

**Masters of Agricultural Education**  
**AGED 539**



**Quintessa Bell**  
**Spring 2020**

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**Part 1:**  
**Quality Criteria Reflection**

## **Quality Criteria One Curriculum and Instruction**

The McFarland High School Agriculture Department has been designed to meet the needs of a diverse population of learners. With multiple courses offered, we prepare students for further education, multiple career opportunities, and becoming productive members of society. All of the students enrolled in an agriculture class must participate in FFA activities and have an SAE record book for each year they are in an agriculture class. Currently, there is only one pathway that students can take, the Agriculture Business pathway.

If the student decides to take this pathway, they will start out in our Ag Earth class as a Freshman. If the students place out of Earth Science, they will automatically move into the Ag Biology class. Agriculture Earth Science is a one-year physical science course for the college-bound students who are interested in agriculture. The course explores the Earth's compositions, structure, process and history; its atmosphere, fresh waters, and oceans; its environment. The Agriculture Earth Science course is equivalent and follows the same instruction and testing standards and calendar and the Earth Science course. This course is taught by demonstrating the relevance of agriculture to student's lives and then the

environment they live in. This course is the entry-level class for most of our students since it is directed towards the incoming freshman. This class meets the high school graduation Physical Science requirement and the UC A-G List Area D. From Ag Earth, they students typically take the Agriculture Biology class.

Ag Biology is a one year life science course that will teach the students the molecular and cellular aspects of life, the chemical and structural basis of life, genetics of life, growth and reproduction in plant and animals, genetic ecological relationships among plants, animals, humans, health and diseases in animals and the similarities between animals and humans. This course is the second course that students will typically take unless they test out of the Earth Science class. This course is also directed towards the sophomores after they have taken Agricultural Earth Science. This class meets the high school graduation Life Science requirement and additionally meets the UC Lab Science area “d.” We would like to work on creating an Agriscience pathway with an Introduction to Agriculture course and Agricultural Vet Science class to expand into a new pathway. For now, students can take the Agriculture Communications or Agriculture Sales/Marketing class with Ag Econ/Government.

The Agriculture Communications course is an open enrollment course designed for students in their 2nd, 3rd, and 4th year in the Agriculture program.

**This course is based in teaching students leadership skills, business industry awareness, community service, and FFA development. By investing time to learn and study communications skills, the students are helping prepare themselves for their future.**

**The Agriculture Sales and Marketing class is a one year course that is in the process of becoming a UC/CSU “g” credit. This class is a basic understanding and survey of the business within the agriculture industry with a specific emphasis on agriculture sales, marketing and advertising. It is an introduction to agriculture business and its impact on the agricultural producer, consumer and the food system, and how these concepts are applied to create, sell and market agriculture products. The management principles encountered in the day to day operation of an agricultural enterprise are stressed as they relate to the decision making process. This is the capstone class for our Agriculture Business class pathway as well as our CTE pathway. After the completion of this course, students can opt to take the Ag Econ/Gov’t course or finish their last class with no Agriculture course. We highly encourage students to take the fourth Agriculture class since they would receive the CTE stole at graduations with 4 complete years of Agriculture.**

**All courses in the Agriculture Program at McFarland High School are year-long which allow for sufficient time for students to become proficient in that**

subject matter. In addition to the content matter taught, students are taught record book keeping through online practice record books and throughout their own record books. We believe it is important to utilize technology in the classroom to help better prepare our students for their future. Students are also taught about different careers they can pursue within the field they are interested in and are required to complete a lesson on investigating careers.

## **Quality Criteria Two**

### **Leadership and Citizenship Development**

The McFarland High School FFA Program was chartered in 1930 as the 73rd chapter in California. While I am having a hard time finding the history of McFarland FFA, I can say the last 20 years have been a blessing to the program. The Agriculture Teachers from Mike Elliot and on were the backbone of the program. The school had one Agriculture Teacher for quite some time and the program has been cut and expanded over the years. Within the last 5 years the program was grown to well over 250 plus students and 3 teachers. The previous pathways included Agriscience, Agribusiness, and Ag Mechanics. Within the last two years, the program changes included only two new teachers and one pathway of Agriculture Business. There are approximately 200 students within the program with classes being offered through Ag Earth, Ag Communications, Ag Sales & Marketing, and Agriculture Biology. The recent change came from the Middle College pathway that leads the students to take Dual-enrollment courses. The Ag Communications and Ag Sales class have merged into one class with students who complete at least a “c” getting college credit. The transition of becoming an “Early



College” also means teachers will need to obtain their Masters in order to teach the Dual-enrollment classes.

6 Chapter Officers with 2 Advisors run the McFarland FFA chapter. We hold a single day officer retreat as well as attend the San Joaquin Officer Boot Camp in August. This bonding time allows us to plan the upcoming school/FFA year. They take a look at last year’s activities and analyze what worked and what can be improved. We decide a chapter theme and goal for the year. We also plan for the activities that include Staff Appreciation Breakfast, fundraising activities, and monthly growth meetings. While our administration can somewhat be supportive, we seek out assistance only when needed.

With the new year, the school has implemented that all freshmen are to take the Agriculture Earth Science course to get a view of the program. When they move into their Sophomore year, they are allowed to change or continue with the Agriculture Pathway. We strive for continued growth in our FFA Activity attendance and offer a variety of ways students can earn their FFA points. Every student in an Ag class has the opportunity to participate in many FFA activities which are included in, but not limited to the list of 22 activities from the FFA activities check sheet. In each class, FFA participation is at least 10% of their total grade and each student and parent/guardian signs a syllabus that lists the grading

criteria including the FFA requirements. Students are required to participate in at least 3 approved FFA activities per semester. These activities can be monthly chapter meetings, chapter events, above chapter activities, and community service that the FFA Chapter participates in. Students are required to check in with the Chapter Secretary at the activities to ensure they will be awarded their points. A record of names is recorded so teachers can reward points for their charts or have a record of the various points students can use for their grade. The FFA activities for the students are maintained in a database awarding the student a point for each activity. The points are visible throughout the semester and updated regularly so students can see where they are at for the semester. The students who receive above the required amount are given extra credit or a special recognition at the May Banquet for their hard work and active participation. While there used to be an established Top 10 trip, they school no longer allows a trip to reward our highest achievers.

The students enrolled in any agriculture class are required to start a Supervised Agricultural Experience project and to keep record of it in the AET or Agricultural Experience Tracker. While many of our students work in the fields during the summers, some have not experienced an agriculture background. The difficulty of having students complete an SAE is that we are starting a program

from scratch. There was a large group of students we inherited who had animal projects before we were hired. Unfortunately there was a drop in the amount of animals shown at the local fair this past year due to the lack of students interested in the animals or time it would take to raise an animal. We have a large majority of our students who leave to Mexico for the summer or work in the fields, taking time from raising livestock and the amount of practice they would need to properly show an animal. The participation in both the Kern County Fair and Delano Jr livestock has been a burden on the program with the amount of time it takes to prepare students for both fairs. As new teachers, we are constantly seeking out help with our animals since neither of us come from a livestock background. No matter what difficult challenge comes through, we still meet with students on the farm and assist them with medical tasks, showmanship practice, and fair registrations.

For the first year, students who show animals will take their project to the Delano Junior Livestock show which is smaller. We allow second year SAE students and above to have a second animal shown at this fair if they have the experience. Once they compete at the Delano Junior Livestock, they can show at the Kern County Fair which is more competitive. The students learn the projects are not just a money making project but an investment into their futures. We teach the record book process, money management, and planning when it comes to all

SAE projects. We also assist students in filling out the USDA loan form and teach them about that process if necessary. We encourage students to show more than one animal if we feel they can manage the time and financial investment. We hope to see students work their way into a variety of species or have new ideas on business projects they can create. With the students who are currently working in the fields, we hope to see their SAE placements continue and expand to a variety of commodities.

Our current farm is in the renovation process with the beef unit being taken out in hopes to rebuild new sheep/goat pens and a secondary expansion of the hog pens. The general idea is to get the hog pens updated with electricity to allow for fans, lighting, and security systems to prevent the theft of student tack. We are also in the process of building a moveable greenhouse to keep with regulations of new buildings. While we require students to keep livestock on our farm for safety, we are going to continue this method to ensure all animals are properly taken care of and practices can flow with student projects on site. The school acquired a 10 acre almond orchard that will be used in an SAE chocolate covered almond business in conjunction with Fresno State.

## **Quality Criteria Three**

### **Practical Application of Agricultural Skills**

**Students at McFarland High School are required to participate in a Supervised Agricultural Experience (SAE) project. This requirement is accounted towards 10% FFA/SAE portion of their grade. During their first year, students are exposed to the structure of an agriculture program and the options available to them in the form of SAE's. In the fall semester after students are introduced to SAE's, they are required to plan their SAE whether it is taking care of their pets at home or caring for a garden at home, something convenient for the students to care for at home, as approved by their advisor. This is to teach the students how to do records and encourage them to plan a larger SAE for next year. In January, first year students are introduced to the AET record book and required to keep track of at least 25 hours a month (at least 5 hours a week with an extra 5 hours to use any time in the month). We practice with online accounts for the Novice Record book contest. We utilize the student books who work with animals as our example since those record books are completed before this timeframe. It is the goal of our department to have all first year students complete their requirement to obtain the Greenhand Degree and to have a rate of at least 80% utilizing the AET apps.**

We use the projects to to teach students about responsibility, integrity, service, excellence, leadership, and agricultural skills. When students are in their second year, they are expected to not only have a planned SAE but to be actively working on their SAE project. During the second year, students are working towards their Chapter Degree. By the third year, our students are working towards the State Degree and while our numbers are small, we hope to build these numbers in the next 3-4 years. The overall goal is to make the AIG percentage of 12%. The final step is to get students to work on their American Degree. The Department goal is to reach at least 1-3 students a year earning their American Degree at Nationals.

The agriculture teachers supervise the students with SAE projects. The responsibilities between the agriculture teachers are split up so that the students will have adequate supervision. The students meet every week with teachers during the summer and at least once per semester. To aid in project supervision, we have one truck at our disposal and a closely located farm.

## **Quality Criteria Four Qualified and Professional Personnel**

McFarland High School Agriculture Department has a total of two full-time teachers, both temporary. Nick Griffith is the department head who is in his second teaching year. He comes from industry and is working on his CTE Credential/Masters through National University. I am the second teacher in the department that too is on probationary hire. At this time I am in the process of clearing my credential through the Kern County Teacher Induction program. At this time, only one teacher, myself, will hold a valid California Agriculture Specialist Credential along with a Single Subject Agriculture Credential that allows me to teach agriculture classes. Nick will have his California Technical Education credential and the hours necessary to teach Agriculture as a CTE pathway for the school. We both will have our Masters at the end of this school year which allows for Dual-enrollment.

As an agriculture department, we have made an effort to improve the quality of instruction through the use of a variety of teaching techniques, methods, and strategies. The use of technology in the classroom has been a continuous improvement to the learning environment by recently incorporating Chrome books

and Google Classroom. The technology allows for instructors to utilize a variety of teaching tools and strategies to help learning be a comfortable place for the students. The ChromeBooks help with instruction, student research, and record books.

Recent changes have created professional learning community time on Wednesday after school. Our PLC time is placed into the early out schedule where we discuss ideas for assignments, the pacing schedule and test. At this time, the department meets with all science teachers on campus. Once a month our PLC time includes a different professional speaker on a variety of topics. One PLC a month is also dedicated to our Principal who goes through topics that relate to our current situations in the community. Nick and I will meet during different lunch periods or during our chapter meetings to discuss upcoming activities, money spent, reflective past activities, and make sure the two of us are operating on the same page.

Minutes are taken at each staff meeting and kept in an online google folder. We have printed out the current years minutes and placed them into the department binder.

Each agriculture teacher is an active member of CATA and receives career development specific to agricultural education. We both attend the fall and spring regional meetings, the CATA Summer Conference, and the road show. All of these



events are dedicated to educational workshops that encompass the three circles of agricultural education and collaboration with other people in the agricultural industry. Upon prior approval, the McFarland Unified School District will reimburse the professional development cost including registration, hotel, and roughly \$30/day meal. The Ag truck is available for transportation and if we need to use personal vehicles, mileage may be reimbursed. If submitted ahead of time, the District will send advance payment for all costs before the conference to save time and money spent.

In addition to professional development provided by PLC's and CATA, the Kern County Induction program provides educational workshops open throughout the year.

## **Quality Criteria Five Facilities**

Facilities and equipment are modified when needed to meet the needs of students. The majority of our agriculture students can function without the needs of modifications. However, if there are students who need special accommodations, changes can be made. We have many students who are on IEPs and modifications are made to support these students to make sure they succeed.

In addition to our agriculture classrooms, McFarland Ag Department has a school farm, and 10 acre pistachio farm. Next to the classroom is a storage room that holds a refrigerator for all FFA food items, shelving for all cooking utensils, and storage for any FFA specific items. In the CTE wing, we also have a separate storage unit that houses all FFA large items such as tools, officer retreat camping equipment, and tables/chairs. Within the welding building, there is an attic space that is also ours and is in the process of being cleared out. Decades old trophies are being organized and cleaned for students to see the rich history McFarland has to offer. The plan for that space is to use it as a last resort storage space. The safety of the students are placed first and the structure of the attic space is at the moment a concern for future use.

The school farm is located less than half a mile away from the High School. We currently have a large barn facility that currently houses the farm tractor and tack. There are also two seatrains that currently house farm tools and student tack while the barn is getting security cameras set up.

All agriculture staff have district emails and have access to their email through gmail. Staff are also given chromebooks or ipads which allows them to access all programs google has to offer. You are given a unique username and password by the district which can also allow you access from any device off campus.

Agriculture teachers are responsible for keeping their area of interest neat and clean for the public eye. Nick is in charge of his class as am I for my own. We both maintain the school farm but have different areas of the farm to maintain. The storage rooms are maintained by Nick and the Agriculture communications class. Next to my class (room 53) is the storage room. I maintain all of the FFA supplies, food, and utensils with weekly cleaning of the fridge.

The maintenance staff hired by McFarland Unified School District is responsible for all upkeep of our classroom. If there are any repairs we cannot handle on our own, we send in a maintenance request through the Schooldude program. These requests are sent to the right people and will be outsourced if

maintenance cannot complete the order. During the summer we rely on the families of students for simple repairs to the grounds or pens. If fencing needs repairs, we contact our CTE welding department and senior agriculture students. This yearly maintenance is used for both SAE projects and extra credit points for the CTE Welding classes students participate in. We bring Agriculture Earth students out to the farm to assist with the current greenhouse projects. The Agriculture Sales class has planted pumpkins and will soon begin to use the 10 acre farm for their entrepreneurship projects in chocolate covered almonds.

## **Quality Criteria Six**

### **Community, Business, and Industry Development**

Community support is a vital part to an agriculture program. All aspects of our program are successful due to those community members who donate time and money to our program. While there was a change in teachers, we created a new advisory committee. We reached out to some of our own connections. The Ag Advisory Committee will meet at least twice a year to discuss what assistance the agriculture program is in need of. The McFarland High School is also in talks of forming one advisory committee to benefit the entirety of the school.

Our current Advisory Committee chairperson is David Snell. He owns a farm outside of McFarland and is currently in charge of our pistachio farm. While we are in the process of working on the curriculum for plant science classes, the farm is being looked over by David. Since he has farm experience and is looking over our acreage, we felt he was the best choice as our chairperson. Our other members are of various industry pathways that we feel could benefit our students and the various interests in agriculture jobs.

## **Quality Criteria Seven Career Guidance**

**As an agriculture Department, we believe that career guidance and preparation is very important. In each of the courses taught, students are taught career opportunities based on the pathway they have chosen to follow. During their freshman year, we talk to students about the various job aspects open and how they can begin to work towards their future career. The high school holds a freshman recruitment night with parents and a presentation for all pathways are given.**

**When we present the classes, freshmen have an opportunity to select which classes they wish to take. As a new department, we have not had the opportunity to create student data sheets to see what student interests are. Since all freshmen are taking Ag Earth, we are going to implement a student data sheet next year to better assist the department in keeping track of students.**

**Currently the McFarland High School has articulation agreements between Bakersfield College and Porterville College. The dual enrollment classes are done through both colleges and allow for students to receive college credits. At this moment, McFarland High School is converting to an Early College. This agreement allows all incoming freshmen to receive a minimum of 12 units and**

with the right classes, can eventually earn their Associates Degree. The agreement is currently in process and Nick is currently teaching the Ag Sales class for dual enrollment credit. By the upcoming school year, Nick should be certified in teaching all Agriculture classes for college credit.

While traveling to CDE events, we take students to the different colleges to view the campus and talk to teachers about different career opportunities. Bakersfield College holds an open house for students which is one of many events we take students to. We also invite different college ambassadors to campus to talk to students. During the field day's, the students spend a large time with Fresno State students.

## **Quality Criteria Eight Program Promotion**

Program promotion is a major focus at McFarland High School. We are recreating a program from scratch and since we are both new teachers, we are focusing on outreaching to the Junior High. For one of my projects, I am going to create new promotional materials. We have a general idea of what previous teachers have used but new information is necessary for our new program.

Currently our biggest form of recruitment comes from our one Junior High School. We hold a freshman recruitment night with parents as well as a preview day for students. The 8th graders will come onto campus for a couple of hours while all CTE pathways are presented. Students are encouraged to bring their parents on family night so they can select the pathway of their choice. This is a great start to having our students see what we provide as an agriculture department. We set a booth with information about our travels, what they can expect to take, and examples of student projects. We are expected to present a powerpoint to the students during the day and the same powerpoint to parents later on in the evening. Both parties are encouraged to take a look at all booths and then select what they would be interested in.



The secondary recruitment that is established is having all freshmen take Agriculture Earth Science. By having students participate in required activity points and taking the class, we expose all freshmen to the Agriculture pathway. By the following year, we should have a general idea of which students wish to take the agriculture pathway and which ones will move to others.

During the first couple of weeks at school, we bring our officer teams into the class to meet the freshman and talk about our first meeting. Our very first meeting of the year includes an ice cream social. We introduce the officers to students who missed them at the recruitment night or in the classroom. We include team building activities to get students to work with new freshmen and our officer teams. Each officer breaks into their own group and students rotate games to meet everyone.

Our outreach through social media includes instagram, snapchat, and our weebly website. The chapter secretary and president are in charge of the instagram page and snapchat. Our reporter is in charge of the weebly page and updating all content with myself. We keep our social interactions and posts limited to strictly FFA related items and we want to make sure we are representing McFarland FFA to the best of our abilities.

With the giant push to using technology, we feel this is the easiest way to outreach to students. We encourage our students to tag the FFA group in their post about the meetings, class activities, or field trips. Social media also allows us to showcase all of our student's hard work, the various trips we take, and the leadership activities we do with other chapters. This is also how we remind students of upcoming activities throughout the year. We have a Chapter Remind that is used to give students any information about meetings, classes, or field trip times. While this was a great tool to reach our entire chapter, we felt it worked better without livestock students during fair time. We were able to communicate with students in a faster and professional way.

Nick is currently working on an Agriculture webpage that showcases the agriculture aspect to our program. This page will soon take over the FFA weebly page that was created as a placeholder to showcase our student accomplishments and work. The page will include information on what dual enrollment classes are available, what students can expect in the pathway, and hopefully a recruitment page for a boosters club. My project will include a recruitment brochure we can hand out to students, a small brochure we can use for club rush days, and a posterboard we can use for parent recruitment night. McFarland FFA hopes to use all forms of recruitment to reach potential club members.

## **Quality Criteria Nine**

### **Program Accountability and Planning**

A Comprehensive Program Plan is on file with our Regional Supervisor Mrs. Shay Williams-Hopper, along with a copy that is retained in our agriculture department for us to reference. Each year it is updated to keep the program and advisors up to date so we do not get behind.

Upon graduations, the majority of our students go to a community college or CSU. About 3 months after graduation, we will contact these students by sending them a survey of what they are doing, college or working, future plans, and how the agriculture program was beneficial to them. The surveys are helpful to the agriculture program and allows us to see what we could improve on as a program from the point of view of students who were already in the program. By then, these students can give us their honest opinion of what they experienced and what we can change within the program. Once the data is collected, both teachers enter the information into the r-2 and FFA roster for the current year.

This year we have received a large jump in our Agriculture Earth students. We are expecting that at least 25-40% of those students will move on to Agriculture Biology. We are working with councilors to make sure the students

who are interested in agriculture are getting priority registration in our classes. We also want to make sure we have the right amount of agriculture classes to house all students. If necessary, we will have students take Ag Bio in their freshman year and then move into the sales class in their sophomore year to help with the numbers. We wish to keep our retention at 50-60% of the students moving from Ag Earth to Ag Bio. Our third class is the Sales and Marketing group that should have at least 30% of the students and then our Seniors will move onto the Government/Econ class. Overall, we want to see a huge jump in the freshmen to senior retention rate.

## **Quality Criteria Ten Student-Teacher Ratio**

Student to teacher ratio is a difficult criteria to maintain for our program as is for any California Agriculture program. The goal is to have a maximum of 25 students per class. This is not a reality that we can control and classes can range from 20-38 people. As our school continues to grow and freshmen are taking the Ag Earth classes, we are seeing an impact of class sizes getting bigger. While manageable, we are able to keep some numbers down due to seating concerns in the classes and lab safety.

The intention is to hire a third teacher to help keep class sizes down. We are also hoping to prevent bottleneck classes that can offset our student enrollment from start to finish. At the moment we are trying to keep class sizes less than 30 while encouraging the freshmen to take Ag Biology next. We would like to see the program expand to roughly keeping two of each class type for Juniors and Seniors and the remaining classes left to Sophomores and Freshman classes.

This year we have 261 students enrolled in agriculture classes at McFarland High School. 1st year students: 74 students since our first years are counted as .5

for the purpose of determining the count. 2,3,4 year students account for the other 187 students in our program.

## **Quality Criteria 11**

### **Full Year Employment**

**Both Agriculture instructors at McFarland High School are employed year-round. Each Agriculture teacher in our department receives an 11 month contract; both teachers have an extended day contract to reflect our Certificated Base Salary Schedule. There is no allotted project supervision period and each teacher has 6 total classes with one prep period. During the summer, we receive a 20 day contract to allow us to supervise our animal projects for the Kern County Fair and plan events with our Chapter Officers. To keep track of the summer hours, we are responsible for filling out time cards for our school secretary who will input them into the system.**

## **Quality Criteria Twelve Program Achievement**

**McFarland High School does not meet this standard of program achievement. While we do exceed the twelve areas of Leadership Activities, we are continuing to work on more students to earn their State Degree each year. While our numbers grow with Freshman, we are not reaching the goal of 12% of our overall enrollment. However, we have attached the Agriculture Incentive Grant checklist as evidence of meeting the standards.**



**Part II:**  
**Supporting Completion Materials**

## **II-Supporting Completion Materials**

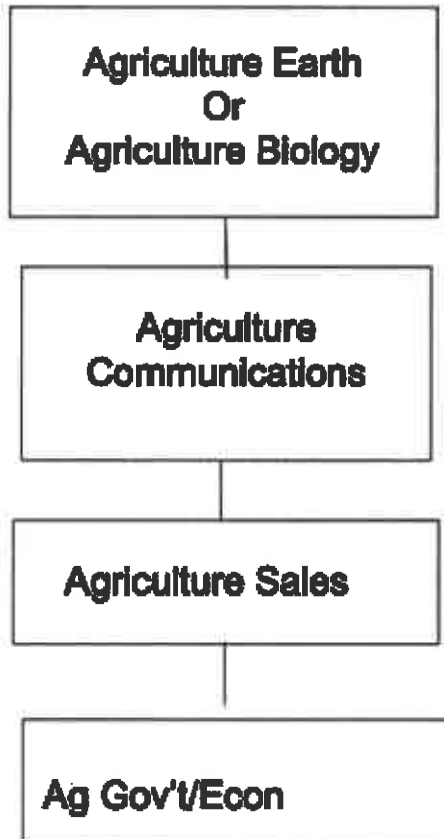
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# 1. Pathways

At McFarland High School, students are in the Agriculture Business pathway. We are also considered dual-enrolled with Bakersfield College if students complete all of the classes in the sequence of events.



## 2. Student Data Sheets

In our department we are storing our student files in one filing cabinet in my room. Within this cabinet is a hard copy document of student data sheets, various applications, and student information/permission slips. The second is an electronic filing system. These files are stored in google classroom and shared between Griffith and myself. This is left in the cloud and can be accessed from anywhere if needed.

**AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET** Revised 7.16.10

**A. Name** \_\_\_\_\_  
Last Name First Name, MI

**B. Gender:** Male  Female

**C. Ethnicity/Race:**  
 Are you Hispanic or Latino? (Check one): Yes  No   
 The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

American Indian or Alaska Native  
 Asian Indian  
 Cambodian  
 Chinese  
 Hmong  
 Japanese  
 Korean  
 Laotian  
 Vietnamese  
 Black or African American  
 Filipino  
 Guamanian  
 Samoan  
 Tahitian  
 White

**D. Year in Agriculture Program:** 4  
(1, 2, 3, 4)

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

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

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

**H. Date:** 3-1-20

**I. Locator Data**  
 Street Address: \_\_\_\_\_  
 City, Zip: \_\_\_\_\_  
 Phone Number: \_\_\_\_\_  
 Email: \_\_\_\_\_  
 Parent/Guardian Name (Print Full Name For Each):  
 Mr. \_\_\_\_\_  
 Miss/Mrs./Ms. \_\_\_\_\_

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

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

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

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

3. Go Into Military Service \_\_\_\_\_

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Open with

Revised 7.16.10

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

D. Year in Agriculture Program: 104  
(1st, 2nd, 3rd, 4th)  
 E. Grade Level in School: 9  
(8, 10, 11, 12)  
 F. I Am Taking This Course Because: (Select One)

- I plan a career in agriculture  
 Not a career, just an interest in agriculture.  
 Not interested, placed in class.

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

H. Date: 3/17/20  
 I. Locator Data  
 Street Address: \_\_\_\_\_  
 City, Zip: \_\_\_\_\_  
 Phone Number: \_\_\_\_\_  
 Email: \_\_\_\_\_  
 Parent/Guardian Name (Print Full Name For Each):  
 Mr. \_\_\_\_\_  
 Miss/Mrs./Ms. \_\_\_\_\_

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

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

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

1. Go to Work Full - Time   
 No Further Education   
 Some College Later   
 2. Go to College   
 Community College   
 Four Year College   
 Full-Time Student   
 Part-Time Student   
 Agriculture Major   
 Non-Agriculture Major   
 3. Go Into Military Service

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

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

D. Year in Agriculture Program: 204  
(1st, 2nd, 3rd, 4th)  
 E. Grade Level in School: 12  
(8, 10, 11, 12)  
 F. I Am Taking This Course Because: (Select One)

- I plan a career in agriculture  
 Not a career, just an interest in agriculture.  
 Not interested, placed in class.

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

H. Date: 3/17/20  
 I. Locator Data  
 Street Address: \_\_\_\_\_  
 City, Zip: \_\_\_\_\_  
 Phone Number: \_\_\_\_\_  
 Email: \_\_\_\_\_  
 Parent/Guardian Name (Print Full Name For Each):  
 Mr. \_\_\_\_\_  
 Miss/Mrs./Ms. \_\_\_\_\_

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

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

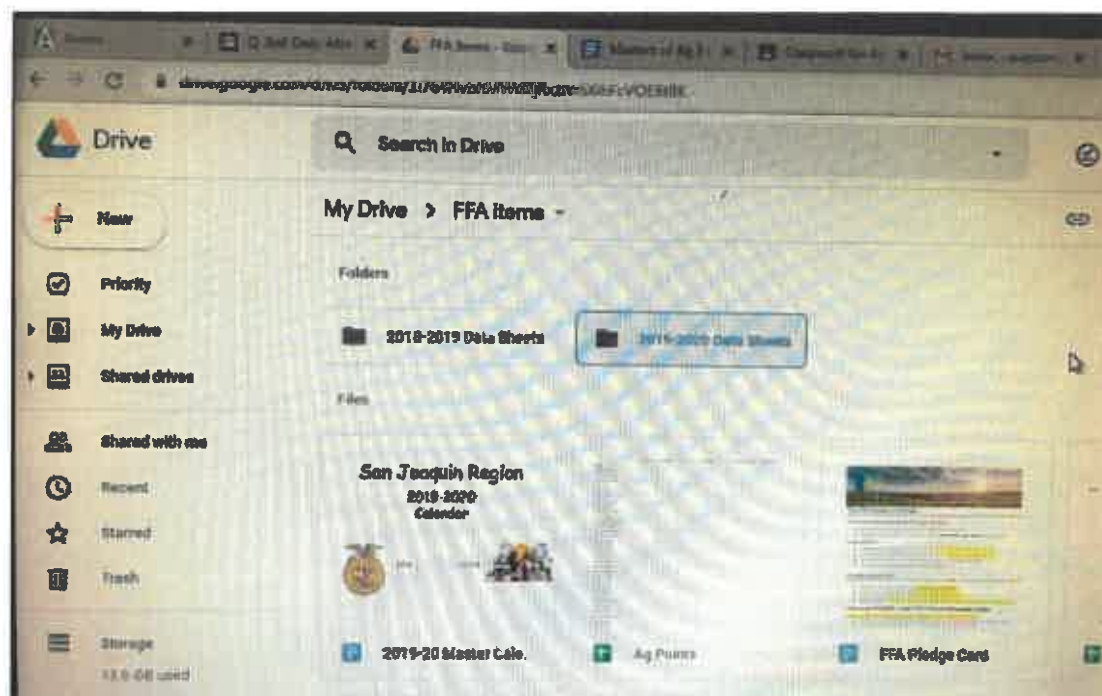
K. Please indicate below your plans after graduation from high school:

1. Go to Work Full - Time   
 No Further Education   
 Some College Later   
 2. Go to College   
 Community College   
 Four Year College   
 Full-Time Student   
 Part-Time Student   
 Agriculture Major   
 Non-Agriculture Major   
 3. Go Into Military Service

### 3. Agriculture Student Files

Physical copies of student data sheets are located next to my desk in a filing cabinet.





Online scanned forms and the graduate data sheets are located in an online drive that is shared with Nick and myself. We keep the online information in our FFA Items drive and organize it by year with students. Since we are new teachers, we started a new filing system to keep everything in order and easier to access.

Students are slowly being introduced to the AET system and keeping their recordbooks up to date with information. Our project numbers are incredibly low and I am working on getting everyone in all classes online and completing the information. Attached is a copy of a current student and their projects.



Profile

Journal

Finances

Reports

## Welcome to the Student Dashboard

**AET Action Alerts**

You have no current classes.

You have active experiences with no financial transactions for the last 60 days.

You have active experiences with no journal entries for the last 60 days.

**Project Experience Manager (SAE, SAE)**  
 Manage your Program's Strategic Plan and PDA  
 Student Manager

### Profile



Review your personal information, classes, leadership, and school involvement.

### Journal



Record your time and academic skills in projects/experiences, professional activities, and community service.

### Finances



Record your investment of money or payments for such projects/experiences and other financial records.

