentary law. List five procedures below: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	_____
<input type="checkbox"/> I have a satisfactory scholastic record. List GPA: _____	_____
<input type="checkbox"/> I have participated in at least 10 hours of community service. Activities performed: _____	_____

Having met these requirements, I hereby submit this application for the Chapter FFA Degree.

Member's Signature

Date

FOR CHAPTER USE

I/We have reviewed this application and certify that the candidate has met the requirements and will be awarded the FFA Chapter Degree.

Chapter Leader's Signature

Date

FFA Advisor's Signature

Date

State & American Degrees

Maxwell FFA utilizes the Ag Experience Tracker (theaet.com) for both State and American Degrees.

State Degree Requirements:

1. Hold the Chapter FFA Degree
2. Active FFA member for the two years prior to applying for the degree
3. Passed Parliamentary Procedure Test
4. Attended five different FFA activities
5. Given a speech or led a group discussion
6. Attended two above the chapter FFA activities
7. Have worked for a minimum of 500 hours, in excess of scheduled class time, on his/her Supervised Agricultural Experience Program, and must have earned by his/her own efforts from an agricultural enterprise or other agriculturally-related work and deposited in a bank or otherwise productively invested at least \$1,000.00; or show an investment cost of at least \$2,000.00 in depreciable property inventory; or have earned by his/her own efforts from agricultural enterprise or other agriculturally-related work and deposited in a bank or otherwise productively invested a combination of dollars and unpaid labor hours which, when summed, equal at least \$1,000.00. When qualifying based on a combination of dollars and hours, the hours counted for qualification must be unpaid labor hours of agriculturally-related work which are hours in excess of class time and which are hours over and above the minimum of 500 hours required in (4) above. Under no circumstances shall a member be qualified for the degree when qualifying based on a combination of dollars and hours without posting a minimum of \$750.00 of earned and productively invested income



American FFA Degree Requirements

The requirements to earn the American FFA Degree are set forth in the National FFA Constitution Article VI. Degrees and Privileges of Active Membership, Section F.

ELIGIBILITY

To be eligible to receive the American FFA Degree from the National FFA Organization, members must meet The following minimum qualifications:

1. Have received the State FFA Degree, have been an active member for the past three years (36 months) and have a record of satisfactory participation in the activities on the chapter and state level.
2. Have satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program, or have completed at least the equivalent of 360 hours of systematic secondary school instruction in agricultural education



and one full year of enrollment in a postsecondary agricultural program, or have completed the program of agricultural education offered in the secondary school last attended.

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

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

5. A student after entering agricultural education must have:

- a. Earn at least \$10,000 and productively invested \$7,500 or
- b. Earned and productively invested \$2,000 and worked 2,250 hours in excess of scheduled class time. Any combination of hours, times a factor of 3.56, plus actual dollars earned and productively invested must be equal to or greater than the number 10,000. Hours used for the purpose of producing earnings reported as productively invested income shall not be duplicated as hours of credit to meet the minimum requirements for the degree.

6. Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of "C" or better as certified by the principal or superintendent.

7. Have participated in at least 50 hours of community service within at least three different community service activities. These hours are in addition to and cannot be duplicated as paid or unpaid supervised agricultural experience hours.

Chapter Officer Application

Name of Candidate _____

Mailing Address _____

City _____ Zip Code _____

E-mail address _____

Cell Phone # _____ GPA _____

Verification Signature (Counselor/Administrator)

Indicate the two offices you are most interested in and qualified for by placing #1 and #2 in the appropriate space.

President Secretary Reporter
 Vice President Treasurer Sentinel

LEADERSHIP POSITIONS HELD -- Complete the chart below.

Office Held	Chapter	Section	Region	Other Organizations (non-FFA)
<i>Example: Historian</i>	2013			

LEADERSHIP CONFERENCE ATTENDANCE -- Complete the chart below.

Conference	Section	Region	State	National	Other
<i>Example: State Convention</i>			2014		

LEADERSHIP CONTESTS AND/OR JUDGING TEAMS -- Complete the chart below.

Leadership Contest	Chapter	Section	Region	State	National
<i>Example: Creed Speaking</i>	2012	2012			

Please explain why you wish to be a member of the Esparto FFA Officer Team.

Describe three leadership qualities you have that best prepare you for officer position.

What has been your greatest struggle and how have you overcome it or how are you working to overcome it?

Describe your Supervised Agriculture Experience program. Identify your project(s), size/scope, major responsibilities and/or skills learned.

APPLICANT STATEMENT:

I have put careful thought into running for the 2019-2020 Maxwell FFA Officer team. I understand the time involved and have spoken with my family and agriculture instructors about this commitment. If elected, I will serve as a positive role model for all students throughout the chapter. I understand I am responsible to perform my duties as a chapter officer to the best of my ability. I further understand I am required to be at all chapter activities. I am aware that repeated absences from official officer functions will result in my early dismissal from the officer team. ***My presence at the summer officer retreat and Chapter Officer Leadership Retreat (August) is mandatory!***

Applicant Signature: _____ Date: _____

PARENT/GUARDIAN STATEMENT:

I _____, hereby approve of my son/daughter, _____, running for the 2019-2020 Chapter FFA Officer team. If elected, I realize that he/she is responsible for fulfilling their officer duties to the best of his/her ability. I further understand that my child is required to be at all Chapter Activities. I am aware that repeated absences from official officer functions will result in my student's early dismissal from the officer team. ***His/Her presence at the summer officer retreat and Chapter Officer Leadership Retreat (August) is mandatory!***

Parent/Guardian Signature: _____ Date: _____

Chapter Advisor Signature: _____ Date: _____

APPLICATION DUE DATE:

This application MUST submitted by May 4th at 3:15pm to Mrs. Charter.

INTERVIEW DATE & LOCATION:

May 11th in the Maxwell High School Agriculture Department at 3:30pm. Please arrive in official FFA uniform.

Chapter Calendar

2018-2019 Student FFA Calendar- Must Attend 4 Activities per Semester and be on one committee.

August	Event	Location	Time	Teacher
16-17	Chapter Officer Leadership Conference	Mt. Meadows	10:00am	Charter
30	Back to School Splash	Ag Room	6:00pm	Both
September	Event	Location	Time	
11	9/11 Remembrance Day Help	Ag Room	TBD	Both
19	Monthly Meeting & Fair Exhibitor Meeting to follow	Ag Room	7:00pm	Both
26	Greenhand Leadership Conference	Colusa Fairgrounds	7am-3pm	Charter
October	Event	Location	Time	
3	Drive Thru BBQ	Ag Room	3-6pm	Stephens
11	Shasta College Field Day	Shasta College	TBD	Stephens
22	Monthly Meeting	Ag Room	7:00pm	Both
26	Halloween Spooktacular	Ag Barn	6-9:00pm	Charter
█	Ag Connection Day	Elementary	TBD	Both
November	Event	Location	Time	
TBD	Colusa County Canned Food Drive	Ag Room		Both
10	Pheasant Hunters Breakfast	Elementary School	5am-12:00pm	Both
█	Christmas Giving Tree	TBD		Stephens
December	Event	Location	Time	

5	Opening & Closing, Cooperative Marketing & Best Informed Greenhand	TBD	TBD	Both
7	Gridley Welding Contest	Gridley HS	TBD	Stephens
10	Ugly Sweater Christmas Meeting	Ag Room	7pm	Charter
SLE/Sub Committee Applications due when school resumes				Charter
January	Event	Location	Time	Teacher
TBD/ Jan or Feb	MFE/ALA	Sacramento or Redding	10:00am-2pm	Stephens
9, 16	State Degree Record Book Workdays	Ag Room	3:10pm	Charter
14	FFA Meeting	Ag Room	7:00pm	Both
16	Exhibitor Meeting	Ag Room	6:00pm	Both
23	Record Book Scoring for State Degrees. Proficiency Applications Due	n/a	n/a	Charter
February	Event	Location	Time	Teacher
2	Arbuckle Field Day	Arbuckle	6:30am	Both
13	North Valley Section Speaking Contest	TBD	TBD	Both
26-27	State Proficiency Scoring	TBD	TBD	Charter
March	Event	Location	Time	Teacher
2	UC Davis Field Day	Davis	6:00am	Both
9	Chico Field Day	Chico	6:00am	Both
19-20	Regional Speaking Contest	TBD	TBD	Both
23	Modesto Field Day	Modesto	TBD	TBD
27	Drive Thru BBQ	Ag Room	3-6:00pm	Stephens
April	Event	Location	Time	Teacher
3	State Convention Parent Meeting	Ag Room	6:00pm	Charter

6	Cosumnes River College Field Day	Elk Grove	TBD	TBD
8	FFA Meeting	Ag Room	6:00pm	Both
17	Fair Exhibitor Meeting	Ag Room	6:00pm	Both
25-29	State FFA Conference	Anaheim	TBD	Both
May	Event	Location	Time	Teacher
1	FFA Officer Interviews	Ag Room	3:15pm	Both
3-6	State FFA Finals	San Luis Obispo	TBD	Charter
6	Officer Election Meeting	Ag Room	7:00pm	Charter
13	FFA Banquet	Elementary	7:00pm	Both
14	North Valley Sectional Meeting	TBD	TBD	Both
17	Rodeo Setup	TBD	TBD	Both
18	Rodeo	TBD	TBD	Both
20	Fair Exhibitor Cleanup and Fair Meeting	Ag Room	1:30pm	Both
June	Event	Location	Time	Teacher
6-9	Colusa County Fair	Colusa	TBD	Both
12	Year End Trip	TBD	TBD	Charter



**Maxwell High School
Agriculture Department**



Supporting Documents

Recruitment Program

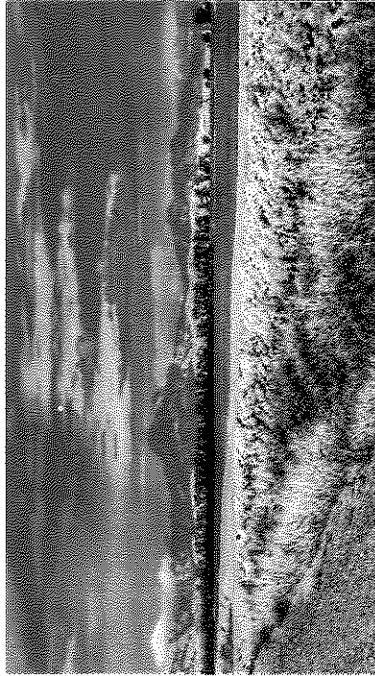
9. Recruitment Program

Maxwell agriculture currently does not recruit students into the Agriculture program. The FFA officers would like to travel to the middle school site and run a recruitment program with the 8th graders in the Spring.

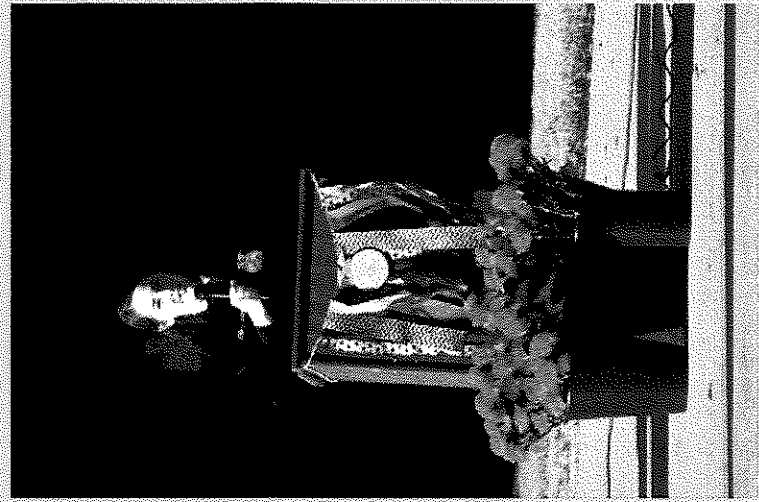
They would like to hold three stations that the 8th graders would move through. One of the stations would highlight activities and competitions in the FFA, where the students would do similar activities for example livestock judging, impromptu, etc). The second stations would cover Ag classes and opportunities. Work samples would be on display for students to view and the brochure would be handed out at this station.

The last station would cover leadership and students, and this would be ran like a workshop at COLC, how to introduce yourself or how to remember someone's name whom you just met.

Finally they would like to incorporate a slide show that students could watch between stations.



Maxwell offers students small class sizes, state of the art technology, improved facilities to prepare you for the next level.



EST. 1930

MAXWELL FFA

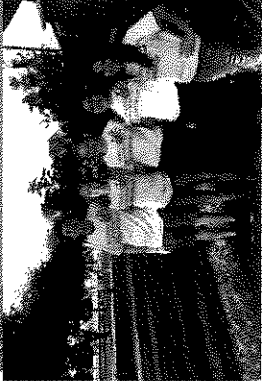


FOR MORE INFORMATION PLEASE CONTACT

Amber Charter
ambercharter@maxwell.k12.ca.us

Scott Stephens
scottstephens@maxwell.k12.ca.us

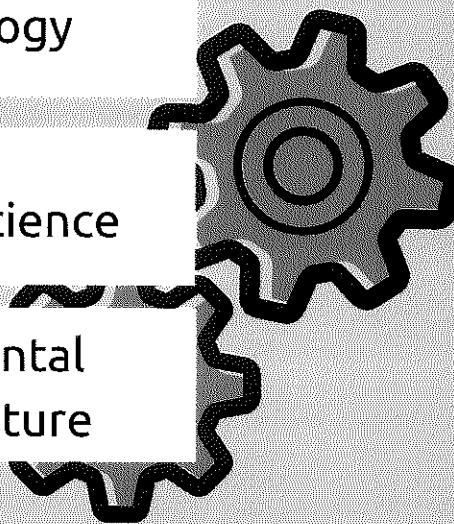
515 Oak Street
Maxwell CA 95955



*Maintaining the tradition of success.
Classroom. FFA. SAT.*

AGRICULTURE COURSE SEQUENCE

	Ag Mechanics	Agriscience
9th	Intro to Ag Mechanics	Floral Ag Communications
10th	Ag Mechanics II	Ag Biology
11th	Ag Mechanics III	Animal Science
12th	Welding *College Credit	Ornamental Horticulture



COURSE DESCRIPTIONS

Intro to Ag Mechanics

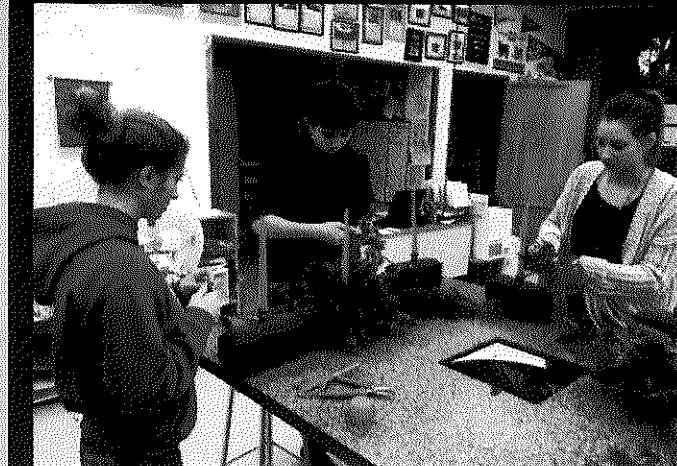
In this course student will learn how to safely operate Agriculture equipment, such as hand tools, grinders, oxy acetylene and arc welding, metal work and wood working tools. They will learn the proper procedures that take place in an Ag mechanics shop. This will include drawing and understanding plans for a project. Lay out and assembly of a project.

Floral Design

This course will train students in occupation skills for entry-level employment in floral shops, nurseries, and department stores, selling floral products, houseplants, balloon arrangements, and retail items. Students develop artistic skills using elements of design as they relate to flora, balloons, and plant design.

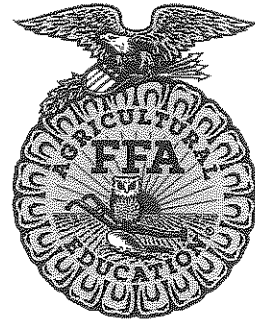
Ag Communications

This course will cover a survey of the importance of CA Agriculture, emphasizing detailed knowledge of leadership through the use of local and state public speaking events, record keeping, industry networking, career development events through agriculture education.





**Maxwell High School
Agriculture Department**



Supporting Documents

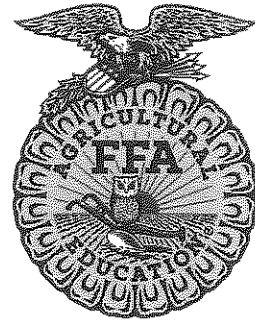
FFA Chapter Scrapbook

10. FFA Chapter Scrapbook

Maxwell FFA does not create a yearly scrapbook.



**Maxwell High School
Agriculture Department**



Supporting Documents

Summer Activities Plan

11. Summer Activities Plan

There is not a set calendar of activities or days required for the summer contract at Maxwell. The fair is the week after school gets out, so there are not many livestock SAE project visits that occur between graduation and fair move in. A log is kept of activities that agricultural instructors attend in the hopes that the summer contract may be re-written in the future that more adequately represents the work that is done over the summer months.

	Activity	Days
A.	Colusa County Fair and prep	8
B.	Fair Cleanup & Check Pickup	1
C.	CATA Summer Conference	5
D.	Officer Retreat Planning	1
E.	Officer Retreat	3
F.	Department Planning	1
	Total Days:	19



**Maxwell High School
Agriculture Department**



Supporting Documents

Graduate Follow-Up Survey

**Maxwell High School
Agriculture Department
Graduate Follow-up**

Name: _____

Address: _____

Phone: _____

1. What are you doing at the present time?

_____ Attending school	_____ Working
_____ Full-time	_____ Full-time
_____ Part-time	_____ Part-time
_____ Ag Major	
_____ Non- Ag Major	

_____ In the military _____ Not working

_____ Looking for work

_____ Homemaker _____ Not looking for work

Other _____

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

3. What is your job title or job description?

4. Which statement best applies to your present occupation?

_____ I am using most of the skills I learned in the agriculture program.

_____ I am using some of the skills I learned in the agriculture program.

_____ I am not using any of the skills I learned in the agriculture program.

5. What type of school are you currently attending?

_____ Community College	_____ Trade/technical school
_____ 4-year college	_____ Private business school
_____ Adult education	_____ Other

6. What is your major course of study? _____

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

_____ Excellent _____ Good _____ Fair _____ Poor

8. How do you rate the career guidance and counseling you received in agriculture program?

_____ Excellent _____ Good _____ Fair _____ Poor

FFA

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

- _____ Officer and committee chairman experience
- _____ Judging contests
- _____ Advanced degree and proficiency awards
- _____ Participation in chapter activities, working with others
- _____ Livestock raising, shows, fairs, etc.
- _____ Other –please describe _____

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

- _____ Learning skills related to future ag employment
- _____ Development of responsibility
- _____ Learning record keeping
- _____ Other-please describe _____

3. Please rate the facilities and equipment in the agriculture program:

- | | | |
|--------------------------|--------------------------------------------------------------|-------------------------------|
| <u>Facilities:</u> _____ | _____ Overcrowded | _____ Adequate space provided |
| | _____ Modern | _____ Out-of-date |
| <u>Equipment:</u> _____ | _____ Modern | _____ Out-of-date |
| | _____ Well-maintained | _____ Poorly maintained |
| | _____ Adequate amount of equipment for all students in class | |
| | _____ Other-please describe _____ | |

Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc; FFA; SAE (supervised projects); teaching methods used; facilities/equipment.

Agriculture Department

Program Completer Follow-up Results for Maxwell High School

The following indicates information gathered from Program Completers of the Agriculture Program

Percent of students that agree with statement.

Which statement best applies to the students present occupation.

_____ I am using **most** of the skills I learned in the agriculture program at.

_____ I am using **some** of the skills I learned in the agriculture program.

_____ I am not using any of the skills I learned in the agriculture program.

How the students rated the training & career guidance/counseling they received in the agriculture program.

Training

_____ Excellent

_____ Good

_____ Fair

_____ Poor

Career guidance/counseling

_____ Excellent

_____ Good

_____ Fair

_____ Poor

Which activities in the FFA program that the students thought were valuable.

_____ Officer and committee chairman experience

_____ Judging contests

_____ Advanced degree and proficiency awards

_____ Participation in chapter activities, working with others

_____ Livestock raising, shows, fairs, etc.

_____ Other: Leadership Conference, National Convention, Overall experience

What were the most valuable aspects of the SAEP (supervised projects) ranked by the past students.

_____ Learning skills related to future ag employment

_____ Development of responsibility

_____ Learning record keeping

_____ Other: Skill gained on ranch, correct measurements, learning to work with others, solving problems.

Past students rated the facilities and equipment used at agriculture program.

Facilities

_____ Overcrowded

_____ Modern

_____ Adequate space

_____ Out-of-date

_____ Adequate amount of equipment for all students in class.

_____ Not adequate equipment

Equipment

_____ Modern

_____ Well-maintained

_____ Poorly maintained

_____ Out-of-date



**Maxwell High School
Agriculture Department**



Supporting Documents

Graduate Follow-Up Results

13. Graduate Survey Results

This past year the district office secretaries collected graduate data. Due to the turnover at Maxwell High School the past few years it was decided that a formal graduate survey wouldn't be very useful and that advisor time should be spent elsewhere.

Students by Graduation Year (13 Students) 2018

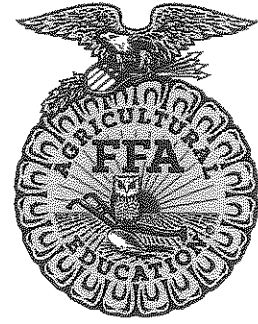
Only students with 3 or more years in Ag Ed will be shown in this list.