### Reports



Access reports that summarize project/experience results, your returns, and summaries of skills gained, and apply for awards.

mg: \$1,823  
 hctb: \$0  
 \$0  
 0  
 m:  
 wson:

Profile

Journal

Finances

Reports

## Project/Experience Manager (SAE)

[Print All SAE Assessments](#)

[Add New](#)

[Return to AET](#)



[View SAE Assessments](#)  
 0 Unread Assessments

mg: \$1,823  
 hctb: \$0  
 \$0  
 0  
 m:  
 wson:

Settings / Planning (#1)			Records (#2)			Reflection (#3)	
Settings (Active, Setup, Location)	Start Yr - Name / Type	Planning (SAE Plan, Budget)	Financial Entries	Journal Entries	Files / Photos	Current Value	Resources (Annual Review, Inventory, Usage, Skills, Reporting)
	2019 Kern Hog EN - Swine		0	12	2	\$0.00	
	2018 Beg.- Bird Breeding EN - Small Animal		12	62	2	\$0.00	
	2018 Beg.- Swine PL - Swine		2	1	0	\$100.00	
	2018 Beg.- STEER 2019 PL - Beef		2	1	0	\$100.00	
	2018 Beg.- 2018 Delano Lamb EN - Sheep		3	20	1	\$0.00	
	2017 Beg.- 2017 Hog EN - Swine		1	122	1	\$0.00	
<b>GRAND TOTAL</b>			<b>30</b>	<b>233</b>	<b>14</b>	<b>\$200</b> \$ Inv	

Profile

Journal

Finances

Reports

Transaction List

Year	Expense	Accounting Category	Vendor/Memo
2017	Bird Breeding	140	

Non Energy Expense

Non Salary Expense

Non Payment Items

Account A/R

pg 51 of 27  
 page 50  
 30

water

Options	Date	Updated	Vendor	Debit	Credit
E43	10/29/2016	10/29/16	Bird Breeding (Feed) Petco 2 lbs. 40.00 each	\$100.00	
E43	9/24/2017	10/20/17	Bird Breeding (Cash/Memo Sale) Milo Medina 10.00 each 100 each		\$100.00
E43	5/16/2017	10/20/17	Bird Breeding (Cash/Market Sale) Nico Alvarez 1.00 each 500 each		\$500.00
E43	7/13/2017	10/20/17	Bird Breeding (Cash/Market Sale) Bertha Cortes 4.00 each 25 each		\$100.00
E43	4/26/2017	10/20/17	Bird Breeding (Cash/Market Sale) Cecilia Valencia 1.00 each 50 each		\$50.00
E43	3/16/2017	10/20/17	Bird Breeding (Other Vendor) Valencia Patricia 1.00 each 50 each		\$50.00
E43	1/12/2017	10/20/17	Bird Breeding (Cash/Market Sale) David Vaughn 1.00 each 50 each		\$50.00
E43	11/26/2016	10/20/17	Bird Breeding (Other Vendor) Jesse Sierra 1.00 each 100 each		\$100.00
E43	11/18/2016	10/20/17	Bird Breeding (Other) Petco 1.00 each 50 each	\$50.00	
E43	11/18/2016	10/20/17	Bird Breeding (Other) Petco 1.00 each 50 each	\$50.00	
E43	11/18/2016	10/20/17	Bird Breeding (Feed) Petco 1.00 each 15 each	\$15.00	
E43	11/18/2016	10/20/17	Bird Breeding (Veterinary medicine) Petco 1.00 each 30 each	\$30.00	
<b>Grand Total</b>				<b>\$275.00</b>	<b>\$500.00</b>

## **4. Course Outline**

**For this current year, I am teaching Ag Earth and Ag Biology. The other courses I was responsible for were the Agriculture Communications and Agriculture Sales. I am including my current course outline for the first two classes.**

**McFarland High School**  
**Agriculture Biology**  
**Course Syllabus 2019-2020**

**I. General Information**

**Course Title:** Agriculture Biology  
**Grade Level:** 10  
**Room:** 53  
**Instructor:** Ms. Quintessa Guzman

**Email:** [quzuman@mcfarland.k12.ca.us](mailto:quzuman@mcfarland.k12.ca.us)  
**Website:** <http://mcfarlandnsd.com/AHS>  
**Phone:** (661)792-3126  
**Office Hours:** 7am-5pm M-F

**II. Course Description**

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

**III. Required Items for Biology:**

1. Students must bring their textbook and workbook to class daily. Each day is worth 5 points.
2. Each student will need to come to class daily with pencil, blue or black pen, and eraser.
3. One, college ruled, spiral bound notebook labeled Biology
4. A simple scientific calculator.
5. Students are required to obtain a set of colored pencils and/or colored markers for class worksheets. (These will not be needed each day but are expected to be in a student locker at all times.)

**IV. Grading Policies:**

All grades will be determined a grading computer program based on the following scales:

ASSIGNMENT	CODE	% WEIGHT
Assignments	ASMT	40%
Vocabulary	VB	5%
Labs/Activities	LBS	15%
Tests/Quizzes	TST	30%
FFA	FFA	10%
	<b>TOTAL</b>	<b>100%</b>
% RANGE	GRADE	
90-100	A	
80-89	B	
70-79	C	
60-69	D	
50-59	F	

Semester Grading	% Weight
Quarter 1 and 2	50%
Semester Final	20%

\*\* Please note that although a grade of D is passing and meets the requirements for high school graduation, it is not considered a passing grade for college and will need to be retaken

#### V. Absence Policy:

Any absence is still an absence, excused or not. I will not cancel class because you were not there. Students will have the same amount of time that they are absent to complete the assignment from that day. If a student is absent on the day of a test they will be expected to take the exam on the day that they return. Labs are simply too hard to make up. Missing a lab will require you to serve a lunch period in my room studying the key concepts that were presented in the lab.

#### VI. Late Work:

Each Friday student will be given an individual grade report sheet. This sheet will show any missing assignments. These assignments may be turned in stapled to the assignment sheet on Monday for half credit. If a student does not turn in the assignment the score will become a zero.

#### VII. Notebooks/Planner Checks:

Organization is the key to being successful in your education. Your biology notebook and school planners will be checked on a regular basis and graded as part of your participation grade. Spiral bound notebooks must contain all biology notes in a proper and organized fashion.

#### VIII. Cheating Policy:

Cheating will not be tolerated in this class or at McFarland High School. Any use of another student's thoughts or answers will be considered cheating. Giving your answers to other students will also be considered cheating on both students' parts and assignments for both students will receive a score of zero. Looking at another student's test, copying homework or labs is cheating and will not be tolerated. A student who is caught cheating will be dealt with by the dean and school officials.

#### IX. Class Expectations:

1. Students must come to class prepared and ready to learn daily.
2. Textbooks, notebooks, pencils and pens are expected to be out on your desk when the tardy bell rings.
3. Students must ask permission to leave their seat at anytime.
4. Students are to remove all hats upon entering the classroom.
5. Restroom visits will not be allowed except in the case of an emergency.
6. No food, drink or chewing gum will be allowed in the classroom.
7. Students will need to have their student ID with them at all times.
8. Cell phones are to be off at ALL times.
9. All personal items which become a distraction will be confiscated by the instructor and handed over to the Dean's office where you can deal with their retrieval at the end of the day.
10. All students are expected to be respectful to classmates, guests and the instructor at all times.
11. Students must be willing to create extreme study habits and focus on laboratory work to advance their knowledge.
12. Students will be asked to participate in a minimum of 4 co-curricular FFA activities per semester.

**Course Syllabus Agreement  
Agriculture Biology  
2018-2019**

**DUE: AUGUST 16, 2019  
ASSIGNMENT VALUE: 25 pts**

**WE, THE UNDERSIGNED, HAVE READ THE COURSE SYLLABUS FOR AGRICULTURE BIOLOGY AND UNDERSTAND THE POLICIES FOR THIS CLASS AS SET FORTH BY THE INSTRUCTOR. WE UNDERSTAND THAT WE ARE TO SUPPLY THE STUDENT WITH THE NECESSARY REQUIRED CLASS ITEMS OF:**

**STANDARD PENS (BLUE OR BLACK ONLY)**

**PENCILS AND ERASERS**

**ONE – SPIRAL BOUND COLLEGE RULED PAPER NOTEBOOK – LABELED BIOLOGY**

**1 SIMPLE SCIENTIFIC CALCULATOR**

**1 SET OF COLORED PENCILS OR A SET OF SMALL MARKERS.**

**IF WE CANNOT SUPPLY THESE ITEMS BY FRIDAY, AUGUST 16, 2019 WE WILL MAKE ARRANGEMENTS WITH INSTRUCTOR IN ADVANCE.**

**WE ALSO NOTE THAT ANY STUDENT NOT FOLLOWING CLASS RULES, POLICIES, OR PROPER LAB PROCEDURES WILL RESULT IN A REFERRAL OR SUSPENSION. I AGREE TO THE ABOVE TERMS AS STATED IN THIS SYLLABUS.**

**STUDENT NAME (PRINTED) \_\_\_\_\_**

**STUDENT SIGNATURE \_\_\_\_\_**

**PARENT NAME (PRINTED) \_\_\_\_\_**

**PARENT SIGNATURE \_\_\_\_\_**



**Agriculture Earth Science**  
**McFarland High School**  
**Mrs. Bell**  
**quguzman@mcfarland.k12.ca.us**



**COURSE TITLE:** Agriculture Earth Science

**LENGTH OF COURSE:** 1 Year

**GRADE LEVEL:** 8th-11th

## **I. COURSE DESCRIPTION**

Earth Science in Agriculture is a one-year, laboratory science course, designed for the college bound student with career interests in Agriculture. Using agriculture as a learning vehicle, the course emphasizes the principles and practices of Earth Science as a way to demonstrate the relevance of Earth Science in Agriculture to each student's life and environment. This class will utilize local and regional issues and concerns to stimulate problem-solving activities and to foster a sense of Earth stewardship by students in their communities. The class will establish an expanded learning environment, which incorporates fieldwork, technological access to data, and traditional classroom and laboratory activities. The course is centered around an extensive laboratory component in order to connect the big ideas of all earth sciences with agricultural applications, physical science principles, and other curricular areas, including written and oral reporting skills.

### **A. COURSE GOALS**

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

## B. COURSE FORMAT / GRADING

Grades are based on a percentage (100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59-0 = F)

### Quarter 1,2,3,4

Test/Quizzes	40%
Homework	20%
Assignments	35%
Participation	05%
Total	100%

Quarter 1	40%
Quarter 2	40%
Final	10%

FFA Points/SAE 10% (4 Activities  
EACH Semester)

### Semester Grade

## II. COURSE OUTLINE

### A. Agriscience in the Information Age

1. California Agriculture
2. Professional Career Opportunities in Agriscience
3. Supervised Agriscience Experience
4. Leadership Development in Agriscience

### B. Earth Science

1. The Nature of Science
2. What is Earth Science
3. Mapping our World
4. Latitude and Longitude
5. Types of maps

### C. Composition of Earth

1. Matter and Atomic Structure:
  - a. What are elements?
  - b. How atoms combine
  - c. States of matter
2. Minerals:
  - a. What is a mineral?
  - b. Identifying Minerals
  - c. Igneous Rock
  - d. What are igneous rocks?
  - e. Classifying igneous rocks
  - f. Sedimentary and Metamorphic

Rocks

- g. Formation of Sedimentary Rocks
- h. Types of Sedimentary Rocks
- i. Metamorphic Rocks

### D. Surface Processes on Earth

1. Weathering, Erosion, and Soil:
  - a. Weathering
  - b. Erosion and Deposition
  - c. Formation of Soil
2. Mass Movements, Wind, and Glaciers:
  - a. Mass Movement at Earth's Surface
  - b. Wind
  - c. Glaciers
  - d. Surface Water
  - e. Surface Water Movement
  - f. Stream Development
  - g. Lakes and Freshwater Wetlands
  - h. Groundwater
  - i. Movement and Storage of Groundwater
  - j. Groundwater Erosion, Deposition, and Systems

### E. FFA Leadership, Critical Thinking & Interpersonal Skill Development

1. Aims and Purposes; History and Background



2. FFA Leadership Opportunities
3. FFA Contests and Judging Activities
4. FFA Record Keeping of SAE Project

**F. The Atmosphere and the Oceans**

1. Atmosphere:

- a. Atmospheric Basics
- b. State of Atmosphere
- c. Moisture in Atmosphere
- d. Meteorology

2. The Causes of Weather:

- a. Weather Systems
- b. Gathering Weather Data
- c. Weather Analysis

3. The Nature of Storms:

- a. Thunderstorms
- b. Severe Weather
- c. Tropical Storms
- d. Recurring Weather

4. Climate:

- a. What is Climate?
- b. Climate Classification
- c. Climatic Changes
- d. The Human Factor
- e. Physical Oceanography

5. The Oceans:

- a. Seawater
- b. Ocean Movements
- c. Marine Environment
- d. Shoreline Features
- e. The Seafloor

**G. The Dynamic Earth**

1. Plate Tectonics:

- a. Drifting Continents

- b. Seafloor Spreading
- c. Theory of Plate Tectonics
- d. Causes of Plate Motions

2. Volcanic Activity:

- a. Magma
- b. Intrusive Activity
- c. Volcanoes

3. Earthquakes:

- a. Forces Within the Earth
- b. Seismic Waves and Earth's Interior
- c. Measuring and Locating

Earthquakes

- d. Earthquakes and Society

4. Mountain Building

- a. Crust-Mantle Relationships
- b. Convergent-Boundary Mountains
- c. Other types of Mountains

**H. Resources and the Environment**

1. Earth Resources:

- a. What are resources? Renewable Vs. Non-Renewable
- b. Land Resources
- c. Air Resources
- d. Water Resources

2. Energy Resources:

- a. Conventional Energy Resources
- b. Alternative Energy Resources
- c. Conservation of Energy Resources
- d. Human Impact on Earth Resources

3. Populations and the Use of Natural

Resources:

- a. Human Impact on Land Resources
- b. Human Impact on Air Resources
- c. Human Impact on Water Resources

### III. TEXTBOOKS

Earth Science, California Edition (Glencoe / McGraw-Hill 2007)

Agriscience: Fundamentals & Applications, 4th Edition (L. Devere Burton and Elmer L. Cooper 2007)

### IV. KEY ASSIGNMENTS

- A. Laboratory experiments highlight key state standards

- B. Hands-on activities such as map reading, data analysis, timeline construction, model-making
- C. Research projects
- D. Multimedia presentation
- E. Supervised Agricultural Experience Project & Data Collection
- F. FFA Leadership Participation
- G. Posters and other types of display presentations related to various topics

## **V. ASSESSMENT METHODS**

- A. Tests – including teacher made and standardized tests developed by authors.
- B. Evaluation of class assignments.
- C. Classroom activities.
- D. Laboratory research investigations – weekly.
- E. Homework & Reading assignments.
- F. Research Paper.

## **VI. LABORATORY ASSIGNMENTS**

- |                     |                             |
|---------------------|-----------------------------|
| A. Water Filtration | F. Transpiration            |
| B. Mineral Lab      | G. Clouds and Precipitation |
| C. Build an Atom    | H. Make a weather station   |
| D. Wave Erosion     | I. Flood Lab                |
| E. Groundwater      | J. Continental Drift        |

### **Ag Dept / Classroom Rules**

- A. The Agriculture Department will strictly adhere to McFarland Unified School District's Student Responsibilities - Rules and Attendance Policies. They are written and available for review in each student's school planners.
- B. Class begins when the bell rings. Students are expected to BE ON TIME, BE SEATED, BE PREPARED, and BE ATTENTIVE. Students will be considered tardy if they are not in the proper seat when the bell rings.
- C. Students are expected to BE RESPECTFUL and treat their class, classmates, and classroom environment with respect. Disrespectful and/or rude behavior will not be tolerated.
- D. Students are expected to BE RESPONSIBLE and ACCOUNTABLE for their actions and behavior. Students will be held accountable for their behavior and actions during class and towards their classroom assignments/responsibilities.

### **Class/Classroom Policies**

- A. Talking will not be allowed while the instructor or another member of the class is speaking. (BE RESPECTFUL)
- B. There will be no hats worn inside the classroom.
- C. Cell phones are not to be used, heard, and/or seen during school hours. If they are seen (hats, cell phones) or heard (cell phones), they will be confiscated.
- D. Each student is responsible for bringing (class materials) a notebook, pen/pencil, paper, and assignments to class each day. (Be prepared, Be Responsible)
- E. Students are expected to return all materials, tools, and supplies to their proper place before leaving the classroom or lab.
- F. Straighten chairs and tables in the classroom and wait quietly for the instructor to dismiss you.
- G. No one will be allowed to use to use the restroom during class time without permission from the instructor.
- H. Eating and/or chewing gum is not allowed during class time. Bottled water or bottled drinks are permissible as long as it does not disrupt class and students throw away contents when done.
- I. Assignments are expected to be turned in on time. Late assignments are subject to deductions of points.
- J. It is the student's responsibility to communicate with the teacher on what was missed upon returning to class. Any missed quiz, test, and/or assignment must be made up within (3) days after returning to school for full credit. Failure to do so will result in a deducted score, to a score of 0 (ZERO). If there is a problem with making up an assignment, please let the instructor know.
- K. Treat your fellow classmates and learning environment with respect.
- L. Inappropriate language, class disruption, and/or inappropriate behavior will not be tolerated.

### **Behavior Expectations and Consequences**

The objective and policy of the Agriculture Department is to create a safe, positive and productive learning environment for each student and the class. Any behavior and/or action that do not meet this objective will result in immediate attention and action.

Consequences for inappropriate behavior include (but not limited to) a verbal warning, STEP form sheet for code of conduct, removal from class, parent contact and/or MHS administration action.

**Student Name:** \_\_\_\_\_ (Please Print)

Please read the course outline and classroom rules/expectations/policy with your son/daughter. Please return the bottom portion of this form to Mr. Griffith.

**I have read, understand and will abide by the rules, expectations and grading policy as shown on Mrs. Bells' course outline.**

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Parent Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

# 5. Gradebook

At McFarland High School, we utilize Google Classroom and Aeries as our two main sources for grading. If assignments are done in Google Classroom, the two systems are connected and can update. My priority is to keep these up weekly to ensure that students know what their current grade is. They have access to both Google Classroom and Aeries on their Chromebooks and phones. Students can check for update grades daily and make sure they are keeping up with the work.

**Aeries** 2019-2020 McFarland High School Quintessa Guzman

Home

Currently accessing from IP 183.41.24.17 | Last accessed from IP 104.208.196.230 at 8/2/2020 11:02:33 AM

**Class Summary**

Par	Term	Course	Room	Gradebook	Total Students	Website	Meeting
Prior Terms							
1	Fall	AG EARTH SCIENC	63	AG EARTH SCIENC AG EARTH SCIENC Semester Fall AG EARTH SCIENC	23	<a href="#">Visit Website</a>	<a href="#">Add Meeting</a>
1	Spring	AG EARTH SCIENC	63	AG EARTH SCIENC	23	<a href="#">Visit Website</a>	<a href="#">Add Meeting</a>
1	Spring	LAB ASBT	63		1	<a href="#">Add Website</a>	<a href="#">Add Meeting</a>
2	Fall	AG EARTH SCIENC	63	Semester Fall AG EARTH SCIENC AG EARTH SCIENC	21	<a href="#">Visit Website</a>	<a href="#">Add Meeting</a>
2	Spring	AG EARTH SCIENC	63	AG EARTH SCIENC AG EARTH SCIENC Semester Fall	20	<a href="#">Visit Website</a>	<a href="#">Add Meeting</a>
2	Fall	LAB ASBT	63	AG EARTH SCIENC	2	<a href="#">Add Website</a>	<a href="#">Add Meeting</a>
2	Spring	LAB ASBT	63	TA	2	<a href="#">Add Website</a>	<a href="#">Add Meeting</a>

Search students... 

 Pages
  Reports
  Favorites

Filter Pages...

Home

Gradebook

Grades

Standards Based Grades

Weekly Instructional Minutes

Student Data 























Teacher Misc 

Aeries Analytics 

View All Reports

View All Forms

Log Out

Grade	Term	Course	Section	Days	Time	Website	Meeting
2	Spring	LAB ASST	53				
3	Fall	AG EARTH SCIENC	53				
3	Spring	AG EARTH SCIENC	53				
3	Spring	LAB ASST	53				
3	Fall	AG EARTH SCIENC	53				
6	Spring	AG EARTH SCIENC	53				
6	Spring	LAB ASST	53				
6	Fall	INTEG AG BIOLOG	53				
6	Spring	INTEG AG BIOLOG	53				
7	Fall	AG EARTH SCIENC	53				
7	Spring	AG EARTH SCIENC	53				

Show Filters Show Trend						Quarter 1 Grades	Quarter 2 Grade	Semester Final	FFA Activity Points
Sort by: Student Name Assignment Due Date						18/1/2019 #1 : 100	12/1/2019 #2 : 100	12/1/2019 #3 : 100	12/1/2019 #4 : 100
	Name	Grd	%	Mark					
1	[REDACTED]	10	80.3	B		76.67	79.1	86	100
2	[REDACTED]	9	89.7	B		70.90	92.2	86	100
3	[REDACTED]	9	73.3	C		79.03	76.9	85	25
4	[REDACTED]	10	61.0	D		56.67	62.1	76	100
5	[REDACTED]	10	63.8	F		39.63	61	90	50
6	[REDACTED]	9	76.9	C		79.26	77.4	83	75
7	[REDACTED]	12	77.6	C		78.2	73.1	100	50
8	[REDACTED]	10	86.9	B		98.86	88.7	83	50
9	[REDACTED]	9	34.3	F		30.16	43.1	0	50
10	[REDACTED]	9	90.6	A		94.32	84.6	100	60
11	[REDACTED]	9	81.0	D		48.6	85.1	76	0
12	[REDACTED]	9	70.2	C		78.86	80	0	75
13	[REDACTED]	9	71.8	C		74.26	88.8	0	75
14	[REDACTED]	9	49.7	F		59.44	40..	60	50

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



Show Filters Show Trend						Quarter 1 Grades	Quarter 2 Grade	Ch 1 Year	Ch 1 Term	Syllabus	Observation	Activity Book	Ch 1 Review	How to Score
Sort by: Student Name Assignment Due Date						8/1/2019 #1 : 1000	8/1/2019 #2 : 1000	8/1/2019 #3 : 1000	8/1/2019 #4 : 1000	8/1/2019 #5 : 1000	8/1/2019 #6 : 1000	8/1/2019 #7 : 1000	8/1/2019 #8 : 1000	8/1/2019 #9 : 1000
	Name	Grd	%	Mark										
1	[REDACTED]	10	79.0	C		10	10	10	0	0	10	10	10	10
2	[REDACTED]	9	81.1	F		10	4	0	0	0	0	0	0	10
3	[REDACTED]	9	80.2	A		10	10	10	10	10	10	0	10	10
4	[REDACTED]	9	49.4	F		0	4	10	0	0	10	0	10	10
5	[REDACTED]	9	100.0	C		10	10	10	10	0	10	10	10	10
6	[REDACTED]	10	62.9	B										
7	[REDACTED]	9	80.0	B		0	10	7	10	10	0	0	0	10
8	[REDACTED]	9	48.4	F		0	10	0	10	10	0	10	7	10
9	[REDACTED]	9	87.0	B		0	10	0	10	10	0	10	10	10
10	[REDACTED]	9	79.0	C		0	10	0	10	10	0	10	0	10
11	[REDACTED]	9	100.0	F		0	10	0	10	0	10	10	0	10
12	[REDACTED]	9	68.0	D		0	10	0	10	10	0	10	0	10
13	[REDACTED]	9	100.0	C		0	10	7	10	10	0	10	0	10

Roll No	Name	Age	Mark	Art/Sci Gateway II	Climate Change	Statistics	Political Change	Women's	Bio World	Algebra	Geometry	Math
1	[REDACTED]	10	75.0	C	10	10	0	10	10	10	10	10
2	[REDACTED]	9	70.0	C	10	0	10	2	10	10	10	10
3	[REDACTED]	10	88.0	F	10	10	10	10	10	10	10	10
4	[REDACTED]	10	88.0	F	10	10	10	2	10	10	10	10
5	[REDACTED]	10	73.0	C	10	10	10	10	10	10	10	10
6	[REDACTED]	10	82.0	D	10	10	10	10	10	10	10	10
7	[REDACTED]	10	73.0	C	10	10	10	10	10	10	10	10
8	[REDACTED]	10	40.0	F	0	0	0	0	10	10	10	0
9	[REDACTED]	9	78.0	C	10	10	10	10	10	10	10	10
10	[REDACTED]	10	88.0	B	10	10	10	10	10	10	10	10
11	[REDACTED]	10	88.0	D	10	10	10	10	10	10	10	10
12	[REDACTED]	9	88.0	B	10	10	10	10	10	10	10	10
13	[REDACTED]	10	82.0	F	0	10	10	10	10	10	10	10

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

# 6. Supervision Forms

Since all of our animals are located on the school farm, the SAE visits are done throughout the week with formal and informal visits. These are done with myself during practice visits and on weekends when we go out to check animal feed. Other visits require more scheduling and range from meeting students at home or at their work sites such as the fields, packing houses, or automotive shops. We utilize a paper form for our students so they can have a record on file with us. We also encourage our students to fill out in their recorbook when we conduct these visits so we have them included in our AET records.

<b>SAE Project Supervision Record</b>			<b>Type of SAE</b>			Student Name: _____
<b>McFarland High School Agriculture Department</b>			<input type="checkbox"/> Agriscience	<input type="checkbox"/> Entrepreneurship		
Date: _____	Parent Present: Yes No	Time Spent: _____				Phone #: _____
Location: _____						
Time: 1 2 3 4 5 6 7 8 9 10 11 12 AM PM						
<b>Description of Current SAE:</b>						
_____						
_____						
_____						
<b>Instructor's Comments/Notes:</b>						
_____						
_____						
_____						
_____ Student Signature		_____ Advisor Signature		_____ Parent Signature		



**SAE Project Supervision  
Record  
McFarland High School  
Agriculture Department**



**Type of SAE**

- Agriscience
- Entrepreneurship
- Placement



Date: \_\_\_\_\_ Parent Present:  Yes  No Time Spent: 30 min

Location: Farm

Time: 1 2 3 4 5  7 8 9 10 11 12 AM  PM

**Description of Current SAE:**

market hog 2mo to fair, Petero Sr  
livestock fair

**Instructor's Comments/Notes:**

Toad to add oats to sows so they can  
reach goal weight of 165 lbs.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Parent Signature

Student Name: \_\_\_\_\_  
Phone: \_\_\_\_\_

## **7. Board Approval SAE/FFA Policy**

**McFarland FFA follows the education code set by California in regards to Career Technical Education in the classroom. Each teacher also includes the SAE component into their classes with 10% of their overall semester grade ties to the SAE/FFA classes. Each student is responsible for completing the SAE/FFA component in order to maintain their grade/membership.**

**EDUCATION CODE - BEC**

**TITLE 2. ELEMENTARY AND SECONDARY EDUCATION [33600 - 69400] (Title 2 enacted by Stats. 1978, Ch. 1610.)**

**PART 26. GENERAL INSTRUCTIONAL PROGRAMS [61000 - 63910] (Part 26 enacted by Stats. 1974, Ch. 1810.)**

**CHAPTER 8. Career Technical Education [62300 - 63400] (Heading of Chapter 8 amended by Stats. 2000, Ch. 1038, Sec. 41.)**

**ARTICLE 7. Agricultural Career Technical Education [62400 - 63450] (Heading of Article 7 amended by Stats. 2000, Ch. 1038, Sec. 41.)**

**62400.** The Legislature of the State of California recognizes that agriculture is the most basic and singularly important industry in the state, that agriculture is of central importance to the well-being and economic stability of the state, and that the maintenance of this vital industry requires a continued source of trained and qualified individuals for employment in agriculture and agribusiness. The Legislature hereby declares that it is within the best interests of the people of the State of California that a comprehensive career technical education program in agriculture be created and maintained by the state's school system in order to ensure an adequate supply of trained and skilled individuals and to ensure appropriate representation of racial and ethnic groups in all phases of the industry. For this purpose, the Legislature affirms that a state program for agricultural career technical education shall be established. It is the intent of the Legislature that a state program for agricultural education shall be a part of the curriculum of the state school system and made readily available to all school districts who may, at their option, include programs in career technical education in agriculture as a part of the curriculum of that district.

*(Amended by Stats. 2000, Ch. 1038, Sec. 42. Effective January 1, 2001.)*

**62405.** The State Department of Education shall adopt such rules and regulations as are necessary to implement the provisions of this article. The rules and regulations shall not create any new state mandates on school districts or county offices of education as a condition of receiving federal, state, and local funds by these entities.

It is the intent of the Legislature that, although this article does not create any new mandates, school districts and county offices of education are strongly advised to follow the guidelines set forth in this article.  
*(Added by Stats. 1981, Ch. 571, Sec. 1.)*

**62410.** (a) There is hereby created within the department an agricultural career technical education unit to assist school districts in the establishment and maintenance of educational programs established pursuant to this article.

(b) The staffing of the unit shall at all times be composed of an appropriate number of full-time employees, including the State Supervisor of Agricultural Career Technical Education and the Assistant State Supervisor of Agricultural Career Technical Education. The State Supervisor of Agricultural Career Technical Education shall, under the direction of the Superintendent, assume responsibility for the administration of the state program adopted under this article throughout the public school system as well as the articulation of the state program to the requirements and mandates of federally assisted career technical education. The Assistant State Supervisor of Agricultural Career Technical Education shall, under the direction of the State Supervisor of Agricultural Career Technical Education, assume responsibility for the coordination of the state program of agricultural career technical education adopted under this article and the coordination of the activities of student agricultural organizations and associations.

(c) (1) An appropriate number of employees of the department shall serve as regional program consultants in agricultural career technical education in a manner that ensures statewide coverage. Duties of a regional program consultant in agricultural career technical education include, but are not limited to, all of the following:

- (A) Providing technical assistance to school districts, including teachers, counselors, principals, superintendents, and others as needed to develop, maintain, and strengthen local agricultural programs.
- (B) Assisting with the administration of local agricultural programs, including collecting information relating to program participation, interacting with and serving as a point of contact for local educational agencies, participating in regional or state meetings, and serving on committees and task forces, as assigned.
- (C) Identifying, conducting, or overseeing professional development opportunities for teachers to improve teacher performance and better integrate agriculture into the curriculum.
- (D) Organizing career technical student organization activities that promote leadership development for all pupils, including serving as a regional advisor for pupil officers.
- (E) Acting as a liaison between the department, local educational agencies, postsecondary educational institutions, business and industry groups in agriculture-related fields, and other agencies providing agricultural education.

(2) Each regional program consultant shall be geographically located within the region for which the regional program consultant is assigned, and to the extent possible, geographically located in those areas most readily accessible to the school districts they assist.

(2) Each regional program consultant shall be geographically located within the region for which the regional program consultant is assigned, and to the extent possible, geographically located in those areas most readily accessible to the school districts they assist.

(d) The department shall accomplish the staffing of the agricultural career technical education unit in compliance with this article by prioritizing the use of funding provided pursuant to the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (Public Law 115-224) for this purpose and by reassigning priorities in staff assignments within the department in a manner that will not result in new costs to the state as a consequence.

*(Amended by Stats. 2019, Ch. 51, Sec. 40. (SB 73) Effective July 1, 2019.)*

**62415.** (a) The State Director of Career Technical Education shall establish and convene an Agricultural Adhocracy Committee representative of the various and diverse areas of the agricultural industry in California.

(b) The committee shall be composed of the following:

- (1) A representative from a university conducting teacher training in career technical agriculture.
- (2) A representative from a community college conducting career technical education in agriculture.
- (3) A representative from a high school conducting a program of career technical education in agriculture.
- (4) A representative from a school conducting general education in agriculture.
- (5) A parent of a pupil enrolled in career technical education in agriculture.
- (6) Nine other individuals representing diverse agricultural interests from various geographic locations in the state.

The State Supervisor of Agricultural Education shall serve as the committee consultant.

(c) It shall be the purpose of this committee to advise, in an ongoing manner, the State Supervisor of Agricultural Education, the Superintendent of Public Instruction, and the State Board of Education on policy matters pertaining to the state program of agricultural career technical education. The advice of the committee shall include, but not be limited to, the development of a curriculum and a strategy for the purpose of establishing a source of trained and qualified individuals in agriculture, a strategy for articulating the state program in agricultural career technical education throughout the state school system, and a consumer education outreach strategy regarding the importance of agriculture in California.

(d) The committee shall serve without compensation, including travel and per diem and shall operate in accordance with the established policies of the State Department of Education.

*(Amended by Stats. 2000, Ch. 1038, Sec. 44. Effective January 1, 2001.)*

**62420.** (a) The curriculum of school districts that choose to participate in the state program of agricultural career technical education shall include all of the following components:

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

(2) A minimum subject-matter-based experiential program in agriculture.

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

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

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

*(Amended by Stats. 2000, Ch. 1038, Sec. 45. Effective January 1, 2001.)*



## **Agriculture Earth Science**

**McFarland High School**

**Mrs. Bell**

**quguzman@mcfarland.k12.ca.us**



**COURSE TITLE:** Agriculture Earth Science

**LENGTH OF COURSE:** 1 Year

**GRADE LEVEL:** 8th-11th

### **I. COURSE DESCRIPTION**

Earth Science in Agriculture is a one-year, laboratory science course, designed for the college bound student with career interests in Agriculture. Using agriculture as a learning vehicle, the course emphasizes the principles and practices of Earth Science as a way to demonstrate the relevance of Earth Science in Agriculture to each student's life and environment. This class will utilize local and regional issues and concerns to stimulate problem-solving activities and to foster a sense of Earth stewardship by students in their communities. The class will establish an expanded learning environment, which incorporates fieldwork, technological access to data, and traditional classroom and laboratory activities. The course is centered around an extensive laboratory component in order to connect the big ideas of all earth sciences with agricultural applications, physical science principles, and other curricular areas, including written and oral reporting skills.

#### **A. COURSE GOALS**

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

## B. COURSE FORMAT / GRADING

Grades are based on a percentage (100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59-0 = F)

### Quarter 1,2,3,4

Test/Quizzes	40%
Homework	20%
Assignments	35%
Participation	05%
Total	100%

Quarter 1	40%
Quarter 2	40%
Final	10%

FFA Points/SAE 10% (4 Activities  
EACH Semester)

### Semester Grade

## II. COURSE OUTLINE

### A. Agriscience in the Information Age

1. California Agriculture
2. Professional Career Opportunities in Agriscience
3. Supervised Agriscience Experience
4. Leadership Development in Agriscience

### B. Earth Science

1. The Nature of Science
2. What is Earth Science
3. Mapping our World
4. Latitude and Longitude
5. Types of maps

### C. Composition of Earth

1. Matter and Atomic Structure:
  - a. What are elements?
  - b. How atoms combine
  - c. States of matter
2. Minerals:
  - a. What is a mineral?
  - b. Identifying Minerals
  - c. Igneous Rock
  - d. What are igneous rocks?
  - e. Classifying igneous rocks
  - f. Sedimentary and Metamorphic

Rocks

- g. Formation of Sedimentary Rocks
- h. Types of Sedimentary Rocks
- i. Metamorphic Rocks

### D. Surface Processes on Earth

1. Weathering, Erosion, and Soil:
  - a. Weathering
  - b. Erosion and Deposition
  - c. Formation of Soil
2. Mass Movements, Wind, and Glaciers:
  - a. Mass Movement at Earth's Surface
  - b. Wind
  - c. Glaciers
  - d. Surface Water
  - e. Surface Water Movement
  - f. Stream Development
  - g. Lakes and Freshwater Wetlands
  - h. Groundwater
  - i. Movement and Storage of Groundwater
  - j. Groundwater Erosion, Deposition, and Systems

### E. FFA Leadership, Critical Thinking & Interpersonal Skill Development

1. Aims and Purposes; History and Background

2. FFA Leadership Opportunities
3. FFA Contests and Judging Activities
4. FFA Record Keeping of SAE Project

#### **F. The Atmosphere and the Oceans**

1. Atmosphere:
  - a. Atmospheric Basics
  - b. State of Atmosphere
  - c. Moisture in Atmosphere
  - d. Meteorology
2. The Causes of Weather:
  - a. Weather Systems
  - b. Gathering Weather Data
  - c. Weather Analysis
3. The Nature of Storms:
  - a. Thunderstorms
  - b. Severe Weather
  - c. Tropical Storms
  - d. Recurring Weather
4. Climate:
  - a. What is Climate?
  - b. Climate Classification
  - c. Climatic Changes
  - d. The Human Factor
  - e. Physical Oceanography
5. The Oceans:
  - a. Seawater
  - b. Ocean Movements
  - c. Marine Environment
  - d. Shoreline Features
  - e. The Seafloor

#### **G. The Dynamic Earth**

1. Plate Tectonics:
  - a. Drifting Continents

- b. Seafloor Spreading
  - c. Theory of Plate Tectonics
  - d. Causes of Plate Motions
2. Volcanic Activity:
    - a. Magma
    - b. Intrusive Activity
    - c. Volcanoes
  3. Earthquakes:
    - a. Forces Within the Earth
    - b. Seismic Waves and Earth's Interior
    - c. Measuring and Locating Earthquakes
    - d. Earthquakes and Society
  4. Mountain Building
    - a. Crust-Mantle Relationships
    - b. Convergent-Boundary Mountains
    - c. Other types of Mountains

#### **H. Resources and the Environment**

1. Earth Resources:
  - a. What are resources? Renewable Vs. Non-Renewable
  - b. Land Resources
  - c. Air Resources
  - d. Water Resources
2. Energy Resources:
  - a. Conventional Energy Resources
  - b. Alternative Energy Resources
  - c. Conservation of Energy Resources
  - d. Human Impact on Earth Resources
3. Populations and the Use of Natural Resources:
  - a. Human Impact on Land Resources
  - b. Human Impact on Air Resources
  - c. Human Impact on Water Resources

### **III. TEXTBOOKS**

Earth Science, California Edition (Glencoe / McGraw-Hill 2007)

Agriscience: Fundamentals & Applications, 4th Edition (L. Devere Burton and Elmer L. Cooper 2007)

### **IV. KEY ASSIGNMENTS**

- A. Laboratory experiments highlight key state standards

- B. Hands-on activities such as map reading, data analysis, timeline construction, model-making
- C. Research projects
- D. Multimedia presentation
- E. Supervised Agricultural Experience Project & Data Collection
- F. FFA Leadership Participation
- G. Posters and other types of display presentations related to various topics

## **V. ASSESSMENT METHODS**

- A. Tests – including teacher made and standardized tests developed by authors.
- B. Evaluation of class assignments.
- C. Classroom activities.
- D. Laboratory research investigations – weekly.
- E. Homework & Reading assignments.
- F. Research Paper.

## **VI. LABORATORY ASSIGNMENTS**

- |                     |                             |
|---------------------|-----------------------------|
| A. Water Filtration | F. Transpiration            |
| B. Mineral Lab      | G. Clouds and Precipitation |
| C. Build an Atom    | H. Make a weather station   |
| D. Wave Erosion     | I. Flood Lab                |
| E. Groundwater      | J. Continental Drift        |

### **Ag Dept / Classroom Rules**

- A. The Agriculture Department will strictly adhere to McFarland Unified School District's Student Responsibilities - Rules and Attendance Policies. They are written and available for review in each student's school planners.
- B. Class begins when the bell rings. Students are expected to BE ON TIME, BE SEATED, BE PREPARED, and BE ATTENTIVE. Students will be considered tardy if they are not in the proper seat when the bell rings.
- C. Students are expected to BE RESPECTFUL and treat their class, classmates, and classroom environment with respect. Disrespectful and/or rude behavior will not be tolerated.
- D. Students are expected to BE RESPONSIBLE and ACCOUNTABLE for their actions and behavior. Students will be held accountable for their behavior and actions during class and towards their classroom assignments/responsibilities.

**Class/Classroom Policies**

- A. Talking will not be allowed while the instructor or another member of the class is speaking. (BE RESPECTFUL)
- B. There will be no hats worn inside the classroom.
- C. Cell phones are not to be used, heard, and/or seen during school hours. If they are seen (hats, cell phones) or heard (cell phones), they will be confiscated.
- D. Each student is responsible for bringing (class materials) a notebook, pen/pencil, paper, and assignments to class each day. (Be prepared, Be Responsible)
- E. Students are expected to return all materials, tools, and supplies to their proper place before leaving the classroom or lab.
- F. Straighten chairs and tables in the classroom and wait quietly for the instructor to dismiss you.
- G. No one will be allowed to use the restroom during class time without permission from the instructor.
- H. Eating and/or chewing gum is not allowed during class time. Bottled water or bottled drinks are permissible as long as it does not disrupt class and students throw away contents when done.
- I. Assignments are expected to be turned in on time. Late assignments are subject to deductions of points.
- J. It is the student's responsibility to communicate with the teacher on what was missed upon returning to class. Any missed quiz, test, and/or assignment must be made up within (3) days after returning to school for full credit. Failure to do so will result in a deducted score, to a score of 0 (ZERO). If there is a problem with making up an assignment, please let the instructor know.
- K. Treat your fellow classmates and learning environment with respect.
- L. Inappropriate language, class disruption, and/or inappropriate behavior will not be tolerated.

**Behavior Expectations and Consequences**

The objective and policy of the Agriculture Department is to create a safe, positive and productive learning environment for each student and the class. Any behavior and/or action that do not meet this objective will result in immediate attention and action.

Consequences for inappropriate behavior include (but not limited to) a verbal warning, STEP form sheet for code of conduct, removal from class, parent contact and/or MHS administration action.

**Student Name:** \_\_\_\_\_ (Please Print)

Please read the course outline and classroom rules/expectations/policy with your son/daughter. Please return the bottom portion of this form to Mr. Griffith.

**I have read, understand and will abide by the rules, expectations and grading policy as shown on Mrs. Bells' course outline.**

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Parent Signature** \_\_\_\_\_ **Date** \_\_\_\_\_



**McFarland High School**  
**Agriculture Biology**  
**Course Syllabus 2019-2020**

**I. General Information**

**Course Title:** Agriculture Biology  
**Grade Level:** 10  
**Room:** 53  
**Instructor:** Ms. Quintessa Guzman

**Email:** [quintessan@mcfarland.k12.ca.us](mailto:quintessan@mcfarland.k12.ca.us)  
**Website:** <http://mcfarlandusd.com/ΔIHS>  
**Phone:** (661)792-3126  
**Office Hours:** 7am-5pm M-F

**II. Course Description**

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

**III. Required Items for Biology:**

1. Students must bring their textbook and workbook to class daily. Each day is worth 5 points.
2. Each student will need to come to class daily with pencil, blue or black pen, and eraser.
3. One, college ruled, spiral bound notebook labeled Biology
4. A simple scientific calculator.
5. Students are required to obtain a set of colored pencils and/or colored markers for class worksheets. (These will not be needed each day but are expected to be in a student locker at all times.)

**IV. Grading Policies:**

All grades will be determined a grading computer program based on the following scales:

ASSIGNMENT	CODE	% WEIGHT
Assignments	ASMT	40%
Vocabulary	VB	5%
Lab/Activities	LBS	15%
Tests/Quizzes	TST	30%
FFA	FFA	10%
	TOTAL	100%
% RANGE	GRADE	
90-100	A	
80-89	B	
70-79	C	
60-69	D	
50-59	F	

Semester Grading	% Weight
Quarter 1 and 2	80%
Semester Final	20%

\*\* Please note that although a grade of D is passing and meets the requirements for high school graduation, it is not considered a passing grade for college and will need to be retaken

**V. Absence Policy:**

Any absence is still an absence, excused or not. I will not cancel class because you were not there. Students will have the same amount of time that they are absent to complete the assignment from that day. If a student is absent on the day of a test they will be expected to take the exam on the day that they return. Labs are simply too hard to make up. Missing a lab will require you to serve a lunch period in my room studying the key concepts that were presented in the lab.

**VI. Late Work:**

Each Friday student will be given an individual grade report sheet. This sheet will show any missing assignments. These assignments may be turned in stapled to the assignment sheet on Monday for half credit. If a student does not turn in the assignment the score will become a zero.

**VII. Notebooks/Planner Checks:**

Organization is the key to being successful in your education. Your biology notebook and school planners will be checked on a regular basis and graded as part of your participation grade. Spiral bound notebooks must contain all biology notes in a proper and organized fashion.

**VIII. Cheating Policy:**

Cheating will not be tolerated in this class or at McFarland High School. Any use of another student's thoughts or answers will be considered cheating. Giving your answers to other students will also be considered cheating on both students' parts and assignments for both students will receive a score of zero. Looking at another student's test, copying homework or labs is cheating and will not be tolerated. A student who is caught cheating will be dealt with by the dean and school officials.

**IX. Class Expectations:**

1. Students must come to class prepared and ready to learn daily.
2. Textbooks, notebooks, pencils and pens are expected to be out on your desk when the tardy bell rings.
3. Students must ask permission to leave their seat at anytime.
4. Students are to remove all hats upon entering the classroom.
5. Restroom visits will not be allowed except in the case of an emergency.
6. No food, drink or chewing gum will be allowed in the classroom.
7. Students will need to have their student ID with them at all times.
8. Cell phones are to be off at ALL times.
9. All personal items which become a distraction will be confiscated by the instructor and handed over to the Dean's office where you can deal with their retrieval at the end of the day.
10. All students are expected to be respectful to classmates, guests and the instructor at all times.
11. Students must be willing to create extreme study habits and focus on laboratory work to advance their knowledge.
12. Students will be asked to participate in a minimum of 4 co-curricular FFA activities per semester.

**Course Syllabus Agreement  
Agriculture Biology  
2018-2019**

**DUE: AUGUST 16, 2019  
ASSIGNMENT VALUE: 25 pts**

**WE, THE UNDERSIGNED, HAVE READ THE COURSE SYLLABUS FOR AGRICULTURE BIOLOGY AND UNDERSTAND THE POLICIES FOR THIS CLASS AS SET FORTH BY THE INSTRUCTOR. WE UNDERSTAND THAT WE ARE TO SUPPLY THE STUDENT WITH THE NECESSARY REQUIRED CLASS ITEMS OF:**

**STANDARD PENS (BLUE OR BLACK ONLY)**

**PENCILS AND ERASERS**

**ONE – SPIRAL BOUND COLLEGE RULED PAPER NOTEBOOK – LABELED BIOLOGY**

**1 SIMPLE SCIENTIFIC CALCULATOR**

**1 SET OF COLORED PENCILS OR A SET OF SMALL MARKERS.**

**IF WE CANNOT SUPPLY THESE ITEMS BY FRIDAY, AUGUST 16, 2019 WE WILL MAKE ARRANGEMENTS WITH INSTRUCTOR IN ADVANCE.**

**WE ALSO NOTE THAT ANY STUDENT NOT FOLLOWING CLASS RULES, POLICIES, OR PROPER LAB PROCEDURES WILL RESULT IN A REFERRAL OR SUSPENSION. I AGREE TO THE ABOVE TERMS AS STATED IN THIS SYLLABUS.**

**STUDENT NAME (PRINTED) \_\_\_\_\_**

**STUDENT SIGNATURE \_\_\_\_\_**

**PARENT NAME (PRINTED) \_\_\_\_\_**

**PARENT SIGNATURE \_\_\_\_\_**



**McFARLAND HIGH SCHOOL-EARLY COLLEGE**  
**AGBS B6- Agriculture Sales and Communication**  
**Class Syllabus**

**Course Description**

Course of study includes how to structure, present and evaluate speeches as they relate to business practices. Critical analysis of how to communicate effectively in the business world will be presented. Students will take part in the selling process by demonstrating product knowledge, creating sales strategy approaches, understanding consumer behaviors and persuading customers to purchase a product or service.

**Class information**

**Term:** Spring 2020  
**CRN:** 33686  
**Course Title:** AGBS B6: Agriculture Sales and Communication  
**Instructor:** Nick Griffith  
**Lecture day and time:** 33686: Monday & Tuesday 0944-1036, Thursday 0930-1105, Friday 0930-1015  
**Laboratory day and time:** None  
**Final day and time:** 33686: Tuesday, May 7, from 1000-1150  
**Location:** McFarland High School-Early College 2 Story Building  
**Office location:** Room 55  
**Student Hours (Tutoring):** Friday, from 1415-1505. Other times available by appointment.  
**Phone:** Office (661) 792-3126 ext. 243  
**E-mail:** [nicholas.griffith@bakersfieldcollege.edu](mailto:nicholas.griffith@bakersfieldcollege.edu)  
**Address:** Agriculture Department  
McFarland High School-Early College  
259 W. Sherwood  
McFarland, CA 93250

**Course Book:**

"Selling Today – Partnering to Create Value," by Manning, Reece and Ahearne (2017).  
(ISBN-9780132079952)

**Course Description:**

Course of study includes how to structure, present and evaluate speeches as they relate to business practices. Critical analysis of how to communicate effectively in the business world will be presented. Students will take part in the selling process by demonstrating product knowledge, creating sales strategy approaches, understanding consumer behaviors and persuading customers to purchase a product or service.

**Course requirements and expectations:**

1. Attend lectures, labs, and field trips.
2. Anyone who has scheduling problems will be required to get any class lecture and/or lab information from other classmates. If you anticipate missing any classes, they must be cleared one week prior to the scheduled event unless otherwise noted in the assignments. Students are still responsible for all work missed. Attendance will be taken each class period.
  - a. I only take roll once. If you arrive to class after I take roll, you are absent.
  - b. Tests can only be made up with an exceptionally legitimate excuse. Plan on providing documentation (doctor's note, police report...).
3. This is a sales AND communication course. You will be presenting in front of your peers. There is so much communication and presentations in this course that students receive BC A.1. Oral Communication credit.
4. Complete work assignments on time.
  - a. Late assignments are not accepted. Manage your time and get it turned in. All physical assignments are to be turned in at the beginning of class and placed in the course folder. Once the folder is put away assignments will not be accepted.
    - i. This means if you come to class late and the assignment folder is put away, you will not be able to turn in your assignment. So please get to class on time.
  - b. Generally, assignments (and tests) are due on the final meeting time of that week.
  - c. For excused absences, missing assignments are due the day upon return to class.
5. Cell Phones.
  - a. Turn off cell phones or put them on silent / vibrate before entering the classroom. No texting, use of cell phones or electronic devices during class without my permission.
  - b. The use of electronic devices during class, tests or quizzes could result in automatic failure in the class.
6. Dropping Class.
  - a. It is the Ag Department policy to drop students who miss more than two weeks of class (before the final drop date) without a written and legitimate excuse. The final date to drop the class and still get a "W" is March 29, 2019. However, *I will never drop students for poor grades; that is the student's responsibility.* Grades

will be posted on Canvas and I will suggest ways to improve those grades during student hours.

**7. Checking grades throughout the semester**

- a. It is the student's responsibility to develop an understanding of their grade during the semester.
- b. *I do not discuss individual grades during class time. If you have individual questions regarding your performance, see me during student hours.*

**8. Academic Integrity**

- a. It is expected that each student's work will be their own, and appropriately represented as such. It is expected that the work of others, which may be included in a student's work, is appropriately cited (APA). Academic Integrity and Plagiarism in this course results in one or more of the following consequences: failure of the assignment, referral to the Dean of Instruction, and/or disciplinary actions by the Director Student Life (expulsion process). Cite sources carefully, completely, and meticulously; when in doubt, cite.
- b. Turnitin.com is a new resource designed to help students cite their work.

**9. Disabilities:**

- a. Students with disabilities needing accommodation, including those who had an IEP in high school, should make requests to Disabled Students Programs and Services in CSS 10 (661-395-4334) or Delano room 1001 (661-720-2000). All requests for accommodations require appropriate advance notice to avoid a delay in services. Please discuss approved accommodations with me so we can work together to ensure your access and success at BC.

**Important Dates:**

1-18-20	Spring Semester Begins
2-2-20	Last Day to Drop/Class Without Receiving a "W."
3-22-20	Last Day to Drop/Class and Receive a "W."
5-4-20 to 5-8-20	Final Exams
5-15-20	Spring Semester Ends

**Accommodations Statement:**

This course provides reasonable accommodations to students with documented physical, mental health, and learning disabilities who are enrolled in classes through Bakersfield College.

**Grading Parameters and Scale:**

The final grade is determined by the total points accumulated during the semester from the lecture assignments, quizzes, tests, projects, participation, and field trips. I will award students an additional 5% if they provide me with a copy of their Student Education Plans by the 10<sup>th</sup> week of the semester.

<b>Activity</b>	<b>Points</b>
<b>Quizzes, homework, presentations (speeches), class attendance &amp; participation</b>	<b>450</b>
<b>Job Shadow / Sales Interview</b>	<b>100</b>
<b>SAE/FFA</b>	<b>100</b>
<b>Class Sales Demonstration</b>	<b>200</b>
<b>Final Exam</b>	<b>150</b>
<b>Total</b>	<b>1000</b>

<b>Grade</b>	<b>Point Range</b>
<b>A</b>	<b>900-1000 (90%)</b>
<b>B</b>	<b>800-899 (80%)</b>
<b>C</b>	<b>700-799 (70%)</b>
<b>D</b>	<b>600-699 (60%)</b>
<b>F</b>	<b>0-599 (&lt;60%)</b>



## **Agriculture Government / Economics**

**McFarland High School-Early College**

**Mr. Griffith**

**[nlgriffith@mcfarland.k12.ca.us](mailto:nlgriffith@mcfarland.k12.ca.us)**

**COURSE TITLE:** Agriculture Government / Economics

**LENGTH OF COURSE:** 2 Semesters

**GRADE LEVEL:** 12th

### **I. COURSE DESCRIPTION**

In the fall semester, the course of study focuses on the structure and processes of the United States Government System. Initial emphasis will be on the responsibilities and right of citizenship, voting, political parties, elections, campaigns, the Constitution, the branches of government, and the Bill of Rights. Additionally, the course will compare the political power at the local, state, national, and global levels. A consistent focus throughout the course will be an analysis of the role that both the government and the voters play in developing policies and laws affecting the Agriculture Industry.

In the spring semester, the course is designed for the student interested in understanding the operations and institutions of economic systems as applied to our nation's largest industry - agriculture. Units of instruction include basic economic concepts, comparative economic concepts, comparative economic systems, individual and aggregate economic behavior and international trade and policy.



Instruction is also given in leadership, citizenship, and career education. This course meets the state government and economics graduation requirement.

#### **A. COURSE GOALS**

1. To develop an appreciation of agriculture and how it affects our economy.
2. To incorporate agriculture into the principles of economics, business management, employability and marketability of agricultural products.
3. To create an awareness of the importance of agricultural business & economics.
4. To prepare students for college level entry in the various disciplines of agriculture science.
5. The student will demonstrate the ability to understand the scope of American agriculture by explaining the role of economics as it relates to the agricultural industry as a whole.
6. The student will demonstrate the ability to understand the difference between the final goods and services that an economy produces and the productive resources that are used to produce goods and services by comparing and contrasting the relationships of labor, capital, and technology.
7. The student will demonstrate the ability to understand how resources affect an economic system by explaining the role through oral, written, or visual expression.
8. The student will demonstrate the ability to understand the difference between industrial production and agricultural production by comparing and contrasting them.
9. The student will demonstrate the ability to understand the economic systems by comparing the advantages and disadvantages of each system.
10. The student will demonstrate the ability to analyze the concepts of microeconomics by indicators and policies to understand how they relate to economic goals.
11. The student will demonstrate the ability to analyze international economics by comparing and contrasting past, present, and future policy on international trade.
12. The student will demonstrate the ability to understand the relationship among federal, state, and local governments.
13. The student will demonstrate the ability to understand civil and literacy responsibilities.
14. The student will demonstrate the ability to understand and exhibit the rights and individual responsibilities of citizenship.

## **B. COURSE FORMAT / GRADING**

Grades are based on a percentage (100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59-0 = F)

1. 45% Assignments/Projects
2. 45% Assessments (Quizzes/Tests)
3. 10% Final

100% Total

### **(\*) FFA/SAE Participation -**

The 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. 6 FFA activity points are required per school year. (This is 10% of your overall grade). Activities include official school, local, and state sponsored FFA activities, meetings, school projects and community services. Our staff is always willing to work with and student in fulfilling this requirement. Our staff ensures the are numerous opportunities available for students to achieve this goal. This 10% is calculated in Assignments/Projects.

## **II. COURSE OUTLINE**

### **Government**

- A. Foundations of American Government
  1. Principles of Government- Federal
  2. Principles of Government- State and Local
  
- B. The Formation of Governments
  1. Types of Government
  2. Economic Theories
  
- C. Origins of American Government
  1. The Colonial Period

## **8. Program of Activities**

# McFarland FFA



**Program of Activities  
2019-2020**

# **Program of Activities**

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McFarland FFA

# CHAPTER OFFICERS



**Cristian Reyes**  
President

**Isabel Lara**  
Secretary

**Harvey Gonzalez**  
Sentinel

**Evelyn Hernandez**  
Vice President

**Gerry Lopez Jr**  
Treasurer

**Richard Ray Garcia**  
Vice President

**Karent Hernandez**  
Reporter



# 2019-2020 South Valley Region Officer Team



Arthur Cuevas, Madera, President; Reiley Stenberg Minarets, VP EFM; Charisma Arreola, Foothill, VP KI; Maya Puemer, Exeter, VP SQ; Jasmine Garza, Independence, VP SV; Isabella Cawley, Hanford, VP TK; Kimberly Copland, Madera, VP WFM; Savannah Downs, Bakersfield Christian, Secretary; Zachary Santos, Chowchilla, Treasurer; Darcie Shugart, North, Reporter; and Jake Dowell, Minarets, Sentinel,



## 2019-2020 Sectional Officers

Sentinel: Alexandra Saenz (Frazier Mt), Reporter: Daniel Bartel (Frontier), Treasurer: Azuzena Ortiz (Shafter), Secretary: Falcon Butcher (Bakersfield Christian), Vice President: Alexis Diniz (Frontier), President: Joshua Crain (Independence)



2019-20

# National FFA Officer Team



National FFA  
President  
**Kolesen McCoy**  
OHIO



National FFA  
Secretary  
**Kourtney Lehman**  
OREGON



National FFA  
Southern Region  
Vice President  
**Yomar Roman**  
PUERTO RICO



National FFA  
Central Region  
Vice President  
**Mamie Hertel**  
MONTANA



National FFA  
Eastern Region  
Vice President  
**Tess Seibel**  
VIRGINIA



National FFA  
Western Region  
Vice President  
**Lyle Logemann**  
NEW MEXICO

# 2019-2020 California State Officer Team



**Carlyn Marsh**  
Arbuckle-Pierce  
President

**Lindsay Swall**  
Tulare  
Secretary

**Miriam Alvarado**  
Lancaster-Antelope Valley  
Reporter

**Reagan Dahle**  
Bieber-Big Valley  
Vice President

**Kayla Zalesny**  
Nipomo  
Treasurer

**David Lopez**  
Holtville  
Sentinel



# Together Towards Tomorrow



**Greetings,**

**From your 2019-2020 Chapter Officer Team,**

**McFarland FFA has a wide range of activities and events planned for this year. With our new changes in program teachers, we wish to bring this program a fresh new start.**

**The Officers have chosen "Together Towards Tomorrow" as this years theme. With our new growth, we want to let the members know that we are working for you and with you. Nothing is more important to us than getting our members out there in SAE projects, contest, and leadership events. We look forward to also connecting with our local community members and showing them all we have to offer at McFarland High School.**



**McFarland FFA**

**As we are the 2019-2020 Officers Elect, we promise to uphold the FFA values and principles given to us by the California FFA Handbook. We promise to dedicate this year to the members and work together as a team to create the best, most memorable year.**

**Sincerely,  
The McFarland FFA Officer Team**

**President- Cristian Reyes**

**Vice President-Evelyn Hernandez**

**Vice President- Richard Garcia**

**Secretary-Isabel Lara**

**Treasurer-Gerry Lopez Jr**

**Reporter- Karent Hernandez**

**Sentinel-Harvey Gonzalez**

# **Advisors Promise**

## **Mrs. Bell**



**There is nothing more I look forward than to this year's new Officer Team. This year we will work hard at becoming successful in Career Development Events, showing animals at both fairs, and developing your leadership skills. This year I will be working with the Freshmen in Ag Earth in hopes of expanding our Chapter with new members.**

**I am very happy you have chosen to become apart of a hard working team and I know that we will make this year the most memorable to come! As your Advisor, I promise to represent you and guide you in the goals we have set as a Chapter. Let's make this year the best one ever and know that I am here for you.**

---

**Quintessa Bell**

# **Advisors Promise**

## **Mr. Griffith**



**Our country was founded on the principles of agriculture. In McFarland, our fertile soils, ideal climate, and vibrant economy allow us to provide food, fiber, and fuel to the world. The possibilities are endless!**

**As your advisor, I strive to open as many doors as possible for you. This includes resources large and small in education and industry. Throughout this year, you will be connected with leaders in agriculture education, including Bakerfield College, Cal State University Bakersfield, Cal Poly-San Luis Obispo and Fresno State University. We will introduce you to some of the nation's largest growers and businesses in agriculture. I promise to inspire you through agriculture!**



# Chapter Goals



- ★ Increase membership/retention
- ★ To increase our State Degree Applicant numbers
- ★ To bring community engagement to the Chapter/Farm

- ★ To create & accomplish all goals set forth by the Chapter and Members
- ★ To compete in more CDE Events
- ★ To excel in both local fairs
- ★ To retain at least 80% attendance at every meeting.



# Mission & Strategies

The students in McFarland FFA are given a positive influence through the variety of leadership skills, promoting promotional growth, and preparation for a future career in the Agricultural Industry.