[Save Changes](#)

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS	
[REDACTED]	601356242	2018	5	Four Year College - Ag Major	▼
[REDACTED]	601356243	2018	5	Two Year College - Ag Major	▼
[REDACTED]	601356244	2018	4	Military	▼
[REDACTED]	601356247	2018	4	Four Year College - Non-Ag Major	▼
[REDACTED]	601356248	2018	4	Four Year College - Non-Ag Major	▼
[REDACTED]	601356253	2018	4	Two Year College - Ag Major	▼
[REDACTED]	601356660	2018	3	Employed - Fulltime - Ag Job	▼
[REDACTED]	601356662	2018	4	Two Year College - Non-Ag Major	▼
[REDACTED]	601356664	2018	4	Two Year College - Non-Ag Major	▼
[REDACTED]	601356665	2018	4	Two Year College - Non-Ag Major	▼
[REDACTED]	601356667	2018	4	Four Year College - Non-Ag Major	▼
[REDACTED]	601356668	2018	4	Four Year College - Non-Ag Major	▼
[REDACTED]	601356670	2018	4	Two Year College - Non-Ag Major	▼



**Maxwell High School
Agriculture Department**



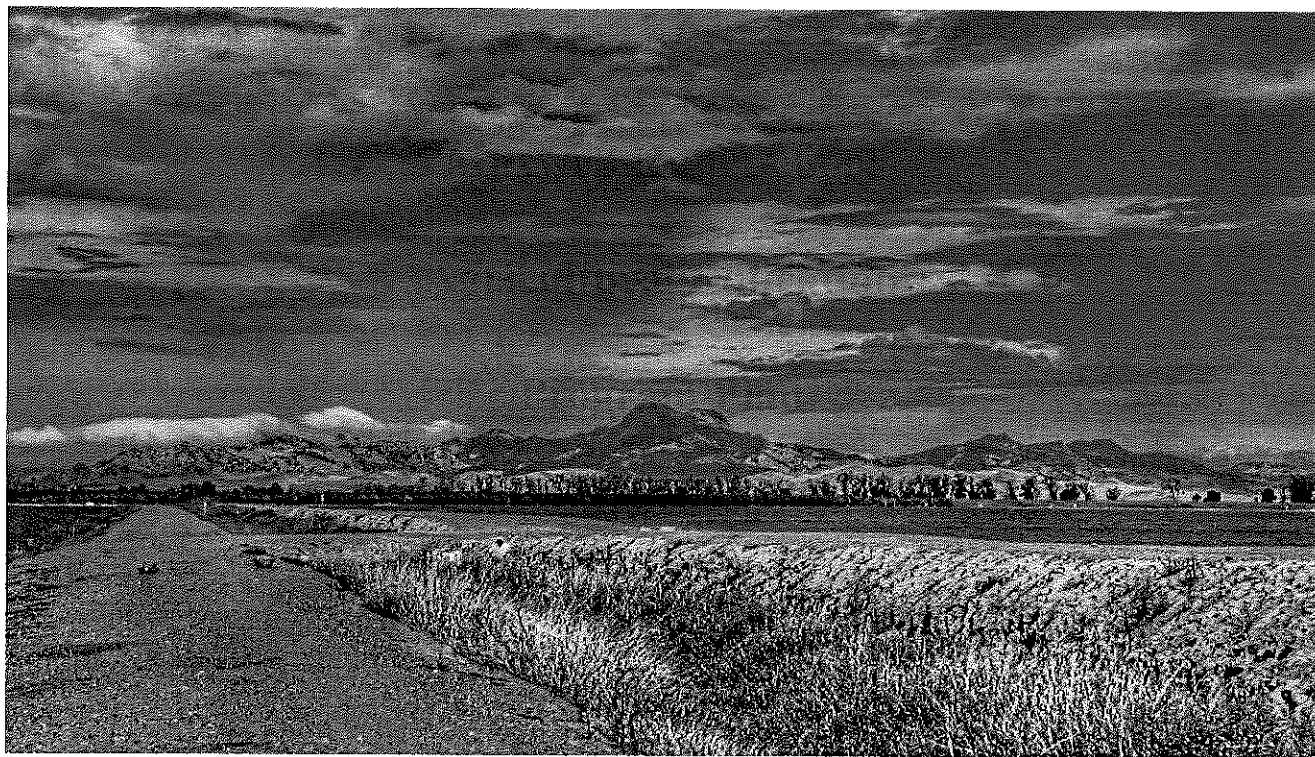
Supporting Documents

Comprehensive Program Plan

14. Comprehensive Program Plan

A Maxwell Agriculture Department Program Plan was developed in the Fall of 2018. Many of the pieces were individually brought to the Ag Advisory Committee for approval (acquisition list, five-year plan, course pathways). The program plan still needs to formally go to the Advisory Committee for approval and it has been sent to the Regional Supervisor in November.

Maxwell High School
Agricultural Education
Program Plan
2018-2019



By: Amber Charter & Scott Stephens

Maxwell Unified School District

Board of Trustees

Cristy Edwards, Tom Charter, Diana Kemp Azevedo, Kim Giffin, & Kelly Haywood

Administration

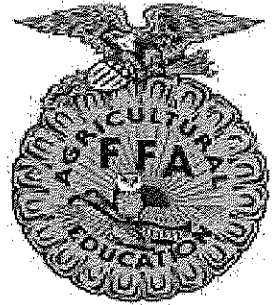
Superintendent/Principal: Mr. Zach Thurman

Counselor:

Dena Lausten

FFA Chapter Officers

President: Cody Pearson
Vice President: Jillian Wilson
Secretary: Natalie Wilson
Treasurer: Laynee Haywood
Reporter: Melissa Ramirez
Sentinel: Morgan Dennis



Advisors: Amber Charter & Scott Stephens

Agriculture Advisory

Jason Bowan, Kellie Dennis, Sherman Dunlap, Monica Ryan, Marc Haywood, Ben Pearson, Brett Perry, Sid LeGrande, Randy Wilson, & Diana Kemp Azevedo (Board Representative)

The Maxwell High School Agriculture Staff and students would like to thank all the people mentioned above for their support and their continued excellent efforts on behalf of the Program.

Agriculture Department Maxwell High School Comprehensive Plan for 2018-2019

The California legislature has called agriculture "the most basic and singularly important" industry in the state. Career technical education in agriculture is needed in order that the trained labor force essential to maintain, expand, and improve the producing, processing and marketing of food and fiber necessary to the economy to the state and nation, will be continually available. The Maxwell Unified School District has received several grants in the past few years to help update and modernize the agricultural department to industry standards. This plan addresses how Maxwell High School Agriculture Department will continue to address agriculture education to help prepare students for career success and college readiness. The plan contains components required by the California Department of Education as well as an explanation and description of agriculture department goals and activities.

A comprehensive plan serves four purposes: It provides a means for organized aims and purposes before resources are committed, it allows for interested parties to share ideas and establish a support base for a program, it acts as a record of agreed upon purposes, objectives and procedures thereby lending continuity and stability to the program even though personnel changes. And finally, it provides a guideline for evaluating program outcomes, The Maxwell Unified School District Agriculture Program

Maxwell High School is the furthest north school and the smallest comprehensive high school in Colusa County. Our school population is just over 100 and class sizes range from six to twenty-three in the agriculture department.

California Agriculture Landscape

- California farmers and ranchers sold an estimated 36.2 billion in agricultural products in 2008.
- California's 36.2 billion accounts for 12.8% of the United States Farm receipts. However, California only has 4% of the nation's farmers.

- According to the Employment Development Department's Agricultural Labor Survey, California averaged 377,200 agricultural jobs in 2006. They constituted 2.4 percent of all jobs in the state's economy.
- Agriculture continues to be Colusa County's major producing industry.
- In 2016 the top commodities were Almonds (\$301,223,000), Rice(\$197,023,000), Walnuts(\$62,036,000), Processing Tomatoes (\$59,744,000), and Misc. Fruits and Veggies (\$16,960,000).
- Agricultural payrolls in Sacramento Valley totaled 23,800 jobs in 2006, comprising 6.3 percent of total agricultural jobs in California. Three-fifths (59.7 percent) of these jobs were in crop production, one-third (33.2 percent) were in support activities for crop and animal production, and the remaining 7.1 percent were in animal production. Roughly half (46.5 percent) of Sacramento Valley's crop production jobs were in fruits and tree nuts. Deciduous tree fruits and tree nuts comprised 50.0 and 39.4 percent of the region's fruits and tree nuts jobs, respectively. Greenhouse, nursery, and floriculture products; and other crop farming each made up 16.2 percent of regional crop production jobs. Although just 11.3 percent of Sacramento Valley's crop production jobs were in oilseed and grain farming, the region accounted for two-thirds of total oilseed and grain farming jobs in California—reflecting the importance of rice production in the region.

A. Job Market Description

Colusa County Job Market:

Maxwell is a farming community located in Colusa County. Colusa County is ranked number 15 in total value of production agriculture. Historically rice has dominated the local market. However, in the past 3 years, the gross value for almonds has emerged as a dominant crop. Walnuts, processing tomatoes, miscellaneous fruit and veggies round out the top five commodities for Colusa County.

The Employment Development Department reports that currently farmworker and laborers, crop, nursery, and greenhouse; and farmers, ranchers, and other agricultural managers account for 22 percent of current job openings in Colusa, Glenn and Tehama Counties. Employment projections for Colusa County in the next ten years have the greatest growth in Trade/Transportation/Utilities, followed by Education/Healthcare/Social assistance. Farm growth is expected to see a 12% increase in labor.

General Agriculture Job Market:

With recent economic hardships many industries have seen a decrease in available jobs. However, the Agriculture industry has still seen job growth. This is due to many new opportunities in Agriculture along with a shortage of trained agriculture professionals. Many of the available

agriculture jobs today are not in production agriculture. But rather in support industries such as; farm services, banking, sales, research, communications, distribution and other service areas. Over 4,000 jobs a year in agriculture requiring a bachelor's degree or higher, go unfilled in the United States. It is estimated that this year in California, 50,000 agricultural mechanics positions will go unfilled. Agriculture business needs highly motivated, reliable, hard working, educated employees to help run and grow their business. Maxwell high school Agriculture Department works with local, state and national agriculture firms to accurately prepare our students for their workforce.

B. Targeted Occupations and Objectives

Agriculture Education at Maxwell High School is comprised of a group of related instructional elements designed to prepare students for occupations requiring agricultural knowledge and skills and to provide a base for advanced education in agriculture, While the local job market is strongly considered in the designing of course content, exposure to and skill development in other agricultural areas is also included. Most students will eventually leave the area for employment and therefore need job preparation with a broader base than just for the local market. Students are encouraged to consider post-secondary education and are prepared with a basis for that event. Training above the basic level is should be considered in Agriculture Business, Plant Science, Mechanics and Animal Science.

Job Target Areas:

	Entry	Technical	Professional
Plant Science	Gardner Landscape Maintenance Greenhouse Technician Nursery Sales Person Florist Sales Clerk Grounds Person Irrigator	Interior Plantscaper Landscape contractor Irrigation technician Inspector Floral Designer Florist Pest Management Technician Nursery Worker	Marketing Representative Landscape Architect Plant Geneticist Plant Pathologist Entomologist Plant Physiologists Plant Scientist
Ag. Business Management	Office Clerk Receptionist Bookkeeper Retail Sales Clerk Data Entry Technician Collections Clerk	Farm Realtor Accounting tech. Advertising Specialist Office Manager Administrative Assistant Customer Service Representative Farmers Markets	Farm Appraiser Public Relations Bank Loan Officer Market Researcher Agri-Business Manager Commodity Broker Farmer
Ag. Mechanics	Farm Equipment Operator Mechanics Assistant Parts Person Machinery Operator Service Technician	Farm Equipment Sales Equipment Fabricator Professional Mechanic Irrigation Salesperson Buyer	Agricultural Engineer Irrigation Engineer Equipment Appraiser Equipment Buyer Farm Safety Specialist

	Welder Farm Truck Driver		
Animal Science	Brand Inspector Veterinary Clerk Livestock Handler Feed store worker Pet store worker Feedlot Employee Ranch hand	Veterinary Technician Feed store manager/owner Pet store manager/owner Animal control officer AI Technician Farm Manager Breeder	Veterinarian USDA Inspector County Extension Agent Fish and Game Warden Animal Behaviorist
Power Mechanics	Mechanics Helper Farm Hand Equipment Cleaner Equipment Operator Lube Technician Parts Runner	Equipment Technician Parts Counterperson Outdoor Power Equipment Salesperson Automotive Technician Farm and Ranch Mechanic Heavy Equipment Operator Ag Equipment Operator Manufacturer's Technician	Outdoor Power Equipment Educator Service Manager Executive Engineer

Total Program Goals, Quality Criteria & Aims

Goals:

1. To promote the great opportunities in an agricultural career and to instill an interest in members to pursue one..
2. To prepare individuals for employment in agricultural occupations.
3. To prepare individuals for advanced training in agriculture.
4. To insure an adequate supply of trained and skilled individuals for employment in the agricultural industry.
5. To assist students in their development of personal attitudes, character traits and leadership abilities. This will contribute to their success in agricultural employment and/or entrepreneurship.

Quality Criteria & Aims:

1. 100% of the students shall develop an individual career plan, under the guidance of the vocational agricultural instructor, and the students enroll in the vocational agricultural program. This plan will include a sequence of high school vocational experience. This plan shall be part of the student's agricultural file, and should be reviewed and revised annually.

2. 100% of the students shall engage in a occupationally related SAE, as described in the individual career plan, by the end of their first year, an SAE project must be conducted during each of the years a student is enrolled in the agricultural education program.
3. 100% of the students will be members of the local FFA chapter, and will be encouraged by the instructor, to be active members as defined by the National FFA constitution and by-laws.
4. A graduate follow up study shall be performed annually, and shall include the status of employment or school enrollment of graduate: graduate opinion of the value and relevance of this instructional program. This study will be systematically used to review and define the functions of the instructional program in agriculture.
5. There shall be a 70% placement rate of the student completing the Career Technical Education Agriculture Program in an agriculture related occupation of post-secondary agriculture related program.
6. Each agriculture instructor shall possess a credential in vocational agriculture from an accredited state college or university, or shall have passed the state NTE for agriculture and shall possess 3,000 hours of agriculture related experience.
7. A student/teacher ratio shall be maintained at a maximum enroll of 25 students per class per teacher with classroom programs, and 20 students per class per teacher in shop and lab classes to provide safe and efficient teaching.
8. The school district shall provide adequate teacher time to conduct the year round activities of the agriculture program. A minimum of one full time equivalent teacher shall be employed during the summer months for each 60 students engaged in FFA and SAE Projects during that time. In addition to any preparation period otherwise provided to teachers at the program site, a project period shall be provided (when funding permits) in the agriculture education program to assist students enrolled in the program for each full time educator in the agriculture program. In the event that funding does not permit an SAE period the district shall attempt to maintain Quality Criteria 11B by other means.
9. The school district shall provide for transportation and other expenses that teachers incur in the conduct of the program, this shall include FFA, and classroom activities and SAE visits.
10. All agriculture teachers will regularly attend sectional, regional and state in service activities for agriculture education teachers.
11. The school district shall provide adequate facilities, equipment, and supplies for effective operation of the agriculture education program including:
 - a. A minimum of 35sq. ft. of classroom space per student.
 - b. A minimum of 200sq. ft. of laboratory space per each Ornamental Horticulture student.
 - c. Office space of no less than 120sq. ft. per instructor and no less than 60 for each additional instructor.
 - d. Storage space at the rate of 10 sq. ft per student in shop, 5 sq. ft. per student in classroom, and 10 sq. ft. per student in the greenhouse.
 - e. Student locker, restrooms and clean up facilities.
 - f. Modern tools and equipment comparable to those in industry.

- g. Textbooks, reference materials and audiovisual aides requiring for conduction and effective instructional program.

The Agriculture Program

As educators in agriculture we must build a program that will involve as many different types of students as possible, but to do this we must constantly stay on the cutting edge. We feel confident that this Comprehensive Plan reflects our desire to involve and prepare our students for the 21st century.

In 1989 the national FFA Foundation along with the USDA published a report that stated that Agriculture Education should provide opportunities in research and higher education. The report goes on to say, "Expertise in Agriculture and complementary science is of paramount importance and dissemination on career opportunities are urgently needed."

California's Agriculture industry has responded by establishing 15 quality standards that agriculture education departments must implement in order to receive special funding. In 2006, the Career and Technical Education standards were released and approved and adopted the CDE. These standards detailed 11 standards that need to be included in every agriculture class. This included opportunity for SAE and leadership activities. The Program has also responded by offering changes in curriculum that will challenge and attract students. Our curriculum emphasizes scientific concepts and laboratory exercises in agricultural science courses, and assigns up-to-date equipment and technology in mechanics classes. Our goal is to train students for post-secondary education and entry level employment in the Agriculture Industry. The department will work on 2+2 articulations with Yuba (Woodland) College for Floriculture and Ag Mechanics is in progress. Our goal is to increase the

courses with articulation and reach articulation with other campuses such as Butte. Opportunities for dual enrollment will also be discussed with Yuba (Woodland) College.

The Maxwell Agriculture Education Program is an articulated and comprehensive instructional program. Two instructors teach students at Maxwell High School grades nine through twelve. We have a beginning level with a foundation in agriculture that is broad in scope; both Ag Mechanics I and Ag Communications. We have incorporated the "basic Core Curriculum" from the Model Curriculum Guide. In addition to the "Basic Core" we also offer advanced courses in Floriculture, Plant Science, Ag Biology, and Agriculture Mechanics. Not only do these courses teach specific subject skills, leadership development, career opportunities, and supervised agriculture experience. Career plans are established during the ninth and tenth grades, and focus on specific career skills during the eleventh and twelfth grades. Students completing a sequence of courses in our program are well prepared for entry-level job positions and post-secondary education in agriculture.

The Agriculture Program has three integral components: **classroom instruction**, (comprised of lecture, classroom activity, laboratory and field work); individual and group participation in the **Future Farmers of America (FFA)**; and individual participation in **Supervised Agricultural Experience (SAE)**.

The FFA is integral to the instructional activities of the program. Recognize that one of the prime objectives of the agriculture program is preparing students for the job market.

Successful employment requires competencies in addition to technical skills and knowledge. Many employers place the highest priority on the competencies and attitudes which relate to the ability to interact with people, make decisions, follow through on responsibilities, follow directions, direct the activities of others, take initiative and to communicate effectively with their colleagues and supervisors.

Participation in FFA is intended to be an organized laboratory experience in activities through which the agricultural student develops competencies in these areas. For example, simply by functioning as a member of an FFA chapter committee, a student experiences working together with others to achieve an agreed upon joint objective. By achieving an advanced degree in the organization the student begins to understand the relationship between directed, sustained personal effort and recognized success. By serving as an officer or committee chair a student soon learns the importance of clear instructions when directing the efforts of others. It is therefore appropriate to conduct FFA activities during class time and often they are. However, as a matter of convenience and because FFA cuts across class list boundaries, many FFA activities are conducted outside of class time such as during lunch, after school, evenings, weekends, holidays and summer.

SAE consists of planned practical experiences in agriculture. Activities conducted as part of a student's SAE are commonly called projects or enterprises and there often are several varying kinds of project making up the SAE of any individual student. Some examples of projects are: paid or unpaid work experience in an agriculturally related job; ownership agricultural enterprises such as feeding livestock for market, building an equipment trailer, growing crops, operating a landscape maintenance business, growing house plants, agri-science research project, etc. The scope of projects ranges from a single animal to full ownership of an operation of a commercial scale agricultural enterprise.

An important feature of the agriculture program is the field trips on which students go. The purposes of these trips are to: allow practical application to the classroom experience, enhance knowledge, give students the opportunity to compete, and give students the opportunity to develop specific skills and knowledge. No student competes in all activities, but all students participate in some activity. Specific activities are noted later in this plan.

C. Total Program Goals & Objectives

The objectives of the agriculture program are:

1. To supply students with the knowledge and skills required for entry into and successful progress in those agriculture occupations that do not require education beyond the secondary school level.
2. To prepare students for post-secondary level education in agriculture education.
3. To enable students to acquire an understanding of economic and social impact of the agricultural industry upon society and its relationship to agriculture in general.
4. To provide the agricultural production industry and related industries with appropriate numbers of persons adequately prepared for successful employment in those occupations that now exist and that are developing in the industry.
5. To develop a basis for agricultural leadership.
6. To restore the agricultural program to a balanced three-ring circle model.
7. Improve member involvement in FFA activities in both leadership development events and career development events.

D. Course Description and Content & SAE, Leadership

Overview

The Agriculture Education Program is offered for students who have a sincere interest in agricultural careers. Classroom instruction focuses on scientific and economic principles relative to the agricultural industry. Students apply these principles through involvement in occupational experience programs (projects) and participation in leadership development activities

Classroom instruction is the cornerstone of our agricultural education program. While content focuses on scientific and economic principles, directed laboratories emphasize hands-on learning. Students leave our program ready for entry-level employment and/or post-secondary education in ' agriculture of related fields.

Students taking agricultural courses will be expected to have a Supervised Agricultural Experience (SAE or project) by the end of their first year in agriculture. Continuing students will be required to have an ongoing project. Projects include plants, animals, mechanics, work experience, and a variety of other activities that develop responsibility. SAE involvement constitutes 5% of the students' grade. Verification will be through the students' project record book (appendix I).

Leadership development is provided through membership in the FFA. Leadership involvement includes regular meetings, public speaking, judging teams, and other activities that develop cooperation. FFA participation constitutes no more than 10% of a student's semester grade (appendix).

Graduation Requirement Satisfied

Course	HS Graduation	UC Credit	Articulation	Dual Enrollment
Ag Communications	X	g- Elective		Fall 2019 Ag 60 WCC
Ag Biology	X	d-Lab		
Floral	X	f-Fine Art		
Animal Science	X	g-Elective		
Ornamental Horticulture	X	g-Elective		Fall 2019 ENVHR20 WCC
Ag Mech I	X	g-Elective		
Ag Mech II	X	g-Elective		
Ag Mech III	X	g-Elective		
Welding	X		X Butte Weld	

			20	
Wood Working	X			

Course Sequence at Maxwell High School in the Agriculture Department

	Agri-science	Ag Mechanics
9 th		Ag Mech 1
10 th	Ag Biology	Ag Mech 2
11 th	Animal Science	Ag Mech 3
12 th	Plant Science	Welding

Supplemental Courses: Floral Design, Wood Working & Ag Communications

The program areas listed above and the course listed after them in each year is the sequence students should follow. Students should choose one of the program areas after their first year and follow the sequence listed. Courses must be followed for program completers. Students are also encouraged to take secondary courses if their schedule permits. The secondary course should not be interrupted as part of the sequence. Students must complete three of the courses to gain a certification in their chosen program area.

Changes in the above sequences must be approved by the Agricultural Program Manager.

SAE Grading Requirement in all Ag courses:

SAE (Supervised Agricultural Experience)- 10% of grade

1. All students are required to have a project that relates to agriculture.

2. Projects require prior approval of the instructor.
3. An FFA record book will be required for all students. The record book will be turned in at the end of the quarter.

Items to be included: Business Plan, Budget (ownership), Hours entered weekly or daily, Income/Expenses (if applicable), FFA Credits, School/Community Activities, and Updated Profile. Annual summaries are due in December.

FFA Requirement that appears in all course outlines:

FFA – 10% of grade

1. Your enrollment in this class automatically makes you an FFA member.
2. The FFA is an integral part of this class, therefore you are required to participate in various activities throughout the semester.
3. To receive an “A” grade students will need to attend 4 activities per semester and participate in one committee per semester. Additional activities will be counted as extra credit with a cap of 8.
4. Students must be present for the entire activity to receive credit unless a prior arrangement has been made with an agricultural instructor.

E. Agriculture Course Outlines

The Agriculture Education Program is offered for students who have a sincere interest in agricultural careers. Classroom instruction focuses on specific, technological, and economic principles through involvement in occupational industry. Students apply these principles through involvement in occupational experience programs (projects), and participation in leadership development activities (FFA).