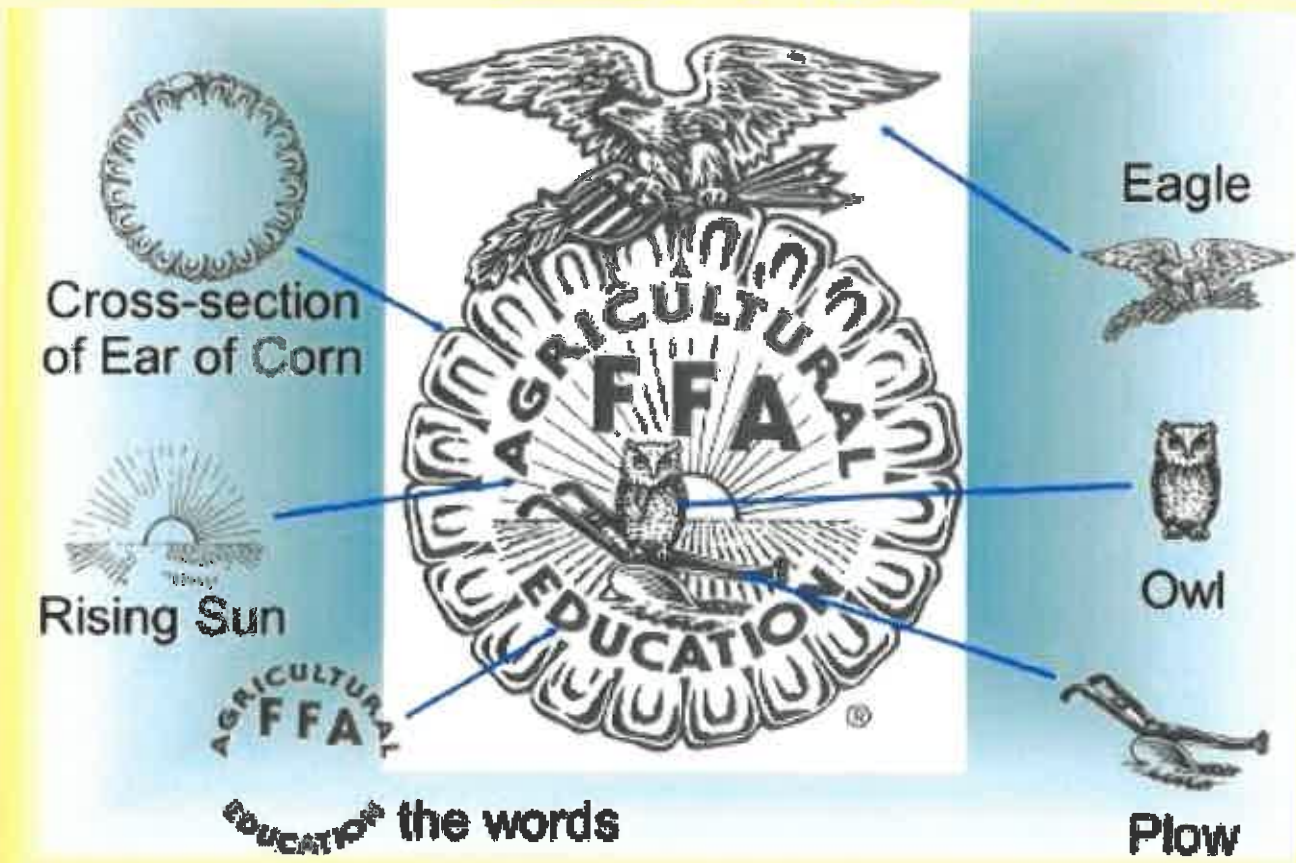
McFarland Commits to the providing each student with the following:

- ❖ To produce agriculturally confident & intelligent students
- ❖ Develop a competent & assertive agriculture leadership program
- ❖ Promote the importance of agriculture in our community
- ❖ Teach students career & career opportunities in the agriculture industry.
- ❖ Strengthen the confidence of agriculture students in themselves and their work





# The Emblem



The FFA emblem represents the past, present, and future of the organization. The five symbols represent a broad spectrum of the FFA and agriculture. Each piece is a unique representation with significance to the program.

- The Cross-section of Ear of Corn: As corn is grown in every State, it is the symbol of Unity
- The Rising Sun: As the FFA program continues to grow and advance, the rising sun symbolizes progress to a better future
- The Eagle: Our National symbol that represents what America represents; bravery and freedom
- The Owl: symbol for the knowledge and wisdom given by educators
- The Plow: Labor and tillage of the soil are the foundation of Agriculture
- The Words: What the Agriculture community stands for



## 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.



## Motto

The FFA motto gives members 12 short words to live by as they experience the opportunities in the organization.

Learning to Do,  
Doing to Learn,  
Earning to Live,  
Living to Serve.



# The FFA Creed

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

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

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

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

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

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

# Awards You Can Earn

- ★ Greenhand Degree:  
1st year Ag student
- ★ Star Greenhand:  
Most Outstanding 1st year Male/Female Ag student
- ★ Chapter FFA Degree:  
For 2nd year male/female Ag student
- ★ Chapter Star Farmer:  
Most Outstanding 2nd year
- ★ Chapter Star in Agribusiness:  
Most Outstanding 3rd or 4th year Ag student
- ★ State FFA Degree:  
For 3rd & 4th year Ag students
- ★ State Star Farmer:  
For 3rd & 4th year Ag students
- ★ State Star in Agribusiness:  
For 3rd & 4th year Ag students
- ★ American FFA Degree:  
For 5th year Ag student
- ★ American Star Farmer:  
For 5th year Ag student
- ★ American Star in Agribusiness:  
For 5th year Ag student



- ★ Proficiency Awards:  
SAE based projects qualify at Sectional, Regional, State, & National Level
- ★ Program Completer  
FFA Cords:  
Students who complete 4 years in FFA.  
FFA Sash:  
Students who earn their State Degree  
CTE  
Sash-Students who complete 3 years in Ag

- ★ FFA Blue & Gold:  
Outstanding FFA student who has best participation in Ag events





# Career Development Events

- ❖ **Agriculture Communications:**  
Students create presentations, web pages, or journalism as advocacy for Agriculture.
- ❖ **Agriculture Sales:**  
Students create sales pitches based on currently used Agricultural products.
- ❖ **Agronomy:**  
Students will be tested on knowledge and reasons with pest, seed types, and take a written exam.
- ❖ **Banking:**  
Students take a written test based on banking statements and credit percentages.
- ❖ **Best Informed Greenhand:**  
Freshmen will take this test based on their knowledge of FFA history, current State/National Presidents, and other FFA handbook materials.
- ❖ **Creed Speaking:**  
Freshmen will memorize the Creed & answer questions with a panel of judges.
- ❖ **Extemporaneous Public Speaking:**  
Students will select from a list of chosen topics at random & have a few minutes to create a speech on the spot. Judges will ask questions based on topics.
- ❖ **Farm Records:**  
Students will take an exam based on the current record book useage, practice problems, & simulations of budgeting.
- ❖ **Job Interview:**  
Senior students are required to complete a resume & cover letter to submit before the start of the contest. They will then be interviewed by a panel of judges.

# Supervised Agricultural Experience

An agricultural education program is made up of three integrated parts: classroom instruction, FFA and supervised agricultural experience (SAE). The SAE is a required component of a total agricultural education program and intended for every student. Through their involvement in the SAE program, students are able to consider multiple careers and occupations, learn expected workplace behavior, develop specific skills within an industry, and are given opportunities to apply academic and occupational skills in the workplace or a simulated workplace environment. Through these strategies, students learn how to apply what they are learning in the classroom as they prepare to transition into the world of college and career opportunities.

**To further define the types of SAE programs available to and appropriate for students of school-based agricultural education, refer to the following examples:**

## **Ownership/Entrepreneurship**

The student plans, implements, operates and assumes financial risks in a productive or service activity or agriculture, food or natural resources-related business.

## **Placement/Internship**

Placement/Internship programs involve the placement of students in agriculture, food or natural resources-related businesses, on farms and ranches, in school laboratories, at community facilities, or in a verified non-profit organization to provide a "learning by doing" environment. These experiences may be paid or unpaid.

## **Research**

As agriculture becomes more scientific, there is a need to conduct research to meet the needs of a growing world. There are three major kinds of research SAE programs: experimental, analytical and invention.

## **School-Based Enterprise**

This enterprise is a student-managed, entrepreneurial operation in a school setting that provides goods or services that meet the needs of an identified market.

## **Service-Learning**

Service-learning is a student-managed service activity where students are involved in the development of a needs assessment, planning the goals, objectives and budget, implementation of the activity, promotion, and evaluation/reflection of a chosen project. It may be for a school, a community organization, religious institution or non-profit organization. The student(s) are responsible for raising the necessary funds for the project (if funds are needed). A project must be a stand alone project and not part of an ongoing chapter project, or community fundraiser.

# **Kern County Fair & Delano Junior Livestock Show**



# Livestock

## Lambs

### Statement of Account

Date	Description	Credits	Charges	Account Balance
June	Cost of Animal		-300.00	-300.00
June/July	Total Feed for June/July		-95.00	-395.00
June	Insurance		-20.00	-415.00
June/July	Pen Rental/Maintenance		-10.00	-425.00
June	Medicine/fly traps/Misc		-5.00	-430.00
August	Medicine/fly traps/Misc		-5.00	-435.00
June	Fair Registration-Kern		-10.00	-445.00
August	Pen Rental/Maintenance		-5.00	-450.00
<b>Total</b>				<b>-450.00</b>



## Goats

### Statement of Account



Date	Description	Credits	Charges	Account Balance
June	Cost of Animal		-300.00	-300.00
June/July	Total Feed for June/July		-95.00	-395.00
June	Insurance		-20.00	-415.00
June/July	Pen Rental/Maintenance		-10.00	-425.00
June	Medicine/fly traps/Misc		-5.00	-430.00
August	Medicine/fly traps/Misc		-5.00	-435.00
July	Fair Registration-Delano		-25.00	-460.00
<b>Total</b>				<b>-460.00</b>

# McFarland FFA Farm Contract



## **McFarland FFA-Market SAE Project Information**

We are very excited that you have shown an interest in exhibiting a market animal for this year's Kern County Fair and Delano Jr. Livestock Show. We truly look forward to working with you, your family, and your project. In order to have a successful year, you must be made aware of some important information. Hopefully the following information will help you make a final decision about showing a market animal.

## **AGRICULTURE FARM LABORATORY USE CONTRACT**

The Ag Farm Laboratory is in place for educational purposes. It is a part of our school and must maintain a clear appearance. It is made available for student use; however, there are certain rules and conditions that must be met. In order for students to keep projects at the school farm.

### **GENERAL RULES/CONDITIONS**

1. All projects brought to the school farm must receive the approval of the Ag Teacher(s) in charge of that particular project area before a project is allowed on the farm.
2. Only an FFA Member with good standing and actively enrolled in the McFarland High School Ag Department will be allowed to have a project on the school farm.
3. All rules of the Ag Department, McFarland High School and the FFA Code of Ethics will be followed at all times. Students will also sign and be placed on a "Three Strikes" contract.
4. Students must keep proper records in their AET online Record Books on all projects kept on the farm. The AET online books will need to be updated at least every other day. The project advisor has the right to check on student record books at any time.
5. All projects must be agricultural in nature and students must have a plan for the growth and management of the project. Project plans may need to be presented to the advisor in charge before the start of any project and then periodically through the life of the project.
6. Students will have access to the farm via the gate. If necessary, students will be given the combinations to the locks on sheds and buildings. Students are responsible for reporting any damage or theft to an Ag Teacher IMMEDIATELY. McFarland High School Ag Department is not responsible for loss, damage, or theft of student projects or student owned equipment. If students store their own equipment on the farm it should be in a locked tack box or storage area.
7. All bills for feed, materials, or supplies must be paid in a timely manner as outlined by the project supervisor or Ag Teacher.
8. Cleaning of farm/pens at the completion of the project is necessary to get the grounds back to the original clean condition.
9. Follow all specific rules and requirements associated with each individual project type as outlined by the project/species advisor.
10. The use of any hazardous chemicals, scalpel, needles, and medication will only be used with the supervision of your project supervisor or veterinarian.
11. Students may not "hang around" or stay on the school farm unless they are working their project animal. Students are also to make sure gates are locked before and after leaving the area.
12. You are responsible for explaining safety and appropriate behavior to parents and community members that you bring onto the school farm to help you. You may NOT give anyone else the combinations to locks when bringing someone on the farm.
13. Because the Farm is an Educational Facility, your project may be handled/used by the Ag Teacher. Please make sure that all pens are clean, animals are fed, and water is provided to animals.

## **ANIMAL PROJECTS:**

1. Student with animal projects are expected to uphold all of the responsibilities associated with that animal project as outlined by the Ag Department.
2. Animals that are not apart of the fair show season are not allowed. Pets are also not to be brought on the Farm.

## **GENERAL ANIMAL PROJECT RESPONSIBILITIES:**

- Proper feeding and watering (includes feeding times, feed quality, and feeding practices.) if you are out for any reason, please find someone to feed your animal. It is also your responsibility to inform the Ag Teachers of who is in charge of your animal while you are gone. Remember, both parties must agree to watching the animal.
- Proper cleanliness of animal and immediate area, if we see a mess, you will get written up.
- Proper cleaning and management of buildings and equipment. You must inform the Ag Teachers if there is anything not working or needs replacement.

## **Money**

**Purchase & Operation Cost:** The purchase price of a market project is approximately \$400-\$550. This is an estimated cost based off of feed, potential medication, and the animal. In the case of exceeding our feed amounts and budget, students will be responsible for an additional payment. You will need to place a \$100 non-refundable deposit towards the purchase of feed. This money is payable to the McFarland High School FFA account. If payment is a problem, please see the Ag Teachers so we can discuss options. We do not want financial hardship to be the reason you cannot show. However, you are responsible for any and all cost that incur over the life of the project. The FFA is NOT making money off of these project, but there are items that must be paid for to vendors.

**Youth Loan:** If you cannot afford your animal, the USDA has a youth loan available. You may get the application from your Ag Teacher. This form is to be filled out as soon as possible and brought back to your Ag Teacher. The loan is just like any other and will require repayment after fair has ended. Any more information can be obtained by talking to your Ag Teacher or by looking online <https://www.fsa.usda.gov/programs-and-services/farm-loan-programs/youth-loans/index>

**Insurance:** It is HIGHLY recommended that you purchase insurance on your project. The California FFA website offers insurance for roughly \$25-30 depending on the species. This will cover the cost of the animal up to \$400 if the animal passes. This is purchased through the Ag Teachers and will only cover the animal if you pay the due. If the animal were to pass without insurance, you will not be reimbursed for any money. You will also be responsible for any payments left on your accounts and for any replacement animals you wish to purchase.

**Additional Cost:** These cost may include: your fair entry fee, show equipment need, vet bills if the animal becomes sick/injured. There is not a set cost and the amount will vary case by case.

**Sale & Marketing of The Project:** Students will have the opportunity to sell one market animal at the Kern County Fair through the Junior Livestock Auction. This auction is like any other one that will require someone to purchase your animal. It is very important that you understand selling your project at the fair does not mean you will automatically make enough to cover the cost of the project! It is your job as the owner to reach out to various sources to make sure that you break-even or make a profit. How you

choose to market your animal or gain donations is up to you. Buyer/Donation forms can be picked up from the Ag Teachers to help explain the need for help but it is up to you to approach the people.

#### **Example of student pay**

Student A DOES NOT have a person lined up to buy their animal and did not secure ANY additional funds.

Money Invested: \$375

Sale of Animal weighing 85lbs @\$2.00lb= \$170

Total LOSS:\$205

Student B DOES have a buyer lined up and did get additional donations.

Money Invested: \$375

Sale of Animal weighing 85lbs @\$2.00lb=\$170

Additional Donations=\$350

Total Gain=\$145.00

#### **Student Responsibility:**

1. Farm work days- there will be at least two to three days or weekends we have to work on the school farm before the fair. **PLAN TO BE THERE**
2. Fair work days- there will also be times where we have to clean the pens before our animals arrive at fair as well as cleaning after. You are **REQUIRED** to attend those day. A separate cleaning schedule will be created during fair.
3. Feeding and cleaning schedules will be determined after animals arrive at the farm. Keep in mind that you will have to take turns feeding on weekends and holidays. Animals will need to be fed before school and sometime at night between 6:30pm-9:00pm. These times are critical to the animals overall health and growth. Missing your feeding or feeding at a different time other than the ones listed will cause a strike against you.
4. You will be missing several school days to participate in the fair. It will be **YOUR** responsibility to get your school work ahead of time and to make sure that you are caught up with your work. You must maintain a 2.0 to be eligible to show and maintain a "C" within your agriculture classes.
5. In order to receive your fair check you must:
  - a. Complete 15 hours of work time on the farm after the fair to clean up our equipment and facilities. (This is checked by Ag Teachers)
  - b. Complete your record book 100% (Also checked by Ag Teachers)
  - c. Complete hand-written Thank you letters on nice cards or stationary. You will have to show the Ag Teachers the rough and final drafts of your Thank You letters. If they are sent before final approval, you will write them again. Make sure to have these signed off before being sent out.
  - d. Pay your bills or any payments owed to the McFarland High School FFA Account. (Checked by Ag Teachers)

#### **Parent Responsibility:**

1. Provide student with transportation to and from project obligations.
2. Provide student with FFA show uniform for Fair.
3. Cooperate with Ag Department to maintain a strong discipline and positive school image.
4. Provide encouragement for successful completion of projects.
5. Assist student in pursuing a buyer for their project.
6. Allow student the responsibility of feeding, cleaning and fitting.

I, \_\_\_\_\_ (Student name), have read and understand the information provided in this letter and will be participating in this SAE.

X \_\_\_\_\_ (Signature)

I, \_\_\_\_\_ (Parent name), have read and understand the information provided in this letter and my child has permission to participate in the animal SAE.

X \_\_\_\_\_ (Signature)

Turn in this information packet signed with your deposit to Mr. Griffith in Room 53 or Ms. Guzman in Room 55. Animals are already purchased and will be picked in the order of who brings in the forms and deposits first. Please contact either Mr. Griffith (559)805-5135 or Ms. Guzman at (661)343-9138 if you have any questions.

**Paperwork and the first deposit is due July 9th and for the amount of \$150.**



# Calendar of Activities





# San Joaquin Region

## 2019-2020 Calendar



**FFA**

**CATA**



### **FFA Officers**

Arthur Cuevas, Madera South, President  
Isabella Cawley, Hanford, Vice President  
Mayalina Puerner, Exeter, Vice President  
Jasmine Garza, Bakersfield-Independence, Vice President  
Charisma Arreola, Bakersfield-Foothill, Vice President  
Reiley Stenberg, O'Neals-Minarets, Vice President  
Kimberly Copland, Madera South, Vice President  
Savannah Downs, Bakersfield Christian, Secretary  
Zachary Santos, Chowchilla, Treasurer  
Darcie Shugart, Bakersfield-North, Reporter  
Jake Dowell, O'Neals-Minarets, Sentinel  
TBD, Advisor

### **CATA Officers**

Sam Rodrigues, Reedley College, President  
Jared Castle, Tulare, Vice President  
Aireal Covey, Clovis East, Secretary  
Natalie Ryan, Bakersfield-North, Treasurer

# July 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4 Independence Day	5	6
7	8 NCLC-Springs Bay	9	10	11 State Fair	12	13
14 State Fair	15	16	17	18 SOCC-Fresno	19	20
21 State Fair	22	23	24	25 Region CATA Golf Tournament-Visalia	26	27
28	29	30	31 New Teacher BBQ - Reedley College			

# August 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2 Root Camp 1	3 Root Camp 2
4 Root Camp 2	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21 TK CATA Mtg-ED	22	23	24 SV COCL/CATA- Independence & Reg E.30 Mtg
25	26	27 EPM COCL/CATA-Minaret	28 WFM COCL/CATA-Masters South	29 SQ CATA Mtg-Anerache Eastern Sierra Fair	30	31

# September 2019

1	2	3	4	5	6	7
Sierra Entire Sierra Fair	Missouri <b>Labour Day</b>	Tulare State Staff Mtg	Whitman GLC-Balsamfield	Tulare GLC-Balsamfield Maduro Fair	Fresno GLC-Balsamfield	Siskiyou SO COLLEGE/ADTA Carr Valley
8	9	10	11	12	13	14
Maduro Fair		GLC-Fresno WFM FFA Mtg-TED	Tulare County Fair GLC-Fresno	ERM FFA Mtg-TED		
15	16	17	18	19	20	21
Tulare County Fair		GLC-Lemoore	Kern County Fair GLC-Lemoore	GLC-Lemoore Chowchilla Cotton	GLC-Lemoore	SO/TK C&C Golden West NS
22	23	24	25	26	27	28
Kern County Fair	FEA Exec Mtg/FFA Adv/FFA Adult Board-Galt	Nat Conv Delegates Mtg-Galt	Caruthers Fair	Mt. Whitney O/C		
29	30					
Kern County Fair						

# October 2019

1	2	3	4	5
	2	3	4	5
	Fresno Fair TK O/C-Hanford Orleans Fair			El Dorado Cotton Contest
6	7	8	9	10
Fresno Fair	<b>Colombus Day</b>		SO O/C Tulare Union TK FFA Mtg-Adventure Park	Concorde Cotton
13	14	15	16	17
Fresno Fair	Possible AE Advisory Mtg with Everyone			WFM FFA Activity-Maduro
				Randley College News Member Field Day
19				M&C Cotton
20	21	22	23	24
		WFM O/C-Maduro L ERM O/C-Randley	Balsamfield College Farm Business Career Show	
27	28	29	30	31
	Nat Convention NASAE		Hanford Cotton	<b>Hanford</b> Hanford Cotton



# November 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Nat Convention	2 West Hills College PD
3 DC Trip	4	5	6 New Professional Process	7 EI FFA Mtg-TBD	8 COS New Member Field Day	9 Cotton State Finals
10	11 Veteran's Day	12	13 EI O/C-MS	14	15 Region Road Show-Tenaya Lodge	16 Region CAGA Mtg-Tenaya Lodge
17	18	19 SV O/C-Independence 4:30 Reg 5 Start	20	21	22	23
24	25	26	27	28 Thanksgiving	29	30

# December 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 SV FFA Mtg-Carnell Park SPM-SPM NAAE Conf-Anaheim	4 EI/SV Banking-Pavilion 6PM SD/Tk Banking-EI Diamonds EFM Banking/Big-Singer	5 Discovery Leadership Conference-Visalia	6 Mid-Winter CC Mtg	7 Reading MC Nat Res
8	9	10	11	12	13 SV CAGA Mtg TBD EI CAGA Inservice	14 Address Natural Resources
15	16	17	18	19	20	21
22	23	24	25 Christmas Day	26	27	28
29	30	31				

# January 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			<b>1</b> New Year's Day	<b>2</b>	<b>3</b>	<b>4</b> Porterville College Citrus
<b>5</b>	<b>6</b>	<b>7</b> State Staff Mtg	<b>8</b> IQ Manuscripts Due-North	<b>9</b> Student Teacher Conclave-MJK CATA Governing Board-Galt	<b>10</b> Speaking Manuscripts Due by Midnight/TTI	<b>11</b> District Year Planning Reedley Year Planning State Nat Plan Lester Citrus
<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b> SBL/OF Apps Due	<b>18</b> IQ Speaking-North Tulare Citrus Salinas Year Planning
<b>19</b>	<b>20</b> MLK Day	<b>21</b>	<b>22</b> WFM BSG/Banking-Central West WFM Manuscript Due-Caruthers	<b>23</b> SQ Manuscripts Due-Tulare EFM Manuscript Due-Clovis	<b>24</b>	<b>25</b> Reedley College-FO & Nat Plan Finals <b>BY Speaking-Student</b> <b>IMM Reg B-SM/Stat</b> Minerals Institutional
<b>26</b>	<b>27</b> SQ/TX State Daytone-Mt. Whitney	<b>28</b> IQ/SV State Degree North Ag Position 4PM TX Manuscript Due-Golden West	<b>29</b> EFM/WFM State Daytone-Gingling	<b>30</b>	<b>31</b>	

# February 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						<b>1</b> Winter State Finals Arbuckle FOM Day MIC Park Pro
<b>2</b>	<b>3</b> Monitoring Cool-TED	<b>4</b>	<b>5</b> WFM COOP-Coolidge TX BSQ/COOP-Mt. Whitney SV 4:20 Reg S Start REG/COOP/Work-Talk	<b>6</b> EFM Speaking-Clovis SQ Speaking-Mission Oaki	<b>7</b>	<b>8</b> Reg OF Screening
<b>9</b>	<b>10</b> Reg Prof Scoring FFA Adv Mtg/State East Mtg-Galt	<b>11</b> Ag Expo	<b>12</b> WFM Speaking-Caruthers	<b>13</b>	<b>14</b> MFE/ALA 2+Hawaii	<b>15</b>
<b>16</b> MFE/ALA 2+Hawaii	<b>17</b> President's Day	<b>18</b>	<b>19</b> EFM COOP-Parlier TX Crest/Temp-Verdard	<b>20</b> SQ BSQ/COOP-CDS Tulare	<b>21</b>	<b>22</b> Reg CCA/FA Mtg-Mission Oaks Team Reg
<b>23</b>	<b>24</b>	<b>25</b> State Prof Scoring-Galt	<b>26</b>	<b>27</b> IQ BSQ/BSA/COOP-Austin TX I/Temp/Temp-Golden West	<b>28</b>	<b>29</b> Waco History Contact same date as Olico PD?

# March 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 State Off Card East-Tolara	3	4 Highland Veg Contest	5	6 UCD Parli Pro	7 UCD Field Day Western Dairy Clinic West Hills College FD
8	9	10 SE CSEA Advanced Academy	11	12	13	14 Merced College FD Divisa Field Day
15	16 State Non Corn Mtg - Galt	17 KI/SV Parli Pro-Footh	18 EFM/WFM Parli Pro-Glenn TE FFA Mtg-Roller Toro State Conference	19 SQ/TE Parli Pro-Hanford	20 SIR Speaking Footh-COS Tolara	21 MCC Field Day Gardner Field Day
22	23	24 WFM FFA Mtg-TBD	25	26	27 State Conference SIR Parli Pro Footh-COS Tolara	28 Stanley College FD Stanley HS Tree Judging and ON
29	30 KI Banquet-Merr Fair	31 SV Banquet-Santa Fair				

# April 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 SQ Banquet-Tolara SQ Off Apps Duo-Easter	2 TE Banquet-Kings Fair	3 EFM/WFM Banquet-Clovis North TE Off Names Duo-EI Diagrams EFM Off Apps Duo-Middletown	4 Clovis Vet Sci CNC Field Day & State Foods
5 State Off Card Trials	6	7	8	9	10	11
12 Easter	13 SQ Off Intero-Easter	14	15 WFM Off Apps Duo-Madera	16 SQ Off Elections-TBD	17	18 Fresno State Field Day Clovis Ag Welding
19	20 SV Off Interviews-West	21 SV Off Apps Duo-Independence	22	23	24	25
26	27	28 SV Interviews West 4:30 Start	29 TE Off Apps Duo/Foot WFM Off Screening EFM Off Int. Middletown KI Off Lists Duo-Arriva	30		

# May 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2 Cal Poly State Finals
3	4 EPM FFA/CATA Mtg-Miharets	5 SV Off Elections-Oakland 4:30 Start RI Off Elections-Highland	6 TK FFA/CATA Mtg-Redwood	7 WPM CATA/FFA Mtg-Firebaugh	8	9
10 Mother's Day	11 Chowchilla Fair Porterville Fair	12	13 M/SV CATA Mtg-Beachner's Home	14	15	16
17 Chowchilla Fair Porterville Fair	18	19 SQ CATA Mtg-Dinuba	20	21	22 American Degree Apps Due	23
24	25 Memorial Day	26	27	28	29	30
31						

# June 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 State Staff Mtg.	2	3	4 Kings County Fair	5	6
7 Kings County Fair	8	9	10	11	12	13
14	15	16 Region Officer Retires-TRD	17	18	19	20
21 Father's Day	22 CATA Conference-ALO	23	24	25	26	27
28	28	30				

## **9. Recruitment Plan**

### **McFarland High School Recruitment Plan**

At McFarland High School, we have an 8th grade orientation during the day and at night for the parents and students to learn more about our program.

The 8th grade students will walk to campus and are invited into the gym to listen to the CTE presentations. Each CTE pathway will introduce the topics and what each course will offer. We inform the students which potential pathways are offered and what Bakersfield College Credit they can receive if they take these courses. Before we meet the students, our CTE coordinator will send the PowerPoint presentation and ask for pictures and information on what we want to present. We also bring in a showcased board of all of the activities we offer for the year and any supporting elements that will make the course desirable. Since this portion is presented during the day, we are not allowed to hand out items to students and they cannot sign up for the courses just yet.

Later in the evening the parents will come with their students to see the presentations and sign their students up for the pathways. We leave our own sign up sheet for student interest so we can talk to counselors and make sure the students are signed up for the appropriate classes. One or two of our officer team

will come to the night recruitment in full uniform and try to talk to students about the awards and activities done during the course of the year. We also try to encourage our older students to talk to their younger siblings about the benefits of taking the classes. This has proven to be helpful in recruitment since many parents want their kids to continue in the agriculture program.

At the beginning of the year we also hold a “food fest” day during lunch. This is an opportunity for clubs to come together and sell items at lunch while recruiting for the school year. While it may seem late for this recruitment, we encourage students to talk to their counselors since this is done within the first week or two of school. They also hold one every quarter after that and we use that to keep informing the student body about the various contests and activities we compete in and how they can help encourage or continue with the program. For the upcoming year, there will be issues with recruitment since the pandemic changed our plans on pulling from our feeder middle school. The goal is to create an online presentation that we can send to all the 8th grade students before the start of the school year. At the moment, we are working on updating the online website page so we can send students to that page and have them start signing up for the classes.

# Agriculture Business Pathway

## Agriculture Business Pathway\* (12 Units)

### Courses:

- STDVB3 Career and Life Planning (3.0)
- AGRI B1 Agriculture, Environment and Society (3.0)
- AGBS B6 Agricultural Sales and Communication (3.0)
- AGBS B3 Introduction to Agriculture Business (3.0)

### Certificate & Degree Pathways:

- Agriculture Business Management Certificate of Achievement
- Agriculture Business Associate in Science Degree for Transfer







**Ag Course Description**

**Ag Earth**

Agriculture Earth Science is a college prep course that explores the Earth's composition, structure, processes, & history; its atmosphere, fresh water, & oceans; and its environment.

**Ag Biology**

Agriculture Biology is a college prep science course that explores the principles & central concept of biology, as well as interrelationships among living organisms.

**Agriculture Communications/Sales**

Agriculture Comm/Sales is a dual-enrollment course with BC that is designed to structure, present and evaluate speeches as they relate to business practices. Critical analysis of how to communicate effectively in the business world will be presented. Students will take part in the selling process by demonstrating product knowledge, creating sales strategy approaches, understanding consumer behaviors and persuading customers to purchase a product or service

**Agriculture Gov't/Econ**

Agriculture Gov't/Econs is a college prep course that explores the deeper understanding of American government, basic principles of economics & economic systems. Content covered in this course include the Constitution, Bill of Rights, 3 branches of Government; international economic systems, career economics.

*Courses being offered soon!*  
**Animal Science, Crop Science,**



**McFarland FFA**

259 W Sherwood Ave  
McFarland, Ca 93250

**Contact your counselor or any of the Ag Teachers to get involved today!**

Mrs. Quintessa Bell  
Ag Science Teacher  
[quintesson@mcfarland.k12.ca.us](mailto:quintesson@mcfarland.k12.ca.us)

Mr. Nick Grifith  
Ag Science Teacher  
[nickgrifith@mcfarland.k12.ca.us](mailto:nickgrifith@mcfarland.k12.ca.us)

Miss Maria Herrera  
CTE Specialist  
[maherrera@mcfarland.k12.ca.us](mailto:maherrera@mcfarland.k12.ca.us)



**McFarland FFA**

*Learning by Doing  
Doing to Learn  
Earning to Live  
Living to Serve*

**Follow us on Instagram**



**@McFarlandFFA**

<https://mcfarlandffa.weebly.com/>

## Leadership Opportunities

- Greenband Leadership Conference
- Chapter Officer Leadership Conference
- Made for Excellence/ALA



- State Conference
- National FFA Convention

## Activities & Benefits

- Kern County/Delano Fair
- Monthly Chapter Meeting
- Community Service



- Sectional Camelot
- Pork Night

- Earn Awards
- Show animals
- Meet new people
- Learn new skills
- Scholarships
- And much More!

## Like to Compete?

Here at McFarland FFA, we like to teach new skills, develop as leaders, & compete at Chapter, Sections, Regional, State, & National Levels!