Classroom instruction is the cornerstone of our agricultural educational program. While content focuses on scientific and economic principles, directed laboratories emphasize hands-on learning. Students leave the program ready for entry-level employment and/or post-secondary education in agriculture or related fields.

Students taking agriculture will be expected to have a Supervised Agricultural Experience (SAE) project by the end of their first year in agriculture. Continuing students will be required to have an on going project. Projects include, but are not limited to: plants, animals, mechanics, home improvement, gardening, work experience, and a variety of other activities that develop cooperation. (10% of the student's grade). Future Farmers of America (FFA) participation constitutes 10% of student's semester grade. FFA activities are used as an integral part of their education- taught in the classroom as a vehicle for students to choose from a myriad of activities to develop leadership skills.

Maxwell High School
Agriculture Department
Course Expectations 2018-2019

Instructor: Mrs. Charter

I. Course Description: Agricultural Communications
Grade Level: 9th

Agricultural communications will cover a survey of the importance of California Agriculture. The course will emphasize detailed knowledge of leadership through the use of local and state public speaking events, business management through computer applications and record keeping, industry networking, career development events as well as local, state and national leadership experiences. 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.

Students will continue to work on their writing skills via journalism, research papers, essays, writing prompts, literature based questions, formative arguments and analysis. In writing students will be practicing vocabulary, editing, grammar and usage. Through essays and research papers students will show their understanding of grammar, essay structures etc. Students will be required to show drafts, self editing and creation of final work. Through this writing students will show an overall increase in subject understanding. Below you will find the break down of each unit and associated writing assignments.

The Ag communications course is an English communications course with an emphasis on the agriculture industry. Students will practice oral communication, speeches, research papers, read novels and effectively use the English language. Students will be immersed in fiction, non fiction, informational text, biographies, etc. that are influenced by an agricultural background

II. Grading:

Your grade will be based on the following:

80% Classroom work. This includes homework, quizzes, tests, speeches, group assignments, presentations and in-class assignments.

10% FFA Participation.

10% Supervised Agricultural Education

Letter grades will be assigned using the following guidelines:

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

III. Classroom Work

1. Assignments should be neat and complete.
2. For each day you are absent, you have that many days to make it up.
3. Getting makeup work is the responsibility of the student.

4. Work should be of your effort. All parties will receive a score of zero for cheating and copying.
5. No late work will be accepted.

IV. FFA – 10% of grade

1. Your enrollment in this class automatically makes you an FFA member.
2. The FFA is an integral part of this class, therefore you are required to participate in various activities throughout the semester.
3. To receive an “A” grade students will need to attend 4 activities per semester and participate in one committee per semester. Additional activities will be counted as extra credit with a cap of 8.
4. Students must be present for the entire activity to receive credit unless a prior arrangement has been made with an agricultural instructor.

V. SAE (Supervised Agricultural Experience)- 10% of grade

1. All students are required to have a project that relates to agriculture.
2. Projects require prior approval of the instructor.
3. An FFA record book will be required for all students. The record book will be turned in at the end of the quarter.

IV. Supplies-

1. Section of a notebook.
2. Pencil/pen.
3. Paper

Contact Information:

Email: ambercharter@maxwell.k12.ca.us

Phone: 438-2291 ext 12130



Maxwell High School
Agriculture Department
Course Expectations 2018-2019



Instructor: Mrs. Charter

I. Course Description: ROP Floral Design

GRAD CREDIT: UC Art Credit,

This course will train students in occupation skills for entry-level employment in floral shops, nurseries, and department stores, selling floral products, houseplants, balloon arrangements, and retail items. Students develop artistic skills using elements of design as they relate to flora, balloons, and plant design. They will receive training in floral arranging, balloon design, customer service, production, care, and maintenance of houseplants.

Future Farmers of America (FFA) will also be an integral part of this course. Students will be introduced to the FFA Program, California Agriculture and much more. Students are highly encouraged to attend the monthly FFA meetings.

II. Grading:

Your grade will be based on the following:

80% Classroom work. This includes homework, quizzes, tests, and in-class assignments.

10% FFA Participation.

10% Supervised Agricultural Education

III. Classroom Work

1. Assignments should be neat and complete.
2. For each day you are absent, you have that many days to make it up.
3. Getting makeup work is the responsibility of the student.
4. Work should be of your effort. All parties will receive a score of zero for cheating and copying.
5. No late work will be accepted.

IV. Required Supplies

1. Binder or section of a binder.

V. FFA- 10% of Grade

1. Your enrollment in this class automatically makes you an FFA member.
2. FFA is an integral part of this class, therefore you are required to participate in various activities throughout the semester.
3. To receive an "A" grade students will need to attend 4 activities per semester and participate in one committee per semester. Additional activities will be counted as extra credit with a cap of 8.
4. Students must be present for the entire activity to receive credit unless a prior arrangement has been made with an agricultural instructor.

VI. SAE (Supervised Agricultural Experience)-10% of grade.

1. All students are required to have a project that relates to agriculture.
2. Projects require prior approval of the instructor.
3. An FFA record book will be required for all students. The record book will be turned in at the end of the quarter.
4. Items to be included: Business Plan, Budget (ownership), Hours entered weekly or daily, Income/Expenses (if applicable), FFA Credits, School/Community Activities, and Updated Profile. Annual summaries are due in December

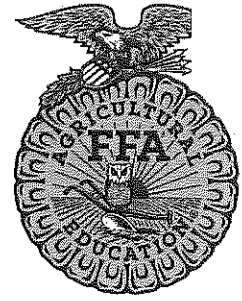
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Maxwell High School
Agriculture Department
Course Expectations 2018-2019



Instructor: Mrs. Charter

I. Course Description: Floral 2

Pre-requisite: Completion of Floral Design 1. Grade Levels: Junior and Senior

Credit: Elective credit

This course is designed to train students in occupational skills for entry-level experience in the floral industry. Students will develop artistic skills using the elements of design related to floral design. Advanced level techniques will be taught with special emphasis placed on body flowers, centerpieces, dry arrangements, wedding planning and holiday decorations.

Instructional Units: Floriculture Industry, Houseplant Care, Floral Shop Skills, Professional Portfolio Development, Advertising, Wearable Flowers, Sympathy flowers, Wedding flowers, and Floral shop construction.

Textbooks:

The Art of Floral Design. Second edition, Norah T. Hunter.

Future Farmers of America (FFA) will also be an integral part of this course. Students will be introduced to the FFA Program, California Agriculture and much more. Students are highly encouraged to attend the monthly FFA meetings.

II. Grading:

Your grade will be based on the following:

75% Classroom work. This includes homework, quizzes, tests, and in-class assignments.

5% Portfolio. Construct a portfolio that demonstrates student's knowledge and experience of flower arrangements.

10% FFA Participation.

10% Supervised Agricultural Education

III. Classroom Work

1. Assignments should be neat and complete.
2. For each day you are absent, you have that many days to make it up.
3. Getting makeup work is the responsibility of the student.
4. Work should be of your effort. All parties will receive a score of zero for cheating and copying.

5. No late work will be accepted.

IV. FFA- 10% of Grade

1. Your enrollment in this class automatically makes you an FFA member.
2. FFA is an integral part of this class, therefore you are required to participate in various activities throughout the semester.
3. To receive an "A" grade students will need to attend 4 activities per semester and participate in one committee per semester. Additional activities will be counted as extra credit with a cap of 8.
4. Students must be present for the entire activity to receive credit unless a prior arrangement has been made with an agricultural instructor.

V. Portfolio- 5% of grade

1. Keep a portfolio of work completed in this class. Take a picture of all work completed. You will submit your best 3 work samples per semester.
2. Include application, resume and cover letter. You will make revisions for the May Portfolio.
3. Portfolios are due December 13th and May 9th.

VI. SAE (Supervised Agricultural Experience)-10% of grade.

1. All students are required to have a project that relates to agriculture.
2. Projects require prior approval of the instructor.
3. An FFA record book will be required for all students. The record book will be turned in at the end of the quarter.
4. Items to be included: Business Plan, Budget (ownership), Hours entered weekly or daily, Income/Expenses (if applicable), FFA Credits, School/Community Activities, and Updated Profile. Annual summaries are due in December

VII. Required Supplies

1. Notebook/Binder

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Maxwell High School
Agriculture Department
Course Expectations 2018-2019



Instructor: Mrs. Charter

I. Course Description: Ornamental Horticulture
Grade Level: Junior and Senior

This course will cover the basic principles of plant science in agriculture as viewed by both the farmer and the consumer. Hands-on units of instruction include plant organs and their functions, introduction to reproduction and genetics, weeds, insects and other pests, soils and fertilizers, chemical application and their safety and integrated pest management. All students will be able to work in the school greenhouse to gain practical experience growing plants. This course will also provide students with the opportunity to create their own plant (SAE) projects including sales and marketing of their projects through FFA plant sales.

Textbooks:

Introduction to Horticulture, 9th Edition. Carroll L Shry Jr.

II. Grading:

Your grade will be based on the following:

60% Classroom work. This includes homework, quizzes, tests and class work.

20% Class Participation. Students will receive up to five points every day we work outside.

10% FFA Participation.

10% Supervised Agricultural Education

III. Classroom Work- 60%

1. Assignments should be neat and complete.
2. For each day you are absent, you have that many days to make it up.
3. Getting makeup work is the responsibility of the student.
4. Work should be of your effort. All parties will receive a score of zero for cheating and copying.
5. No late work will be accepted.

IV. Class Participation-20% of Grade

1. We will be working in the garden and the greenhouse on a regular basis.
2. Your effort will be reflected in classroom participation.
3. Participation will be graded by teacher observation and the use of a timecard.

V. FFA – 10% of grade

1. Your enrollment in this class automatically makes you an FFA member.
2. FFA is an integral part of this class, therefore you are required to participate in various activities throughout the semester.
3. To receive an “A” grade students will need to attend 4 activities per semester and participate in one committee per semester. Additional activities will be counted as extra credit with a cap of 8.
4. Students must be present for the entire activity to receive credit unless a prior arrangement has been made with an agricultural instructor.

VI. SAE (Supervised Agricultural Experience)- 10% of grade

1. All students are required to have a project that relates to agriculture.
2. Projects require prior approval of the instructor.
3. An FFA record book will be required for all students. The record book will be turned in at the end of the quarter.
4. Items to be included: Business Plan, Budget (ownership), Hours entered weekly or daily, Income/Expenses (if applicable), FFA Credits, School/Community Activities, and Updated Profile. Annual summaries are due in December.

VII. Required Supplies

1. Notebook.
2. Work clothes. Could include clothes to wear that you don't mind getting dirty, coveralls or an apron.
3. No open toed shoes during a lab. An old pair of tennis shoes is highly recommended.

Contact Information:

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Maxwell High School
Agriculture Department
Course Expectations 2018-2019



Instructor: Mrs. Charter

I. Course Description: Animal Science

GRAD CREDIT: College Prep Elective "G" Grades 10-12

This course will provide the student with principles in Animal Science focusing on the area of mammalian production, anatomy, physiology, reproduction, nutrition, respiration and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. Frequent opportunities are given to develop and apply rational and creative thinking processes of observing, comparing, organizing, relating, inferring, applying and communicating. Also, there is an emphasis on developing values aspirations and attitudes that promote the student's understanding personal involvement with the scientific discoveries of the future. There are ample opportunities for hands on class participation with animals in this class to enable students to demonstrate their knowledge of restraint, handling, behavior, etc.

Additional emphasis will be placed on industry practices to include record keeping, public relations and communications.

II. Grading:

Your grade will be based on the following:

80% Classroom work. This includes homework, quizzes, tests, and in-class assignments.

10% FFA Participation.

10% Supervised Agricultural Education

III. Required Supplies

1. Binder & Notebook
2. Paper
3. Pen or Pencil
4. Closed Toe Shoes during labs and outside workdays.

IV. FFA- 10% of Grade

1. Your enrollment in this class automatically makes you an FFA member.
2. FFA is an integral part of this class, therefore you are required to participate in various activities throughout the semester.
3. To receive an "A" grade students will need to attend 4 activities per semester and participate in one committee per semester. Additional activities will be counted as extra credit with a cap of 8.
4. Students must be present for the entire activity to receive credit unless a prior arrangement has been made with an agricultural instructor.

V. SAE (Supervised Agricultural Experience)-10% of grade.

1. All students are required to have a project that relates to agriculture.
2. Projects require prior approval of the instructor.
3. An FFA record book will be required for all students. The record book will be turned in at the end of the quarter.
4. Items to be included: Business Plan, Budget (ownership), Hours entered weekly or daily, Income/Expenses (if applicable), FFA Credits, School/Community Activities, and Updated Profile. Annual summaries are due in December.

Contact Information:

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Syllabus

Agriculture Mechanics I, II & III

Shop safety, Welding and Cutting Metal, Wood Working, and Individual Projects

18 Weeks

Mr. Stephens

Office: 530-438-2291 Ext. 12128

Mobile: 530-681-0249

scottstephens@maxwell.k12.ca.us

Course Description:

In this course student will learn how to safely operate Agriculture equipment, such as hand tools, grinders, oxy acetylene and arc welding, metal work and wood working tools. They will learn the proper procedures that take place in an Ag mechanics shop. This will include drawing and understanding plans for a project. Lay out and assembly of a project. Each student will be responsible for choosing and completing a project. This will be done after the student has shown he/she is proficient in all class work and training.

Agriculture Mechanics Course Work Outline

First Semester

Week One:

Rules and Regulations

Shop safety

FFA

Week Two:

Shop safety

Hand tool identification

Careers in Ag Mechanics

Record Books

Week Three:

Shop safety

Shop orientation

Shop cleanup and organization

Week Four:

Shop safety test
Shop orientation
Hand tools, Fasteners and hardware
Record Books

Week Five:

Layout tools and procedures
Selecting, cutting and shaping wood
Fastening and finishing wood

Week Six:

Work on wood project
Portable power tools
Record Books

Week Seven:

Work on Wood Projects
Introduce electricity
Safety with electricity
Simple circuit
Wire color
Wire gauge

Week Eight:

Types of wire
Wiring codes
Stripping wire
Fastening wire
Record Books

Week Nine:

Indoor Wiring Procedures
Box Placement
Wall Spacing

Week Ten:

Wiring a switch
Wiring a plug
Three way switch
Record Books

Week Eleven:

Outside wiring Procedures
Conduit Types
Conduit Fasteners

Week Twelve:

Wiring in conduit
Wiring in a wall
Last day to turn in project
Record Books

Week Thirteen:

Finish Electrical projects
Introduction to measurement and Area
English and Metric Systems

Week Fourteen:

Area and Acreage
Square footage
Stride and marking distance
Record Books

Week Fifteen:

Introduction to tractor Safety
Safety films
Safety Test

Week Sixteen:

Tractor parts and Systems
Three point hitch
Implements hook up
Record Books

Week Seventeen:

Tractor Driving Test
Tractor obstacle course
Ground Work

Week Eighteen:

Project Planning
Sketching and drawing projects
Figuring a bill of materials
Selecting, planning and building a project
Record Books

Second Semester

Week One:

Plumbing
Irrigation technology
Pressure, volume and flow
****Start fundraiser projects**

Week Two:

Types of Pipe
PVC, ABS, Copper, and Steel
****fundraiser projects**

Week Three:

Fasteners, Glue, and connectors
Elbows, T's, Y's, sleeves, Etc..
Cutting all types of pipe
****fundraiser projects**

Week Four:

Week Five:

Project permission forms

Parent consent

Week Six:

Concrete and Masonry
Properties of Concrete
Area and yard calculations

Week Seven:

Ground prep & Forms
Ratios and Mixing

Week Eight:

Tamping & Screeding
Trowels and finish work

Week Nine:

Types of finishes
Form removal
Proper clean-up

Week Ten:

Using gas welding equipment
Gas welding safety
Practice gas welding
Brazing and welding with oxyacetylene
Work on puddling

Week Eleven:

Practice oxyacetylene
Discuss types of welds
Work on T weld
Cutting and grinding metal

Week Twelve:

Layout and Drawing objects
Draw class project
Practice oxyacetylene cutting
FFA

Week Thirteen:

Butt weld

Individual projects

Material list

Material expenses

Week Fourteen:

Work on lap weld

Discuss class project

FFA

Oxyacetylene cutting

Week Fifteen:

Work on outside corner weld

Discuss class project

Oxyacetylene cutting safety

Week Sixteen:

Layout and Drawing objects

Draw class projects

Layout and cut out arc welding pieces

Weld pieces together

Week Seventeen:

Finish individual projects

Week Eighteen:

Arc welding

Materials for class project

Arc welding safety

Syllabus

Welding Technology

Shop safety, Welding, Cutting metal and Individual Projects

Mr. Stephens
Office: 530-438-2291 Ext. 12128
Mobile: 530-681-0249
scottstephens@maxwell.k12.ca.us

Course Description:

The Welding Technology course provides students with an understanding of manufacturing processes and systems common to careers in welding and related industries. Topics include the interpretation and layout of welded and assembled-parts, reading blueprints and understanding welding symbols. Further topics included are the common welding processes found in industry, metal characteristics and finishing processes dealing with welded parts and projects.

From CALPADS: Intermediate Welding and Materials Joining (Concentrator)

This concentrator course builds upon the Manufacturing and Product Development introduction course and provides students with additional concepts and experiences required for career readiness and pursuing further education in Welding and Materials Joining career pathway, which precedes this pathway's capstone course. This concentrator course leads to the capstone course in the Welding and Materials Joining pathway's sequence of courses.

Source: (CTE Online Model)

(Student must have had C or better in Agriculture Mechanics I, II, or III prior to taking this class)

Competencies / Outcomes

- Interpreting and developing planning and layout operations
- Understanding materials qualities
- Using welding tools and equipment properly
- Types of welding assembly processes
- Finishing processes and materials
- Inspection and quality control
- Standard hand and machine tools in welding systems
- Automated welding systems
- Joining or combining processes
- Manufacturing company organization
- Elements of welding production management

Agriculture Mechanics Course Work Outline

Safety

This unit will address lab safety and safe operating procedures necessary for students to complete their required and open projects in a high school welding facility. Students will be instructed on safe environments as well as safely storing and moving equipment, shielding gasses and storing fluids in a safe manner.

Classroom/Lab

180 Hours

Careers in Welding Technology

Students will understand how to make effective decisions, use career information and manage personal career plans.

Classroom

5 Hours

Welding Systems and Tools

This unit will introduce the welding student to various welding systems; the advantages and disadvantages when comparing the many welding systems and the tools involved in each system. Safety will be stressed whenever a new system is introduced. Inspection devices for weld quality may be introduced in this unit.

Classroom/Lab

8 Hours

Tools

This unit will address the safe use of the many welding tools available to the welding student in a high school welding facility. In this case tools are defined as any device the student can place in their hands to insure proper weld quality.

Classroom/Lab

12 Hours

Metal Characteristics and Identification

This unit will introduce students to basic metallurgy. The properties found in the many metals one welds in the high school welding facility. The unit will further discuss the procedures used to identify metals in the lab setting.

Classroom/Lab

4 Hours

Measuring

This unit will address how measurement is used in the welding lab. How to measure and the units of measurement.

Classroom/Lab

2 Hours

Planning and Layout Operations

This unit introduces the welding student to planning procedures including reading a working drawing, selecting materials and procedural steps. The unit also requires the student to transfer a drawing to a piece of metal during the layout procedure using basic layout tools.

Classroom

4 Hours

Blueprint Reading

This unit addresses the elements of a blueprint and the basic steps on how to read blueprints. Students will become familiar with welding blueprints which consist of drawings and welding symbols. Students will learn how to read and apply to practical projects.

Classroom/Lab

4 Hours

Inspection and Quality Control

This unit will encompass the types of quality control systems and why quality control is essential to the production process. Students will examine and experience final production quality control and on line quality control systems.

Classroom/Lab

4 Hours

Grinding and Finishing Processes

This unit includes the processes and techniques used to grind and finish metal in the shop environment. The identification and proper, safe, uses of finishing materials and machines will be emphasized.

Classroom/Lab

1 - 5 Day

Manual plasma cutting

This unit includes the safe and proper use of a manual plasma cutting machine. The identification of the machine and its basic parts along with the when the machine should be used will be discussed.

Classroom/Lab

2 - 4 Days

Automated Plasma Cutting

This unit is designed to teach students the basics of operating an automated "PlasmaCam" program. The student will learn basic computer software programs and be able to draw on the plasma program and cut out a project.

Classroom/Lab

8 Hours

Welding Positions and Joints

This unit includes lessons about fitting and jiggling, welding positions and joints.

Classroom/Lab

6 Hours

Oxy-Fuel Welding and Processes

Oxy-fuel welding (commonly called oxyacetylene welding, oxy welding, or gas welding in the U.S.) and oxy-fuel cutting are processes that use fuel gases and oxygen to weld and cut metals, respectively. In oxy-fuel welding, a welding torch is used to weld metals. Welding metal results when two pieces are heated to a temperature that produces a shared pool of molten metal. The molten pool is generally supplied with additional metal called filler. Filler material depends upon the metals to be welded. In oxy-fuel cutting, a cutting torch is used to heat metal to kindling temperature. A stream of oxygen then trained on the metal combines with the metal which then flows out of the cut (kerf) as an oxide slag

Classroom/Lab

10 Hours

Processing Materials

This unit includes lessons on the process of selecting the proper materials to weld and what welding operation is the best choice. The student will use various tools and welding equipment to complete the required welding exercises included in this unit.

Classroom/Lab

2 Hours

Welding Assembly Processes

This unit will include lessons on the importance weld assembly and the proper use of tools that insure correct joint preparation. Also, included will be how to select the proper weld process for the weld assembly involved.

Classroom

1 Hour

SMAW -Shielded Metal Arc Welding

The Shielded Metal Arc Welding process (SMAW), commonly referred to as stick welding, derives the heat for welding from an electric arc established between a consumable stick electrode and the part to be welded. The stick electrode is clamped in an electrode holder which is connected to the stick welder by a power cable. The current produced by the stick welder for welding can AC or DC, depending on the model.

Classroom/Lab

20 Hours

FCAW Flux Core Arc Welding

The unit on FCAW includes the identification of the welding machine and parts along with the safe and proper use of the machine in the lab environment. Lessons will include the use of the machine to weld test coupons and construct welded projects.

Classroom/Lab

2 - 10 Days

GMAW Gas Metal Arc Welding

Gas-Metal-Arc Welding (GMAW) evolved from CAW when it was realized that a consumable electrode - eliminating any need for a welding rod, could replace the carbon electrode. To reduce oxidation, the electrode wire is coated with materials such as fluorides, oxides, carbonates, metal alloys, and binders to stabilize the arc, to produce gases to shield the weld from oxygen and atmospheric contaminants, and to introduce metal alloy to weld. GMAW is used principally with nickel and ferrous base metals

Classroom/Lab

20 Hours

GTAW Gas Tungsten Arc Welding

Gas Tungsten Arc Welding (GTAW) is frequently referred to as TIG welding. TIG welding is a commonly used high quality welding process. TIG welding has become a popular choice of welding processes when high quality, precision welding is required. In TIG welding an arc is formed between a nonconsumable tungsten electrode and the metal being welded. Gas is fed through the torch to shield the electrode and molten weld pool. If filler wire is used, it is added to the weld pool separately.

Depending on Time and Availability of Equipment

Projects - Beginning Level

This unit contains lessons for first and second year student projects.

Classroom/Lab

5 - 10 Hours

Syllabus

Wood Technology 1 and 2

Safety, Design, Layout, Measurement, Tool Operations, and Assembly of Wood Projects

Mr. Stephens

Office: 530-438-2291 Ext. 12128

Mobile: 530-681-0249

scottstephens@maxwell.k12.ca.us

Course Description:

The general goal of this course is to allow students to acquire the basic knowledge and skills used in furniture construction, cabinetmaking, and the construction process. Students will learn to safely use woodworking tools and machines to produce a quality furniture project. Students will also be introduced to carpentry through model design and construction. Safety is stressed throughout the program.

From CALPADS: Introduction to Cabinetry, Millwork, and Woodworking

This course introduces students to career opportunities within the sector and provides an overview of the planning, design, layout, and technical drawing interpretation for practical use in woodworking, cabinetmaking, and mill working. It may also cover different cabinet and furniture styles used, various wood products and materials, and proper tool selection. Students will be introduced to the different construction processes in the cabinetmaking, furniture making, and mill working industries. Source: (CTE Online Model)

Competencies / Outcomes

- Identify and describe measuring and layout tools
- Demonstrate safe and proper operation of measuring and layout tools
- Identify and describe woodworking hand tools
- Practice safe and proper operation of woodworking hand tools
- Identify and describe woodworking machine tools
- Demonstrate safe and proper operation of woodworking machine tools
- Identify and describe the proper maintenance of woodworking tools and equipment
- Student or team identifies and designs a project
- Do an accurate estimate drawing
- Do an accurate working drawing
- Create a practical project cost estimate that includes materials, labor and timelines, overhead, profit and add-ons
- Create an appropriate layout for the project
- Create the cut list
- Manufacture, assemble and apply appropriate finish to the project
- Determine the actual costs and compare it with the estimated costs.
- Peer review of the project to assess customer satisfaction
- Identify and describe types of finish preparation
- Communicate how to remove excess adhesive from a project
- Identify and describe a variety of finishes and demonstrate proper application techniques for various finishes
- Compare and contrast oil base and water base finishes and describe their application procedure
- Discuss career paths and goal setting
- Complete a data sheet and career-interest testing
- Complete a job application
- Create an error-free résumé
- Create a portfolio
- Complete a mock interview

Woodworking Technology Course Work Outline

Careers in Woodworking

Students will understand the commercial importance of the woodworking industry. This unit describes several woodworking careers from Craftspeople to Technicians and Professionals. Students will be given an overview of the different fields of employment available in the wood products, furniture making, cabinetmaking, and construction areas.

Classroom/Lab

3 Hours

Employment Portfolio for FFA

Jobs, work habits and ethics. Communication skills and employee responsibilities

Classroom

10 Hours

Machine Safety and Operation in the Wood, Cabinetmaking, and Construction Lab

This unit will consist of safety lessons created by experienced teachers in the field. Each lesson will explain the safe and proper use of the machine or tool.

Classroom/Lab

20 Hours

Measuring

This unit will address how measurement is used in the lab. How to measure and the units of measurement.

Classroom/Lab

2 Hours

Layout methods

Using a detailed set of plans, students will interpret plans and use appropriate tools to measure, layout and scribe for joints and cutting of their projects. Rules, dividers, squares, calipers, marking gages and compasses will be used.

Instructional Hours

3 Hours

Materials

Students will learn the different solid stock used in our program. They will understand the differences between the softwood and hardwood families. Various types of sheet materials will be introduced, including: plywood, fiberboard, oriented strand board, MDF, and particle board. Grading and lumber dimensioning will also be covered.

Classroom/Lab

3 Hours

Wood joints

Students will learn the different types of joints used to connect pieces of wood together. Common wood joints learned will be: butt, dado, rabbet, miter, and various dove-tails.

Gluing and clamping

Students will be introduced to the various types of adhesives available in the woodworking field. Several types of clamps and their uses will be demonstrated. Emphasis of this unit will be on the correct way to laminate pieces of wood together edge to edge. Face grain direction, end grain direction, and face grain color matching should be considered for the desired result.

Fasteners

Students will be introduced to the different fasteners available. Various screws, nail types, and other connectors will be demonstrated.

Instructional Hours

10 Hours

Abrasives

Students will learn about the common abrasives used in the woodworking field. The construction of abrasive paper, different types of backing, and adhesives will be discussed. What the grit numbers mean will be stressed.

Instructional Hours

2 Hours

Finishing

Students will be taught that the same amount of effort they put into constructing a project is the same amount that should be put into the finishing process of the project. Getting the surface of the wood ready, different methods of coloring the wood, and the different ways of sealing the wood will be discussed. Penetrating and non-penetrating finishes, stains and waxing the project are all discussed.

Instructional hours

3 Hours

Designing and Building Projects

This unit is about design, planning and estimating costs. Students will learn what make up good design. They will create a bill of materials and understand the value and need of a detailed set of plans including a list of procedures to make a project.

Instructional Hours

5 Hours

Beginning and Advanced Projects

This unit offers a wide variety of projects for beginning and advanced students.

From simple lamination projects to more complex joinery required in making a well-built end table. Instructors should be able to find just the right project for the level of skill they are looking for.

The focus of this Unit is to introduce basic skills to the student to build competency with the tools and methods needed to complete the project. ??Students will learn to follow procedures and read detailed plans to produce the project.

These project-specific lessons build on the basic skills needed for your students to be successful in woodworking before they move on to the next levels. The focus here is on the basics in joinery, safe tool use, best use of materials, the planning and procedures and more. All these projects improve a student's skills and help them build wonderful projects of art and utility.

Instructional Hours

45 Hours

F. Program Completer Description

A program completer is someone who has been an active member of the FFA for their four years of high school. Due to the confinements of a small school and a rigid master schedule, it might not always be possible for a student to take all of the courses within a pathway. The agricultural instructors are working to promote the pathways with the counselor.

G. Description of Facilities and Equipment

The Maxwell Agriculture Department consists of the Ag Classroom and the Ag Shop Complex (Classroom, staff office, shop, storage rooms and outside work area), greenhouse, rodeo grounds and a farm.

The Ag Science room is 22' x 30'

Storage is limited in the Ag Science room so there is a cargo container utilized by the FFA for meeting supplies.

The Ag Shop Complex consists of a 27' x 30' classroom, teacher office and closet. There is a a woodworking/metal shop attached to the classroom. There are two storage rooms in the complex as well as attic storage for wood and supplies. There are two cargo containers utilized for supplies, one of these sits inside the outside work area that is fenced off.

The greenhouse is 17' x 31' and currently lacks much functionality. All new siding, heating, cooling and an irrigation system needs to be added. There is room for a small growing area next to the greenhouse. It is a goal to have the greenhouse retrofitted this school year.

The farm consists of two livestock barns and a 7.25 acre rice field. One barn is solely for pigs and the other is set up for sheep, goats and possibly steers.

The agriculture department is fortunate to have two vehicles and a livestock trailer. Potentially the Excursion will be traded in for a newer vehicle within the next year.

Agriculture Department Major Equipment

Vehicles	Vin Number	License	Funds
2008 F250 Pickup	1FTSW21R19EA8368 1	1334897	Ag Incentive District Match
2004 Ford Excursion	1FMNU41SX45A2233 5	1095123	Ag Incentive District Match
2000 Livestock Trailer	4SMSG20261S011586	1073422	Ag Incentive District Match

H. Five Year Improvement Plan

Maxwell High School Agricultural Department Five-year Improvement Plan

It is always the goal of the agriculture department at the Maxwell High School to be progressive and in step with the needs of the community. Providing relevant instruction in agriculture also means acquiring new equipment and replacing old worn-out equipment and facilities. Much of what is needed is expensive and somewhat dynamic therefore Five-Year Improvement Plan provides a tool to assess and reassess the needs of the department. In other words, what do we need over the next five years?

2018-2019

1. New Welders -\$1,200 each
2. Security cameras for barn and shop \$800
3. Portable welder \$5,000
4. Shade cloth for livestock barns \$800
5. New Ag Vehicle \$50,000
6. Metal Shear \$25,000
7. Walk in floral cooler \$10,000

2019-2020

1. Modernize Greenhouse and purchase monitoring system \$60,000
2. Expand facilities for small animal projects \$4,000
3. Misters for swine barn \$500

2020-2021

1. Purchase a 90-100hp tractor \$35,000
2. Remodel Shop \$75,000
3. Purchase large animal scale \$3,000
4. Shade area for growing area \$5,500

2021-2022

1. Purchase tack boxes \$600
2. New tables for greenhouse \$3,000
3. Update watering system for barn \$800

2022-2023

1. Trade in Ford pick-up for new vehicle \$35,000
2. Purchase Port-a-cools for barn and shop \$3000

I. Staff Assignments



Maxwell High School Agriculture Department Chart of Responsibilities 2018-2019



	Responsibility	Charter	Stephens
Department Organization			
1.	Department Chair	X	
2.	FFA Advisor	X	
3.	Rodeo	X	
4.	Rice Field Contact		X
Chapter Activities			
5.	FFA Meetings (9)	X	X
6.	9/11 Remembrance	X	X
7.	Ag Day @ Elementary	X	X
8.	Sadies Dance TBD	X	
9.	Spring Banquet	X	X
10.	Blood Drive	X	
11.	Pheasant Hunter's Breakfast	X	X
12.	Food Drive	X	X

13.	Christmas Giving Tree		X
14.	Staff Appreciation	X	X
15.	Fall Drive Thru BBQ		X
16.	Spring Drive Thru BBQ		X
17.	Farm Bureau Dinner		X
18.	Newspaper Articles	X	
19.	Calendar of Activities	X	
20.	R2 Report	X	
21.	Ag Dept Program Plan	X	
22.	National FFA Week	X	X
23.	Officer Elections	X	X
24.	Year End Trip	X	X
25.	Officer Retreat	X	X
Leadership Activities			
26.	COLC	X	
27.	MFE/ALA		X
28.	State Convention	X	X
29.	National Convention/WLC	X	
30.	SLE	X	
31.	GLC	X	
CATA Each Advisor must attend 5 for Quality Program 12 Criteria.			
32.	Fall South Valley Section Mtg & Admin Night (2)	X	X
33.	Fall Regional Meeting(1)	X	X

34.	Road Show(1)	X	
35.	Spring Regional FFA Meeting (1)	X	X
36.	Spring South Valley CATA/FFA Section Mtg(1)	X	X
37.	Summer Conference (1)	X	X
38.	Fair Meetings	X	X
FFA Field Days			
39.	Arbuckle	X	X
40.	UCD Field Day	X	X
41.	Chico FD	X	X
42.	Modesto FD	X	
43.	CRC FD		X
44.	Fresno FD	X	X
45.	Shasta		X
46.	Gridley Welding Contest		X
47.	Cal Poly State Finals	X	X
Leadership Development Events & Above the Chapter Competitions			
48.	Sectional Officer Candidates	X	
49.	Regional Officer Candidates	X	
50.	CREED	X	
51.	Impromptu	X	
52.	Job Interview		X
53.	Prepared Speaking	X	
54.	Extemporaneous Speaking	X	
55.	Opening/Closing Contest	X	X

56.	Cooperative Marketing		X
57.	Best Informed Greenhand	X	
58.	Regional Speaking Contest	X	
59.	Regional Officer Candidates	X	
60.	State Speaking Contest	X	
61.	State Officer Candidates	X	
Facilities			
62.	Ag Shop Facilities		X
63.	Greenhouse Facilities		X
64.	Tractor and other equipment		X
65.	Vehicle Maintenance		X
66.	Livestock Facilities		X
Supervision of FFA Projects			
67.	Sheep/Goats	X	
68.	Hogs		X
69.	Steers	X	
70.	Livestock Meetings	X	X
71.	Livestock Loans		X
72.	Record Books	X	X
73.	State Degrees	X	
74.	Proficiency Awards	X	X
75.	American Degrees	X	

K. Department Policies
2018-2019 Maxwell High School
Program Policies

Dear Students and Parents,

Welcome to another exciting year with the Maxwell Agriculture Department! The following is a list of rules and consequences that will be enforced in order to maintain an orderly and productive program. We hope that you have entered the Agriculture Department determined to learn and that you will complete a course that will help you develop skills that will be valuable to you in all future endeavors.

Classroom Rules:

- 1. All school and district rules and dress codes will be enforced.**
- 2. Be in your assigned seat and ready to learn before the tardy bell.**
- 3. Check in with the teacher prior to bathroom breaks or leaving the classroom/shop.**
- 4. Show respect and courtesy to the teacher and fellow students.**
- 5. Tardy Policy per Maxwell High School discipline guidelines.**
- 6. Phones and other non-class related items will be dealt with according to Maxwell High School discipline guidelines.**

Discipline Policy:

- 1. Verbal warning**
- 2. Phone call to parent or guardian.**
- 3. 30 minute detention with instructor doing homework, cleaning, etc. phone call home.**
- 4. Referral to Principal, per school discipline policy for Maxwell High School.**

**Instructors reserve the right to expedite the discipline policy depending on the severity of the problem.*

Requirements:

- 1. Students will be expected to carry on some type of ownership or non-ownership program (SAE) dealing with agriculture or some related field, and an FFA record book will be maintained for that SAE.**
- 2. All assignments are to be turned in on time (No late paper) and completed in black or blue ink or pencil. Typing is always appreciated.**
- 3. Other factors that can affect grades include attitude, participation (both in and outside of class) and ability depending upon the student and the assignment.**
- 4. Students who have an excused absence will have one day, for each excused day to complete and submit makeup work. It is the student's responsibility to ask for makeup work after being absent.**

- 5. Students will carry out laboratory exercised with livestock, plants, woodworking or mechanics that are related to the course. This could dirty the student's clothes. Prior notice will be given so that students can dress appropriately.**

FFA:

- 1. Students shall have and maintain a 2.0 grade point average. Grade point averages will be checked at the end of each grading period. Failure to meet these criteria will exclude the member from attending/being a part of any conferences, teams, field days, officers, fairs, etc.**
- 2. FFA is an integral part of the Maxwell Ag Department. Students will be required to attend four FFA activities per semester. Failure to attend at least four activities will result in a reduced grade for all agriculture classes.**
- 3. FFA is worth 10% of the students grade.**

SAE (Supervised Agricultural Experience)-10% of grade.

- 1. All students are required to have a project that relates to agriculture.**
- 2. Projects require prior approval of the instructor.**
- 3. An FFA record book will be required for all students. The record book will be turned in at the end of the quarter.**
- 4. Items to be included: Business Plan, Budget (ownership), Hours entered weekly or daily, Income/Expenses (if applicable), FFA Credits, School/Community Activities, and Updated Profile. Annual summaries are due in December.**

Grades for assignments will be determined as follows:

90-100%	earns the grade	A
80-89%	earns the grade	B
70-79%	earns the grade	C
60-69%	earns the grade	D
50% and below	earns the grade	F

We have read and understand the above rules, consequences and grading procedures. I understand that this form was covered in detail in class by an agriculture teacher.

Student Name (Please Print): _____

Student Email: _____

Signature of Student: _____ **Date:** _____

Signature of Parent/Guardian: _____ **Date:** _____

Home Phone Number _____

Cell Phone Number _____

Parent Email Address _____

Please sign and have this paper returned. It is worth up to 25 points to your son/daughter. If you have any questions please feel free to contact me s at 530.438-2291 Ext. 12128. Please leave a message and I will return your call as soon as possible.

L. Proficiency Standards for Program Completers

Agriscience Pathway Standards

Ag Biology

C2.1	Identify important agricultural environmental impacts on soil, water and air.
C2.2	Explain current environmental challenges related to agriculture.
C2.3	Summarize how natural resources are used in agriculture.
C3.2	Understand how technology influences factors such as labor, efficiency diversity availability, mechanization and communication.
C3.3	Communicate public concern for technological advancements in agriculture, such as genetically modified organisms.
C3.4	Research the laws and regulations concerning biotechnology.
C3.5	Integrate the use of technology when collecting and analyzing data.
C4.1	Understand the evolution and roles of domesticated animals in society.
C4.2	Differentiate between domestication and natural selection.
C4.4	Defend various points of view regarding the use of animals.
C5.1	Identify the function of cells.
C5.2	Analyze the anatomy and physiology of cells.
C5.3	Understand various cell action, such as osmosis and cell division.
C5.4	Compare and contrast plant and animal cells, bacteria and viruses.
C7.1	Differentiate between genotype and phenotype and describe how dominant and recessive genes function.
C7.2	Compare genetic characteristics among cattle, sheep, swine and horse breeds.
C7.3	Predict phenotype and genotype ratios by using a Punnett Square.
C7.4	Explain the fertilization process.
C7.5	Distinguish between the purpose and processes of mitosis and meiosis.
C11.1	Understand the anatomy and functions of plant systems and functions.
C11.2	Identify plant growth requirements.
C11.5	Understand photosynthesis and the roles of the sun, chlorophyll, sugar, oxygen,

	carbon dioxide and water in the process.
C11.6	Summarize the respiration process in the breakdown of food and organic matter.
C13.1	State the steps of the scientific method.

Animal Science

C4.3	Compile the modern-day uses of animals and animal by-products.
C4.4	Defend various points of view regarding the use of animals.
C6.1	State the names, and find the locations of the external anatomy of animals.
C6.2	Explain the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory and endocrine systems.
C7.0	Comprehend basic animal genetics (C7.1-C7.5)
C8.1	Identify types of nutrients required by farm animals.
C8.2	Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements for ruminant, monogastric, equine and avian digestive systems.
C8.3	Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.
C9.1	Assess the appearance and behavior of a normal, healthy animal.
C9.2	Explain the ways in which housing, sanitation and nutrition influence animal health and behavior.
C9.3	Analyze the causes and controls of common animal disease.
C9.4	Summarize effective techniques for controlling parasites and explain why controlling parasites is important.
C9.5	Research the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications, and know proper equipment handling and disposal techniques.
D4.1	Illustrate animal conception, including estrus cycles, ovulation and insemination.
D4.2	Research the gestation process and basic fetal development.
D4.3	Explain the parturition process, including the identification of potential problems

	and their solutions.
D6.1	Evaluate the signs of normal health in contrast to illness and disease.
D6.2	Analyze the importance of animal behavior in diagnosing animal sickness and disease.
D6.3	Research common pathogens, vectors, and hosts that cause disease in animals.
D6.4	Evaluate preventative measures for controlling and limiting the spread of diseases, parasites and disorders among animals.

Ornamental Horticulture

C10.1	Recognize the major soil components and types.
C10.2	Summarize how soil texture, structure, pH and salinity affect plant growth.
C10.3	Assess water delivery and irrigation system options.
C10.4	Differentiate among the types uses, and applications of amendments and fertilizers.
C11.1	Understand the anatomy and functions of plant systems and structures.
C11.2	Identify plant growth requirements.
C11.3	Discern between annual, biennial and perennial life cycles.
C11.4	Examine sexual and asexual reproduction in plants
C11.5	Understand photosynthesis and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide and water in the process.
C12.1	Classify agricultural pests.
C12.2	Compare chemical, mechanical cultural and biological methods of plant pest control.
C12.3	Analyze the major principles, advantages, and disadvantages of integrated pest management.
F1.2	Demonstrate how to identify plants using a dichotomous key.
F1.5	Identify and select plants for local landscape applications.
F2.1	Understand plant systems nutrient transportation, structure and energy storage.

F2.2	Diagram the seed's essential parts and explain the function of each.
F2.3	Explain how primary, secondary and trace elements are used in plant growth.
F2.4	Experiment with the factors that influence plant growth.
F2.5	Differentiate the tissues seen in a cross section of woody and herbaceous plants.
F2.6	Explore the factors that affect plant growth.
F3.1	Explain the different forms of sexual and asexual plant reproduction.
F3.2	Demonstrate the various techniques for successful plant propagation.
F3.3	Utilize and monitor plant reproduction for the development of a saleable product.
F9.0	Demonstrate the proper use of containers and horticultural tools, equipment and facilities.

M. Teacher Data Sheets

TEACHER DATA SHEET AGRICULTURE EDUCATION

Fill out one sheet for each teacher at the program site. Maintain an up-to-date copy on file with the program plan.

Name: Scott Stephens

I. Credential Information

I Date Issued	Credential (Full Title)	Major	Minor	Date of Expiration	University or Other Processing Agency
5/31/2001	Clear Single Subject Agriculture			6/2021	Davis/Chico
1999	Clear Specialis in Agriculture			6/2021	Davis/Chico
2003	Masters in Ag Science Education			n/a	Chico
1993	Bachelor of Science	Agricultural Science		n/a	Chico

II. Certificates, Specialized Training

Dates	Type (Artificial Insemination, Pest Control Advisor, etc.)	Issuing Agency
8/09	Hazmat	CA Fire
8/09	Fire Fighter I	CA Fire

TEACHER DATA SHEET

AGRICULTURE EDUCATION

Fill out one sheet for each teacher at the program site. Maintain an up-to-date copy on file with the program plan.