## Public Speaking

- Opening/Closing Ceremonies
- FFA Creed
- Impromptu
- Job Interview
- Prepared



## Career Development Events

- Agriculture Sales
- Agronomy
- Marketing Plan
- Computer Applications
- And many others

## SAE

Livestock projects  
Gardening Projects  
Field Work  
Wedding

Just to name a few things you can do to earn your State Degree!



Ask a member today on how to join this growing club today



## **10. FFA Chapter Scrapbook**

### **FFA Chapter Scrapbook**

Unfortunately at this time we did not have the ability to create the Chapter scrapbook. The plan is for myself and our Reporter to create one for one of the Masters Projects. I would ideally like to have this completed before the 2020-2021 school year but will work on this over the summer so we can be ready to compete. We currently have 1 Canon camera and everyone has an Iphone. We will be finding a way to print all of our pictures from Costco and will sit down to plan and put together all items for the scrapbook.

# MCFARLAND



We Did It!

FFA

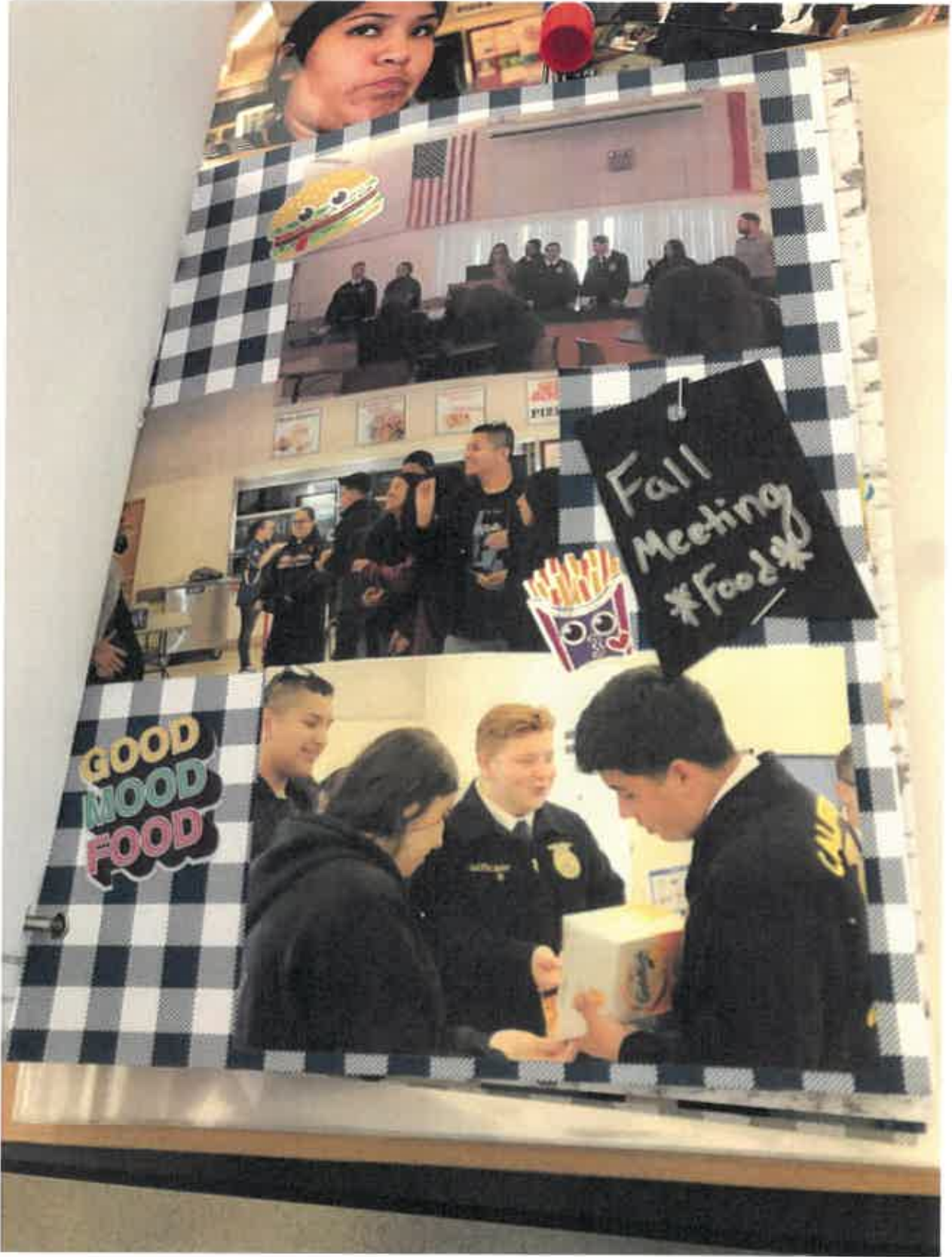
Together  
Towards  
TOMORROW

County Fair

COLLEGE MOJO!







WE APPRECIATE YOU!!



Staff  
Breakfast







# Farm Tour



# 11. Summer Activities Calendar

While we utilize a variation of google calendars, the Agriculture Teachers do not have a matching calendar with our District. We have not kept all dates in a single google calendar but try to upload our own events online. I prefer the old school method of writing everything down on my desk planner. In my transition of moving, I have lost the original copy of my desk calendar but can present a view of what our typical online calendar looked like. Since our summer hours were not required to be written down, we either used the hours our student placed into their record books as our hours or just have a calendar nearby.

The screenshot shows a Google Calendar for September 2018. The interface includes a sidebar with navigation options like 'Calendar', 'Create', and a list of calendars such as 'Quintessa Guzman', 'Ag Bio P6', and 'Ag Biology 2nd Period'. The main calendar grid displays events for each day, with some days having multiple events. Key events include:

- September 26:** Equity Grant Launch with MHS with KCSDE team.
- September 27:** 2pm Pulled Pork Banquet, 1:45pm STAFF MEET, 4pm Ethelnic vs Bha.
- September 28:** 7:45am THINKING M., 10 Subst for PD.
- September 29:** 7am PD for History.
- September 30:** 5pm FB vs Coalinga, 7am CC: McFarland.
- September 31:** 7am CC: McFarland.

The calendar also shows various sports and school activities, such as 'Pan Clath (O Tennis)', 'Chocolates (Chess)', and 'Ag Biology 2nd Period'.



# Calendar

Today < > August 2018

Search, Refresh, Settings, Month, List, Home, Profile

Create

August 2018 < >

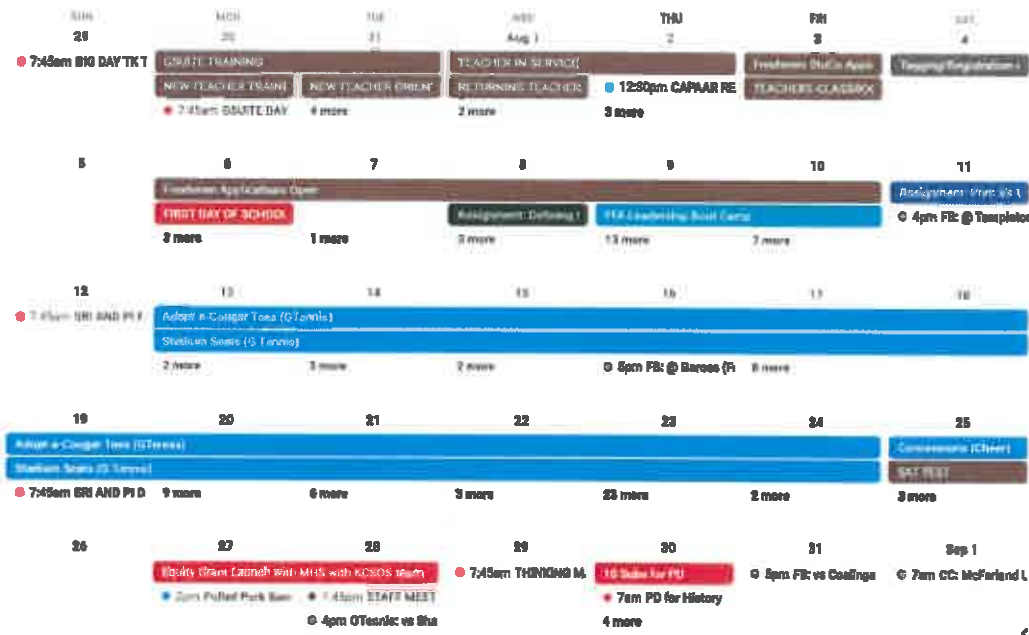
M	T	W	T	F	S
30	31	1	2	3	4
5	6	7	8	9	10
11	12	13	14	15	16
17	18	19	20	21	22
23	24	25	26	27	28
29	30	31	1	2	3

Set with...

Search for people

/ calendars ^

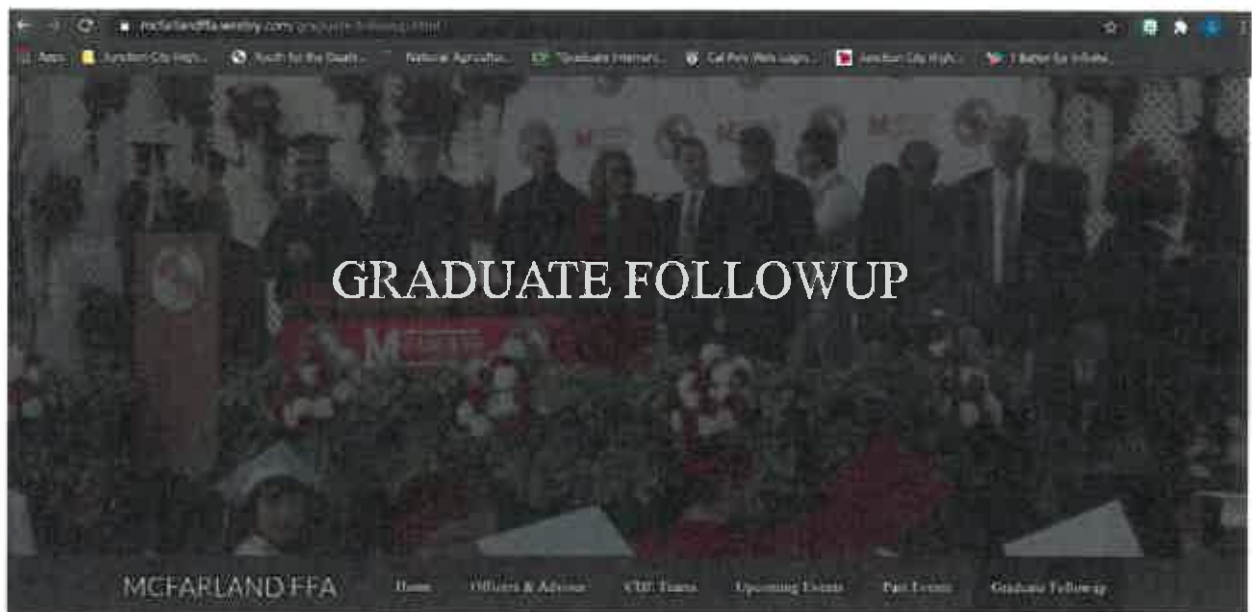
- Quintessa Guzman
- Ag Bio P.6
- Ag Biology 2nd Period
- Ag Biology 3rd Period
- Ag Biology 6th Period
- Ag Biology 7th Period



## **12. Graduate Follow Up Survey**

### **Graduate Follow Up Survey Instrument**

We did not know what the previous teacher used for the graduate surveys but decided on our main FFA website to include a section for one. We have linked it to our google survey that will then send the information to myself. I will have everything kept in a single folder and then save that information for the upcoming year. For the students who we cannot contact, we send a text message or email reminder for them to fill in the information. We have a small percentage of students who we cannot get a hold of so the Office Team will reach out to friends and family to see if they can get an update. So far, we have been able to track down at least 89% of the students and what they are doing after graduation.



\* Indicates required field

What is your name? \*

What is your current plan? \*

2 yr college non-ag major

2 year college ag major

4 year college non-ag major

4 year college ag major

Service Memeber

Other

Please answer to help us improve the program \*

How would you rate your experience in McFarland FFA? \*

I learned about ag & want a job in ag

I learned about ag but will choose another pathway

I something about ag but am unsure of my path

I learned nothing about ag

Submit

## **Graduate Follow-up Responses**

Since we were quick to remind our graduating seniors about our survey, we received responses to almost all of our students. We did have to contact a few and since this is a small community, I was able to get my answers to help with the program. Some of the responses were helpful but we did get a few students who expressed the changes and how they affected them. While the stored information from the google drive was lost, I did manage to update the calaged page each time we received a response. For the project, I will include the CalAgEd roster of students and their choice pathways since I am unable to locate the written responses.



# CALIFORNIA AGRICULTURAL EDUCATION

**EXPLORE**  
Agricultural Education

**PARTICIPATE**  
Students & Members

**TEACH**  
Teachers & Advisors

**SUPPORT**  
Alumni & Parents

**GIVE**  
Sponsors & Donors

## California Ag Ed Online

[Return to My Account](#)

Dashboard

Post Graduate Follow-Up

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### Students by Graduation Year (46 Students) 2019

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
<a href="#">Alfaro, Anna</a>	601822168	2019	4	Four Year College - Non-Ag Major
<a href="#">Andians, Maria</a>	601822175	2019	4	Two Year College - Non-Ag Major
<a href="#">Banks, Symone</a>	601822531	2019	3	Location or Position Unknown
<a href="#">Bello, Eddie</a>	601822533	2019	3	Location or Position Unknown
<a href="#">Clemente, Brian</a>	601822545	2019	4	Two Year College - Non-Ag Major
<a href="#">Duro, Angel</a>	600986269	2019	6	Two Year College - Non-Ag Major
<a href="#">Estroza, Mirra</a>	601822558	2019	4	Two Year College - Non-Ag Major
<a href="#">Garcia, Abraham</a>	601822567	2019	4	Two Year College - Non-Ag Major
<a href="#">Gonzalez, Estilon</a>	602591248	2019	3	Two Year College - Non-Ag Major
<a href="#">Velez, Guisela</a>	601822583	2019	3	Two Year College - Non-Ag Major
<a href="#">Herbach, Malory</a>	601822585	2019	3	Military

01/15/2020

Post Graduate Follow-Up

-  [Application Center](#)
-  [Directory](#)
-  [Order Paper Record Books](#)
-  [Go to My FFA.org Account](#)
-  [Go to My AET Account](#)
-  [Go to Degree/Application Manager](#)

Name	FFA ID	Grad Year	Years in Ag	Grid Status
<a href="#">Hernandez, Cristhal</a>	601822587	2019	4	Four Year College - Ag Major
<a href="#">Hernandez, Juliana</a>	601822826	2019	5	Four Year College - Ag Major
<a href="#">Hernandez, Maribel</a>	601822829	2019	4	Four Year College - Non-Ag Major
<a href="#">Hernandez, Yicaris</a>	601822830	2019	3	Military
<a href="#">Herrera, Marisol</a>	601822831	2019	4	Military
<a href="#">Holman, Jacob</a>	601822833	2019	4	Two Year College - Non-Ag Major
<a href="#">Juarez, Christabel</a>	601822543	2019	4	Four Year College - Non-Ag Major
<a href="#">Lopez, Grecia</a>	601822845	2019	4	Four Year College - Non-Ag Major
<a href="#">Lucas, Leslie</a>	601822847	2019	5	Four Year College - Ag Major
<a href="#">Mandujano, Javier</a>	601822848	2019	3	Location or Position Unknown
<a href="#">Medina, Joaquin</a>	601823077	2019	3	Two Year College - Ag Major
<a href="#">Miranda, Jasmine</a>	601823080	2019	3	Location or Position Unknown
<a href="#">Montes, Alondra</a>	601385019	2019	5	Two Year College - Non-Ag Major
<a href="#">Moreno, Cesar</a>	601823082	2019	3	Two Year College - Non-Ag Major
<a href="#">Munoz, Francisco</a>	601823083	2019	3	Employed - Fulltime - Non-Ag Job
<a href="#">Nunez, Diana</a>	601823088	2019	3	Two Year College - Non-Ag Major
<a href="#">Nunez, Nacia</a>	601823088	2019	3	Two Year College - Non-Ag Major
<a href="#">Ortiz, John</a>	602561271	2019	3	Four Year College - Ag Major
<a href="#">Parré, Gabriel</a>	601823085	2019	5	Four Year College - Ag Major
<a href="#">Pineda, Ruben</a>	601823167	2019	3	Two Year College - Non-Ag Major
<a href="#">Ramos, Alvaro</a>	601823175	2019	3	Four Year College - Non-Ag Major
<a href="#">Rico, Miguel</a>	601823180	2019	3	Military
<a href="#">Rico, Anthony</a>	601823181	2019	4	Four Year College - Ag Major
<a href="#">Rico, Roxana</a>	553547718	2019	4	Four Year College - Non-Ag Major
<a href="#">Rodriguez, Anselica</a>	601823186	2019	3	Two Year College - Non-Ag Major
<a href="#">Rodriguez, Brian</a>	601823188	2019	3	Location or Position Unknown
<a href="#">Rodriguez, Jose</a>	601823191	2019	4	Two Year College - Non-Ag Major

Post Graduate Follow-Up

Name	FFA ID	Grad Year	Years In Ag	Grad Status
<a href="#">Rios, Amanda</a>	601823183	2019	4	Four Year College - Non-Ag Major
<a href="#">Ruiz, Janis</a>	601823098	2019	3	Two Year College - Non-Ag Major
<a href="#">Salamanca, Javier</a>	601823098	2019	3	Location or Position Unknown
<a href="#">Salazar, Mariah</a>	601823100	2019	4	Two Year College - Non-Ag Major
<a href="#">Salinas, Janai</a>	601823103	2019	4	Four Year College - Non-Ag Major
<a href="#">Serna, Michelle</a>	601823114	2019	4	Four Year College - Non-Ag Major
<a href="#">Yeldvia, Lizeth</a>	601823124	2019	4	Four Year College - Non-Ag Major
<a href="#">Yeldvia, Tomas</a>	601823125	2019	4	Two Year College - Non-Ag Major



**Our Mission**

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

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## **13. Comprehensive Program Plan**

Our previous program plan was older and out of date. During this year, I have taken the time to write and update our current one. We now have this as an online file rather than a physical binder. While I am not the Department Head, my experience of the grant as a whole has allowed me to put everything together. I will hand this off to Nick for him to continue utilizing.

### **McFarland FFA**

## **Comprehensive Program Plan**





## **Table of Contents**

**A. Job Market Descriptions**

**B. Targeted Occupations**

**C. Total Program Goals & Objectives**

**D. Program Description of Included Courses**

**E. Program Completion Standards**

**F. Description of Facilities & Major Equipment**

**G. School and/or Department Policies Pertaining to:**

**H. (Evidence #15) Proficiency Standards for Program Completers**

**I. (Evidence #16) Teacher Data Sheet for Each Teacher**

## **A. Job Market Description**

**McFarland High School is located approximately 20 miles north of Bakersfield, Ca off of the 99 freeway. Since we are located in Kern County, we are looking at occupations throughout Kern. While the school is surrounded by fruit and nut trees, we also have many of the students working in the automotive industries around town. A large percentage of our students work in the fields during any break periods of school and move on to packing houses during their Junior and Senior Year. The major areas of production include cattle, dairy, almonds, grapes, and oranges.**

**We are also located less than 10 miles south of Delano where the Wonderful Cuties packing plant is located. Students and families try to work for this major company since the benefits and pay are top rated. While being in the Central Valley, students who are not interested in College will typically look for work in the picking and packing companies.**

Bakersfield, CA Economy at a Glance:

Data Series	Back Data	Feb 2020	Mar 2020	Apr 2020	May 2020	June 2020	July 2020
<b>Labor Force Data</b>							
Civilian Labor Force <sup>(1)</sup>	✓	365.8	391.6	370.8	368.3	375.0	Ⓢ 370.0
Employment <sup>(1)</sup>	✓	359.9	344.2	301.9	301.7	309.8	Ⓢ 308.9
Unemployment <sup>(1)</sup>	✓	36.0	47.5	69.2	66.6	65.5	Ⓢ 61.2
Unemployment Rate <sup>(2)</sup>	✓	9.1	12.1	18.7	18.1	17.5	Ⓢ 16.5
<b>Nonfarm Wage and Salary Employment</b>							
Total Nonfarm <sup>(3)</sup>	✓	278.0	275.6	Ⓢ 238.1	Ⓢ 240.2	Ⓢ 247.2	Ⓢ 241.1
12-month % change	✓	3.2	1.7	Ⓢ -12.9	Ⓢ -12.3	Ⓢ -9.8	Ⓢ -9.5
Mining and Logging <sup>(3)</sup>	✓	0.3	0.1	7.8	8.3	8.0	Ⓢ 7.9
12-month % change	✓	-2.1	-4.2	-17.9	-12.6	-16.7	Ⓢ -17.7
Construction <sup>(3)</sup>	✓	18.4	18.3	15.2	16.4	16.2	Ⓢ 16.4
12-month % change	✓	4.5	2.5	-5.0	1.9	-1.8	Ⓢ -1.2
Manufacturing <sup>(3)</sup>	✓	12.4	12.4	11.8	11.9	12.1	Ⓢ 12.1
12-month % change	✓	-3.9	-3.9	-7.8	-7.0	-8.2	Ⓢ -8.2
Trade, Transportation, and Utilities <sup>(3)</sup>	✓	52.8	51.7	44.8	45.5	46.9	Ⓢ 47.5
12-month % change	✓	2.3	0.4	-14.1	-12.7	-10.3	Ⓢ -9.5
Information <sup>(3)</sup>	✓	1.8	1.8	1.8	1.9	1.8	Ⓢ 1.8
12-month % change	✓	-10.0	-10.0	-20.0	-20.0	-20.0	Ⓢ -15.8
Financial Activities <sup>(3)</sup>	✓	7.5	7.5	7.5	7.4	7.5	Ⓢ 7.5
12-month % change	✓	1.4	1.4	0.0	-1.3	0.0	Ⓢ 0.0
Professional and Business Services <sup>(3)</sup>	✓	28.0	28.7	25.7	25.8	26.2	Ⓢ 26.5
12-month % change	✓	4.7	2.8	-11.1	-8.8	-8.1	Ⓢ -5.0
Education and Health Services <sup>(3)</sup>	✓	41.8	41.8	34.4	34.4	38.4	Ⓢ 38.0
12-month % change	✓	6.3	4.0	-14.0	-10.7	-5.2	Ⓢ -7.5
Leisure and Hospitality <sup>(3)</sup>	✓	27.7	27.3	13.9	15.1	20.4	Ⓢ 20.2
12-month % change	✓	2.6	-0.4	-49.8	-46.1	-27.1	Ⓢ -27.1
Other Services <sup>(3)</sup>	✓	8.4	8.2	6.0	6.1	6.5	Ⓢ 6.7
12-month % change	✓	2.4	-1.2	-27.7	-27.4	-18.8	Ⓢ -17.3
Government <sup>(3)</sup>	✓	70.9	71.0	Ⓢ 69.8	Ⓢ 69.1	Ⓢ 63.4	Ⓢ 58.7
12-month % change	✓	4.7	4.0	Ⓢ 1.3	Ⓢ -4.1	Ⓢ -8.2	Ⓢ -8.1

Footnotes

- (1) Number of persons, in thousands, not seasonally adjusted.
- (2) In percent, not seasonally adjusted.
- (3) Number of jobs, in thousands, not seasonally adjusted. See [about the data](#).
- (4) Correction
- (P) Preliminary

**HOUSEHOLD DATA  
SEASONALLY ADJUSTED**

**A-7. Employed persons by class of worker and part-time status, seasonally adjusted  
In thousands**

Category	2019					2020							
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.
<b>CLASS OF WORKER</b>													
Agriculture and related industries.....	2,414	2,416	2,479	2,358	2,533	2,412	2,408	2,389	2,424	2,341	2,298	2,189	2,159
Wage and salary workers <sup>1</sup> .....	1,579	1,634	1,681	1,661	1,849	1,759	1,829	1,715	1,895	1,588	1,530	1,448	1,422
Self-employed workers, unincorporated.....	785	786	793	692	684	647	645	680	701	738	716	677	736
Nonagricultural industries.....	155,648	155,816	155,870	158,167	158,241	158,337	158,283	153,339	151,082	134,985	139,943	141,486	148,166
Wage and salary workers <sup>1</sup> .....	148,888	148,868	147,118	147,276	147,431	147,467	147,347	144,494	123,401	128,948	131,444	132,683	136,258
Private industries.....	125,982	125,734	125,812	125,995	125,998	126,049	126,262	123,412	104,200	107,228	110,579	112,366	116,172
Industries except private households.....	124,731	124,964	124,879	125,157	125,260	125,234	125,467	122,693	103,713	106,723	110,039	111,682	114,478
Government.....	20,966	21,144	21,513	21,342	21,822	21,380	20,943	21,021	18,168	19,692	20,889	20,594	21,132
Self-employed workers, unincorporated.....	8,895	8,850	8,511	8,858	8,821	8,809	8,697	8,818	7,544	7,648	8,376	8,557	8,608
<b>PERSONS AT WORK PART TIME<sup>2</sup></b>													
<b>All industries</b>													
Part time for economic reasons <sup>3</sup> .....	4,381	4,338	4,397	4,288	4,148	4,182	4,318	5,765	10,887	10,833	9,082	8,443	7,572
Slack work or business conditions.....	2,833	2,800	2,747	2,834	2,857	2,835	2,778	4,043	9,939	8,543	7,939	7,261	6,214
Could only find part-time work.....	1,338	1,310	1,278	1,299	1,216	1,294	1,317	1,321	867	843	842	1,048	1,198
Part time for noneconomic reasons <sup>4</sup> .....	21,679	21,559	21,544	21,832	21,898	22,154	22,175	20,601	12,388	14,384	17,137	17,792	18,830
<b>Nonagricultural industries</b>													
Part time for economic reasons <sup>3</sup> .....	4,303	4,257	4,308	4,221	4,111	4,051	4,225	5,681	10,730	10,485	8,961	8,382	7,488
Slack work or business conditions.....	2,888	2,854	2,884	2,899	2,813	2,880	2,719	3,966	9,780	8,408	7,880	7,234	6,146
Could only find part-time work.....	1,385	1,300	1,267	1,254	1,309	1,308	1,313	1,512	888	838	841	1,047	1,124
Part time for noneconomic reasons <sup>4</sup> .....	21,284	21,178	21,137	21,163	21,180	21,784	21,770	20,236	11,971	14,009	18,799	17,404	18,284

<sup>1</sup> Includes self-employed workers whose businesses are incorporated.

<sup>2</sup> Refers to those who worked 1 to 34 hours during the survey reference week and excludes employed persons who were absent from their jobs for the entire week.

<sup>3</sup> Refers to those who worked 1 to 34 hours during the reference week for an economic reason such as slack work or unfavorable business conditions, inability to find full-time work, or seasonal declines in demand.

<sup>4</sup> Refers to persons who usually work part time for noneconomic reasons such as childcare problems, family or personal obligations, school or training, retirement or Social Security limits on earnings, and other reasons. This excludes persons who usually work full time but worked only 1 to 34 hours during the reference week for reasons such as vacations, holidays, illness, and bad weather.

NOTE: Detail for the data shown in this table will not necessarily add to totals because of the independent seasonal adjustment of the various series. Updated population controls are introduced annually with the release of January data.

Source: U.S Bureau of Labor Statistics

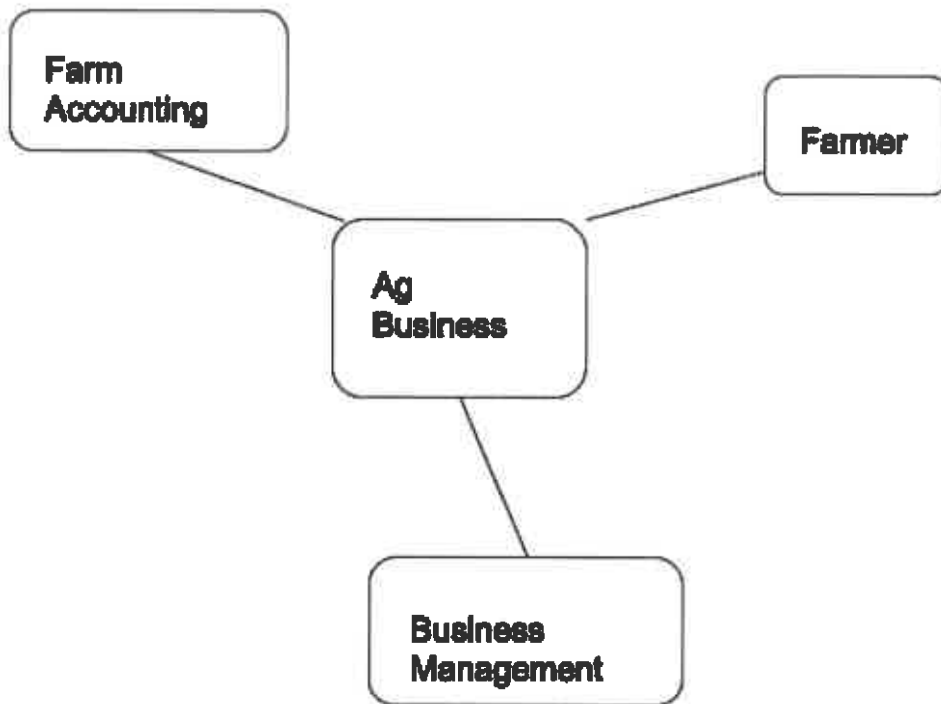
## B. Targeted Occupations Area: Bakersfield, Ca

Occupation code	Occupation title (click on the occupation title to view its profile)	Level	Employment	Employment RSE	Employment per 1,000 jobs	Location quotient	Median hourly wage	Mean hourly wage	Annual mean wage	Mean wage RSE
11-9013	<a href="#">Farmers, Ranchers, and Other Agricultural Managers</a>	detail	50	12.5%	0.173	5.26	\$30.08	\$38.96	\$81,030	14.3%
19-4011	<a href="#">Agricultural and Food Science Technicians</a>	detail	60	42.4%	0.181	1.23	\$18.26	\$19.20	\$39,940	3.9%
45-2011	<a href="#">Agricultural Inspectors</a>	detail	(8)	(8)	(8)	(8)	\$18.16	\$21.63	\$45,000	1.9%
45-2041	<a href="#">Graders and Sorters, Agricultural Products</a>	detail	1,360	11.5%	4.428	16.77	\$11.50	\$11.68	\$24,300	2.9%
45-2091	<a href="#">Agricultural Equipment Operators</a>	detail	510	32.1%	1.647	9.15	\$14.23	\$16.12	\$33,520	6.5%
45-2099	<a href="#">Agricultural Workers, All Other</a>	detail	420	32.3%	1.355	29.72	\$12.26	\$14.07	\$29,260	4.8%

Showing 1 to 6 of 6 entries (filtered from 460 total entries)



Source: U.S Bureau of Labor Statistics



## **Agriculture Business**

## **Jobs**

**Farmer**

**Farm Management,**

**Business Management**

**Sales executive, Tractor Sales,  
Equipment sales, Realtor in  
Agriculture, Agriculture  
Lawyer, Irrigation Owner**

**Farm Accounting**

**Accounting, Human Resources,  
Bank, Loan Expert**

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

### **Agriculture Business**

The Agriculture Business class is designed as a core class following a student's successful completion of Agriculture Earth Science and Agriculture Biology. This class is the pathway course for students who wish to earn their college credit from Bakersfield College. Students who complete this class will successfully earn their community college credit in Agriculture Business.