Name: Amber Charter

I. Credential Information

I Date Issued	Credential (Full Title)	Major	Minor	Date of Expiration	University or Other Processing Agency
1/2008	Clear Single Subject Subject Agriculture			8/2019	California Polytechnic State University, San Luis Obispo
1/2008	Clear Specialist in Agriculture			8/2019	California Polytechnic State University, San Luis Obispo
12/2003	Bachelors of Science	Agricultural Science			California State University Cal Poly, San Luis Obispo

II. Certificates, Specialized Training

Dates	Type (Artificial Insemination, Pest Control Advisor, etc.)	Issuing Agency
July 2017	DELTA Instruction	CATA
May, 2007	Direct Instruction	DSSP
April, 2001	Cattle AI Certification	Shasta Community College

N. Maxwell High School Agriculture Advisory Committee

Jason Bowan

Pest Control Advisor

Kellie Dennis
Farmer and Parent

Marc Haywood
Morning Star and Farmer

Sid LeGrande
Farmer

Ben Pearson
Natural Resources

Sherman Dennis
Ranch Foreman (Rice & Cattle)

Brett Perry
Farmer & Heavy Equipment Operator

Randy Wilson
Ag Sales

Monica Ryan
Farmer, Rancher and Parent

Diana Kemp Azevedo
Ex-Officio, School Board Representative

Zach Thurman
Ex-Officio, Principal MHS

Cody Pearson
FFA President, Student Representative

Jillian Wilson
FFA Vice-President, Student Representative

Scott Stephens
Ag Teacher

Amber Charter
Ag Teacher

O. Advisory Committee Minutes

Maxwell Agriculture Department
Agriculture Advisory Committee Meeting
September 13, 2018 6:00pm
Minutes

- ❖ **Call To Order:** The meeting was called to order at 6pm by Jason Bowen.
- ❖ **Roll Call:** Roll call was taken by Amber Charter.
 - Present: Randy Wilson, Sid LaGrande, Ben Pearson, Monica Ryan, Mark Haywood, Jason Bowen, Scott Stephens, Amber Charter and Cody Pearson
 - Absent: Zach Thurman, Brett Perry, Sherman Dunlap, Kellie Dennis and Diana Azevedo.
- ❖ **Minutes:** Randy Wilson moved to approve the minutes from the August 6th, 2018 meeting as written. Ben seconded. Motion passed.
- ❖ **Reports:**
 - Cody Pearson updated the committee on the officers attending the Chapter Officer Leadership Conference. They also hosted their first FFA meeting that was well attended and exciting for the chapter. He also mentioned that the FFA hosted the 9/11 ceremony earlier this week.
 - Scott provided an update on the articulation agreements. He is working with Yuba College/Woodland Community College on articulations and with Mr. Peacock for Butte College Articulations. We are waiting for Butte College's approval for the Weld 20 and Weld 21 courses. Scott also gave an update on the upcoming Drive-Thru BBQ. The committee suggested names for barrels and tri-tip pricing. They would like to help in the Spring when they aren't so busy with harvest.
- ❖ **New Business**
 - Election of Officers: Mark moved for Jason to be elected chairman. Sid seconded. Motion passed. Ben nominated himself for Vice-Chairman, Sid seconded. Motion passed. Jason appointed Amber to be secretary.
 - Rice Enterprise: On August 31st, Cody, Jason and Zach Urrutia from California Family Foods all met to review the rice field progress and sign the contract. Jason informed the group that they reviewed the production side of growing the crop and Zach provided Cody an education on California's rice industry. Jason thinks the rice should be ready for harvest on the 27th or 28th of September. Cody would like to be involved with the harvest. Mark offered the use of his harvester.
 - The agriculture instructors reviewed the Ag Pathways with the committee members. Ben is curious if the counselor is aware of the pathways so that kids don't get pulled out of a pathway. Amber will speak with Deana the counselor when Deana returns from her trip.

- **Funding:** An updated forecast of funding was provided to the committee. There is still STREAM and CTEIG money that will need to be spent.
- **Revis 5 Year Purchase Plan:** The district would like to split the cost of a 90-100hp tractor. The agriculture department will use the rice field balance from previous years along with the funds from the 2018 rice field to purchase their half. The committee is in support of this purchase if an agreement is made between the agriculture department and district regarding maintenance, where the tractor will be parked during instructional time. The committee also wants to make sure that students will be allowed to drive the tractor. Amber would like to use Ag Incentive to make payments on a new vehicle. The tractor doesn't drive well, and questions its safety. The committee agrees that a new vehicle should be purchased, as the vehicle has been problematic for a few years. The Ag department will look into a 9 person vehicle. Amber mentioned that the district would like to remodel the existing greenhouse instead of tear it down. Amber was told that CTEIG money could be used for the remodel. Scott brought up that the shears need repair or replacement.

- ❖ **Advice from Committee:** None at this time.
- ❖ **Set Time/Place of next Meeting:** November 15th 6:00pm
- ❖ **Adjourn:** Meeting was adjourned at 7:18pm

Respectfully Submitted,

Amber Charter

**Maxwell Agriculture Department
Agriculture Advisory Committee Meeting
August 6, 2018 6:00pm
Minutes**

- ❖ **Call To Order:** The meeting was called to order at 6pm by Kellie Dennis.

- ❖ **Roll Call:** Roll call was taken by Amber Charter.
 - Present: Zach Thurman, Cy Hawkins, Randy Wilson, Diana Azevedo, Ben Pearson, Kellie Dennis, Sherman Dunlap, Amber Charter and Jillian Wilson
 - Absent: Jason Lee, Brett Perry, Scott Stephens

- ❖ **Minutes:** Cy moved to approve the minutes from the June 11th, 2018 meeting as written. Diana seconded. Motion passed.

- ❖ **Reports:**
 - Jillian Wilson updated the committee on the officer retreat that occurred in July, the Donation Drive for Fire Evacuees, and the upcoming COLC.
 - Amber Charter gave an agriculture instructor update. The teachers are getting ready for school to start.

- ❖ **New Business**
 - Recommendation of new Ag Advisory Members: Each member placed three names on a sheet of paper. Sid is an assumed name to move forward.
 - Mark Haywood and Monica Ryan were the candidates to move forward to the board for approval.
 - Election of Officers: Ben moved to postpone the election of officers until the next meeting. Seconded by Cy. Motion passed.
 - Rice Enterprise: 2019 should have an application process. The committee would like to research avenues to pay the students. Possibly similar to how the school pays lifeguards. A presentation at the end of the project should be instated.

- ❖ **Advice from Committee:** Look into purchasing more chapter jackets for kids to borrow.

- ❖ **Set Time/Place of next Meeting:** September 13th 6:00pm
 - Call for future meeting agenda items
 - Articulation Update

- ❖ **Adjourn:** Meeting was adjourned at 7:25pm

Respectfully Submitted,

Amber Charter

P. Current Year Budget

The following funding sources are available for the Ag Department to use. The Ag Advisory Committee is utilized to get input on the five year acquisition list and possible sources of donations in both cash, resources or time. Much of the money comes from the California State Department of Education Agricultural Incentive Grant. The STREAM and CTEIG money both need to be spent by June of 2019. The CTEIG Grant will also pay for the Ag Mechanics salary. Our main supply budget comes from Ag Incentive, these monies are allocated on the basis of meeting the 12 standards for secondary agricultural education programs and on the size of the department. This year that will be approximately \$17,040.00 from Ag Incentive Grant and the district will match.

2018-2019	
Maxwell Ag Department Budget	
Funding Source	Amount
Ag Incentive	\$17,020.00
District Ag Incentive Match	\$17,020.00
Perkins	\$500.00
CTE	\$179,978.64
STREAM	\$28,000.00
Rice Field	\$6,959.80
Donations	\$7,000.00
Boosters	\$1,000.00
Total	\$257,478.44

Q. Signed Articulation Agreement and/or Evidence of Articulation

Almost all of the agriculture classes at Maxwell HS are UC A-G approved for either a lab science, fine art or elective credit. Community college articulations between Woodland Community College and Butte are both in progress for Ag. Mechanics.

Laboratory Science ("d") 2 years required, 3 years recommended

Two units (equivalent to two years) of laboratory science are required (three units are strongly recommended), providing fundamental knowledge in two of the following: biology, chemistry, or physics. A yearlong interdisciplinary, or integrated, or earth and space science course can meet one year of this requirement.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Ag. Biology Biology / Life Sciences	Ag Biology	Classroom-based Full Year
Biology CP Biology / Life Sciences	S-CP BIOLOGY	Classroom-based Full Year
Chemistry CP Chemistry	S-CP CHEMISTRY	Classroom-based Full Year
Forensic Science Biology / Life Sciences	Forensic Science	Classroom-based Full Year
Physics CP Physics	S-CP Physics	Classroom-based Full Year
Veterinary Science Biology / Life Sciences	Vet Science / ROP CP	Classroom-based Full Year

Visual & Performing Arts ("f") 1 year required

One unit (equivalent to one year) required, chosen from one of the following categories: dance, music, theater, interdisciplinary arts, or visual arts (e.g., painting, web/graphic design, film/video, later/multimedia art). Two one-semester courses from the same discipline is also acceptable.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Art I Visual Arts	FA-ART 1-4	Classroom-based Full Year
Band Music	BAND FA-BAND	Classroom-based Full Year
Graphic Design Visual Arts	Graphic Design / 40-2820Y	Classroom-based Full Year
The Art and History of Floral Design Visual Arts	ROP Floral Design	Classroom-based Full Year

College-Preparatory Elective ("g") 1 year required

One unit (equivalent to one year) chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects, or courses that have been approved solely in the elective area.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Accounting Mathematics	Accounting	Classroom-based Full Year
Advanced Ag Mechanics II Interdisciplinary	Int. Ag Mech	Classroom-based Full Year
Ag Communications Interdisciplinary	a-g Ag Communications	Classroom-based Full Year
Ag Earth/Physical Science Laboratory Science - Physical Sciences	Ag Earth/Ph Sci	Classroom-based Full Year
Ag Mechanics III Interdisciplinary	Adv. Ag. Mech	Classroom-based Full Year
Agriculture Business & Economics History / Social Science	EL - Ag Business	Classroom-based Full Year
Animal Science Laboratory Science - Biology / Life Sciences	Animal Sci P A / 281210, Animal Sci P B / 281220	Classroom-based Full Year
Beginning Ag Mechanics Interdisciplinary	Beg. Ag Mech	Classroom-based Full Year
Business Management & Leadership Business	Business Mang. & Leadership	Classroom-based Full Year

Computer Applications and Coding Interdisciplinary	Comp App & Cod	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom-based <input type="checkbox"/> Full Year
Creative Writing English	Creative Writing / 1081	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom-based <input type="checkbox"/> Full Year
Earth Science Laboratory Science – Physical Sciences	Earth Science	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom-based <input type="checkbox"/> Full Year
Economics CP History / Social Science		<ul style="list-style-type: none"> <input type="checkbox"/> Classroom-based <input type="checkbox"/> Half Year
Honors Economics History / Social Science	Honors Economics	<ul style="list-style-type: none"> <input type="checkbox"/> UC Honors <input type="checkbox"/> Classroom-based <input type="checkbox"/> Half Year
Marketing Interdisciplinary	Marketing	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom-based <input type="checkbox"/> Full Year
Ornamental Horticulture Laboratory Science – Biology / Life Sciences	Ag Orn Hort P	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom-based <input type="checkbox"/> Full Year

R. Graduate Follow Up

Maxwell High School
Agriculture Department
Graduate Follow-up

During the Spring, all seniors will complete a Graduate Follow-up form as previewed in the next few pages. During the Fall the Ag Teachers will contact all program completers of the Ag program (students who have completed 4 years of Agricultural Instruction during High School) to verify what they are currently doing. A requirement of the Ag. Incentive Grant is to document this data.

	2016	2017	2018
Four Year College Agriculture Major	5	5	1
Four Year College Non-Ag Major	4	4	4
Two Year College Agriculture Major	3	1	2
Two Year College Non-Ag Major	3	5	4
Full Time Work Ag Related	1	2	1
Full Time Work Non-Ag Related	3		
Part Time Work Ag Related			
Part Time Work Non-Ag Related			
Military			1
Location Unknown			
Total Program Completers	19	17	13

**Maxwell High School
Agriculture Department
Graduate Follow-up**

Name: _____

Address: _____

Phone: _____

1. What are you doing at the present time?

_____ Attending school	_____ Working
_____ Full-time	_____ Full-time
_____ Part-time	_____ Part-time
_____ Ag Major	
_____ Non- Ag Major	

_____ In the military _____ Not working

_____ Looking for work

_____ Homemaker _____ Not looking for work

Other _____

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

3. What is your job title or job description?

4. Which statement best applies to your present occupation?

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

5. What type of school are you currently attending?

_____ Community College	_____ Trade/technical school
_____ 4-year college	_____ Private business school
_____ Adult education	_____ Other

6. What is your major course of study? _____

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

_____ Excellent _____ Good _____ Fair _____ Poor

8. How do you rate the career guidance and counseling you received in agriculture program?

_____ Excellent _____ Good _____ Fair _____ Poor

FFA

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

- _____ Officer and committee chairman experience
- _____ Judging contests
- _____ Advanced degree and proficiency awards
- _____ Participation in chapter activities, working with others
- _____ Livestock raising, shows, fairs, etc.
- _____ Other -please describe _____

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

- _____ Learning skills related to future ag employment
- _____ Development of responsibility
- _____ Learning record keeping
- _____ Other-please describe _____

3. Please rate the facilities and equipment in the agriculture program:

- | | | |
|--------------------------|--------------------------------------------------------------|-------------------------------|
| <u>Facilities:</u> _____ | _____ Overcrowded | _____ Adequate space provided |
| | _____ Modern | _____ Out-of-date |
| <u>Equipment:</u> _____ | _____ Modern | _____ Out-of-date |
| | _____ Well-maintained | _____ Poorly maintained |
| | _____ Adequate amount of equipment for all students in class | |
| | _____ Other-please describe _____ | |

Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc; FFA; SAE (supervised projects); teaching methods used; facilities/equipment.

Agriculture Department

Program Completer Follow-up Results for Maxwell High School

The following indicates information gathered from Program Completers of the Agriculture Program
Percent of students that agree with statement.

Which statement best applies to the students present occupation.

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

How the students rated the training & career guidance/counseling they received in the agriculture program.

Training

- Excellent
 Good
 Fair
 Poor

Career guidance/counseling

- Excellent
 Good
 Fair
 Poor

Which activities in the FFA program that the students thought were valuable.

- Officer and committee chairman experience
 Judging contests
 Advanced degree and proficiency awards
 Participation in chapter activities, working with others
 Livestock raising, shows, fairs, etc.
 Other: Leadership Conference, National Convention, Overall experience

What were the most valuable aspects of the SAEP (supervised projects) ranked by the past students.

- Learning skills related to future ag employment
 Development of responsibility
 Learning record keeping
 Other: Skill gained on ranch, correct measurements, learning to work with others, solving problems.

Past students rated the facilities and equipment used at agriculture program.

Facilities

- Overcrowded
 Modern
 Adequate space
 Out-of-date
 Adequate amount of equipment for all students in class.
 Not adequate equipment

Equipment

- Modern
 Well-maintained
 Poorly maintained
 Out-of-date

S. Active Placement Sites

The following sites currently employ or can employ students from the agriculture department.
Students use this experience for their SAE project.

Polit Farms
T & P Farms
Family Water Alliance
Chavez Farms
Maria Bacerra Farmworker Contractor
Hendrix Construction
Maxwell Unified School Farm/Rice Field
Superior Farm
C&C Engineering
Ryan Farms

T. Recruitment Activities and Materials



Maxwell offers students small class sizes, state of the art technology, improved facilities to prepare you for the next level.



FOR MORE INFORMATION PLEASE CONTACT

Amber Charter
ambercharter@maxwell.k12.ca.us

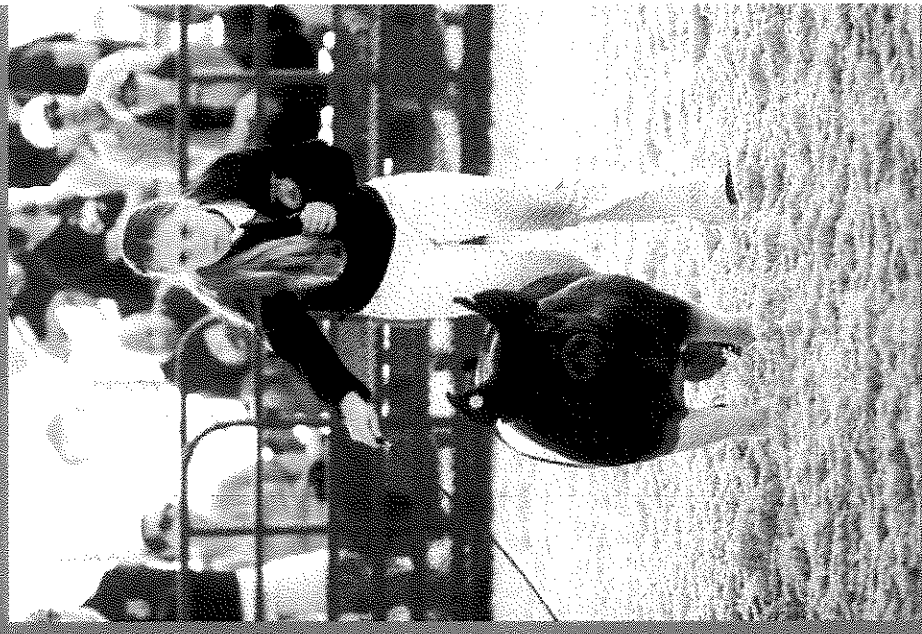
Scott Stephens
scottstephens@maxwell.k12.ca.us

515 Oak Street
 Maxwell CA 95955



EST. 1930

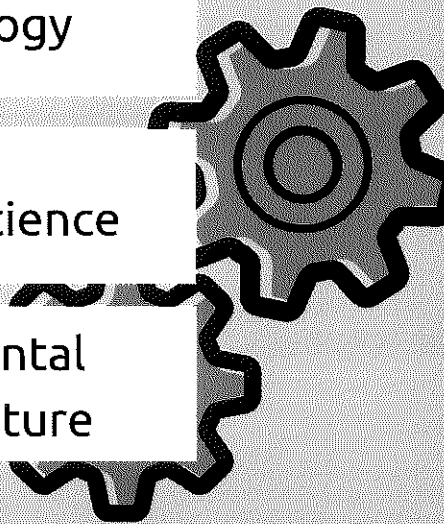
MAXWELL FFA



*Maintaining the tradition of success.
 Classroom. FFA. SAT.*

AGRICULTURE COURSE SEQUENCE

	Ag Mechanics	Agriscience
9th	Intro to Ag Mechanics	Floral Ag Communications
10th	Ag Mechanics II	Ag Biology
11th	Ag Mechanics III	Animal Science
12th	Welding *College Credit	Ornamental Horticulture



COURSE DESCRIPTIONS

Intro to Ag Mechanics

In this course student will learn how to safely operate Agriculture equipment, such as hand tools, grinders, oxy acetylene and arc welding, metal work and wood working tools. They will learn the proper procedures that take place in an Ag mechanics shop. This will include drawing and understanding plans for a project. Lay out and assembly of a project.

Floral Design

This course will train students in occupation skills for entry-level employment in floral shops, nurseries, and department stores, selling floral products, houseplants, balloon arrangements, and retail items. Students develop artistic skills using elements of design as they relate to flora, balloons, and plant design.

Ag Communications

This course will cover a survey of the importance of CA Agriculture, emphasizing detailed knowledge of leadership through the use of local and state public speaking events, record keeping, industry networking, career development events through agriculture education.



U. Staff In-service Record

	A	B	C	D	E	F	G	H	I	J	K	
1	INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION											
3	CRITERIA 4.B	School Year	<u>2018-19</u>				School	<u>Maxwell</u>				
4	Based on the previous year's record, every agriculture teacher, teaching at least 1/2 time agriculture, attends a minimum of four of the following professional development activities:											
5	Qualified and Competent Personnel											
9	ACTIVITIES	TEACHERS NAMES										
10		Charter	Stephens									
11	Fall Region Meeting	X	X									
12	Region In-service Day	X										
13	Spring Region Meeting	X	X									
14	Section In-service*	X	X									
15	Section In-service*	X	X									
16	Section In-service*	X	X									
17	Section In-service*	X	X									
18	Summer Conference	X	X									
19	University AgEd Skills Week											
20	Professional Development **											
22	* Four Section In-service Meetings equals one Professional Development Activity											
24	** Can utilize a <u>maximum</u> of two other " <u>Agriculturally Related</u> " Professional Development activities than those listed above.											
25	Explain the Professional Development:											
26	1 Charter Delta Conference Lesson Planning											
27	2 Charter Chamisal Farms Tour											
28	3											
29	4											
30	5											
31												



**Maxwell High School
Agriculture Department**



Supporting Documents

Advisory Committee Meeting Agendas

15. Advisory Committee Agendas

The agriculture department chair works with the Ag Advisory Chairman to create the agendas for the meetings. The agendas are given to the committee members a minimum of one week in advance via text message. The agenda is also given to the district secretary to place in public view. At the end of each meeting there is a call for future agenda items.

Maxwell HS Ag Advisory

August 6, 2018 6:00pm

Agenda

1. Introductions
2. Review and approve minutes of the previous meeting
3. Call for additional agenda items to be added to this meeting's agenda
4. Report of FFA Activities
5. Ag Teacher update
6. Committee and progress reports
7. Recommendation of new Ag Advisory Members
8. Elect Officers
 - Chairman
 - Vice-Chairman
 - Secretary
9. Rice Enterprise
10. Set date, time, and place for next meeting. Review meeting protocol of announcements.
11. Adjournment.

Items to be brought forward to future meetings:

Review of courses within pathways
Create 5 year plan

Maxwell HS Ag Advisory

September 13, 2018 6:00pm

Agenda

1. Introductions
2. Review and approve minutes of the previous meeting
3. Call for additional agenda items to be added to this meeting's agenda
4. Report of FFA Activities- Melissa Ramirez
5. Ag Teacher update
 - Articulation
6. Elect Officers
 - Chairman
 - Vice-Chairman
 - Secretary
7. Rice Enterprise
 - Contract update
 - Harvest
8. Ag Pathways
9. Funding

STREAM Grant	\$35,291.05	Must be spent by June 30, 2019	Use
Ag Incentive	2018-2019 \$34,040		
CTEIG Grant	\$179,978.64 -Ag Mech Salary	Must be spent by June 30, 2019	
Rice Field	\$6,959.80	Carries forward from year to year	

10. Revisit 5 Year Purchase Plan
 - Suburban, Tractor, Greenhouse Modification
11. Advice from Committee

12. Set date, time, and place for next meeting. Review meeting protocol of announcements.

13. Adjournment.

Items to be brought forward to future meetings: Create 5 Year Plan

Maxwell HS Ag Advisory

November 14, 2018 6:00pm

Agenda

1. Introductions
2. Review and approve minutes of the previous meeting
3. Call for additional agenda items to be added to this meeting's agenda
4. Report of FFA Activities-
5. Ag Teacher update
-Articulation
6. Rice Enterprise
-Fire Department burned field week of the 6th.
- 625.47 sacks estimate of \$21.30/sack ?
7. 5 year program improvement plan
8. Funding

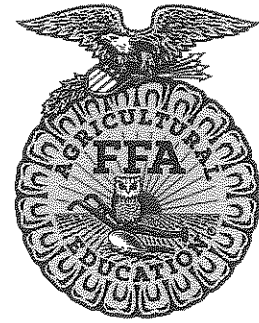
STREAM Grant	\$35,291.05	Must be spent by June 30, 2019	Use
Ag Incentive	2018-2019 \$26,551 (funded at 78%) \$7,029 Currently		Advisor at State Conv CATA Conference Floral Cooler
CTEIG Grant	\$179,978.64 -Ag Mech Salary \$108K Balance \$71,978	Must be spent by June 30, 2019	Use Ford Transit \$33K Greenhouse
Rice Field	\$6,959.80	Carries forward from year to year	Use for Tractor

9. Graduate Livestock Exhibitor requirements
11. Advice from Committee
12. Set date, time, and place for next meeting. Review meeting protocol of announcements.
13. Adjournment.

Items to be brought forward to future meetings: Courses for 2019-2020, Quality Program Criteria 12



**Maxwell High School
Agriculture Department**



Supporting Documents

Advisory Committee Meeting Minutes

16. Advisory Committee Minutes

The Ag Advisory Committee Chairman appoints the secretary for the committee. Amber Charter is the appointed secretary. Minutes are usually typed within one week of the meeting date. The minutes are emailed out to members once they are completed and supplied to all members at the meetings for review and approval.

**Maxwell Agriculture Department
Agriculture Advisory Committee Meeting
August 6, 2018 6:00pm
Minutes**

- ❖ **Call To Order:** The meeting was called to order at 6pm by Kellie Dennis.
- ❖ **Roll Call:** Roll call was taken by Amber Charter.
 - Present: Zach Thurman, Cy Hawkins, Randy Wilson, Diana Azevedo, Ben Pearson, Kellie Dennis, Sherman Dunlap, Amber Charter and Jillian Wilson
 - Absent: Jason Lee, Brett Perry, Scott Stephens
- ❖ **Minutes:** Cy moved to approve the minutes from the June 11th, 2018 meeting as written. Diana seconded. Motion passed.
- ❖ **Reports:**
 - Jillian Wilson updated the committee on the officer retreat that occurred in July, the Donation Drive for Fire Evacuees, and the upcoming COLC.
 - Amber Charter gave an agriculture instructor update. The teachers are getting ready for school to start.
- ❖ **New Business**
 - Recommendation of new Ag Advisory Members: Each member placed three names on a sheet of paper. Sid is an assumed name to move forward.
 - Mark Haywood and Monica Ryan were the candidates to move forward to the board for approval.
 - Election of Officers: Ben moved to postpone the election of officers until the next meeting. Seconded by Cy. Motion passed.
 - Rice Enterprise: 2019 should have an application process. The committee would like to research avenues to pay the students. Possibly similar to how the school pays lifeguards. A presentation at the end of the project should be instated.
- ❖ **Advice from Committee:** Look into purchasing more chapter jackets for kids to borrow.
- ❖ **Set Time/Place of next Meeting:** September 13th 6:00pm
 - Call for future meeting agenda items
 - Articulation Update
- ❖ **Adjourn:** Meeting was adjourned at 7:25pm

Respectfully Submitted,
Amber Charter

**Maxwell Agriculture Department
Agriculture Advisory Committee Meeting
September 13, 2018 6:00pm
Minutes**

- ❖ **Call To Order:** The meeting was called to order at 6pm by Jason Bowen.

- ❖ **Roll Call:** Roll call was taken by Amber Charter.
 - Present: Randy Wilson, Sid LaGrande, Ben Pearson, Monica Ryan, Mark Haywood, Jason Bowen, Scott Stephens, Amber Charter and Cody Pearson
 - Absent: Zach Thurman, Brett Perry, Sherman Dunlap, Kellie Dennis and Diana Azevedo.

- ❖ **Minutes:** Randy Wilson moved to approve the minutes from the August 6th, 2018 meeting as written. Ben seconded. Motion passed.

- ❖ **Reports:**
 - Cody Pearson updated the committee on the officers attending the Chapter Officer Leadership Conference. They also hosted their first FFA meeting that was well attended and exciting for the chapter. He also mentioned that the FFA hosted the 9/11 ceremony earlier this week.
 - Scott provided an update on the articulation agreements. He is working with Yuba College/Woodland Community College on articulations and with Mr. Peacock for Butte College Articulations. We are waiting for Butte College's approval for the Weld 20 and Weld 21 courses. Scott also gave an update on the upcoming Drive-Thru BBQ. The committee suggested names for barrels and tri-tip pricing. They would like to help in the Spring when they aren't so busy with harvest.

- ❖ **New Business**
 - Election of Officers: Mark moved for Jason to be elected chairman. Sid seconded. Motion passed. Ben nominated himself for Vice-Chairman, Sid seconded. Motion passed. Jason appointed Amber to be secretary.
 - Rice Enterprise: On August 31st, Cody, Jason and Zach Urrutia from California Family Foods all met to review the rice field progress and sign the contract. Jason informed the group that they reviewed the production side of growing the crop and Zach provided Cody an education on California's rice industry. Jason thinks the rice should be ready for harvest on the 27th or 28th of September. Cody would like to be involved with the harvest. Mark offered the use of his harvester.
 - The agriculture instructors reviewed the Ag Pathways with the committee members. Ben is curious if the counselor is aware of the pathways so that kids

don't get pulled out of a pathway. Amber will speak with Deana the counselor when Deana returns from her trip.

- Funding: An updated forecast of funding was provided to the committee. There is still STREAM and CTEIG money that will need to be spent.
- Revis 5 Year Purchase Plan: The district would like to split the cost of a 90-100hp tractor. The agriculture department will use the rice field balance from previous years along with the funds from the 2018 rice field to purchase their half. The committee is in support of this purchase if an agreement is made between the agriculture department and district regarding maintenance, where the tractor will be parked during instructional time. The committee also wants to make sure that students will be allowed to drive the tractor. Amber would like to use Ag Incentive to make payments on a new vehicle. The tractor doesn't drive well, and questions its safety. The committee agrees that a new vehicle should be purchased, as the vehicle has been problematic for a few years. The Ag department will look into a 9 person vehicle. Amber mentioned that the district would like to remodel the existing greenhouse instead of tear it down. Amber was told that CTEIG money could be used for the remodel. Scott brought up that the shears need repair or replacement.

❖ **Advice from Committee:** None at this time.

❖ **Set Time/Place of next Meeting:** November 15th 6:00pm

➤

❖ **Adjourn:** Meeting was adjourned at 7:18pm

Respectfully Submitted,

Amber Charter

**Maxwell Agriculture Department
Agriculture Advisory Committee Meeting
November 14, 2018 6:00pm
Minutes**

- ❖ **Call To Order:** The meeting was called to order at 6pm by Jason Bowen.

- ❖ **Roll Call:** Roll call was taken by Amber Charter.
 - Present: Randy Wilson, Sid LaGrande, Ben Pearson, Monica Ryan, Mark Haywood, Jason Bowen, Scott Stephens, Amber Charter, Kellie Dennis and Sherman Dunlap. Guest Cheri Azevedo.
 - Absent: Zach Thurman, Brett Perry, and Diana Azevedo.

- ❖ **Minutes:** Ben Pearson moved to approve the minutes from the September 14th, 2018 meeting as written. Sid seconded. Motion passed.

- ❖ **Reports:**
 - Amber Charter reported on the FARMS Leadership program where students are taking tours of different agricultural industries every month. The Pheasant Hunter's Breakfast went smooth although attendance was low. We've also created a form for students to be excused when they are attending jackpots with their livestock.
 - Scott reported on the Drive Thru BBQ. We sold 120 tri tip dinners.
 - Amber Charter gave an update on the Rice Field. The Fire Department burned the field and along the danals to clean them up. We need to start advertising in March for a new group of students to manage the rice field. We also need to check back with Mr. Thurman on paying Cody for his involvement.
 - Amber Charter posted the update on funding. A quote for a Ford Transit was received and it will cost \$29,000. Jason would like the department to also get a quote from Colusa. The sheep barn electrical also needs to be quoted out and we need to decide where those funds will come from.

- ❖ **New Business**
 - Graduate Livestock Exhibitor Requirements were reviewed. All of the Colusa County expectations for graduate showmen were reviewed, these range from Anyone can show to no one can show as graduates. There was much discussion on all of the different scenarios that could play out.
 - Sid moved to establish a sub committee. Seconded by Monica. Motion passed.
 - Jason appointed the sub committee of Monica, Marc, Ben, Scott and Amber.

 - A draft of the Five Year Program Improvement Plan was brought forward. The program plan includes offering dual enrollment courses and applying for a CTE Facilities grant for the shop.

- ❖ **Advice from Committee:** None at this time.

- ❖ **Set Time/Place of next Meeting:** January 22nd 6:00pm

❖ **Adjourn:** Meeting was adjourned at 7:00pm

Respectfully Submitted,

Amber Charter



**Maxwell High School
Agriculture Department**



Supporting Documents

Advisory Committee Constitution & By-laws

17. Advisory Committee's Constitution & By-laws

The Maxwell Agriculture Advisory Committee Constitution and By-laws were adopted in 2014. All members have a copy of the document. This document outlines the protocol of the election of new members and officers. The committee has set of goals how they will help advise the program. The Maxwell Ag Advisory Committee does a thorough job of following and adhering to the by-laws, as such it is a strong committee that will help guide the program for years to come.

Maxwell Unified School District
Agriculture Education Advisory Committee
Bylaws

Adopted: October 8, 2014

I. Establishment

The council is called the Maxwell Unified School District Agricultural Education Advisory Committee. (hereon referred to as the council.) It is authorized by the governing School Board (hereon referred to as the "school board") of the Maxwell Unified School District.

II. Purposes

The Committee is created for the purpose of working with the Maxwell Unified School District (hereon referred to as the program.) and shall limit its activities to advising on matters that concern the agricultural instruction program, its students and the FFA chapter. The specific purposes of the Committee may include the following responsibilities.

- Assist in program curriculum evaluation and development that includes participation during the district's curriculum review cycle.
- Assist in evaluation and development of the program's inter-curricular student organization (FFA).
- Assist in determining necessary skills, attitudes, and knowledge competencies as well as performance levels for agricultural occupations.
- Facilitate cooperation and communication between the program and the economic and community.
- Assist in evaluating the program on local, state, and national program standards.
- Help recruit students in the program.
- Assist in program in setting priorities, including participating in ongoing planning activities of the program.
- Facilitate instructor in-service education through arranging exchanges with industry personnel.
- Assisting in evaluating/inventory needs of program of equipment, facilities, and personnel.

III. Relationships of the Committee to the Board of Education

It is the role and sole prerogative of the school board to enact policy. The Maxwell Unified School District Agricultural Education Advisory Committee is expected to offer recommendations

for instructional programs and to provide information relevant to school board policy about the instructional program to the administration, school board and agricultural education instructors.

IV. Membership

- a. Composition: The Advisory Committee shall consist of no less than or no more than 9 members. The Advisory Committee shall solicit interest for open Advisory Committee seats. The Superintendent/Principal and current Agricultural Instructors shall submit a recommendation to the Board of Education for approval after receiving input from the input from the Advisory Council on new member nominees. The nominees shall include parents, alumni, students, business leaders, and other and at least one member will be an alumnus of the program.
- b. Ex Officio Members: Current Maxwell Unified School District Agricultural Education Instructors, the Maxwell High School Superintendent/Principal or their designees, and the current chapter president will serve as ex officio members of the board.
- c. Liaison: The School Board Chair will annually appoint a liaison to the council. The liaison will be notified of council meetings and activities and may attend as an ex officio member. The liaison's primary role will be to help facilitate communication between the school board and the Advisory Committee, and to provide information to the committee from the board as necessary.
- d. Term: A term in office shall last for three years, with one third of the membership appointed each year. Terms will begin on July 1st. Ex officio member will serve appointments for one year. With the change of members to be 3-3-3.

V. Organizational Structure

- a. Officers: The committee will have a chair and vice chair, who are elected for one year terms by the council's membership. Election for the next term will be held at the last meeting of the present term. A recording secretary will be appointed by the chair for a one year term.

VI. Procedural Rules

- a. Bylaws: The Committee will draft and adopt a set of written bylaws. The bylaws govern council operation. Bylaws require two-thirds vote for adoption of change.
- b. Meetings: The Committee will meet at least 6 times per year. Members will be notified of upcoming meetings at least 10 days before the meeting when possible.
- c. Minutes: Minutes of each meeting will be kept. Copies will be provided to the school board, local administrators, instructors and committee membership.
- d. Dismissal: Members who are absent without reasonable cause from three successive meetings will be considered to have resigned their seat. The Committee will move to fill the position.
- e. Public Announcements: While members are expected and encouraged to discuss the instructional program with the community, members shall not report opinions expressed in meetings, nor shall they report independently on Committee action,

A. Committee Operation:

- a. Meetings will be declared by the chair of the Agricultural Education Department with approval from the chair Agricultural Education Advisory Committee.
- b. At least 6 meetings will be held each school year. The exact number of meetings will be determined by the annual work plan. Special meetings may be called as determined by the program chair.
- c. The Agricultural Education Instructors will work cooperatively with the chair of the council to develop the agenda for each meeting.
- d. Meeting sessions will be limited to 1 hour and 30 minutes.
- e. Discussion to obtain consensus will be the prevailing procedure used in meetings. Parliamentary Procedure will be used when a decision is to be recorded and transmitted as a transaction with Robert Rules of Order Newly Revised Edition as the Parliamentary Authority.
- f. A quorum will consist of a simple majority of appointed members.

B. Subcommittees

- a. The committee reserves the right to empower subcommittees.
- b. Subcommittees can be established for items such as committee membership, curriculum, equipment, needs assessment, and award selection.
- c. Subcommittees may be of any size, but usually three to four members each.
- d. Subcommittee chairs will be appointed by the Committee.

C. Member Responsibilities

- a. Each member is expected to attend meetings and to participate in the work 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.

D. Work Plan

- a. The committee will plan and conduct an annual work plan. Topics, goals, activities, timelines and responsibilities will be noted on the plan.
- b. The plan will develop goals that meet the cooperative objective of the Committee and the Board.
- c. The plan will be established at the first meeting of the Committee each year.



**Maxwell High School
Agriculture Department**



Supporting Documents

Proficiency Standards

18. Proficiency Standards

The pathway standards for Maxwell High School Agricultural Department are still in the infancy stages. Originally thinking we were going to have an Ag Mechanics Pathway and a Plant Science pathway but after speaking to the regional supervisor this fall it was decided to switch the Plant Science pathway to Agriscience.

The Pathway Standards still need to be presented to the Agricultural Advisory Committee for review.

Agriscience Pathway Standards

Ag Biology

C2.1	Identify important agricultural environmental impacts on soil, water and air.
C2.2	Explain current environmental challenges related to agriculture.
C2.3	Summarize how natural resources are used in agriculture.
C3.2	Understand how technology influences factors such as labor, efficiency diversity availability, mechanization and communication.
C3.3	Communicate public concern for technological advancements in agriculture, such as genetically modified organisms.
C3.4	Research the laws and regulations concerning biotechnology.
C3.5	Integrate the use of technology when collecting and analyzing data.
C4.1	Understand the evolution and roles of domesticated animals in society.
C4.2	Differentiate between domestication and natural selection.
C4.4	Defend various points of view regarding the use of animals.
C5.1	Identify the function of cells.
C5.2	Analyze the anatomy and physiology of cells.
C5.3	Understand various cell action, such as osmosis and cell division.
C5.4	Compare and contrast plant and animal cells, bacteria and viruses.
C7.1	Differentiate between genotype and phenotype and describe how dominant and recessive genes function.
C7.2	Compare genetic characteristics among cattle, sheep, swine and horse breeds.
C7.3	Predict phenotype and genotype ratios by using a Punnett Square.
C7.4	Explain the fertilization process.
C7.5	Distinguish between the purpose and processes of mitosis and meiosis.
C11.1	Understand the anatomy and functions of plant systems and functions.
C11.2	Identify plant growth requirements.
C11.5	Understand photosynthesis and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide and water in the process.

C11.6	Summarize the respiration process in the breakdown of food and organic matter.
C13.1	State the steps of the scientific method.

Animal Science

C4.3	Compile the modern-day uses of animals and animal by-products.
C4.4	Defend various points of view regarding the use of animals.
C6.1	State the names, and find the locations of the external anatomy of animals.
C6.2	Explain the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory and endocrine systems.
C7.0	Comprehend basic animal genetics (C7.1-C7.5)
C8.1	Identify types of nutrients required by farm animals.
C8.2	Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements for ruminant, monogastric, equine and avian digestive systems.
C8.3	Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.
C9.1	Assess the appearance and behavior of a normal, healthy animal.
C9.2	Explain the ways in which housing, sanitation and nutrition influence animal health and behavior.
C9.3	Analyze the causes and controls of common animal disease.
C9.4	Summarize effective techniques for controlling parasites and explain why controlling parasites is important.
C9.5	Research the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications, and know proper equipment handling and disposal techniques.
D4.1	Illustrate animal conception, including estrus cycles, ovulation and insemination.
D4.2	Research the gestation process and basic fetal development.
D4.3	Explain the parturition process, including the identification of potential problems and their solutions.

D6.1	Evaluate the signs of normal health in contrast to illness and disease.
D6.2	Analyze the importance of animal behavior in diagnosing animal sickness and disease.
D6.3	Research common pathogens, vectors, and hosts that cause disease in animals.
D6.4	Evaluate preventative measures for controlling and limiting the spread of diseases, parasites and disorders among animals.

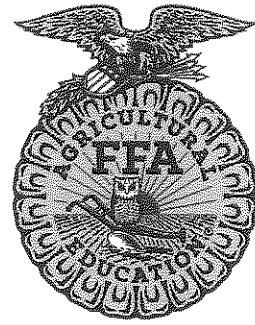
Ornamental Horticulture

C10.1	Recognize the major soil components and types.
C10.2	Summarize how soil texture, structure, pH and salinity affect plant growth.
C10.3	Assess water delivery and irrigation system options.
C10.4	Differentiate among the types uses, and applications of amendments and fertilizers.
C11.1	Understand the anatomy and functions of plant systems and structures.
C11.2	Identify plant growth requirements.
C11.3	Discern between annual, biennial and perennial life cycles.
C11.4	Examine sexual and asexual reproduction in plants
C11.5	Understand photosynthesis and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide and water in the process.
C12.1	Classify agricultural pests.
C12.2	Compare chemical, mechanical cultural and biological methods of plant pest control.
C12.3	Analyze the major principles, advantages, and disadvantages of integrated pest management.
F1.2	Demonstrate how to identify plants using a dichotomous key.
F1.5	Identify and select plants for local landscape applications.
F2.1	Understand plant systems nutrient transportation, structure and energy storage.
F2.2	Diagram the seed's essential parts and explain the function of each.

F2.3	Explain how primary, secondary and trace elements are used in plant growth.
F2.4	Experiment with the factors that influence plant growth.
F2.5	Differentiate the tissues seen in a cross section of woody and herbaceous plants.
F2.6	Explore the factors that affect plant growth.
F3.1	Explain the different forms of sexual and asexual plant reproduction.
F3.2	Demonstrate the various techniques for successful plant propagation.
F3.3	Utilize and monitor plant reproduction for the development of a saleable product.
F9.0	Demonstrate the proper use of containers and horticultural tools, equipment and facilities.



**Maxwell High School
Agriculture Department**



Supporting Documents

Teacher Credentials

19. Copy of Credentials

Both agricultural instructors at Maxwell High School hold a Clear Single Subject Credential in Agriculture and a Specialist Credential in Agriculture.

Educator Information:

Last Name: CHARTER
 First Name: AMBER
 Middle Name: JEAN

Document Information:

Document Number: 140123590
 Document Title: Specialist Instruction Credential (Agriculture)
 Term: Clear
 Status: Valid
 Issue Date: 8/1/2014
 Expiration Date: 8/1/2019
 Original Issue Date: 2/2/2005
 Grade:
 Special Grade:
 SB1969 (Title 5 §80487):

Renewal Requirements 1 - 2 of 2

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
> R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required
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.	TC Code Not Required

Educator Information:

Last Name: CHARTER
 First Name: AMBER
 Middle Name: JEAN

Document Information:

Document Number: 140123565
 Document Title: Single Subject Teaching Credential
 Term: Clear
 Status: Valid
 Issue Date: 8/1/2014
 Expiration Date: 8/1/2019
 Original Issue Date: 2/2/2005
 Grade:
 Special Grade:
 SB1969 (Title 5 §80487):

Renewal Requirements 1 - 1 of 1

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
> R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required

STATE OF CALIFORNIA
COMMISSION ON TEACHER CREDENTIALING

*By action of the authority vested in the Commission on Teacher Credentialing
by the majority State of California and in recognition of
full preparation for service in California public schools*

AMBER J. MADLEM

is hereby awarded a
Professional Clear Specialist Instruction Credential (Agriculture)

*together with all the rights, privileges, and benefits pertaining thereto on the
second day of February, in the year two thousand five*


Linda Peters Schwartz
Chair, Commission on Teacher Credentialing


Arnold Schwartz
Governor, State of California


Dr. Sam H. Stanford
Executive Director, Commission on Teacher Credentialing



**Maxwell High School
Agriculture Department**



Supporting Documents

Calendar of Chapter Activities

20. FFA Calendar

During the summer officer retreat the agricultural instructors work with the officers to create a yearly calendar of FFA activities. Prior to the retreat school and sport schedules are collected to try and eliminate as many conflicts as possible. Not all conflicts can be avoided but at such a small school where kids participate in several activities it is beneficial for attendance at events. After the retreat the following document is created and handed out to students during the first week of school and provided to parents at Back To School Night. Family members were grateful to have this document for their information. It is also posted on the website for reference.

2018-2019 Student FFA Calendar- Must Attend 4 Activities per Semester and be on one committee.

August	Event	Location	Time	Teacher
16-17	Chapter Officer Leadership Conference	Mt. Meadows	10:00am	Charter
30	Back to School Splash	Ag Room	6:00pm	Both
September	Event	Location	Time	
11	9/11 Rememberance Day Help	Ag Room	TBD	Both
19	Monthly Meeting & Fair Exhibitor Meeting to follow	Ag Room	7:00pm	Both
26	Greenhand Leadership Conference	Colusa Fairgrounds	7am-3pm	Charter
October	Event	Location	Time	
3	Drive Thru BBQ	Ag Room	3-6pm	Stephens
11	Shasta College Field Day	Shasta College	TBD	Stephens
22	Monthly Meeting	Ag Room	7:00pm	Both
26	Halloween Spooktacular	Ag Barn	6-9:00pm	Charter
	Ag Connection Day	Elementary	TBD	Both
November	Event	Location	Time	
TBD	Colusa County Canned Food Drive	Ag Room		
10	Pheasant Hunters Breakfast	Elementary School	5am-12:00pm	Both
	Christmas Giving Tree	TBD		
December	Event	Location	Time	
5	Opening & Closing, Cooperative Marketing & Best Informed Greenhand			Both
7	Gridley Welding Contest	Gridley HS		Stephens
.0	Ugly Sweater Christmas Meeting	Ag Room	7pm	Charter
SLE/Sub Committee Applications due when school resumes				Charter

17	Rodeo Setup	TBD	TBD	Both
18	Rodeo	TBD	TBD	Both
0	Fair Exhibitor Cleanup and Fair Meeting	Ag Room	1:30pm	Both
June	Event	Location	Time	Teacher
6-9	Colusa County Fair	Colusa	TBD	Both
12	Year End Trip	TBD	TBD	Charter

Questions:

1. How do you earn your State Degree?

A. You must be at least a Junior who has completed two years of Ag coursework. You must have 500 hours of work logged into AET, with \$1000 net profit OR have \$2000 in depreciable property. You must have attended 5 different chapter level activities, and two different above the chapter activities. Five school activities and 25 hours of community service must also be logged into your AET.