The goals of this program are:

1. students should identify and describe careers about economists and ag business management.
2. Students should understand the individual behavior (microeconomics) and global (microeconomics) behavior in the economy.
3. Students will understand that managing an agribusiness includes organizing, controlling and directing different types of business. These students will know how to analyze tables, charts, graphs, ratios, percentages and index numbers.
4. Students understand how government organizations affect agriculture and the characteristics and the differences between national and international trade.
5. Students understand the basic economic principles including scarcity, choices and efficiency as they relate to agribusiness and agriculture.
6. Students understand farm credit and know the role of credit in agriculture.
7. Students understand the importance of keeping accurate records in agriculture business.
8. Students understand farm budgeting, budget development, and the budgeting process in agriculture business.
9. Students understand the fundamentals of cash flow in agribusiness.

# **McFarland FFA Agriculture Department Goals**

- 1. Introduce students to the various aspects of Agriculture and the different pathways.**
- 2. To encourage and nourish their leadership skills beyond the scope of the classroom.**
- 3. To improve member engagement in meetings, fairs, ffa activities, and leadership events.**
- 4. To provide fun and organized activities for students to present to the elementary aged students.**
- 5. To help prepare for future employment in the agriculture industry or other job skills.**
- 6. To improve communication between community members, administration, and the FFA Officer teams.**



## **D. Program Description of Included Courses, SAE, & Leadership**

### **Program Description**

This year I am taking on the task of working with students who have farming experience and helping them apply that to their AET accounts. Many of the students in the program did not know this can count towards their SAE projects and I am excited to help them achieve either their Chapter, State, and even American Degree if possible. By expanding our program outside of just traditional livestock projects, I believe we can finally reach our goal of having more than 10% of our students get their State Degree.

### **Agriculture Communications**

The Agriculture Communications class is designed to enhance student leadership skills through written and oral communication. This class is intended for our Junior and Senior students who are working on their program completion with 4 agriculture classes. Students enrolled in this course will be leadership from various outside resources such as the State Officer Team, local businessmen, and people within the Agriculture Industry. Skills will be enhanced through public speaking contests, business management, career development events, industry networking, and the various levels of leadership experiences offered by the FFA. FFA makes positive differences in the lives of students by developing their

potential for premier leadership, personal growth, and career success through agriculture education.

### **Agricultural Science**

Agriculture Science classes are offered as a sequence of Agriculture Earth and Agriculture Biology. Each of these courses are offered to Freshman and Sophomore students who are wishing to complete the Agriculture programs. These classes include introductory agriculture topics and career exploration within the agriculture industry. By completing both courses, this will satisfy the science graduation requirement for the state of California.

### **Agriculture Sales**

This is the capstone course that is offered to the Juniors or Seniors. Upon completion of this course, students will earn their Agriculture Business college credit for one course at Bakersfield College. This course is designed to teach critical business aspects of the agriculture industry with special emphasis in sales and marketing. This is a concentrator/capstone course as part of our CTE Agribusiness Pathway. Topics will include economic principles, business organizations, finance and credit, agricultural sales and services, strategies for marketing and selling and career preparation. This course is intended to successfully prepare those students who plan on majoring in Agriculture Business

in college or for entry-level employment in the agriculture industry after high school.

### **Supervised Agricultural Experience**

Livestock  
Gardening  
Field Work  
Work Experience  
Small Animals  
Specialty Animals  
Volunteer Work

### **Leadership Activities**

B.I.G Contest  
Prepared Public Speaking  
Extemporaneous Speaking  
Creed Speaking  
Job Interview  
Ag Marketing Contest  
Novice Farm Records  
Officer Leadership Retreat  
Opening & Closing

Regional Meetings  
State FFA Conference  
Sectional Meetings  
Made for Excellence  
Advanced Leadership Academy  
Greenhand Conference  
Sectional & Regional Officers  
Regional Officer Screening  
Awards Banquet  
Sectional Awards Banquet  
Ag One Scholarship Night

### **Fairs & Shows**

Kern County Fair  
Delano Junior Livestock Show

## **E. Program Completion Standard**

In order for a student to complete the agriculture program at McFarland High School, they must complete 3 or 4 years of agriculture instruction from our course list. We separate these out by program completers 3+ years and pathway completers 4 years.

Every first year student will be placed in either Earth Science or Ag Biology based on how they test out for science. Within the first year of being in an Agriculture class, the students will receive instruction on how to start their Supervised Agricultural Experience project. Once we have come up with a plan or identified what a student is already doing, we begin to have students utilize the AET for record keeping. This portion of SAE work is calculated into 10% of the students overall grade in the FFA/SAE portion of our grading system. Students that are 3rd or 4th year will also be required to continue filling out the AET and maintaining a project for the remainder of their time in agriculture courses.

Each student that is taking an agriculture class will be a member of McFarland FFA Chapter and will be required to participate in X amount of events per semester (depending on the class). The FFA events participation will also be included into their overall 10% of semester score with their SAE project. Students

will have various opportunities to participate in and fundraising for their activity points.

All students that are program completers will have their information kept aside in case they want to apply for their American Degree. The files will include a print out copy of the following:

- A printed record book information page
- Student Data sheets (online but can also have print out in file)
- Returned Follow up survey (printed out answers or moved to online file)
- SAE Program plan
- List of awards & scholarships earned
- Copies of Recommendations from self and outside resources
- Applications and Office Served information
- Anything that will be needed for American Degree information

## **Program Completion Standards**

### **Career Plan**

Students will work together with an agriculture teacher each year to fill out and keep updated in our school files. We want to make sure we are working alongside the students and are helping them move towards their career goals.

Students and an ag teacher will work together to make sure the student file includes updated information on goals, SAE projects, record book information, and anything else deemed important. The updated worksheet will also include a plan for alternate careers within the same agriculture industry if possible.

## F. Description of Facilities and Major Equipment Agriculture Department

McFarland Inventory ☆ 📄 🗑️

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	A	B	C
		Item Description	Quantity
1			
2		Item Description	Quantity
3			
4	Classrooms	Science classroom	1
5		Regular classroom space	1
6		Various science kits	54
7		Microscopes for Ag	2
8		Rolling carts	2
9		Refrigerator	1
10		Cooking supplies	25
11		Cooking Utensils	30
12		Cooking griddles	3
13		Coolers	3
14		Computers	2
15		Printers	2
16		Speakerbox	1
17		Cannon Camera	1
18			
19	Farm	Tractor	1
20		Tractor disk	2
21		Trailers-hauling	2
22		Tack Boxes	6
23		Animal Sheers	5
24		Animal Clippers	15
25		Animal Scale	1
26		Medicine Bag	1
27		Sea train	2
28		Greenhouse	1
29		Rented Port o Johns	1
30			
31	Other	2020 Truck	1
32		Power washer	1
33		Tables	10
34		Chairs	50
35		Canopy	1

**School and/or Department Policies pertaining to:**

**H. Proficiency Standards for Program Completers**

**I. Teacher Data Sheet for each Teacher**



## **14. Advisory Committees Agendas, Minutes, Constitution and By-Laws**

The McFarland High School Agriculture Advisory Committee meets twice a year. We hold the first meeting sometime in the beginning of Fall and hold the second one in the Spring. We utilize these meetings to go over our goals and expectations for the year, what is happening with the program, and how we can continue to expand the program. The committee gives advice on issues we are facing as well as what specific skills they are wanting to see our students graduate with. We have expanded our list to include local farmers, Ag businessmen, and community members. We are looking to expand our Advisory Committee to include a crop science teacher or someone who works in this field to help advise on our crop land.

**Attached:**

**Advisory Committee Meeting Agenda  
Advisory Committee Meeting Letter**



**McFarland High School  
Agriculture Department  
299 W. Sherwood Ave.  
McFarland, CA 93250**



**Advisory Committee Members  
2019-2020**

**David Snell  
(661)559-0651  
McFarland, CA 93250**

**Evon Gorman  
129 Cliff Ave  
McFarland, CA 93250**

**Mike Elliott  
100325 Manhattan Ave  
Bakersfield, CA 93314**

**Joel Lopez  
661-619-0541  
McFarland, Ca 93250**

**Cheri Diebel  
Pandol Bros  
661-721-3904**

**Chris McCraw, BC Agriculture Professor  
1801 Panorama Drive  
Bakersfield, CA 93305  
[normal.oiler@bakersfieldcollege.edu](mailto:normal.oiler@bakersfieldcollege.edu)  
661-396-4056**

**Lyanne Mendoza  
USDA Farm Loan  
Bakersfield, Ca 93308**

**John Rexroth  
Rexroth Irrigation  
Bakersfield, Ca**

**Ex Officio Members:**

**Samual Resendez, MUSD Superintendent**

**Brian Bell, MUSD Superintendent**

**Ambelina Duran, MUSD Superintendent**

**Justin Derrek, McFarland High School Principal**

**Nick Griffith, Ag Science Instructor**

**Quintessa Bell, Ag Science Teacher**



**McFarland High School  
Agriculture Department  
259 W. Sherwood Ave.  
McFarland, CA 93250**



**August 12, 2019**

### **Advisory Meeting Minutes**

#### **Introductions**

- **Teachers, Staff, District Members**

#### **Program Outlines**

- **New year outlook and how we are going to make changes**
- **Ideas for Crop Science land, farm improvements, and expanding the AG program with all freshmen taking Earth Science.**
- **Update the 5 Year Acquisition Plan**
- **Ag Incentive Grant Information**

#### **Overview of Livestock**

- **Kern County Fair**
- **Delano Harvest**
- **Goals for next year Starting early vs Regular timeframe, Possibility of breeding, limiting students on total projects.**

#### **Questions**

- **Member questions**
  - **"Where are we with new administration"**
  - **"How will funding reduction affect program"**
  - **Where are we looking at in terms of adding new pathway"**

**Next Meeting December 19, 2019**



**McFarland High School  
Agriculture Department  
299 W. Sherwood Ave.  
McFarland, CA 93250**



**December 9, 2019**

#### **Old Business**

- Fair Placing at Kern and Delano
- Taking on incoming freshman into program

#### **New Business**

##### **Farm**

- New construction of Barn, fencing, and overhaul of steer pens
- Possible expansion of Hog Barns based on numbers
- Growth of possible crops in open land
- Replacing items taken in theft
- Addition of Security on premise
- Loss of land to school practice fields

##### **Classroom Curriculum**

- Earth Science Pilot program-Deciding which resource to use (online McGraw Hill)
- Ag Blo Pilot program with Science Department
- Ag Sales/Ag Comm Dual enrollment Science Credit
- Finding Crop Science content and resources for future class needs.

##### **Money Spent**

- Farm Replacements
- Unsold animals to District (Kern County Fair)
- Round-up feed bills, (paid quicker)
- Fundraisers for Program (Bloom Cards, maybe tri-tip, Poinsettias, Hot soup sales)

##### **Closing**

- Questions from Members

**Next Meeting May 5, 2020**



**McFarland High School  
Agriculture Department  
259 W. Sherwood Ave.  
McFarland, CA 93250**



## **EMERGENCY MEETING-COVID**

March 5, 2020

### **Old Business**

- Current Budget
- Approval of "animal donation funds"

### **New Business**

#### **COVID**

- What is going to happen to program
- Going online
- Losing the ability to participate in activities
- Teaching from home vs in class
- How will we give students the same ag experience from a distance
- Can we still proceed with farm improvements

#### **Livestock**

- Decision on no 2019 Kern County Livestock show/Delano Jr Livestock.
- Informing students and parents this will not be a possibility

#### **Curriculum**

- Adopting the McGraw hill textbooks and online resources for Distant Learning for Ag Earth and Ag Bio

#### **FFA**

- Update of Participants, placings, and contributions to community
- Awaiting to hear State Conference updates and closures for continued contest.

#### **Accounts**

- Cannot get accurate total at this time

### **Other**

- New teacher hire (Mrs. Bell to be replaced)
- New direction and program plan in place

### **Closing**

### **Questions from Members**

Will covid continue to affect the program/outcome of students?

Next Meeting:TBD



**McFarland High School  
Agriculture Department  
259 W. Sherwood Ave.  
McFarland, CA 93250**



**Welcome:**

Thank you for taking the time to work with us for this upcoming school year. We are pleased to invite you to our first 2019-2020 school year Ag Advisory Committee Meeting. We hope that you will continue to support our growth and development in making the McFarland FFA Program thrive within the community.

**August 12, 2019 at 6:00 PM we will be meeting in the Agriculture Classroom.**

**5:30 PM we will be giving a tour of our current school farm and ideas for improvement**

Our meetings will assist the program in developing a strong Ag in the Classroom experience and FFA involvement. While on the Committee, we are seeking your support and guidance on areas for improvement, quality of students, and industry experience. We want to ensure that we are guiding our students with the best possible outcome of experience through our curriculum and SAE projects.

This meeting will be our reintroduction to new members and current teaching staff. We will also talk about the needs of employment and which careers we should be guiding our students towards. We would love it if you can bring some ideas on what best approach we should take with our school farm and we launch the grounds into new renovations and updates in facilities. We are also going to discuss the possibility of adding a new curriculum, how we would like to approach fair, and where we stand with the current school administration. We look forward to our meeting and having another successful year with our Committee members.

If you have any questions, concerns, or cannot attend, please reach out to either Quintessa Bell (661)343-9138 or Nick Griffith (559)805-5135 and we can make alternate arrangements.

Thank you again,

A handwritten signature in black ink, appearing to read 'Quintessa Bell'.

**Quintessa Bell**

# 15. Proficiency Standards for Program Completers

McFarland FFA utilized the California Standards for Agriculture Education. We are currently in the process of adopting a new curriculum to also incorporate the NGSS science standards into our classroom. With this, we are making sure our students are getting a variety of agriculture, science, and FFA/SAE standards across the board. We want our students to have cross-curricular concepts to utilize outside of school.



Standards for Career Ready Practice describe the fundamental knowledge and skills that a career-ready student needs in order to prepare for transition to postsecondary education, career training, or the workforce. These standards are not exclusive to a career pathway, a CTE program of study, a particular discipline, or level of education. Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. Standards for Career Ready Practice are a valuable resource to CTE and academic teachers designing curricula and lessons in order to teach and reinforce the career-ready aims of the CTE Model Curriculum Standards and the Common Core State Standards.

## **1. Apply appropriate technical skills and academic knowledge.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.

## **2. Communicate clearly, effectively, and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

## **3. Develop an education and career plan aligned with personal goals.**

Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

## **4. Apply technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.



**5. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.

**6. Practice personal health and understand financial literacy.**

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

**7. Act as a responsible citizen in the workplace and the community.**

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

**8. Model integrity, ethical leadership, and effective management.**

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

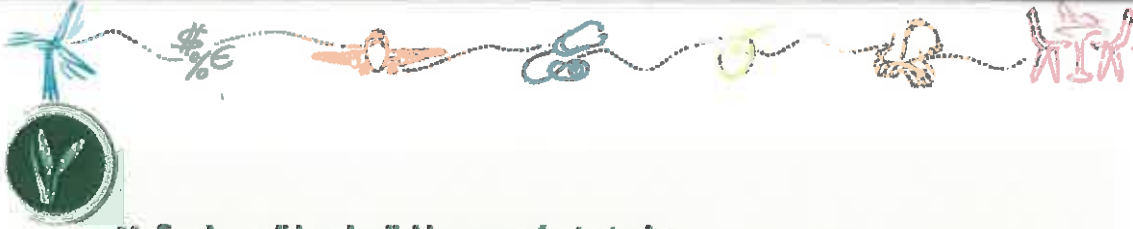
**9. Work productively in teams while integrating cultural and global competence.**

Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

**10. Demonstrate creativity and innovation.**

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.





**11. Employ valid and reliable research strategies.**

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

**12. Understand the environmental, social, and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Note: As stated previously, California's Standards for Career Ready Practice are based on the CCTC Career Ready Practices posted at <http://careerready.org/> (accessed June 8, 2016).

# 16. Teacher Data Sheet for each Teacher

This year we are 100% credentialed for our programming. Nick has received his CTE credential for Agriculture classes and I have my two from CSUFresno. While Nick has received his Masters in Education, I am currently working on my Masters of Agriculture Education.

**Name: Quintessa Bell**

**Program: Agriculture Department**

**Credential Held: Single Subject and Specialist-Agriculture**

**Professional Preparation:**

**AA-Agriculture Business, Bakersfield College**

**B.S-Agriculture Education & Agriculture Business, CSU Fresno**

**M.S-Agriculture Education, Cal Poly Slo (in progress)**

The screenshot shows the Commission on Teacher Credentialing website. The header includes the logo and the text "Commission on Teacher Credentialing". Below the header, there are "Login" and "Search" buttons. A search bar contains the text "Document Number". Below the search bar, there is a "New Search" button. The search results show the following information:

Last Name: GUZMAN  
First Name: QUINTESSA  
Middle Name: ASHLEY  
Last Known County of Employment: [Redacted]

Fingerprint Status: Complete: No Action Required (if tag displayed, click the Adverse and Commission Actions Adverse and Commission Action Indicator)

Document Application Adverse and Commission Actions

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue
200109473	Single Subject Teaching Credential	Clear	Valid	5/20/2020	6/1/2025	6/21/2018
180147050	Specialist Instruction Credential (Agriculture)	Clear	Valid	6/21/2018	7/1/2023	6/21/2018

**Name: Nick Griffith**

**Program: Agriculture Department**

**Credential Held: CTE-Agriculture, CTE- Trucking**

**Professional Preparation:**

**B.S-Agriculture Business, Cal Poly Slo**

**M.S-Education, National University**

The screenshot shows the CTC website interface. At the top left is the logo for CA.GOV Commission on Teacher Credentialing. Below the logo are 'Login' and 'Search' buttons. A navigation bar contains 'Home', 'About Us', and 'Documents'. A 'New Search' button is present, along with a note: 'Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.' The search form includes fields for 'Last Name' (filled with 'GRIFFITH'), 'First Name' (filled with 'NICHOLAS'), 'Middle Name', and 'Last Known County of Employment'. There are also checkboxes for 'Please verify County of Employment is current' and 'If flag displayed, click the Adverse and Commission Actions tab. If no flag, not'. Below the search form are tabs for 'Current Document', 'All Documents', and 'Adverse and Commission Actions'. A table displays a list of documents with columns for Document Number, Document Title, Term, Status, and Issue Date.

Document Number	Document Title	Term	Status	Issue Date	
> 200060156	Single Subject Teaching Credential	Preliminary	Valid	3/12/2020	3
170203701	Certificate of Clearance		Valid	9/11/2017	9
190223032	Career Technical Education Teaching Credential	Preliminary	Valid	7/1/2019	7
190037784	Single Subject Teaching Credential	Intern	Valid	2/2/2019	2

## **17. Calendar of Events**

Before the start of the school year, Nick and I meet with our Officer Team before our retreat to begin planning our yearly calendar. We take a look at events we want to compete in, what possible fundraisers we should do, and how our meetings will be conducted. This process sometimes can take more than one day due to everyone's schedules. Once we have finalized what we wish to work with, we post this information online. We also make sure to send this to administration for approval and hand one out to the officer teams to keep with them. I purchased an officer team binder from online and had each student fill theirs out. They must keep it on them at all times and I do check if they are prepared with their binders before a meeting.

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July 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8 Regional Officer Leadership Conference	9 Regional Officer Leadership Conference SIB CATA Golf Tournament	10 Regional Officer Leadership Conference	11 Regional Officer Leadership Conference State Fair Junior Livestock Show	12 State Fair Junior Livestock Show	13 State Fair Junior Livestock Show
14 State Fair Junior Livestock Show	15 State Fair Junior Livestock Show	16	17	18 SCLC	19 SCLC	20
21 State Fair Dairy Show National State Officer Summit	22 State Fair Dairy Show National State Officer Summit	23 State Fair Dairy Show National State Officer Summit	24 State Fair Dairy Show National State Officer Summit	25 National State Officer Summit	26	27
28	29	30	31 New Teacher BBQ			

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August 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Rec. Camp, Session 1	2 Rec. Camp, Session 1 Rec. Camp, Session 2	3 Rec. Camp, Session 2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20 Governor's Conference	21 Governor's Conference TKCATA Meeting	22 Governor's Conference	23 Governor's Conference	24 S.V. COLC/CATA
25	26	27 WFM COLC/CATA	28 WFM COLC/CATA	29 SEQ/CATA Meeting Eastern Sierra Fair	30 Eastern Sierra Fair	31 Eastern Sierra Fair

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September 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Eastern Sierra Fair Madras Fair	2 Madras Fair	3 Madras Fair State Staff Meeting	4 Madras Fair State Staff Meeting G.L.C. - Baberfeld	5 Madras Fair State Staff Meeting G.L.C. - Baberfeld	6 Madras Fair State Staff Meeting G.L.C. - Baberfeld	7 Madras Fair KJ COLC/CATA
8 Madras Fair	9	10 WFM Sections Meeting G.L.C. - Lakeside	11 G.L.C. - Fresno Tulare County Fair G.L.C. - Colpatch	12 Tulare County Fair EBM FFA Meeting G.L.C. - Hanford	13 Tulare County Fair G.L.C. - Hanford	14 Tulare County Fair
15 Tulare County Fair	16	17	18 Kern Fair G.L.C. - Lemoore	19 Kern Fair G.L.C. - Lemoore Chowchilla Cotton Contest	20 Kern Fair G.L.C. - Lemoore	21 Kern Fair Fresno State Football Ag Fest SEQ/TX COLC
22 Kern Fair	23 Kern Fair State Exec. Advisory Board Meeting	24 Kern Fair National Delegate Training G.L.C. - Redford	25 Kern Fair G.L.C. - Redford Carrthers Fair	26 Kern Fair G.L.C. - Redford Carrthers Fair Mt. Whitney Climbing/Clearing Contest	27 Kern Fair G.L.C. - Redford Carrthers Fair	28 Kern Fair Carrthers Fair
29 Kern Fair	30					

What is Ag Ed?  
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October 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 GLC Meeting GLC Lead SQ FFA Meeting	2 GLC Meeting GLC Lead Expos. Fair TX Opening/Closing Contest Dallas Fair	3 GLC Lead Expos. Fair Dallas Fair	4 GLC Lead Expos. Fair Dallas Fair	5 Expos. Fair Dallas Fair S. Rimrock Cotton Contest
6 Expos. Fair	7 Expos. Fair	8 Expos. Fair	9 Expos. Fair SQ Opening/Closing Contest TX FFA Activity Night	10 Expos. Fair	11 Expos. Fair	12 Expos. Fair
13 Home Fair	14 Expos. Fair	15	16	17 WFFM Activity Night	18 Desert Empire Fair Rendley College New Member Field Day	19 Desert Empire Fair EJC Cotton Contest
20 Desert Empire Fair	21	22	23 Rendley College Farm Business Career Show	24	25	26 Ducman Cotton Contest
27	28 National Convention Delegate Trip	29 National Convention Delegate Trip	30 National Convention Delegate Trip National FFA Convention	31 National Convention Delegate Trip National FFA Convention		

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November 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 National FFA Convention	2 National FFA Convention CA FFA Washington DC Trip
3 CA FFA Washington DC Trip	4 CA FFA Washington DC Trip	5 CA FFA Washington DC Trip	6 New Professional Institute	7 New Professional Institute IL FFA Meeting Hanford Cotton Contest	8 QOS New Member Field Day	9 State Cotton Judging Contest
10	11	12	13	14	15	16
17	18	19 KI Opening/Closing Contest BY Opening/Closing Contest WFFM Opening/Closing Contest	20 EFM Opening/Closing Contest	21	22 SI Regional Roadshow	23 SI Fall Regional Meeting
24	25	26	27	28	29 Mid-Winter Community College Mtg	30 Mid-Winter Community College Mtg

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December 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 SV Activity Night NAAE Conference	4 NAAE Conference KI/SJ Bowling Contest SEQ/JK Bowling Contest EPH Bowling/BBG	5 NAAE Conference	6 NAAE Conference	7 NAAE Conference
8	9	10	11 Discovery Leadership Conference	12	13 SV CATA Meeting	14 Golden West Citrus Reading MC Natural Resource Contest
15	16	17	18	19	20 KI CATA Meeting	21 Chico State Natural Resource
22	23	24	25	26	27	28
29	30	31				

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January 2020						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4 Stanford College Citrus
5	6 State Staff Meeting	7 State Staff Meeting	8 State Staff Meeting KI Manuscripts Due	9 SV Manuscripts Due State CATA Governing Board Student Teacher Conference	10 State CATA Governing Board Student Teacher Conference MEE/ALA Advertisements Gridley Welding Contest	11 MEE/ALA Sacramento Delta-Vine Pruning Contest Reading Time Pruning Contest Sierra Natural Resource Contest Tulare Vine Pruning Contest
12	13	14	15	16 WPA Manuscripts Due	17 SV CATA Ann. Due MEE/ALA Reading	18 MEE/ALA Reading KI Reading Contest Tulare Citrus Contest Selma Vine & Tree Pruning
19	20	21	22 WPA B/G Reading	23 SQ Manuscripts Due EPH Manuscripts Due-Sierra & J. Minerals	24 MEE/ALA Monterey #1	25 MEE/ALA Monterey #1 SV Speaking Minerals Infectional
26 MEE/ALA Monterey #2	27 MEE/ALA Monterey #2 SEQ/JK State Degree Scoring	28 KI/SJ State Degree Scoring	29 EPH State Degree Scoring	30 WPA Speaking Contest WPA State Degree Scoring	31 MEE/ALA Ontario	



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February 2020						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 MFE/ALA-Orinda Winter State Finals
	3 Supervising Teacher Institute	4 Supervising Teacher Institute State Officer Bus-Summer	5 MFE/COOP Contest TK MFE/COOP Contest SJR/NO/COOP/RSB Contests TK Manuscript Due	6 EFM Speaking Contest SEQ Speaking Contest	7 MFE/ALA-Visalia #1	8 MFE/ALA-Visalia #1 College of the Redwoods Field Day Maricopa College Welding Contest
9 MFE/ALA-Visalia #2	10 MFE/ALA-Visalia #2 SJR Regional Eval. Assesd Scoring Mem.Corr. Pre-Scoring	11 World Ag Expo Tulosa Farm Show	12 World Ag Expo Tulosa Farm Show	13 World Ag Expo Tulosa Farm Show	14 MFE/ALA-Modesto	15 MFE/ALA-Modesto SJR Regional Officer Scoring
16	17 State FFA Activity Mtg State FFA Educ Mtg	18 National FFA Week	19 National FFA Week EFM/COOP Contest TK Job Interview/Interview/Resume Contest	20 National FFA Week SEQ/NO/COOP Contest	21 National FFA Week	22 SJR Regional Meeting
23	24	25 State Proficiency Scoring SJE-Sacramento	26 State Proficiency Scoring SJE-Sacramento	27 SJE-Sacramento TK Credit & Impropriety Contest KLRG/COOP/RSB State Proficiency Scoring	28 SJE-Sacramento	29 Western Nursery Contest La Grana Field Day

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March 2020						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 CDE	2 SJR State Officer Candidate Exam Star Farmer Interview Team	3 Star Farmer Interview Team	4 Star Farmer Interview Team	5 Star Farmer Interview Team	6 UC Davis Soil-Pro Contest	7 Western Dairy Classic Dairy Shows Western Dairy Classic Judging Day UC Davis CDE Field Day West Hills College Field Day
8	9	10	11 Highland Field Day	12	13	14 Orinda Field Day Chico State CDE Field Day Maricopa College CDE Field Day
15	16	17 KJ/RSJ Paril Pro Contest	18 EFM/WFM Paril Pro Contest TK FFA Activity Night	19 EFM/WFM State Degree Casornotes	20 SJR Speaking Events	21 COC CDE Field Day Los Banos/Bacheco Farm Power Contests
22	23	24 WFL Activity Night SEQ/TK Paril Pro Contest	25	26	27 SJR Paril Pro Finals	28 Fresnohugh ACT Contest Reedley HS Tree Judging & OH Contest Maricopa College Small Engineer Contest Gridley Field Day
29	30 KJ State Degree Repeval SEQ FFA Meeting	31 SJR State Degree Repeval SEQ FFA Meeting				

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April 2020						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 SEO State Degree Request SEO Section Officer Applications Due	2 TK State Degree Request TK Officer/Sp. Names Due	3 EFM Officer Applications Due	4 SIR State Officer Training Macedon-JE Crofton Ag Mechanics Contest CSC Field Day & Ag Sales State Finals Crested Butte Science Contest
5 SIR State Officer Training	6	7	8	9	10 Madison Liberty Vet Science Contest	11
12	13	14 SEO Officer Interviews	15 WFM Officer Apps Due	16 SEO Officer Elections TK Officer Interviews	17	18 Crested Butte Science Contest Evening State Field Day
19	20	21 SV Officer Apps Due	22 State Speaking Finals	23 State Post-Election Finals State FFA Leadership Conference	24 State FFA Leadership Conference	25 State FFA Leadership Conference
26 State FFA Leadership Conference	27	28 SV Officer Interviews	29 WFM Officer Interviews EFM Officer Interviews JE Officer List Due	30 TK Officer Elections		

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May 2020						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Cal Poly - State Finals
3	4 EFM FFA Section Meeting EFM CATA Meeting	5 SV Officer Elections JE Officer Elections SEO CATA Meeting	6 TK CATA Meeting	7 WFM FFA Officer Elections WFM CATA Meeting	8	9
10	11 Chico Hills Fair Porterville Fair	12 Chico Hills Fair Porterville Fair	13 Chico Hills Fair Porterville Fair	14 Chico Hills Fair Porterville Fair	15 Chico Hills Fair Porterville Fair	16 Chico Hills Fair Porterville Fair
17 Chico Hills Fair Porterville Fair	18	19	20	21	22 American Degree Applications Due	23
24	25	26	27	28	29	30
31						

# & FFA - Calendar of Events

[State Calendar](#) | [Central](#) | [North Coast](#) | [San Joaquin](#) | [South Coast](#) | [Southern](#) | [Superior](#)

←-- Fall 2019 Spring 2020 --→

[Jul](#) | [Aug](#) | [Sep](#) | [Oct](#) | [Nov](#) | [Dec](#) | [Jan](#) | [Feb](#) | [Mar](#) | [Apr](#) | [May](#) | [Jun](#)

 [Print Calendar](#)

June 2020						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 State Staff Meeting	2 State Staff Meeting	3 State Staff Meeting	4 Kings County Fair	5 Kings County Fair	6 Kings County Fair
7 Kings County Fair	8	9	10	11	12	13
14	15	16 Regional Officers Retreat	17 Regional Officers Retreat	18 Regional Officers Retreat	19 Regional Officers Retreat	20
21	22 CATA - State Conference	23 CATA - State Conference	24 CATA - State Conference	25 CATA - State Conference	26	27
28	29	30				

## **17. Professional Growth and Development**

A part of my learning process is to attend as many Professional Development events that I can. I want to continue to expand my experience and teaching portfolio by reaching out and learning from different teachers. I plan to attend and continue to attend the conferences and all meetings held by my site.

List of events:

- CATA Summer Conference
- CATA Fall/Spring Regional Meetings
- CATA Road Show
- Teach Induction Program year 1 & 2
- Department and Faculty Meetings
- FFA Sectional meetings

## **18. R-2 Reports**

At McFarland High School, our numbers were brought up when all Freshman were required to take Ag Earth science. While this was not ideal for the program, we hope to manage the amount of students within the upcoming years. Our numbers have doubled and we hope to continue the trend.