2. How do you earn your American Degree?

A. You can earn your American Degree after you graduate, you have until 3 years after you graduate to apply. Student has completed 50 hours of community service and earned their State FFA Degree. Student must also meet one of the conditions below.

Option 1 Conditions
a. Productively Invested at least \$7,500 (LINE H4)
b. SAE Earnings at least \$10,000 (LINE G3)
Option 2 Conditions
a. Productively Invested at least \$2,000 (LINE H4)
b. SAE Earnings at least \$2,000 (LINE G3)
c. Unpaid hours at least 2,250 (LINE I1)
Option 3 Conditions
a. Productively Invested at least \$2,000 (LINE H4)
b. SAE Earnings at least \$2,000 (LINE G3)
c. Unpaid hours factor + Productively Invested at least 10,000 (LINES I3+H4)
d. Unpaid hours factor + SAE Earnings at least 10,000 (LINES I3+G3)

3. How do you get to go on the Year End Trip?

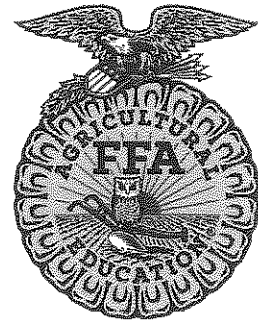
A. The chapter will pay the way for the 15 most active FFA members and the 6 FFA officers to attend. Other students are invited to attend but must pay their own entrance fee.

4. How can I find out how many FFA credits I have?

A. There is a roster in the ag room or shop that will have cumulative points for the semester.



**Maxwell High School
Agriculture Department**



Supporting Documents

Professional Development Activities

21. List of Planned Professional Development

To maintain compliance for the Ag Incentive Grant, agricultural instructors need to attend a minimum of four professional development activities and five if trying to achieve the Program 12 Quality Criteria.

1.	7/22-7/27	DELTA Conference
2.	9/17	Sectional CATA Meeting
3.	9/17	Administrator's Night
4.	11/2	Road Show
5	11/3	Fall Regional Meeting
6.	3/9	Spring Regional Meeting
7.	5/14	Sectional CATA Meeting
8.	6/16-6/20	CATA Summer Conference



**Maxwell High School
Agriculture Department**



Supporting Documents

R2 Report

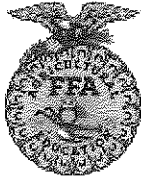
22. R-2 Report

During September both agricultural instructors update their classes and profile on Calaged. After the classes have been uploaded each agricultural instructor has their classes login to Calaged and enter their information or update their previous years data. This information adds them onto the FFA roster for Maxwell and provides the regional supervisor with class sizes, degree eligibility and retention rates. The department chair verifies each student who is enrolled in agriculture is on the roster, and ultimately submits the roster to the state.



Maxwell Courses Report

Advisor Name	Period	Course Name	Student Count
Amber Charter	5	Ag Communications & Leadership	6
Amber Charter	3	Agricultural Biology	9
Amber Charter	2	Floriculture & Floral Design	11
Amber Charter	1	Graduate - American Degree	3
Amber Charter	4	Introduction to Animal Science	19
Amber Charter	7	Other Ornamental Horticulture	10
Amber Charter	1	Prep Period	0
Amber Charter	6	SAE/Project Period	0
Scott Stephens	7	Agricultural Welding	11
Scott Stephens	6	Fabrication & Construction	7
Scott Stephens	1	Introduction to Agricultural Mechanics	6
Scott Stephens	2	Other Agriculture Mechanics	10
Scott Stephens	3	Other Agriculture Mechanics	16
Scott Stephens	5	Prep Period	0
Scott Stephens	4	SAE/Project Period	0



Maxwell

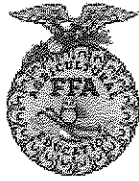
Courses Report

Graduate - American Degree (Period: 1)

Amber Charter

Student Name	Grad Year
[REDACTED]	2018
[REDACTED]	2018
[REDACTED]	2017

Student Count
3



Maxwell

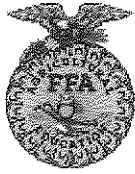
Courses Report

Floriculture & Floral Design (Period: 2)

Amber Charter

Student Name	Grad Year
[REDACTED]	2020
[REDACTED]	2020
[REDACTED]	2022
[REDACTED]	2022
[REDACTED]	2022
[REDACTED]	2020
[REDACTED]	2020
[REDACTED]	2022
[REDACTED]	2022
[REDACTED]	2020
[REDACTED]	2019

Student Count
11



Maxwell

Courses Report

Agricultural Biology (Period: 3)

Amber Charter

Student Name	Grad Year
[REDACTED]	2021
[REDACTED]	2021
[REDACTED]	2021
[REDACTED]	2021
[REDACTED]	2021
[REDACTED]	2021
[REDACTED]	2021
[REDACTED]	2021
[REDACTED]	2021

Student Count

9



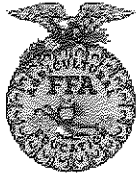
Maxwell Courses Report

Introduction to Animal Science (Period: 4)

Amber Charter

Student Name	Grad Year
[REDACTED]	2021
[REDACTED]	2021
[REDACTED]	2021
[REDACTED]	2021
[REDACTED]	2020
[REDACTED]	2021
[REDACTED]	2021
[REDACTED]	2020
[REDACTED]	2021
[REDACTED]	2021
[REDACTED]	2020
[REDACTED]	2019
[REDACTED]	2020
[REDACTED]	2021
[REDACTED]	2019
[REDACTED]	2022
[REDACTED]	2021
[REDACTED]	2019
[REDACTED]	2022

Student Count
19



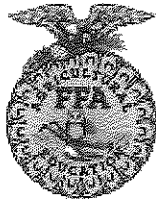
Maxwell

Courses Report

Ag Communications & Leadership (Period: 5)
Amber Charter

Student Name	Grad Year
[REDACTED]	2022
[REDACTED]	2022
[REDACTED]	2022
[REDACTED]	2022
[REDACTED]	2022
[REDACTED]	2022

Student Count
6



Maxwell

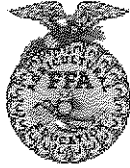
Courses Report

Other Ornamental Horticulture (Period: 7)

Amber Charter

Student Name	Grad Year
[REDACTED]	2019
[REDACTED]	2020
[REDACTED]	2020
[REDACTED]	2019
[REDACTED]	2020
[REDACTED]	2019
[REDACTED]	2019
[REDACTED]	2020
[REDACTED]	2020
[REDACTED]	2020

Student Count
10



Maxwell

Courses Report

SAE/Project Period (Period: 6)
Amber Charter

Student Name

Grad Year

Student Count



Maxwell

Courses Report

Introduction to Agricultural Mechanics (Period: 1)
Scott Stephens

Student Name	Grad Year
[REDACTED]	2022
[REDACTED]	2022
[REDACTED]	2022
[REDACTED]	2022
[REDACTED]	2022
[REDACTED]	2020

Student Count
6



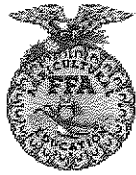
Maxwell

Courses Report

Other Agriculture Mechanics (Period: 2)
Scott Stephens

Student Name	Grad Year
[REDACTED]	2022
[REDACTED]	2022
[REDACTED]	2019
[REDACTED]	2022
[REDACTED]	2022
[REDACTED]	2022
[REDACTED]	2022
[REDACTED]	2020
[REDACTED]	2020
[REDACTED]	2022

Student Count
10



Maxwell

Courses Report

Other Agriculture Mechanics (Period: 3)

Scott Stephens

Student Name	Grad Year
[REDACTED]	2019
[REDACTED]	2021
[REDACTED]	2020
[REDACTED]	2019
[REDACTED]	2019
[REDACTED]	2019
[REDACTED]	2019
[REDACTED]	2019
[REDACTED]	2019
[REDACTED]	2019
[REDACTED]	2022
[REDACTED]	2019
[REDACTED]	2019
[REDACTED]	2019
[REDACTED]	2019
[REDACTED]	2019
[REDACTED]	2019

Student Count
16



Maxwell

Courses Report

Fabrication & Construction (Period: 6)

Scott Stephens

Student Name	Grad Year
[REDACTED]	2020
[REDACTED]	2020
[REDACTED]	2019
[REDACTED]	2020
[REDACTED]	2020
[REDACTED]	2020
[REDACTED]	2019

Student Count
7



Maxwell

Courses Report

Prep Period (Period: 5)

Scott Stephens

Student Name

Grad Year

Student Count



Maxwell

Courses Report

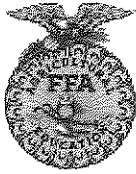
SAE/Project Period (Period: 4)

Scott Stephens

Student Name

Grad Year

Student Count



Maxwell

Courses Report

Agricultural Welding (Period: 7)

Scott Stephens

Student Name	Grad Year
[REDACTED]	2019
[REDACTED]	2020
[REDACTED]	2020
[REDACTED]	2019
[REDACTED]	2019
[REDACTED]	2020
[REDACTED]	2019
[REDACTED]	2019
[REDACTED]	2020
[REDACTED]	2019
[REDACTED]	2020

Student Count
11



**Maxwell High School
Agriculture Department**



Supporting Documents

Completed Travel Request

23. Travel Request

The agricultural instructors travel for various reasons including meetings, professional development, chaperoning students attending conferences or coaching students in leadership development events or career development events.

For most teacher only requests the following documents are needed:

- Travel request form
- Absence from work request
- Purchase order with event documentation are required to go to most professional development activities.

If students are involved in the trip additional paperwork includes:

- Permission slip
- Email to the secretary on who will be out of school
- Overnight trip request submitted to the board.
- If a student is on academic probation and would like to attend a trip they must meet certain requirements in order to be out of school (attend tutoring, no tardies or absences the week before).

MAXWELL UNIFIED SCHOOL DISTRICT
TRAVEL REQUEST

NAME: Amber Charter

DATE: 8/22/18

I. NAME OF COURSE, WORKSHOP, OR ACTIVITY:

Please give title, description, purpose, location, and dates, and attach workshop flyer and/or registration form.

CATA Road show 11/2 - 11/3
Professional Development - Collaboration

II. EXPENSES

Motel, meals, and mileage costs will be made by reimbursement unless a travel advance is requested. If an advance is desired please see the Bookkeeper or Business Manager as far in advance of the trip as possible. Please fill out the back (EXPENSE REQUEST) for any travel advances or any planned expenses. Travel advances are not always possible. Purchase orders are accepted by motels and may be used for conference registration.

SIGNATURE OF EMPLOYEE REQUESTING ADVANCE _____ DATE _____

III. DISTRICT APPROVAL

Remarks: _____

PRINCIPAL'S SIGNATURE: [Signature] DATE: 9-10-18

IV. SUBSTITUTE REQUIRED: Full Day / _____ Half Day - ___ am ___ pm
STAFF COVERAGE: (1) _____ (2) _____ (3) _____
(4) _____ (5) _____ (6) _____ (7) _____

Please route this form through your secretary for substitute assignment and then to Vicki for expenses.

MAXWELL UNIFIED SCHOOL DISTRICT

EXPENSE REQUEST

EXPENSES

Requested from General Ed Budget: _____ \$ _____

REGISTRATION & CLASS MATERIALS

(Due Date: _____) Please attach completed form.

\$ 100-

SUBSTITUTE

(\$110.00/day or \$12.00/period)

\$ 110-

MILEAGE / TRAVEL

District car Own Car _____ (\$.485/mile)

Other May ride with Arbuick Le.

\$ _____

OVERNIGHT ACCOMMODATIONS

(Due Date: _____)

\$ 106.25

MEALS / OTHER

(Breakfast-\$7.50, Lunch-\$10.00,
Dinner-\$15.00 per policy)
x2

\$ 37.50

TOTAL-----\$ 353.75

Amelia Carter
SIGNATURE

9/7/18
DATE

YES, I NEED A TRAVEL ADVANCE

NO, I DO NOT NEED A TRAVEL ADVANCE

**MAXWELL UNIFIED SCHOOL DISTRICT
ABSENT FROM WORK SITE REQUEST**

DIRECTIONS: Complete this form each time you are going to be absent from your work site.

NAME: Amber Charler

DATE(S) ABSENT: 11-2-15

TOTAL # DAYS OR HOURS ABSENT: 1

REASON FOR ABSENCE:

Sick Leave Circle one: illness / medical appointment
(If a member of your family is ill or has a doctor's appointment, please check personal necessity.)

Personal Necessity (specify): _____
(Family member illness, family member medical leave, paternity leave, religious holiday, court appearance)

Personal Business (no tell days)

Bereavement (specify): _____

Jury Duty (specify): _____

Floating Holiday (12 month classified)

Vacation (12 month classified)

Compensatory Time Off (time available)

Authorized School Business (specify) _____

Other (specify): Superior Region CADA Road Show

EMPLOYEE: Amber Charler 9-7-15
Signature Date

SUPERVISOR: [Signature] 9-10-15
Signature Date

.....
SUBSTITUTE REQUIRED: _____ Full Day _____ Half Day / _____ am _____ pm

STAFF COVERAGE: (1) _____ (2) _____ (3) _____ (4) _____
(5) _____ (6) _____ (7) _____

Superior Region CATA Fall Regional Meeting

November 2, 2018 at 11AM

Samoa Cookhouse

908 Vance Ave. Samoa, CA

Call to order 11:00

Agenda to follow.

Industry Tours

Round 1 2:00 to 3:30

Round 2 4:00 to 5:30

Dinner on Your Own

Reception, location will be released soon.

7:30 until ?

Superior/North Coast Region Road Show

Professional Development Workshops

Eureka High School

November 3, 2018

Check in 7:45 to 8:15

Welcome and overview 8:15 to 8:25

Workshop Round 1 – 8:30 to 10:00

Workshop Round 2 – 10:10 to 11:40

Lunch – 11:45 to 12:25

Workshop Round 3 – 12:30 to 2:00

Workshop Round 4 – 2:05 to 3:35

Safe Travels Home

MAXWELL UNIFIED SCHOOL DISTRICT
STUDENT/PARENT PERMISSION FOR SCHOOL-SPONSORED ACTIVITY

Please complete all areas and sign and date bottom of form.

School: Maxwell High Name of Student: [REDACTED]
has the opportunity to participate in a school activity away from school premises.

Nature of Activity: Harvest Rice
Destination: Ag Field Trip Supervisor A. Charler
Trip Date: 10/3 Departure Time: 12:00 Date/Time of Return: 3:00pm

I hereby give my permission for my son/daughter to participate in the above-mentioned activity. I further agree, that in the event of accident, illness or any other circumstances requiring medical treatment, such treatment may be procured for my son/daughter without financial obligation to the district.

Means of Transportation: _____ District-owned bus _____ Commercial Co. Name _____

1. I understand this field trip is considered a school function so all school rules apply.
2. I am representing the school so I will be on my best behavior.
3. All bus rules are in effect. See your handbook for specific rules.
4. I understand I am not to leave the designated areas without permission of the advisor(s).
5. I should always be in a group of two or more.
6. I am to ride on arranged transportation. After the activity, I can be released to parents. If I am released to anyone else, a written note from a parent must be given to the advisor(s) before the trip commences.
7. I cannot be released to my boyfriend or girlfriend.
8. If I miss the bus and decide to drive my own car or ride with someone else, I will not be included as part of the Maxwell group and will not participate in the scheduled activities. I will receive a cut and will have to make up time missed from school.
9. If I am not obeying school rules and/or field trip rules, my parents will be called to come and pick me up. If parents refuse or cannot be reached, school personnel will be called to come get me or the local police department will be contracted to come and get me.
10. Additionally: _____

I have read and understand the above rules. I do agree to follow all of the above rules. I understand that if I do not follow the above rule, #9 above will be put into effect.

[Signature]
Student Signature

[Signature]
Parent/Guardian Signature

October 3, 2018
Date Signed

10/3/18
Date Signed

RETURN TO YOUR ADVISOR BY DEADLINE OF: _____

Have your
mom &
parents
initial
[Signature]

MAXWELL HIGH SCHOOL
SCHOOL ACTIVITY TEACHER RELEASE FORM

Student Name [REDACTED] Date(s) of Activity 10/2/18

Organization/Class FFA Advisor A. Chate

Nature of the Activity Harvest Ag Dept Rice Field

PERIOD	CLASS	CURRENT STUDENT PROGRESS	ASSIGNMENT(S) DUE/DATE	TEACHER SIGNATURE
1				
2				
3				
4				
5				
6		OK		<i>[Signature]</i>
7		✓	✓	
Sports or misc.				

Principal/Counselor/Advisor

Approved

Denied

MAXWELL UNIFIED SCHOOL DISTRICT
FIELD TRIP REQUEST/ADVISOR GUIDELINES (SEE BACK)

Requested By: Amber Charter / Addie Vierra Submission Date: 10/25/18

Date of Trip: 11/2/18 Depart Time: 11/2 1:30pm Return Time: 11/3 6:30pm
Destination: Fresno State Farm

Place 5241 N. Maple Ave. Fresno
Street Address _____ City _____

Grade(s)/Group: 9-10 # of Students: 3 # Adults: 1
Purpose of Trip: Attend Livestock Judging Workshop

Substitute Required: ___ Yes No ___ Full Day ___ Half-Day ___ Staff

If Staff coverage, for which periods? 1 2 3 4 5 6 7

METHOD OF TRANSPORTATION

___ School Bus - Scheduled Stops Enroute: _____

Private Vehicle - Driver: Addie Vierra
(Driver must have insurance form on file in District Office)

___ Other School Vehicle (specify) _____ Driver: _____

APPROVED BY: [Signature] DATE: 10-31-18
Principal/Vice Principal

FOR DRIVER'S USE ONLY

Driver Assigned _____ Bus # _____
Odometer: Start _____ Finish _____ Total Trip Miles _____
Actual Start Time _____ Arrival Time at Destination _____
Departure Time to Home _____ Actual Return Time _____
Actual Load: Pupils _____ Adults _____
Driver's Total Time: Start _____ End _____ Total Hours _____
Conduct of Groups was: Excellent ___ Good ___ Poor ___
_____ minutes were spent giving the following safety instruction to pupils per E.C. 39831.5:
___ Location of emergency exits _____ Location of fire extinguisher(s)
___ Location of first aid kits(s).

DRIVER'S SIGNATURE _____

NOTE: If any information changes (i.e., date, departure, etc.) after submission of request, be sure to notify the District Office.

Distribution after approval: 1st/2nd copy to bus scheduler 3rd copy to originator
field trip2.03



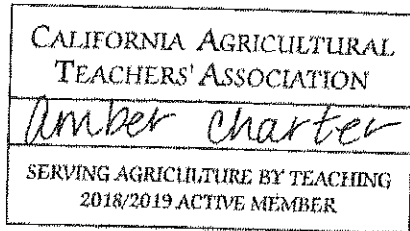
**Maxwell High School
Agriculture Department**



Supporting Documents

CATA Membership Card

24. CATA Membership Card





**Maxwell High School
Agriculture Department**



Supporting Documents

Report to Administration Regarding Professional Development

25. Professional Development Report

Road Show & Regional Meeting Summary - Google Chrome
https://outlook.office.com/owa/projection.aspx

Reply all | Delete Junk | ...

Sent Items

Dear Mr. Thurman,

I wanted to thank you for the opportunity to attend the Superior Region Meeting and Road Show in Eureka.

Friday started off with our Regional Meeting where we received updates on State Convention, College reports, and about workforce funding opportunities that will be coming through CDE and the community college system. After lunch I attended two industry tours. The first tour was to Sun Valley Farms a regional flower grower of Tulips and Lilies. It was a very impressive 90 acre facility with over 300 hoop (temporary) greenhouses and 100 floral coolers. I'm looking forward to showing my floral class the pictures and video I captured while I was there. My second tour was of American Hydroponics where we saw a school greenhouse in full production of basil and lettuce.

On Saturday we were at the High School attending different workshops. I attended the animal health, public speaking and regional supervisor Q&A workshops. The animal health workshop made me realize we should work with a vet prior to students getting animals. I will contact Dr. Vanlaningham and invite her to our next livestock meeting and see if she will be up for taking a tour of our facilities while she is here.

Once again, thank you for allowing me to travel to our regional professional development, I found the information to very valuable to our students and program.

Sincerely,

Amber Charter
Agricultural Instructor
Maxwell High School



**Maxwell High School
Agriculture Department**



Supporting Documents

Five Year Acquisition List

26. Five-Year Acquisition List

The 2018-19 operating budget was taken to the agricultural advisory committee at the same time as the five-year acquisition list, this allowed the committee to realize the funds we had to work with. Both the STREAM grant and the CTE Incentive Grant were coming to a close in the next year so there was quite a bit of funds that needed to be spent down this year, so several large purchases have been made or are in the process of being secured.

Maxwell High School
Agriculture Department
Five Year Acquisition List

2018-2019

1. New Welders -\$1,200 each
2. Security cameras for barn and shop \$800
3. Portable welder \$5,000
4. Shade cloth for livestock barns \$800
5. New Ag Vehicle \$50,000
6. Metal Shear \$25,000
7. Walk in floral cooler \$10,000

2019-2020

1. Modernize Greenhouse and purchase monitoring system \$60,000
2. Expand facilities for small animal projects \$4,000
3. Misters for swine barn \$500

2020-2021

1. Purchase a 90-100hp tractor \$35,000
2. Remodel Shop \$75,000
3. Purchase large animal scale \$3,000
4. Shade area for growing area \$5,500

2021-2022

1. Purchase tack boxes \$600
2. New tables for greenhouse \$3,000
3. Update watering system for barn \$800

2022-2023

1. Trade in Ford pick-up for new vehicle \$35,000
2. Purchase Port-a-cools for barn and shop \$3000



**Maxwell High School
Agriculture Department**



Supporting Documents

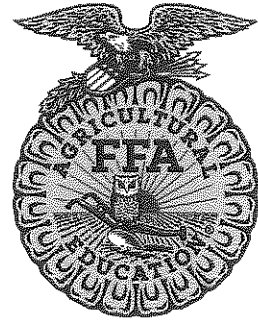
Agriculture Department Operating Budget

27. Operating Budget

Funding Source	Amount	Deadline	Use
STREAM Grant	\$35,291.05	Must be spent by June 30, 2019	Shop upgrades
Ag Incentive	\$34,040	June 30, 2019	Floral Cooler Supplies
CTEIG Grant	\$179,978.64 -Ag Mech Salary \$108K Balance \$71,978	Must be spent by June 30, 2019	Ford Transit \$29K Greenhouse upgrades CATA Conference
Rice Field	\$6,959.80 -expect this to double	Carries forward from year to year	Use for Tractor



**Maxwell High School
Agriculture Department**



Supporting Documents

Agriculture Department Budget Process

28. District/Department Budget Process

During the summer the department chair meets with the Chief Business Officer (CBO) and gathers all sources of revenue, this information is compiled into a spreadsheet. From that point forward the spreadsheet is shared with the Agricultural Advisory Committee at every meeting and updates are given. During the summer when the funding report is initially provided to the Ag Advisory Committee the Five Year Purchase Plan is also presented and the committee makes recommendations. This serves as a guide for spending for the year. A google document is made for the Ag Incentive Grant and each agricultural instructor enters purchase orders as the year goes on. Reserves are set aside in the Ag Incentive Grant google document to show large expenses (CATA conference, equipment, etc). During the spring the agricultural instructors will meet and discuss how to finish off the years spending and make sure the state, county and local purchase order deadlines are met.