# McFarland

CA0150

## Complete Student Enrollment

Student Name	Grad Year	Account Type	Years in Ag	FFA ID	FFA Inv Code
[REDACTED]	2022	Member	1		
	2022	Member	1		
	2022	Member	1		
	2022	Member	1		
	2019	Member	4	601822168	IUZKYN
	2021	Member	1	603107472	F4T8\$
	2022	Member	1		
	2021	Member	1	603106635	NVY54P
	2022	Member	1		
	2022	Member	1		
	2021	Member	1		
	2018	Member	4	601366345	
	2020	Member	3	602561277	PHZENJ
	2018	Member	4	601366346	
	2018	Member	3	601366347	9JKOC\$
	2022	Member	1		
	2022	Member	1		
	2019	Member	4	601822175	ZDFEKA
	2018	Member	6	600577062	
	2021	Member	1		
	2020	Member	2	602561311	4CPLUA
	2019	Member	3	601822531	TBCGSJ
	2020	Member	3	602561380	MUPM
	2020	Member	2	602561226	HNJAEV
	2022	Member	1		
	2020	Member	2	602561365	X4DC3X
	2019	Member	3	601822533	CTZ4VQ
	2022	Member	1		
	2020	Member	2	602561289	1SKQC
	2020	Member	1		

		Open with			
	2022	Member	1		
	2022	Member	1		
	2019	Member	2	603107773	J3N6VL
	2020	Member	2	602561327	K9UV1J
	2022	Member	1		
	2022	Member	1		
	2022	Member	1		
	2018	Member	3	601366359	
	2022	Member	1		
	2020	Member	2	602561385	\$UZLW8
	2020	Member	2	602561352	\$2VLGS
	2021	Member	1	603107336	76KZDN
	2022	Member	1		
	2020	Member	2	602561333	EYUHZ
	2019	Member	4	601822545	R\$EIPQ
	2022	Member	1		
	2018	Member	4	602561310	8ALZ@8
	2018	Member	4	601366360	5TPDS6
	2021	Member	2	603106018	DCDR8
	2018	Member	4	601366382	\$CLG1R
	2018	Member	1	603106311	82HU6G
	2022	Member	1		
	2020	Member	3	602561384	TSM@I@
	2019	Member	6	600986269	KKLLNF
	2018	Member	4	601366367	
	2020	Member	3	602561343	4ZG9NG
	2022	Member	1		
	2021	Member	1		
	2022	Member	1		
	2021	Member	1	603107595	US82@4
	2020	Member	3	602561214	7HMSAF
	2019	Member	4	601822558	1BADIM
	2020	Member	1	603107473	9CJ\$
	2020	Member	1		
	2022	Member	1		
	2021	Member	1	603106610	WKEX93
	2022	Member	1		



2021	Member	2	603106906	\$@UX\$8
2021	Member	1		
2022	Member	1		
2022	Member	1		
2022	Member	1		
2020	Member	3	602561294	SCKL6G
2022	Member	1		
2021	Member	1	603106988	VF8KS2
2018	Member	4	601364419	PKXLFG
2019	Member	4	601822567	XC7OCH
2022	Member	1		
2022	Member	1		
2018	Member	4	601364420	VHIW6U
2020	Member	2	602561280	ZK\$@II
2020	Member	1		
2019	Member	2	601822570	IFI069
2020	Member	2	602561324	ANAYW5
2022	Member	1		
2018	Member	4	601364425	CU0AP5
2022	Member	1		
2022	Member	1		
2022	Member	1		
2022	Member	1		
2022	Member	0		
2018	Member	4	601364428	CMNOLJ
2019	Member	2	602561217	NEUUUT
2022	Member	1		
2021	Member	1	603107617	K97FHP
2022	Member	1		
2020	Member	1	603106773	@LJNLD
2021	Member	1	603107797	Z75NMS
2018	Member	4	601364431	BA0AUP
2019	Member	2	602561248	ZB4K1N
2022	Member	1		
2021	Member	2	603105581	6\$NACY
2020	Member	1	602561332	KI63P





2022	Member	0		
2018	Member	4	601364435	ROR280
2021	Member	1		
2018	Member	5	601364438	
2021	Member	1		
2021	Member	2	603105260	6PHE8
2022	Member	1		
2022	Member	1		
2018	Member	3	601822583	WRHHVZ
2022	Member	1		
2020	Member	1		
2020	Member	2	602561312	2PIYLV
2022	Member	1		
2019	Member	3	601822585	W1WP06
2022	Member	1		
2020	Member	2	602561344	2BXIW6
2020	Member	1	602561239	7EVL3I
2022	Member	1		
2019	Member	4	601822587	OGVD9S
2020	Member	3	602561320	ULV7C9
2020	Member	2	602561338	@T@RX
2020	Member	3	602561249	A9Y2Z
2020	Member	3	602561317	GMVY\$F
2020	Member	3	602561234	Z4G57N
2018	Member	4	601364707	WMEMJJ
2019	Member	4	601822828	2SHAVW
2022	Member	1		
2019	Member	3	601822830	HLVG2D
2022	Member	1		
2022	Member	1		
2022	Member	1		
2022	Member	1		
2019	Member	4	601822831	BR7PH6
2019	Member	4	601822833	FXAMOK
2020	Member	2	602561254	2C@2T4
2019	Member	4	601822543	PVEKZL
2019	Member	1	603106488	RW7ZC7



2020	Member	3	602561328	TOITZM
2021	Member	2	602561370	4V0LA
2018	Member	4	601364715	PHDQO4
2022	Member	1		
2019	Member	2	602561413	7TBGAF
2022	Member	1		
2020	Member	1	603105830	HJMF
2022	Member	1		
2020	Member	3	602561237	VZNSGA
2018	Member	4	601364718	YFUYP3
2019	Member	4	601822845	JA6GHY
2022	Member	1		
2021	Member	1	603105874	L9RLS3
2019	Member	4	601822847	RS5ZUE
2022	Member	1		
2022	Member	1		
2020	Member	2	603107478	ZCHUXX
2018	Member	4	601364724	IONDLV
2020	Member	3	602561322	IEARP
2018	Member	4	601364725	
2019	Member	3	601822848	FQFFRQ
2020	Member	2	602561272	1PFU2
2020	Member	3	602561388	RAQ\$IL
2018	Member	4	601364730	VZXZHF
2021	Member	1		
2022	Member	1		
2022	Member	1		
2019	Member	3	601823077	\$U8VLQ
2020	Member	2	602561293	J8BXXR
2022	Member	0		
2020	Member	2	602561228	CHC\$RC
2018	Member	4	601364736	
2022	Member	1		
2022	Member	1		
2018	Member	4	601364739	PWIHFF
2022	Member	1		
2021	Member	1		



2019	Member	3	601823080	GOCB8T
2021	Member	1	603106787	L3GB7V
2022	Member	1		
2020	Member	3	602561340	VVDDA0
2019	Member	4	601365019	VLZD4V
2022	Member	1		
2019	Member	3	601823082	MT%W0K
2020	Member	1	602561374	9I334E
2018	Member	4	601365022	G3JF19
2022	Member	1		
2020	Member	1	602561390	L1DVCA
2021	Member	1	603105978	H2@T6T
2021	Member	2	603107872	4FVYZP
2019	Member	3	601823086	UGAIQP
2019	Member	3	601823088	PYYXLV
2020	Member	2	602561329	BGX86
2021	Member	2	603105310	TWQWUC
2022	Member	1		
2020	Member	1		
2022	Member	1		
2021	Member	2	603106380	KJ7@QP
2020	Member	2	602561292	RUS1Z5
2019	Member	3	602561271	UQWROL
2022	Member	1		
2019	Member	2	601823093	GVOBNF
2022	Member	1		
2020	Member	2	602561240	X772ST
2018	Member	5	601365038	
2022	Member	1		
2019	Member	4	601823095	2QY1V3
2022	Member	1		
2022	Member	0		
2018	Member	4	601365039	
2018	Member	4	601365040	XQ47ER
2018	Member	6	600988491	1DEAQX
2018	Member	3	601365043	JSYQA4
2021	Member	2	603105829	3JRQ2J



2022	Member	1		
2021	Member	2	603105626	FFUM
2020	Member	1		
2022	Member	1		
2022	Member	1		
2019	Member	3	601823167	EWLHK
2018	Member	1	603107296	YK539Z
2022	Member	1		
2021	Member	1	603106386	JXYHFA
2018	Member	4	601365048	GIQP9L
2022	Member	1		
2018	Member	4	601365049	
2022	Member	0		
2022	Member	1		
2020	Member	2	602561346	NTPQ95
2019	Member	1		
2019	Member	3	601823175	BNH\$Z1
2020	Member	3	602561220	XSOUJK
2019	Member	3	601823180	FNYZMI
2019	Member	4	601823181	W%CDYI
2021	Member	1		
2018	Member	4	601365111	LA2P8P
2019	Member	6	553547718	BOFFT7
2022	Member	1		
2021	Member	1	603106482	UKYMHP
2022	Member	1		
2020	Member	1	602561233	D1PT03
2022	Member	1		
2019	Member	0		
2022	Member	1		
2021	Member	2	603107779	W847ER
2019	Member	3	601823186	APLWU8
2019	Member	3	601823188	GMRXHJ
2021	Member	1	603105913	AQ6HD
2019	Member	4	601823191	MDIUNR
2022	Member	0		
2020	Member	3	602561288	4W\$S9T



2018	Member	4	601365113	JCIBCM
2022	Member	1		
2020	Member	3	602561129	J0T7SB
2019	Member	4	601823193	8NCU00
2022	Member	1		
2019	Member	2	601823097	2HFSBP
2018	Member	7	553382814	0NTLVN
2019	Member	3	601823098	KMBZXX
2022	Member	1		
2022	Member	1		
2019	Member	3	601823099	DWPKRP
2022	Member	1		
2022	Member	1		
2019	Member	1		
2019	Member	4	601823100	F9OHYS
2019	Member	4	601823103	Y4D9WW
2022	Member	1		
2021	Member	1		
2018	Member	2	602561335	N3XD24
2022	Member	1		
2021	Member	2	603105869	BU5P5G
2022	Member	1		
2020	Member	1	602561321	JTALB5
2019	Member	4	601823114	KBOYXP
2020	Member	2	602561328	2K293A
2022	Member	1		
2018	Member	4	601365125	RW2ASL
2021	Member	2	603107703	5@KQD4
2021	Member	2	603107103	VYCWHD
2022	Member	1		
2018	Member	3	601365128	
2020	Member	2	602561282	@QCNU
2021	Member	1		
2020	Member	2	602561373	W4PVIY
2022	Member	1		
2021	Member	2	603106480	AME6Y
2022	Member	1		



2022	Member	1		
2019	Member	1		
2021	Member	2	603105446	8MDG6E
2022	Member	1		
2022	Member	1		
2020	Member	1		
2022	Member	1		
2022	Member	1		
2020	Member	1		
2020	Member	3	602561126	HCZ3PB

## **19. Travel Request**

**McFarland High School requires that all overnight trips be submitted to the Board for approval at least 2 months before the Board meeting. Once we have approval, we fill out a travel request form, a permission slip form, and transportation request if necessary.**

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## STUDENT FIELD TRIPS

The following is a guide/checklist of items needed when going on a field trip (with students) or attending a staff conference/training (w/o students).

### Field Trip (with Students)

1. **No overnight Stay – Minimum of 30 Working Days Prior to trip submit:**
  - a. Submit Field Trip Request Form (Bus) OR School Dude Trip Request on School Dude (vans, cars) to Principal's Office
  - b. Submit Purchase Requisition Form for bus charge (KCSOS or Private Bus Co.)
  - c. Submit Purchase Requisition Form for student Registrations (if needed)
  - d. Submit Student Permission Slip Form, for Principal's signature
  
2. **Field Trip with overnight Stay – Require school board approval. Therefore, a minimum of 60 Days Prior to trip submit:**
  - a. **Minimum of 60 days prior – Submit Board Approval Request Memo Form to Principal's Office with backup documentation of trip.**

**Once trip is board approved, submit the following items together (incomplete packets will not be accepted by the District Office):**

**Minimum of 30 working days prior –**

- a. Submit Field Trip Request Form (Bus) OR School Dude Trip Request on School Dude (vans, cars).
- b. Submit Purchase Requisition Form for bus charge (KCSOS or Private Bus Co.)
- c. Submit Purchase Requisition(s) for student registration and/or hotel.
- d. Copy of Board Approval Minutes (from MUSD Website)
- e. Student Permission Slip Form, for Principal's signature

## STAFF CONFERENCES

**Staff Conference/training – Minimum of 30 Working Days prior to registration deadline, submit all the following items together (incomplete packets will not be accepted by District Office):**

1. Completed Conference Request Form – 30 Days Prior to registration deadline.
2. Completed registration form/information flyer and deadline information.
3. Hotel confirmation sheet (printout from hotel)
2. School Dude Trip # for District vehicle request. Mileage will not be reimbursed for personal vehicle use, if a district vehicle is available.

**NOTE: Out of state staff conferences require board approval and must be submitted a minimum of 60 days prior to the registration deadline.**



Official Use Only

Trip # \_\_\_\_\_  
Bus # \_\_\_\_\_  
Driver: \_\_\_\_\_  
Confirmation: \_\_\_\_\_

Office of Christine Mary C. Barlow  
Kern County Superintendent of Schools  
1300 17<sup>th</sup> Street – CITY CENTRE  
Bakersfield, CA 93301-4533

**Please check**

Estimate

Schedule

**FIELD TRIP REQUEST**

School: \_\_\_\_\_ Date of Trip: \_\_\_\_\_

Contact: \_\_\_\_\_ Phone #: \_\_\_\_\_

Contact E-mail: \_\_\_\_\_ Activity: \_\_\_\_\_

Number of students: \_\_\_\_\_ Adults: \_\_\_\_\_ Wheelchairs: \_\_\_\_\_ Age Level: \_\_\_\_\_

**List each stop separately, please provide exact pick-up location:**

Pick-up location: \_\_\_\_\_ Time: \_\_\_\_\_

Destination: \_\_\_\_\_ Time: \_\_\_\_\_

**Return Trip:**

Pick-up location: \_\_\_\_\_ Time: \_\_\_\_\_

Destination: \_\_\_\_\_ Time: \_\_\_\_\_

**Please note any additional stops or special information:**

Trip requests shall be submitted 10 days in advance of the trip. Please e-mail your request to: meogle@kern.org and (cc) jamcclelland@kern.org and indicate if you need an estimate; your estimate will be returned within 48 hours. Please obtain your directors signature, scan and e-mail approval within 72 hours; your trip, then, will be secured for the date(s) requested. Any questions regarding field trips, please contact Melanie Ogle, 661-852-5807. Thank you for the opportunity to provide your transportation needs.

Request Submitted by: \_\_\_\_\_ Date: \_\_\_\_\_

<b><u>Passenger Count:</u></b>	<b><u>Estimate</u></b>
Adults: _____	Mileage: _____ \$: _____
Students: _____	Hours: _____ \$: _____
W/C's: _____	Number of Buses: _____
	Estimated Total \$ _____

Bill to: \_\_\_\_\_

Budget #: \_\_\_\_\_

or

Address: \_\_\_\_\_

**Directors Approval:** \_\_\_\_\_

**MCFARLAND UNIFIED SCHOOL DISTRICT  
ELEMENTARY & SECONDARY FIELD TRIP PARENT PERMISSION FORM**

School \_\_\_\_\_ Date of Trip \_\_\_\_\_  
 Teacher Name \_\_\_\_\_ Departure Time \_\_\_\_\_  
 Field Trip to \_\_\_\_\_ Return Time \_\_\_\_\_

The purpose of this trip is \_\_\_\_\_

The California Educational Standards covered are \_\_\_\_\_

**ITEMS STUDENTS NEED TO BRING:**  
 \_\_\_\_\_  
 \_\_\_\_\_

**TRANSPORTATION:**  
 The type(s) of transportation used for this trip will be  
 (Please check below):

Total # of Students \_\_\_\_\_ Chaperones \_\_\_\_\_

\_\_\_\_\_ Bus (private) Name of Company \_\_\_\_\_  
 \_\_\_\_\_ District Bus \_\_\_\_\_ Walking

**Please detach and return the bottom of this form to the teacher by: \_\_\_\_\_**

-----  
 Failure to return this form will mean your child will be excluded from this trip.

**PARENT SIGNATURE BELOW GIVES CONSENT FOR TREATMENT**

In the event of illness or injury, I do hereby consent to whatever x-ray examination, anesthetic, medical, surgical, or dental diagnosis of treatment and hospital care that are considered necessary in the best judgment of the attending physician, surgeon, or dentist and performed by or under the supervision of a member of the medical staff of the hospital or facility furnishing medical or dental services, and the undersigned agrees to pay for such medical care whether or not the costs are insured by parents'/guardians' health insurance.

**PARENT SIGNATURE BELOW GIVES WAIVER OF CLAIMS**

Education Code 35330: "All persons making the trip or excursion shall be deemed to have waived all claims against the district or the State of California for injury, accident, illness, or death occurring during or by reason of the trip or excursion." Therefore, a parent/guardian for him/herself and for his/her child/ward by signature herein below waives any and all claims against M.U.S.D. for injury, accident, illness, or death occurring during or by reason of the trip or excursion. Excursions are voluntary, and attendance by your child is not mandatory.

**PARENT SIGNATURE BELOW GIVES AGREEMENT FOR CONSEQUENCES ON THE FOLLOWING RULES**

Undersigned agrees that participants are to abide by all rules and regulations governing conduct during the trip and that any violation of these rules and regulations can result in child being sent home at his/her and/or parents'/guardians' expense.

**PARENT SIGNATURE BELOW GIVES NOTICE OF HEALTH INFORMATION AND MEDICATION POLICY**

**DOES YOUR CHILD HAVE ANY MEDICAL/PHYSICAL PROBLEMS? YES \_\_\_\_\_ NO \_\_\_\_\_**

Please Explain: \_\_\_\_\_

**A special note to parents/guardians:** A physician's written authorization is required for all medications.

Does your child take any medications? Yes \_\_\_\_\_ No \_\_\_\_\_ if the answer is Yes, you and your physician must have a completed Pupil Medication form on file with the school site in order for your child to participate in the fieldtrip.

- \_\_\_\_\_ 1. I HAVE READ AND AGREE TO ALL PROVISIONS ON THIS SHEET ABOVE. I GIVE MY CHILD PERMISSION TO ATTEND THIS TRIP TO \_\_\_\_\_ ON \_\_\_\_\_  
 Phone number where parent can be reached on day of trip: \_\_\_\_\_
- \_\_\_\_\_ 2. MY CHILD MAY NOT GO ON THIS TRIP. I understand he/she must attend school and will be provided an appropriate placement and school work.
- \_\_\_\_\_ 3. I am interested in chaperoning for this field trip.

Student's Name (Period) \_\_\_\_\_

Parent's Signature \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Principal's Signature \_\_\_\_\_

**DISTRITO ESCOLAR UNIFICADO DE MCFARLAND  
PERMISO DE LOS PADRES PARA LAS EXCURSIONES EN LAS ESCUELAS PRIMARIAS Y SECUNDARIAS**

Escuela \_\_\_\_\_ Fecha de la excursión \_\_\_\_\_  
 Nombre del maestro(a) \_\_\_\_\_ Hora de Salida \_\_\_\_\_  
 Excursión a \_\_\_\_\_ Hora de Regreso \_\_\_\_\_  
 El propósito de esta excursión es \_\_\_\_\_

Las Normas de Educación de California cubiertas son \_\_\_\_\_

**ARTÍCULOS QUE LOS ALUMNOS DEBEN TRAER:**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**TRANSPORTACIÓN:**

El medio de transporte que se usará en esta excursión será (por favor marque abajo):

Número total de alumnos \_\_\_\_\_ Acompañantes \_\_\_\_\_  
 \_\_\_\_\_ Autobús (privado) Nombre de la Compañía \_\_\_\_\_  
 \_\_\_\_\_ Autobús del Distrito \_\_\_\_\_ Caminar \_\_\_\_\_

Por favor corte y regrese esta forma al maestro(a) a más tardar el \_\_\_\_\_

**SI NO DEVUELVE ESTA FORMA FIRMADA, SU HIJO(A) NO PODRÁ ASISTIR A LA EXCURSIÓN**

**LA FIRMA DE LOS PADRES DEBAJO AUTORIZA TRATAMIENTO MÉDICO**

En caso de enfermedad o accidente, doy mi consentimiento para que mi hijo(a) reciba Rayos-X, anestesia, diagnóstico médico, quirúrgico o dental para su tratamiento y los servicios de hospital que sean considerados necesarios, según el mejor juicio del médico, cirujano o dentista encargado y realizado por o bajo la supervisión de un miembro del personal médico del hospital o establecimiento que ofrezca el servicio médico o dental y los abajo firmantes están de acuerdo en pagar los servicios médicos, ya sea que estén o no cubiertos por el seguro médico de los padres/tutores legales.

**LA FIRMA DE LOS PADRES DEBAJO SIGNIFICA QUE RENUNCIAN A DEMANDAS LEGALES**

**Código de Educación 35330:** "Se considerará que todas las personas que participan en esta excursión renuncian a cualquier demanda legal contra el Distrito o el Estado de California por heridas, accidente, enfermedad, o muerte causadas durante o por haber participado en esta excursión." Por lo tanto, mediante la firma de esta forma por parte de los padres/tutores legales, renuncian para ellos mismos y para su(s) hijo(s) de cualquier demanda legal contra el Distrito Escolar Unificado de McFarland por daños, accidente, enfermedad o muerte ocurrida durante o por haber participado en esta excursión. Esta excursión es voluntaria y la asistencia de su hijo(a) no es obligatoria.

**LA FIRMA DE LOS PADRES DEBAJO SIGNIFICA QUE ESTÁN DE ACUERDO CON LAS CONSECUENCIAS DE LAS SIGUIENTES REGLAS**

Los firmantes debajo están de acuerdo en que los participantes deberán cumplir con todas las reglas y regulaciones de conducta durante la excursión y cualquier violación de esas reglas y regulaciones puede resultar en que el alumno sea enviado a casa y los gastos incurridos sean pagados por sus padres/guardianes legales.

**LA FIRMA DE LOS PADRES DEBAJO SIGNIFICA QUE DA AVISO SOBRE LA INFORMACIÓN DE SALUD Y LA POLIZA DE MEDICAMENTO**

¿TIENE SU HIJO(A) ALGÚN PROBLEMA DE SALUD O FÍSICO?  SÍ  NO

Por favor explique: \_\_\_\_\_  
 Nota especial para los padres/tutores legales: Se requiere una autorización escrita del médico para todos los medicamentos. ¿Toma su hijo(a) algún medicamento? Sí \_\_\_\_\_ No \_\_\_\_\_. Si la respuesta es sí, usted y su médico deben tener la forma Medicamento del Estudiante archivada con la escuela para que su hijo(a) pueda participar en la excursión.

1. HE LEÍDO Y ESTOY DE ACUERDO CON LO ESTIPULADO ARRIBA. OTORGO MI PERMISO PARA QUE MI HIJO(A) ASISTA A \_\_\_\_\_ EL DÍA \_\_\_\_\_  
 Teléfono donde se lo puede llamar a usted durante el día de la excursión: \_\_\_\_\_
2. MI HIJO(A) NO PODRÁ PARTICIPAR EN ESTA EXCURSIÓN. Entiendo que deberá asistir a la escuela, se lo colocará en un lugar apropiado y se le proporcionará trabajo escolar.
3. Estoy interesado en acompañar en esta excursión.

Nombre del alumno(a) (Período) \_\_\_\_\_ Firma de los Padres \_\_\_\_\_  
 Firma del Maestro(a) \_\_\_\_\_ Firma del Director(a) \_\_\_\_\_



McFarland Unified School District  
601 Second Street  
McFarland, CA 93250

Phone: (661) 792-3081  
FAX: (661) 792-2447  
[www.mcfarland.k12.ca.us](http://www.mcfarland.k12.ca.us)

**TO:** Mr. Samuel Resendez, Superintendent  
**FROM:** Quintessa Bell, Ag Teacher  
**RE:** Approval of FFA Overnight Trips Spring 2019–February 9-10, 2020 (MFE/ALA), April 23-26, 2020 (CA State FFA Conference).  
**DATE:** 01/07/2020

**Recommendation(s):** Request Approval of FFA trips requiring overnight stays for February 9-10, 2020 (MFE/ALA), and April 23-26, 2020 (CA State FFA Conference.)

**How does this action support student achievement?** These FFA events provide students with opportunities to develop their potential for premier leadership, personal growth, and career success.

**Status:** Our FFA chapter participates in various leadership activities and competitions at the Section, Region, State and National level, while most are all day events some require an overnight stay at a hotel (or multiple day).

**Background:** Our goal is to maintain a high-quality, comprehensive agricultural career technical program that would involve the 'Learning To Do, Doing To Learn' aspect of the FFA Motto. By participating in a variety of leadership and Career Development Events (Judging Contests) we are able to provide students with an opportunity to learn and refine skills needed to be competitive in a dynamic employment industry. This will provide any student enrolled in an Agriculture Education class the opportunity to participate in settings that will foster the development of leadership and communication skills that will follow them in their academic and professional life. The ability to attend leadership events where a diverse group of individuals can exchange ideas and in turn develop strategies to work cooperatively enhances the student's prospect of career success. Attending CDE's build on learned curriculum and allow members to sharpen up workplace skills that will contribute to professional abilities. Being successful at these levels will complete the concepts put forth in the final stanzas of the FFA Motto of 'Earning to Live, Living To Serve'.

**Goal(s):** Accelerate gains in student achievement.

**Funding Source(s):** All funding will come from the Ag Incentive Grant, Perkins Grant, Ag Dept. and FFA club fundraisers, with students providing funds for their own personal purchases.

**Amount:** This will vary, depending on how many members attend the leadership and CDE events

**Responsible Staff:** Ag Dept. Personnel - Quintessa Bell & Nick Griffith

**Supporting Document(s):** See attached

**Approved by:**

**February 9-10, 2020**

**Made for Excellence/ Advanced Leadership Academy**

Made for Excellence is for sophomores that focus on personal development by self-discovery of talents, strengths, interests and personal character. This conference also focuses on "Student Development and Me: one's personal skills and development of the ability to be successful." Advanced Leadership Academy is for juniors. This conference is about "WE: the individual leader, their relationships with others and how to establish common vision." 8 students will attend the conference that will be held at the Marriott Convention Center in Visalia.

**April 23-26, 2019**

**CA State FFA Leadership Conference**

The 90th Annual California State FFA Leadership Conference. This year California FFA members from all corners of the state will meet in Anaheim, CA for a four-day event designed to celebrate student accomplishments and inspire students for the future. The students will get to experience motivational speakers, fulfilling workshops, engaging career show, agricultural tours, and an exclusive California FFA event at Knotts Berry Farm.

## 20. CATA Membership

I have been an active member of CATA since 2017. Nick received his first membership in 2018. I am including a portion of Kerry Stocktons list of paid membership pdf.






















<b>Last Name</b>	<b>First Name</b>	<b>Email</b>	<b>School</b>	<b>Paid</b>
<b>Region: San Joaquin Region</b>			<b>Section: SV</b>	
Bass	Todd	tbass@taft.k12.ca.us	Taft HS	<input checked="" type="checkbox"/>
Beechinor	Julie	julie_beechinor@khd.k12.ca.us	Frontier HS	<input checked="" type="checkbox"/>
Bell	Quintessa	quintessa.guzman@gmail.com	Mc Farland HS	<input checked="" type="checkbox"/>

## **21. Wish List**

McFarland High School teachers will meet a few times during the year to discuss what items we wish to acquire for the new academic year. We try to focus on which area we feel needs the most attention and work our way out. Last year we created a list based off of our farm needs due to a theft on the school farm. This year we are looking at heavier budgeted items to get the farm up and running as well as some new curriculum and lab materials for future classwork. I am including the list I made for our CTE Coordinator on a list of things we are looking to acquire for the upcoming year.

## Wish List for Quintessa Bell-Guzman

"I had to use my sister account because I'm broke 😞 I teach Ag Biology and Ag Earth at McFarland High School in Ca. This is my second year teaching and would need items for tabs including cleaning supplies. My kids have allergies too so tissues are a plus. :)"

Title	Comments	Price	Quantity	Has
 JARLINK 578-In-1 Divider Sticky Notes Set, Super Sticky Page Markers Prioritize with Color Coding, 60 Ruled, 40 Dotted, 40 Blank, 60 Orange and Pink, 150 Index Tabs and 188 Labels Offered by JarlinkDirect.		\$8.99	1	0
 4M 5557 Crystal Growing Science Experimental Kit - Easy DIY STEM Toys Lab Experiment Specimens, A Great Educational Gift for Kids & Teens, Boys & Girls Offered by Amazon.com.		\$21.92	1	0
 101 Great Science Experiments: A Step-by-Step Guide by Neil Ardley (Paperback)   Offered by Amazon.com.		\$7.99	1	0
 NewPicks Learning Plate Techniques Flip Chart Set Offered by Amazon.com.		\$29.48	1	0
 Awesome Science Experiments for Kids: 100+ Fun STEM / STEAM Projects and Why They Work (Awesome STEAM Activities for Kids) by Crystal Chamberlain (Paperback)   Offered by Amazon.com.		\$11.51	1	0
 Earth Science (Quickstudy Reference Guides - Academic) by Inc. BarCharts (Paperback)   Offered by teachertoolkit.		\$7.99	1	0
 TYH Supplies 10-Pack Reusable Dry Erase Pockets 9 x 12 Inches Assorted Neon Colors			1	0
 Best 8 Inch Stainless Steel Blade Scissors, Pack of 10			1	0
 Amazon.com Gift Card in a Mini Envelope Offered by ACI Gift Cards LLC, an Amazon company.		\$10.00	10	0
 Ecoo House 3 Pack 12X16 Inch Pineapple Cores Unframed Be A Pineapple Stand Tall Wear A Crown Be Sweet Do Inside Quote HD Prints Poster Cores Tropical Decorative Art Well Decor			1	0
 Godery Folder Pocket Chart (Black), Cascading Wall Organizer for School, Classroom, Home or Office Use, 20 Pocket Chart Hanging Wall Organizer with 4 Hangers Offered by Godery.		\$18.99	1	0
 ECM4Kids Recognition Teacher Stamps - Mess-Free Self-Inking School Grading Stamp Set with Storage Tray (8-Piece Kit)			1	0
 DEWEL Bright Colored Masking Tape, 6 Pack 1 Inch 22 Yard Rolls Board Line Classroom Decorations Tape, Labeling, DIY Art Supplies for Kids Offered by pep2018.		\$8.99	1	0
 Dawn Ultra Dishwashing Liquid Dish Soap Original Scent & Ultra Antibacterial Hand Soap, Dishwashing Liquid Dish Soap Apple Blossom 36 Fl oz, 2ct (Packaging May Vary)			1	0
 First Aid Kit Hard Red Case 326 Pieces Exceeds OSHA and ANSI Guidelines 100 People - Office, Home, Car, School, Emergency, Survival, Camping, Hunting, and Sports Offered by Kamper.		\$38.08	1	0
 Double Sided Adhesive Grip Tape, Traceless Transparent Gel Mat Tape Nano Washable Removable and Reusable Sticky Anti-Slip Gel Tape for Pests Photos Posters, Fix Carpet Mats or Office Wall Decor etc(5m			1	0
 AmazonBasics Letter Size Sheets Laminating Pouches 8 x 11.5in, 100-pack Offered by Amazon.com.		\$14.98	2	0
 Scotch Thermal Laminator, 2 Roller System for a Professional Finish, Use for Home, Office or School, Suitable for use with Photos (TL901X) Offered by Amazon.com.		\$35.84	1	0
 Ziploc 5 Tier - Plastic Desk Letter Organizer Tray, Stackable Office Desktop Document Paper Storage, Front Load File Holder, Portrait, Assorted Colors Offered by Ziploc Products.		\$21.99	1	0
 Brother P-touch, PTD210, Easy-to-Use Label Maker, One-Touch Keys, Multiple Font Styles, 27 User-Friendly Templates, White			1	0
 Perfect Samplers Flavored Coffee Variety Sampler Pack, Assorted Flavors in Single Serve Pods for Keurig K-Cup Machines, 50 Count Offered by Perfect Samplers.		\$25.99	1	0





**Kleenex Trusted Care Facial Tissues, 16 Rectangular Boxes, 190 Tissues per Box (3,420 Tissues Total)**  
Offered by Amazon.com.

\$38.55 1 0



**AmazonBasics Pre-sharpened Wood Cased #2 HB Pencils, 150 Pack**  
Offered by Amazon.com.

\$12.49 2 0



**Bostitch Personal Electric Pencil Sharpener, Blue (EPS4-BLUE)**  
Offered by Amazon.com.

\$14.88 2 0

## **22. Current Operating Budget for Department**

One of the best parts of our Department is that we have revenue coming in from different areas. We receive funding from Ag Incentive Grant, Perkins Funding, CTEIG (Career Technical Education Incentive Grant), our ASB Account, and FFA Farm Account.



Copy of CTE BUDGETS 2019 ☆ 🗑️ 🔄

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	A	B	C	D	E	F	G	H
4								
5			Working Budget $-\$12,500/1.05 = \$11,904.76$					
6			T4-1203 (VIDEO PRODUCTION)					
7			OBJ: 4300 (SUPPLIES) =		Transfers:	New Budget	2nd Interim	
8			OBJ: 5800 = \$1,498		10408.76	10406.76	10406.76	
9			Expensed: \$1,498		\$	1498	1498.00	
10			<u>\$10,408.76 (where do you want this to go?</u>		Total	11904.76	11904.76	
11					Add: Indirect Costs		596.24	
12							12500.00	
13								
14								
15								
16								
17								
18			Working Budget $-\$4,000/1.05 = \$3,809.52$					
19			T4:1204 (Woodworking)		Transfers:	New Budget	2nd Interim	
20			OBJ: 4300 (Supplies) = \$1,435.88		540	1975.88	1944.04	
21			OBJ: 4400 (non cap equip) = \$1,233.38		\$	1233.38	1233.38	
22			OBJ: 5200 (Conferences/Prof. Development) =		\$600.00	800	631.82	
23			Expensed: \$2,669.24		Total	3809.24	3808.24	
24			<u>\$1,140.28 (where do you want this to go?</u>		Add: Indirect Costs		190.76	
25							4000.00	
26								
27								



Copy of CTE BUDGETS 2019 ☆ 📄

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	A	B	C	D	E	F
3						
4	RESOURCE 7220				Transfers	New Budget
5	Working Budget-\$31,600/1.0671=					\$35,423.11
6	OBJ:4300-\$981.86				\$	\$981.86
7	OBJ:4400-\$1,215.37				\$	\$1,215.35
8	OBJ:5200-\$843.54				\$	\$843.54
9	OBJ:5300-\$577.50				\$	\$577.50
10	OBJ:5710-\$320.82				\$	\$320.82: FFA State Conference
11	OBJ:5800-\$8,097.50				\$	\$11,204.02: FFA Chapter Supplies (Jackets, Awards)
12	OBJ: 6400				\$3,106.52	\$6,385.23 Green House
13						\$3,218 FFA Banquet Catering
14						FFA Banquet Supplies
15						\$2,071.99 Home Depot
16						\$2,938.23 Quintessa Nasco Supplies
17						Nick Nasco Supplies
18						
19						
20				\$29,608.52 (what do you want this to go?)		Total=\$35,423.11
21	Expensed: \$11,818.88					
22						
23					21288.34	20500
24	Updated Expensed: \$21289.34					
25	Remaining Funds: \$6908.05					
26						



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	A	B	C	D	E	F
3	Working Budget-	\$4,575/1.0671=				\$4,287.32
4	T4-1222 (Arch & Engineering Design)			Transfers:	New Budget	
5	OBJ: 4300 (SUPPLIES) =	\$1978.88		2158.44	\$	\$4,138.32
6	OBJ: 5200 (conferences) =			\$	\$	
7	OBJ: 5710 (field trips) =	\$ 81.50		\$68.50		150
8	Expensed: \$2060.38					
9						
10						
11						
12						
13	Working Budget-	20,000/1.0671=				\$18,742.39
14	T4-1225 (Ag Business)			Transfers:	New Budget	
15	OBJ: 4300 (SUPPLIES) =	\$3610.01		\$	\$	McFarland Ag Education Day (\$3000)
16	OBJ: 4400 (non cap-equip) =	\$2081.38		\$	\$	CATA Conferences (\$2000)
17	OBJ: 5200 (conferences) =	\$325.39		\$	\$	
18	OBJ: 5600 (rentals/repairs) =	\$1410.67		\$	\$	
19	OBJ: 5710 (trips) =	\$617		\$	\$	
20	OBJ: 5800 (Prof. consult) =	\$129.80		\$	\$	
21	Expensed: \$8,084.35			\$	\$	
22				\$	\$	\$2,896.23 Quintessa Nasco
23				\$	\$	1990.7 Nick Nasco
24				\$	\$	291.17 Chico CDE Hotel
25				\$	\$	
26						

\$2226.04 (where do you want this to go?)

Total=\$4,287.32

\$10,658.04 (where do you want this to go?)

Total=\$18,742.39

# AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2019–20 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2019)

## Budget Sheet

Incentive grant awards must be matched for each Account Number below (4000, 5000, and 6000). Account Number 4000 requires only the subtotal be matched, but Account Numbers 5000 and 6000 must be matched by line item. A waiver of matching must be approved for any instances where matching funds do not meet or exceed Incentive Grant funds.

**Amount left to Allocate:**

14,172.00

### 4000: Books & Supplies

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Supplies	3500	3500
<b>Subtotal</b>	<b>N/A</b>	<b>3500</b>	<b>3500</b>

### 5000 Services and Operating Expenses, including services of consultants, staff travel, conferences, rentals, leases, repairs, and bus transportation

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Travel	1700	1700
2.	Membership Dues	500	500
3.	Consulting Services	2000	2000
4.	Conferences	3000	3000
5.	Rentals, Lease, Repairs	1000	1000
6.	Non-Capital Equipment	2,472	2,472
7.			
8.			
9.			
10.			
<b>Subtotal</b>	<b>N/A</b>	<b>10872</b>	<b>10872</b>

### 6000 Capital Outlay, including sites, buildings, improvement of buildings, and equipment

# AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2019-20 APPLICATION FOR FUNDING

California Department of Education  
(Due Date: To be received in Regional Supervisor's Office by June 30, 2019)

## AWARD ESTIMATOR

**DATES OF PROJECT DURATION: JULY 1, 2019 TO JUNE 30, 2020**

### Applicant Information (please fill in the underlined fields)

Number of Different Agriculture Teachers at Site (Please attach a separate list of Agriculture teachers' names):	<u>2</u>
Total Number of Students from the prior fiscal year R-2 Report:	<u>209</u>
Number of teachers meeting Criterion 10 (see instructions for more information):	<u>2</u>
Number of teachers meeting Criterion 11a (see instructions for more information):	<u>2</u>
Number of teachers meeting Criterion 11b (see instructions for more information):	<u>0</u>
Do you meet all criteria on the attached Quality Criterion 12 Form (Y/N)?	<u>N</u>

### Award Calculations

Part 1: Based on your number of agriculture teachers at the site: (Please attach a separate list of Agriculture teachers' names):	<u>4,500.00</u>
Part 2: Based on \$8.00 per member listed on the R-2 Report:	<u>1,672.00</u>
Part 3a: Based on number of teachers meeting Criterion 10:	<u>4,000.00</u>
Part 3b: Based on number of teachers meeting Criterion 11a:	<u>4,000.00</u>
Part 3c: Based on number of teachers meeting Criterion 11b:	<u>0</u>
Part 4: Based on meeting all criteria on the Quality Criterion 12 Form:	<u>0</u>
<b>Total Estimated Award:</b>	<b><u>14,172.00</u></b>



## **23. Chairperson Duties & Responsibilities**

The Department Chair is responsible for representing the Agriculture Department on campus and with the District. Nick is responsible for submitting the budget, coordinating conversations with Administration, and representing the interest of the program at functions and events.



Activity	Bell-Guzman	Griffith				
Department Chair		X				
FFA Advisor	X					
Student Teacher prep						
Greenhand Advisor		X				
Ag Advisory Committee	X	X				
Sectional Advisor		X				
<b>Animal Species</b>						
Beef	N/A					
Sheep	X					
Swine	X					
Mkt/Pygmy/dairy Goats	X					
Dairy Cattle	N/A					
poultry		X				
rabbits		X				
Horse	N/A					
Harvest Hall Entries	X					
<b>June</b>						
AIG and Annual Budget	X					
CATA, SLO	X	X				
National Convention	X	X				
<b>July</b>						
Travel/Field trip paperwork	X					
State Fair	X	X				
Fair Entries	X	X				
Officer retreat planning	X	X				
<b>August</b>						
Retreat	X	X				
SJR Boot Camp	X					
Officer Polos/Jackets	X					
Chapter T-shirts	X					
FFA Calendar	X					
Classroom Prep	X	X				
COLC	X	X				
SOLC	X	X				

## **24. Department Chart of Responsibilities**

Each Summer, we gather together as a Department to discuss our successes and failures for the year. We each try to determine where we need to focus our time and what responsibilities each teacher can handle. We take a look at the calendar and work our way through each month. The final chart that we come up with is used as a reference for the school year of absences and where each teacher will fill in time.

Activity	Bell-Guzman	Griffith				
Department Chair		X				
FFA Advisor	X					
Student Teacher prep						
Greenhand Advisor		X				
Ag Advisory Committee	X	X				
Sectional Advisor		X				
<b>Animal Species</b>						
Beef	N/A					
Sheep	X					
Swine	X					
Mkt/Pygmy/dairy Goats	X					
Dairy Cattle	N/A					
poultry		X				
rabbits		X				
Horse	N/A					
Harvest Hall Entries	X					
<b>June</b>						
AG and Annual Budget	X					
CATA, SLO	X	X				
National Convention	X	X				
<b>July</b>						
Travel/Field trip paperwork	X					
State Fair	X	X				
Fair Entries	X	X				
Officer retreat planning	X	X				
<b>August</b>						
Retreat	X	X				
SJR Boot Camp	X					
Officer Polos/Jackets	X					
Chapter T-shirts	X					
FFA Calendar	X					
Classroom Prep	X	X				
COLC	X	X				
SOLC	X	X				

## **25. Substitute Teacher Procedures & Plan**

McFarland Unified School District uses the Aesop absence system to enter in the dates we will be missing. After my first year, I have certain substitute teachers I prefer to use based on their performance and knowledge in agriculture. I use a substitute binder that includes the seating chart, a copy of the assignment, and lesson plan.

March 9, 2020

Hello and thank you so much for Subbing! The classes you will be subbing for today.

**Ag Earth-** The students will be taking a quiz online in their McGraw Hill. The assignment will upload online. They must have their chromebooks to take the quiz. I only printed a few copies for the students who didn't bring it. Please try to use your best guess on who doesn't have theirs. They will also have a question 15 on the quiz. Just tell them to skip this one since it will not be counted on the quiz. They are allowed to use their study guide they filled out yesterday. Once they are completed with this, they can start Module 12 Vocabulary on a blank sheet of paper. The pages are from 303-336 with a total of 31 Vocab words. **Do not sit and talk the whole time! They will need to stay at their assigned desk!**

**Ag Bio:** The students will keep working on their pamphlet assignment from last week. This is the last day to complete the work since they are going to be graded on Wednesday. Please make sure they are not just sitting and talking the whole time. This assignment is done individually and is due by midnight.

You have TAs in first, second, third, and fifth, there is nothing for them to do so they can just work on their classroom assignments.

**There are students who require assistance from Ms. Orega and Ms. Rios. These are the students who need to be sent to the library to work.**

P.1- [REDACTED]

P.2- [REDACTED]

p.3 -None

P.5-None

P. 6- [REDACTED]

P.7- [REDACTED]

**General Rules:**

1. There is a seating chart for 2-7/ PLEASE PLEASE PLEASE make sure you have students use it unless told otherwise. There are plenty of talkers who will try and tell you different.
2. **No cell phones!** Make sure these are put away. Feel free to take them and send them to the office.
3. No food! I do not want a mess left in the class.
4. No students should be at or near the desk and **BACK biology work counters**. I do not want anything to go missing. They are also not allowed in the lab room to the right of the desk. These contain chemicals and no one is clear to be back there.
5. Students must turn in work to the colorful drawers at the front of the class.
6. If you are having an issue with a student, please send them out of class to room 37 and leave a note. They can be written up later.

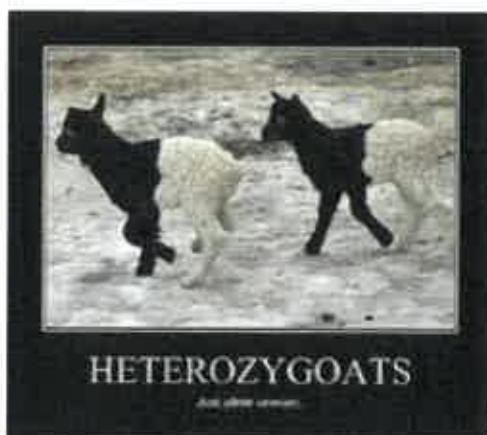
Again, thank you so much! You should be able to reach me by phone or text at (661)343-9138. I can answer a text faster than a call. There are more than enough copies of the work on the front table.

-Quintessa Bell (Guzman)

Name: \_\_\_\_\_ Period: 3,7  
 Week: Twelve Dates: \_\_\_\_\_  
 Unit: The Human Genome

Week: 12		Dates: <u>10/22/2018-10/26/18</u>		
<input type="checkbox"/> Absent	<input type="checkbox"/> Absent	<input type="checkbox"/> Absent	<input type="checkbox"/> Absent	<input type="checkbox"/> Absent
14.1 Notes 14.1 Worksheet		Pedigree Worksheet  Genetics Brochure Start	Genetics Brochure Due	Mendelian Genetics Review
<b>Notebook Assignments:</b>				
• 14.1 Notes		_____/_____ <u>30</u>		
• 14.1 Worksheet		_____/_____ <u>30</u>		
• Pedigree Worksheet		_____/_____ <u>50</u>		
<b>Lab/Activity Assignments:</b>				
• Genetics Brochure		_____/_____ <u>200</u>		
• Mendelian Genetics Review		_____/_____ <u>100</u>		
<b>Announcements:</b>				
<ul style="list-style-type: none"> <li>• FFA T-Shirts are incl \$20 to get a McFarland FFA Shirt in support of your program.</li> <li>• Start selling those beef jerky sticks. 24=1FFA point. You need 3 before the end of the semester to get 10% of your grade!</li> <li>• Genetics Test will be next week</li> </ul>				

Total Points \_\_\_\_\_



# Genetic Disorder Brochure Project

## Overview

Create a tri-fold brochure for a doctor's office waiting room. The brochure should provide patients with information about your assigned genetic disorder. Assume that most of the patients of your audience are adults with a typical high school science background (aka: if you don't know what the scientific word means, don't use it!).

The brochure should be creative as well as informative. You want people to pick it up and read through it. Be sure to include accurate, up-to-date information and graphics that illustrate important ideas. *You should reference at least four sources of information on a separate "works cited" page to hand in along with your brochure. (Google and Wikipedia DO NOT count)*

## Procedure

You will research the genetic disorder of your choice and use the following questions, as a *guide*, to the type of information you will need for your brochure.

- ✿ What other names are there for this disorder? (Any common names?)
- ✿ What causes the disorder? (mutation, nondisjunction)
- ✿ What gene or chromosome is affected by this disorder? (X, Y, #21)
- ✿ Are there prenatal tests for this disorder?
- ✿ What are the symptoms?
- ✿ What population is affected? Can anyone be a candidate for the disorder?
- ✿ How is it inherited? (Is it sex-linked, recessive, and/or dominant?)
- ✿ What kind of medical assistance will the affected child need? Will further assistance be needed, as the child grows older? What is the long-term outlook for the child?
- ✿ Are there any treatments or cures?
- ✿ Could this disorder have been prevented?
- ✿ Can this individual have children in the future? Will those children be affected?
- ✿ What is the current status of research on this disorder? Is there a cure coming soon?

## Brochure

After researching the disorder, make an informational pamphlet that could be given to patients. The pamphlet *must be no larger* than 8.5 x 11 unfolded. This brochure should be of *professional quality*. It must *fully inform* the reader of all issues pertaining to the genetic disorder. Again, use the questions provided to guide your research. Your brochure will be graded based on accuracy, completeness, and creativity. Visual representations (pictures, graphs, etc.) should be incorporated into the brochure. **DO NOT** just copy/paste the information (do not plagiarize!).

*Give credit for graphics you did not make.*

## Works Cited Page

You will need to prepare, on a separate sheet, a works cited page that identifies *all* sources used to make the brochure. *At least four sources are required* for this project. *More than four is acceptable, and encouraged!* (Be sure to use proper format; see the example below)

Here is an example of how to record your reference:

- \* "Website Article." Website Title. Website Publisher, Date Month Year Published. Web. Date Month Year Accessed.

## Possible Internet Resources (use google.com to find other sites)

- \* [Online Mendelian Inheritance in Man](#)
- \* [Center for Disease Control Genetic Information](#)
- \* [International Birth Defects Information Systems](#)
- \* [National Center for Biotechnology Information](#)
- \* [Genetic Alliance](#)
- \* [Howard Hughes Medical Institute](#)
- \* [National Institute of Health Office of Rare Diseases](#)
- \* [Genetics Education Center](#)



# List of Genetic Diseases

Adrenoleukodystrophy  
Albinism, oculocutaneous, Alzheimer Disease, familial, type 5  
Angelman Syndrome  
Burkitt's Lymphoma  
Cat Eye Syndrome  
Cri-du-chat (Cat's Cry Syndrome)  
Cystic Fibrosis  
DiGeorge Syndrome  
Down Syndrome (Trisomy 21)  
Duchenne Muscular Dystrophy  
Edwards Syndrome  
Fabry Disease  
Hemophilia A  
Hemophilia B  
Huntington's Disease  
Jacobson Syndrome  
Marfan Syndrome  
Monsomy 9p or Alfi's Syndrome  
Mytonic Dystrophy (Steinert Disease)  
Neurofibromatosis  
Patau Syndrome or Trisomy 13  
PKU  
Prader-Willi Syndrome  
Rentinitis pigementosa  
Rett Syndrome  
Sickle Cell Anemia  
Smith-Magenis Syndrome  
Von Hippel-Lindau Syndrome  
Wolrf Hirschhorn Syndrome

# Genetic Disease Notes:

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**What other names are there for this disorder? (Any common names?)**

**What causes the disorder? (mutation, nondisjunction)**

**What gene or chromosome is affected by this disorder? (X, Y, #21)**

**Are there prenatal tests for this disorder?**

**What are the symptoms?**

**What population is affected? Can anyone be a candidate for the disorder?**

**How is it inherited? (Is it sex-linked, recessive, and/or dominant?)**

**What kind of medical assistance will the affected child need? Will further assistance be needed, as the child grows older? What is the long-term outlook for the child?**

**Are there any treatments or cures?**

**Could this disorder have been prevented?**

**Can this individual have children in the future? Will those children be affected?**

**What is the current status of research on this disorder? Is there a cure coming soon?**

**Sources:**

## Genetic Disease Brochure Rubric

<b>Category</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content - Accuracy</b>	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
<b>Knowledge Gained</b>	Student has completed notes sheet with 100% accurate information in complete sentences.	Student has completed notes sheet with 100% accurate information but it is NOT in complete sentences.	Student is missing 1 question on the notes sheet or the information presented is not accurate for 1 question.	Student is missing 2 or more questions on the notes sheet or the information is incorrect for 2 or more questions.
<b>Writing - Organization</b>	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
<b>Writing - Vocabulary</b>	The student correctly uses required vocabulary and defines words and terms unfamiliar to the reader.	The student correctly uses most of the required vocabulary and defines most words and terms unfamiliar to the reader.	The student attempts to use required vocabulary but uses 1-2 words incorrectly and defines few words and terms unfamiliar to the reader.	The student does not incorporate new vocabulary and fails to define words and terms unfamiliar to the reader.

### **33. Description of Program Completers**

Students who complete 4 years of agriculture classes are considered program completers. These students are given a chord to wear at graduation that are ordered from shopffa. Students who complete 3 years of agriculture classes are called CTE completers and will be awarded a CTE sash and given agriculture recognition. Within the last year, students who take 4 agriculture classes will now also earn their Associates in Agriculture Business. This process now contributes to our 2+2 Agreement with Bakersfield College.

## **34. College Agreements**

**McFarland High School and Bakersfield College have entered into an agreement that students who take 4 years of Agriculture classes will now be eligible to graduate with their Associates for Transfer (60 units). These credits will work in transferring the student to a 4 year University with their credits being applied to a major of Agriculture Business. Students can also take Agriculture classes and earn a minimum of 12 units to a maximum of 60.**

**Course Instructor Agreement**

Whereas, Griffith, Nicholas K ("INSTRUCTOR") desires to teach a college course for the Kern Community College District (KCCD), and;

Whereas the KCCD desires that INSTRUCTOR teach a college course for KCCD as part of its dual enrollment program with the McFarland Unified School District (DISTRICT);

Therefore KCCD and INSTRUCTOR (collectively known as the PARTIES) agree as follows:

1. INSTRUCTOR shall at all times during the term of this agreement be an employee of DISTRICT.
2. INSTRUCTOR represents that it all times during the term of this agreement INSTRUCTOR shall meet the minimum qualifications for teaching a community college course as provided in 5 CCR 53400-53430 and applicable KCCD policy.
3. INSTRUCTOR is not an employee of KCCD.
4. INSTRUCTOR agrees that when INSTRUCTOR is providing instruction for a college course, KCCD shall have the primary right to control and direct the instructional activities of INSTRUCTOR. INSTRUCTOR shall be considered an employee of KCCD for the limited purpose of rendering instructional services under the terms of this agreement.
5. INSTRUCTOR shall comply with all applicable policies and procedures of KCCD in rendering instructional services under this agreement. INSTRUCTOR shall also comply with all applicable state and federal statutes and regulations in rendering services under this agreement.
6. INSTRUCTOR understands and agrees that INSTRUCTOR's performance under this agreement shall be evaluated by KCCD as provided in California Education Code Section 87663 (a).
7. The Memorandum of Understanding for Dual Enrollment between KCCD and District ("MOU") is incorporated by reference as if fully set forth herein. In the event of a conflict between this agreement and the MOU the provisions of the MOU shall prevail.



4-28-20

Instructor

Date

Chancellor or CFO

Date

## Early College

[Frequently Asked Questions](#)

[How to Enroll](#)

[Media and Resources](#)

### Contact Us

#### Early College

(937) 395-4000

[earlycollege@bakertfieldcollege.edu](mailto:earlycollege@bakertfieldcollege.edu)

Offices are located on the Panorama Campus in the Welcome Center, Administration Building, A 6.

[See our Campus Map.](#)

## Early College Opportunities at McFarland High School

All incoming 9th grade students will be on a pathway to complete between 12 and 80 college units counting towards Career and Technical Education Certificates, General Education Certificates, and/or Associate Degrees by the time they graduate from high school.

Students will take their first BC college course, STDV BS Career and Life Planning, during their freshman year to explore which Early College pathway is best for them and to create a personalized 10-year plan of their educational, career, and life goals.

### Current Pathway Opportunities:

- Associate Degree for Transfer Pathway\* (60 Units)
- General Education Certificates Pathway\* (30 Units)
- Agriculture Business Management Pathway\* (12 units)
- Photography Pathway\* (12 units)
- Business Pathway\* (17 units)
- Education Pathway\* (12 units)
- Industrial Technology: Architecture and Engineering Pathway\* (12 units)
- Industrial Technology: Welding Pathway\* (14 units)
- Public Health Pathway\* (21 units)

[Early College Launch Video - English](#)

[Early College Launch Video - Spanish](#)



## **35. Reimbursement Process**

During the school year, teachers have used personal funds for expenses that could not get processed quickly. Items that have been purchased includes the food/games for meetings, livestock show supplies, travel, or classroom expenses. With each of these items, the school request that will fill out the forms to obtain the reimbursements. Each of these must be approved in advance of the purchase but can be accepted in the instance of a defined need. In order to submit these, we must attach a copy of a receipt and the forms to our ASB office after getting our Chapter Officer approval for the expense. This must also be approved by the ASB Officers and then sent to the bookkeeper who will then cut a check back to the teacher. For our travel and Professional Development expenses require a separate form that includes a copy of our room purchase, meals, and mileage expenses. This form must get approval from our Administration and Superintendents at least 2 months before the event.

**McFarland High School  
Associated Student Body  
259 W. Sherwood Ave. McFarland, CA. 93250  
Phone: (661) 792 - 3126 Fax: (661) 792 - 6707**

**PURCHASE ORDER**

P.O. Number: \_\_\_\_\_

Requested by: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Club: \_\_\_\_\_ Activity: \_\_\_\_\_

<b>Vendor Name</b>	_____
<b>Vendor Address</b>	_____ _____ _____
<b>Phone / Fax</b>	_____

*Vendors: Please mail the invoice in care of the A.S.B. Bookkeeper to the address above.*

**\*\* Please indicate the purchase order number on the invoice. Thanks!**

Quantity	Description	Item Number	Unit # Number	Total Amount
Subtotal				
Sales Tax				
Shipping				
<b>Total</b>				

<b>Special Instructions:</b>  
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Club/Class/Team Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

A.S.B. Bookkeeper: \_\_\_\_\_ Date Funds Checked: \_\_\_\_\_

A.P. of Athletics & Activities: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Certification: (this section must be completed)</b> We certify that this request has been approved by the Associated Student Body.	
A.S.B. Director: _____	Approval Date: _____
A.S.B. Treasurer: _____	Approval Date: _____
(Minutes Dated)	

White: Vendor/P.O. Binder  
Yellow: Vendor File  
Pink: Club File  
Gold: Advisor

Check # \_\_\_\_\_ Date Paid: \_\_\_\_\_

## STAFF CONFERENCES

Staff Conference/training – **Minimum of 30 Working Days prior to registration deadline, submit all the following items together (Incomplete packets will not be accepted by District Office):**

1. Completed Conference Request Form – 30 Days Prior to registration deadline.
2. Completed registration form/Information flyer and deadline information.
3. Hotel confirmation sheet (printout from hotel)
2. School Dude Trip # for District vehicle request. Mileage will not be reimbursed for personal vehicle use, if a district vehicle is available.

**NOTE: *Out of state staff conferences require board approval and must be submitted a minimum of 60 days prior to the registration deadline.***



# McFarland Unified School District Conference Expense Claim

Instructions: This expense claim must be completed and filed with all receipts attached (hotel, parking, etc.) within 30 days of your return: [BP9250.1 (a)(b)]

Name: _____	School/Dept: _____
Conference: _____	
Location: _____	Dates of Travel: _____

**RECEIPTS MUST BE ATTACHED FOR ALL EXPENSES CLAIMED. EXPENSES WITHOUT RECEIPTS WILL NOT BE REIMBURSED.**

	<u>Totals</u>
<b>CONFERENCE:</b>	
Registration Costs (if applicable):	\$ _____
<b>TRANSPORTATION:</b>	
Mileage: _____/miles (RT) @ .545/mile	_____
Parking (list dates): _____	_____
<b>MEALS/LODGING:</b>	
Hotel Nights: # _____ @ \$ _____/night plus tax & fees	_____
Breakfast: # _____ @ \$10.00/MAX per meal	_____
Lunch: # _____ @ \$15.00/MAX per meal	_____
Dinner: # _____ @ \$25.00/MAX per meal	_____
<b>TOTAL REIMBURSEMENT REQUEST</b>	<b>\$ _____</b>

I hereby certify that the above claim and the items listed are true and correct and in accordance with Board Bylaws 9150.1 (a) & (b)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

*(SITE/PROGRAM AUTHORIZATION & ACCOUNT TO BE CHARGED)*

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_  
*(Administrator/Immediate Supervisor)*

Budget Code: \_\_\_\_\_

<i>(Business Office Use Only)</i>	
Supt/Designee Approval: _____	Date: _____
Curriculum & Instruction (if Appl): _____	Date: _____

White: District

Canary: Claimant

Rev. 1/16



## McFarland Unified School District Request for Meeting/Conference Attendance

**Instructions:** This form must be received by the Business Office thirty (30) working days prior to the registration deadline (or subject to district) with a copy of all conference and hotel related information attached in order to ensure timely processing.

- ◆ Requestor is responsible for making hotel, vehicle and conference reservations.
- ◆ Please submit one form per person.
- ◆ A copy of the completed form will be forwarded to requestor once approved.
- ◆ A conference expense claim form with receipts (hotel, parking, etc.) must be filed within 30 days upon return. [BP9250.1 (a)(b)]

**Name:** \_\_\_\_\_ **School/Dept:** \_\_\_\_\_

**Conference:** \_\_\_\_\_

**Date(s) & Time(s) of Conference:** \_\_\_\_\_ **Location:** \_\_\_\_\_

**Purpose of Conference:** \_\_\_\_\_

**Registration Fee:** \$ \_\_\_\_\_ **Deadline:** \_\_\_\_\_

**Advanced Payment Required:**  Yes  No

**Name of Hotel:** \_\_\_\_\_ **# of Nights:** \_\_\_\_\_ **Nightly Rate \$:** \_\_\_\_\_ **Room Tax:** \_\_\_\_\_

**Arrival Date:** \_\_\_\_\_ **Confirmation #:** \_\_\_\_\_

**Parking Fees (if appl.):** \_\_\_\_\_

**District Vehicle: Trip Direct #:** \_\_\_\_\_ **Personal Vehicle: Est. # of miles:** \_\_\_\_\_  
(only if district vehicle unavailable)

**Breakfast: #** \_\_\_\_\_ **@ \$10** **Lunch: #** \_\_\_\_\_ **@ \$15** **Dinner: #** \_\_\_\_\_ **@ \$25**

**Substitute Teacher (if needed): #** \_\_\_\_\_ **Days or #** \_\_\_\_\_ **Periods**

**TOTAL EST CONFERENCE COSTS:** \$ \_\_\_\_\_

SITE/PROGRAM AUTHORIZATION & ACCOUNT TO BE CHARGED

**Approved by:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Administrator/Immediate Supervisor)

**Budget Code:** \_\_\_\_\_  
(Business Office Use Only)

**Supt/Designee Approval:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Curriculum & Instruction (if Appl):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Registration Costs: Req #** \_\_\_\_\_ **/ PO #** \_\_\_\_\_ **Hotel Costs: Req #** \_\_\_\_\_ **/ PO #** \_\_\_\_\_

**Trans. Costs: Req #** \_\_\_\_\_ **/ PO #** \_\_\_\_\_ **Meal Costs: Req #** \_\_\_\_\_ **/ PO #** \_\_\_\_\_