This has been a unique year when two large funding sources the STREAM Grant and the CTE Incentive Grant are coming to a close for the district so there were large amounts of funds that needed to be purchased. The CBO helps guide those expenditures as they are program specific. These grants will purchase equipment and facility upgrades and often require state approval before expenditure.



**Maxwell High School
Agriculture Department**



Supporting Documents

Department Chairperson's Duties & Responsibilities

29. Department Chairperson's Responsibilities

1.	Apply for Ag Incentive Grant
2.	Complete R2 Report
3.	Collect Data for Graduate Follow Up
4.	Register for CATA Meetings & Professional Development
5.	Work with CBO to ensure Report of Expenditures is being completed and submitted
6.	Work with curriculum committee and counselor on class or pathway changes
7.	Communicate with Ag Advisory Committee to create meeting agendas and publicize meetings.
8.	Meet with Regional Supervisor during Visits
9.	Work with CBO & Ag Teachers to ensure grant monies are being utilized
10.	Maintain Program Plan
11.	Conduct Program Review with Ag Advisory Committee
12.	Update Ag Dept documents
13.	Plan and register for FFA events and activities



**Maxwell High School
Agriculture Department**



Supporting Documents

Chart of Responsibilities

30. Department Chart of Responsibilities

In August both agricultural instructors meet to review the Chart of Responsibilities. This chart is used as a binding contract for the division of pay of the FFA/Extended summer work contract and the Rodeo Advisor stipend. Once the agricultural instructors come to an agreement both parties sign the document and it is given to the principal.

Being that both agricultural instructors are new to Maxwell, this document will be revisited at the end of the school year to evaluate if the chart needs to be adjusted in anyway.



**Maxwell High School
Agriculture Department
Chart of Responsibilities
2018-2019**



	Responsibility	Charter	Stephens
Department Organization			
1.	Department Chair	X	
2.	FFA Advisor	X	
3.	Rodeo	X	
4.	Rice Field Contact		X
Chapter Activities			
5.	FFA Meetings (9)	X	X
6.	9/11 Remembrance	X	X
7.	Ag Day @ Elementary	X	X
8.	Sadies Dance?	X	
9.	Spring Banquet	X	X
10.	Blood Drive	X	
11.	Pheasant Hunter's Breakfast	X	X
12.	Food Drive	X	X

13.	Christmas Giving Tree		X
14.	Staff Appreciation	X	X
15.	Fall Drive Thru BBQ		X
16.	Spring Drive Thru BBQ		X
17.	Farm Bureau Dinner		X
18.	Newspaper Articles	X	
19.	Calendar of Activities	X	
20.	R2 Report	X	
21.	Ag Dept Program Plan	X	
22.	National FFA Week	X	X
23.	Officer Elections	X	X
24.	Year End Trip	X	X
25.	Officer Retreat	X	X
Leadership Activities			
26.	COLC	X	
27.	MFE/ALA		X
28.	State Convention	X	X
29.	National Convention/WLC	X	
30.	SLE	X	
31.	GLC	X	
CATA Each Advisor must attend 5 for Quality Program 12 Criteria.			
32.	Fall South Valley Section Mtg & Admin Night (2)	X	X

53.	Prepared Speaking	X	
54.	Extemporaneous Speaking	X	
55.	Opening/Closing Contest	X	X
56.	Cooperative Marketing		X
57.	Best Informed Greenhand	X	
58.	Regional Speaking Contest	X	
59.	Regional Officer Candidates	X	
60.	State Speaking Contest	X	
61.	State Officer Candidates	X	
Facilities			
62.	Ag Shop Facilities		X
63.	Greenhouse Facilities		X
64.	Tractor and other equipment		X
65.	Vehicle Maintenance		X
66.	Livestock Facilities		X
Supervision of FFA Projects			
67.	Sheep/Goats	X	
68.	Hogs		X
69.	Steers	X	
70.	Livestock Meetings	X	X
71.	Livestock Loans		X
72.	Record Books	X	X
73.	State Degrees	X	

33.	Fall Regional Meeting(1)	X	X
34.	Road Show(1)	X	
35.	Spring Regional FFA Meeting (1)	X	X
36.	Spring South Valley CATA/FFA Section Mtg(1)	X	X
37.	Summer Conference (1)	X	X
38.	Fair Meetings	X	X
FFA Field Days			
39.	Arbuckle	X	X
40.	UCD Field Day	X	X
41.	Chico FD	X	X
42.	Modesto FD	X	
43.	CRC FD		X
44.	Fresno FD	X	X
45.	Shasta		X
46.	Gridley Welding Contest		X
47.	Cal Poly State Finals	X	X
Leadership Development Events & Above the Chapter Competitions			
48.	Sectional Officer Candidates	X	
49.	Regional Officer Candidates	X	
50.	CREED	X	
51.	Impromptu	X	
52.	Job Interview		X

74.	Proficiency Awards	X	X
75.	American Degrees	X	



**Maxwell High School
Agriculture Department**



Supporting Documents

Substitute Teacher Procedures & Plans

31. Substitute Teacher Procedures and Plans

- A. Procedure- One week before my first absence I review my "Guest Teacher Expectations" with all of my classes. I inform the students of my upcoming absence and I talk about what it is like to be a substitute teacher, for example they get a call in the morning asking them to sub, they go to a new school, new classroom and new students. I also explain to them that in a small district there are not a lot of substitutes, if students are rude to the guest teachers they will not come back to sub and ultimately could cause us not to go on a field trip. I encourage students to greet them with a hello and open the door for the guest teachers and visitors on campus. I also have a discussion with students that if their name gets on the "bad behavior" list they will serve lunch detention with me, no questions asked. We talk about not every two people will get along, but they should be respectful of the student teacher and then they can complain to me when I return, but basically the substitute is always right.

- B. Plans- I leave guest teachers a plan on my desk, I also email this to the secretary and principal. The plan explains my "bad behavior" list as well as the consequences. I leave a table with the class period and name along with the assignment. I try to leave numbered instructions so the guest teacher can easily follow along. I also leave seating charts. My Emergency Folder is also located on the door of my classroom.

10/23/18

Dear Guest Teacher,

Thank you for taking my classes today. I have high expectations of my student's behavior, if you feel that they are not meeting the mark please put them on the "bad behavior list." They will serve lunch time detention with me, students are aware of this policy as well. Please leave me a detailed note of how your day went. I've also provided seating charts.

Period 1: Ag Biology	<ol style="list-style-type: none">1. Have students read Chapter 16 and complete the Chapter 16 Reading Guide.
Period 2: Animal Science	<ol style="list-style-type: none">1. Students are continuing to work on their muscle diagrams of their species. Their supplies are on the counters along with the sharpies they will need.2. If a student was absent yesterday they can find the instructions in google classroom.3. Please have them cleanup 5 minutes before the bell rings.
Period 3: SAE	No Students
Period 4&5: Floral	<ol style="list-style-type: none">1. Students are using the chromebooks to find examples and definitions of the different arrangement shapes. They have already started this project.2. If a student does not have the instructions they can find the handout on google classroom.3. If they are done they can print their document.4. Please have students put away the chromebooks 5 minutes before the bell rings. Confirm that all of the chromebooks are returned and plugged in to charge before you excuse students.
Period 6: Prep	No Students
Period 7: Ag Communications	<ol style="list-style-type: none">1. For the first 15 minutes please allow

	<p>the students to work in their Opening/Closing Speaking Teams. They will need to move around the room for this.</p> <ol style="list-style-type: none"><li data-bbox="857 352 1398 527">2. Students will need the handout titled "New Horizons Fall" They will need to read the required articles in the magazine to answer the questions on the handout.
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

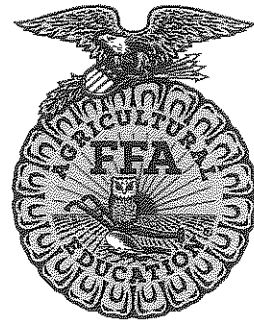
I hope you enjoy your day. Please remember to leave me a note.

Sincerely,

Amber Charter



**Maxwell High School
Agriculture Department**



Supporting Documents

Description of a Program Completer

32. Program Completer Description

A program completer is someone who has been an active member of the FFA for their four years of high school. Due to the confinements of a small school and a rigid master schedule, it might not always be possible for a student to take all of the courses within a pathway. The agricultural instructors are working to promote the pathways with the counselor.

Maxwell Jr/Sr High School
Master Schedule 2018-2019

July 23, 2018

Teacher's Name	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
		8:20 am - 9:10 am	9:15 am - 10:05 am	10:15 am - 11:05 am	11:10 am - 12:00 noon	12:40 pm - 1:30 pm	1:35 pm - 2:20 pm	2:25 pm - 3:10 pm
Stephens		Ag Mech I, II & III	Woodshop	Woodshop	Prep	Project Supervision	Ag Mech I, II & III	ROP Metals/Welding I, II & III
Charter	Ag Leadership	Project Supervision	Floral	Ag Strategy	Animal Science	Communications and Careers in Ag	Prep	Ornamental Horticulture
Atencio	FBLA Leadership	BCA 15 Business Computer Applications and Coding	Marketing	Prep	Personal Finance	ROP Graphic Design and Yearbook	GNBUS 72 General Office Procedures and Career Planning	Online Classes /Credit Recovery
Girard		Algebra I	Online Classes /Credit Recovery	Algebra I	Geometry	Geometry	Algebra II	Prep
Janssen		Prep	Admin Assistance	Biology	Earth Science	Chemistry		Criminology/Forensics
Schmidt		English 11	English 12	Advanced English 12	Advanced English 11	Prep	English 9	English 10
Sousa		Life Skills	Life Skills	Life Skills	Life Skills	Prep	Life Skills	Life Skills
Bateman		PE 6	PE 7	PE 8	Prep	HS PE	HS PE	Ninth State Requirements
Leal		Spanish I	Spanish III	Pre-Algebra	Prep	Spanish I	Spanish II	English Language Development
Cabral		World History	World History	US History	History 8	History 7	History 6	Prep
Wilson	Band 9-12	Art	Art	Prep	Prep	Elem Music	Elem Music	Band (6-7)
LaGrande		Science 8	Math 8	Math 7	Science 6	Math 6	Science 7	Prep
Patterson		English 7	English 6	English 6	English 7	English 8	English 8	Prep
Boggs								Reading Enhancement
Gomes								Spanish and Keyboarding



**Maxwell High School
Agriculture Department**



Supporting Documents

Copies of 2+2 Agreements

33. Copies of 2+2 Agreements

Articulation with the local community colleges helps give our students a leg up when they head to college. This will reduce duplication in curriculum, save the student time and money, and finally improve career readiness. The Ag Mechanics teacher has been working on articulating Welding with both Butte & Yuba Community Colleges. The class has been approved and we are waiting for the Board of Directors to sign off and then mail the official articulation agreement. Having this class articulated with the Butte allows our students to skip one of the pre-requisite classes and into the impacted Butte welding program faster.

Butte Community College is still processing the articulation so the emails between the instructors has been attached.



ARTICULATION/CREDIT BY EXAMINATION AGREEMENT

Statement of Intent: In an effort to prepare high school students for college and motivate students to attend college and be successful, **Maxwell High School** and Butte College mutually subscribes to the following Articulation/Credit by Examination Agreement for the **Welding Technology II** course taught at the high school.

Academic Year: 2018 to 2019

Name of High School Teacher: Scott Stephens

Email Address: scottstephens@maxwell.k12.ca.us

Mailing Address: P.O. Box 788, Maxwell, CA 95955

Phone #: 530-438-2291 ext. 12128

Prospective Articulated College Course: WLD 20: Beginning Welding

Units: 4 units **Recommended assessment level(s):** Reading III English II Math II

Through this Articulation Agreement, staff from both districts consulted with appropriate representatives, and coordinated instruction and student learning to ensure that each CTE Transitions student's transition from high school to community college, and/or to further education or employment, occurs without unnecessary duplication of effort or loss of credit.

Credit will be awarded upon completion of high school course with grades of B or better and 75% or higher on credit-by-exam, approved by college faculty member as measuring competence in the course objectives, in accordance with Title 5, Section 51022(b), 55050, 55051 attached hereto as Attachment 1. High School instructor will administer the credit-by-exam, provided by the Butte College department, to his/her students, and will turn in grades at the end of the academic year, due no later than June 30th.

HIGH SCHOOL ACTION

High School Instructor Approved Not Approved
Print Name: Scott Stephens Signature: [Signature] Date: 10/15/18

High School Principal Approved Not Approved
Print Name: Zach Thurman Signature: [Signature] Date: 10-15-18

COLLEGE ACTION

Course Instructor Approved Not Approved
Print Name: Seth Vader Signature: [Signature] Date: 11/6/18

Department Chair Approved Not Approved
Print Name: Miles Peacock Signature: [Signature] Date: 11/5/18

Department Dean Approved Not Approved
Print Name: Denise Adams Signature: [Signature] Date: 11/27/18

CTE Transitions Coordinator Approved Not Approved
Print Name: Jennifer Macarthy Signature: [Signature] Date: 11/27/18

Vice President of Instruction Approved Not Approved
Print Name: Virginia Guleff Signature: [Signature] Date: 11-28-18

<u>Attachments</u>			
1	Title 5 Policy	3	High School Course Outline
2	Butte College Course Outline	4	Credit-by-Exam

Hello All,

Just wanted to pass this on to you. The Articulation has been approved by professor Peacock at Butte. The papers will be on their way soon. This will be a great asset to our Agriculture Department.

If you have any questions let me know.

Regards,

Scott Stephens

From: Peacock, Miles [mailto:PeacockMi@butte.edu]
Sent: Tuesday, September 25, 2018 7:38 AM
To: Macarthy, Jennifer <macarthyje@butte.edu>
Cc: Scott Stephens <scottstephens@maxwell.k12.ca.us>
Subject: FW: WLD 21, 21 - Articulation

Hi Jennifer

Here is the revised Midterm and Mid-term Key. By next year the Final Exam will reflect the 5th edition of the NCCER textbook, but we will be pushing that out to all the articulated schools when it is complete.

I approve of the outline Scott submitted, and I would like to move forward on the articulation agreement if possible. Please let me know if there is anything else that you need from me

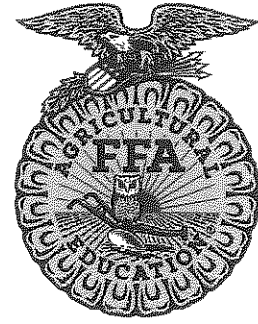
Thanks

Miles Peacock

Welding Technology Dept. Chair
Butte Community College
(530) 879-6162



**Maxwell High School
Agriculture Department**



Supporting Documents

Reimbursement Process

34. Reimbursement Process

Reimbursement from site funding:

A purchase order is submitted to the principal for approval in advance. Once the green copy is returned and has a purchase order number assigned to it, a purchase can be made. Receipts are turned in with the purchaser's name and purchase order number written on it. Additionally purchase orders are logged into a google doc so that everyone in the department can see the running total.

Reimbursement from ASB:

A purchase order is created and given to the FFA officers to process at their Wednesday morning meetings. The purchase order is then taken to the ASB treasurer's desk. Receipts can be turned in to the ASB treasurer's desk with the purchaser's name attached.



**Maxwell High School
Agriculture Department**



Section 3

AGED 539 Project Brochure

AGED 539 Project

My project for AGED 539 is the creation of a brochure for prospective students to the Maxwell High School Agriculture Department. The project addresses quality criteria 8A. The Agriculture Education program has materials that can be used to promote the program to the community and/or future students.

1. Problem

Over the summer I met with several parents regarding questions they had about the Maxwell FFA Program. Being that Maxwell is a small community I often didn't have much notice to prepare anything for the meeting. It was at this point that I realized I needed some pre-made handouts that could address some of the talking points we had at these meetings. Other issues that I found was that Maxwell High School does not have a schoolwide course catalog and classes are chosen by word of mouth. Finally during home visits when we would plan out courses for the following years, students had a hard time stating what ag class they were going to enroll in next year, not because of lack of interest but because of lack of promotion.

2. Goals

The goal of this project is to create materials that can be handed out to promote the program to new students, and to advertise the pathways available in the agriculture department. Additionally we wanted to highlight some of the unique opportunities available in the agricultural program.

3. Objectives

- ❖ Create a visually appealing brochure, highlighting courses in the agriculture department.
- ❖ Promote the two agriculture course sequences we have at Maxwell High School.
- ❖ Highlight freshman courses for 8th grade recruitment.
- ❖ Showcase unique opportunities available at Maxwell.

4. Timeline

October: Research brochures that are currently used in the promotion of agricultural programs and evaluate what is appealing and effective.

November: Collect pictures and information to be used in the brochure. Start brochure design. Have students and parents review the program.

December: Print program and have ready for spring recruitment.

5. Process

I started researching FFA brochures online, but mostly found flyers that are used in social media outlets. I reached out to my fellow colleagues and CATA members for help and a few schools sent me their brochures that they use for recruitment. I also learned from my colleagues that there is a great website called Canva that gives amateur graphic designers some easy to use tools to create a variety of publications. AT the beginning of the year we used some grant money to purchase color printers for the agriculture department to help with printing department flyers, brochures and other marketing tools we might need. I worked on capturing photos of students and their work this fall and reached out to parents and community members who I knew had photos of students. I have a few photographer connections and had invited them to some of our activities, this also gave me some high quality images of events that I needed to be coaching behind the scenes.

Using the Canva website really improved the brochure design and ease of creation. They had sample brochures that could be easily modified.

6. Final Product

It's always rewarding to see a final product that highlights students. One of the areas I struggled with was how to incorporate all of the amazing opportunities available to students within the FFA. I debated several times if a flyer or brochure is the best tool to use for my goals of advertising the program, either way I felt like I didn't have enough room.

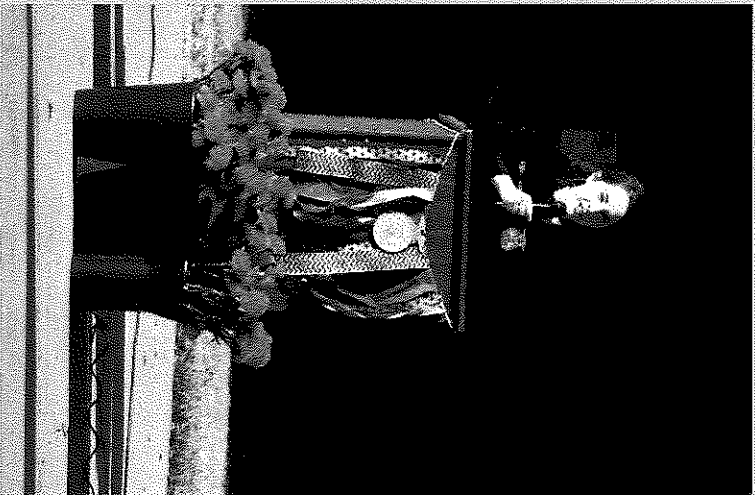
7. Future Use

Currently the high school does not recruit for any programs, course sign-up is all word of mouth. The FFA officers have developed a plan for 8th grade recruitment in the Spring. I'm excited to see that they are planning mini-workshops, because we have intentionally left the middle school out of activities (9/11 Remembrance and Ag Connection Day) this year in order to focus on downsizing and perfecting activities. The workshops will be a special activity targeted specifically to the older students in a program that is age appropriate for them. Brochures will be handed out to all 8th grade students at this event.

The brochure will also be available for impromptu meetings with parents and community members. Home visits will also incorporate the brochure as a way to help students view the agricultural pathways for course selection. One of the advantages about using Canva and having the color printer in the department I can easily change information within the brochure to target a new group. For instance if I'm meeting with freshman on a home visit- I can change the course descriptions listed to sophomore level courses that are available to students.



Maxwell offers students small class sizes, state of the art technology, improved facilities to prepare students for the next level.



**FOR MORE INFORMATION
PLEASE CONTACT**

Amber Charter

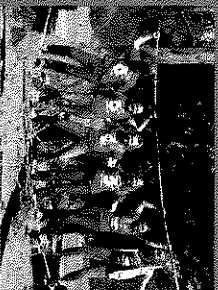
ambercharter@maxwell.kk12.ca.us

Scott Stephens

scottstephens@maxwell.kk12.ca.us

Opportunities with Maxwell FFA

- Classes meet UC "a-g" requirements
- Articulated Welding Course
- Conferences
- Travel
- Scholarships
- Fair
- Prepared Public Speaking
- Ag Mechanics Team
- Livestock Judging Team
- Horse Judging Team
- Opportunities to earn Money
- Facilities for hands on learning
- Shop, Greenhouse, Livestock Barns to raise SAE projects.



MAXWELL FFA

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*Maintaining the tradition of success.
Classroom, FFA, SAE.*

AGRICULTURE COURSE SEQUENCE

Ag Mechanics

Agriscience

9th

Intro to Ag
Mechanics

Floral
Ag Communications

10th

Ag Mechanics II

Ag Biology

11th

Ag Mechanics III

Animal Science

12th

Welding
*College Credit

Ornamental
Horticulture

COURSE DESCRIPTIONS

Intro to Ag Mechanics

In this course student will learn how to safely operate Agriculture equipment, such as hand tools, grinders, oxy acetylene and arc welding, metal work and wood working tools. They will learn the proper procedures that take place in an Ag mechanics shop. This will include drawing and understanding plans for a project. Lay out and assembly of a project.

Floral Design

This course will train students in occupation skills for entry-level employment in floral shops, nurseries, and department stores, selling floral products, houseplants, balloon arrangements, and retail items. Students develop artistic skills using elements of design as they relate to flora, balloons, and plant design.

Ag Communications

This course will cover a survey of the importance of CA Agriculture, emphasizing detailed knowledge of leadership through the use of local and state public speaking events, record keeping, industry networking, career development events through agriculture education.

