

**Quality Criteria One:**  
*CURRICULUM & INSTRUCTION*

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

The agriculture program at Thomas Downey High School services 327 unduplicated students. We pride ourselves on providing a rigorous and relevant curriculum that prepares our student for future careers in the agricultural industry. There are 12 different courses available to our students ranging from the sciences, floral, and mechanics. All Modesto City Schools (MCS) agriculture courses are aligned with the Common Core State Standards as well the Career Technical Education Standards. We have designed three specific pathways to ensure our students are well prepared for the next level, whether it is in the workforce or higher education. The classes offered are: Integrated Agricultural Science 1-2 (meets MCS graduation requirement for Earth Science and is a UC “G” Elective), Integrated Agricultural Science 3-4 (meets MCS graduation requirement for Biology and is a UC “D” Lab science), Agriculture Mechanics 1-2, 3-4, 5-6 (Meets MCS graduation requirement for Practical Art, Structural Ag Welding (meets MCS graduation requirement for Practical Art), History and Art of Floral Design (meets MCS graduation requirement for Visual and Performing Art and is also considered a UC “F” requirement), Floral Design II (meets MCS graduation requirement for Visual Performing Art), Integrated Agriculture Biology (meets the UC “D” Lab science requirement).

Embedded into the instructional courses are the supervised agriculture experience (SAE) project as well as FFA involvement requirement. Classroom instruction is 80% of every student’s grade, while the other two components each count for 10%. This is demonstrated by students maintaining a working record book and participating in five FFA activities per semester. This requirement is clearly communicated to students and parents on the agriculture department’s syllabi as well as online and posted in each agricultural classroom. In addition students are exposed to the numerous career opportunities available to them through a careers unit in each course as well as a planned career day.

**1B. The Career Technical Education Model Curriculum Standards for the Agriculture and Natural Resources Industry Sector are the basis for content of courses offered. Curriculum addresses “Foundation” and “Pathway” standards within the program pathway(s) and course sequences.**

The pathways we have designed are in the areas of Agricultural Sciences, Agriculture Mechanics and Horticulture. The Agricultural Sciences pathway consists of: Integrated Ag Science 1-2, 3-4, Integrated Agriculture Biology and we are trying to add a Veterinary Science course serving as the capstone course. The Agriculture Mechanics Pathway starts with Ag Mechanics 1-2, 3-4, 5-6, or 7-8, culminating in Structural Ag Welding. Our Horticulture pathway is in its infancy with the History and Art of Floral Design and Floral II. We look to add Ornamental Horticulture and Landscape Design as bookends to this pathway.

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

We have identified three career pathways within our program. We have identified how to complete these pathways in our program plan. Although not all courses are held every year we have a clear pathway. Our Department is continuing to try to add courses to fulfill all three pathways.

**1D. The school master schedule allows students to follow the recommended sequence of agriculture courses to complete the selected career path(s).**

The master schedule does allow students to follow the recommended sequence of pathway courses.

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

Thomas Downey High School has had for the past three years an Agriculture, Business, Home Economics and Science Career Awareness Presentation. Students are allowed to select two career presentations to attend during their Agriculture class.

We also have several community employers from the Ag Mechanics, Floral, Horticulture and Veterinary Science's that have presented to individual classes information on job placement and skills required to be employed.

**1F. The Agriculture Department utilizes computer hardware and software as an instructional tool.**

Thomas Downey High School has just recently opened free WiFi to all staff and students. All students can now access internet based sites using a smartphone, tablet or computer.

We also have 20 computers for student use. We share a set of COWS with another department and we have three labs for students use on campus. All Agriculture teachers use a variety of technology based instructional aides.

**1G. The agriculture curriculum includes the use of computer aided instruction utilizing at least one of the following: Computerized Record Book, Agriculture Term Paper, Job Resume, Portfolio, Agriscience Fair Report, Agriculture/FFA Speech Manuscript, Job Cover Letter or Other Agriculture related Project.**

The Downey Agriculture Department uses technology through using PowerPoint to teach our lessons, which is projected through our LCD Projectors. There is also an Elmo in the department that is utilized for floral and record books when thought, just for example. This helps to accommodate our visual learners.

Students are given some type of assignment that allows them to use the computers. For example: each science class student must have an AgriScience fair project. Each class goes to the computer lab on campus or uses the COWs to do research about their project. The students must also type up the paper and put tables in graphs. This all relies on the computers.

Another example of the utilization of technology is when the students have to make resumes, create PowerPoint presentations, along with researching for the speech contests. Just to name a few.

**1H. Recordkeeping is taught in all agriculture classes. Every student maintains and completes either an actual SAE Project or Mock Problem.**

Record Books are taught in every class. Downey High School students in an agriculture classes are given their respective class time as record book workdays. We are scheduling a workday per month so that the students have time to work on the record books.

Record Books are kept in the students' agriculture classroom. If a student has double Ag classes they are always welcome to go into the class that has the record book and get it for update.

We use a standard grade form in which to score the student's books each semester or periodically. Record books are worth 10% of the student's semester grade and are directly linked to their SAE grade.

**1I. Record Books of all students are maintained in Department files until one year following graduation.**

The record books are kept in the agriculture classes.

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

The following are the classes that meet A-g credit or high school graduation requirements.

History and Art of Floral Design	Fine Art Credit
ROP History and Art of Floral Design	Fine Art Credit

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ROP welding  
Agriculture mechanics  
Integrated Agriculture Science 1-2  
Integrated Agriculture Science 3-4  
Integrated Ag Biology

Elective Credit  
Elective Credit  
Physical Science Credit  
Life Science Credit  
Lab Science Credit

**Quality Criteria Two:**

**LEADERSHIP AND CITEZENSHIP DEVELOPMENT**

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

Thomas Downey FFA  
Chapter Number 0154

**2B. A Chapter Program of Work is developed annually and a copy is furnished to the Regional Supervisor by December 15<sup>th</sup>.**

The Downey FFA has always been a very involved chapter. In recent years we have participated in more than the required activities. We will continue to encourage our students/members to stay actively involved in above the Chapter level activities. The chapter program of activities is on file in the Comprehensive Program Plan.

**2C. Every Student is given a grade based upon participation in leadership activities.**

Participation in FFA activities is included as a part of each student's semester grade. The breakdown of semester grade is as follows:

Freshman Class:

70% Class work, activities, homework, assignments, Etc.

20% FFA Participation

10% Supervised Agricultural Experience

Sophomores thru Seniors Classes:

80% Class work, activities, homework, assignments, Etc.

10% FFA Participation

10% Supervised Agricultural Experience

The FFA participation grade requires students to participate in a minimum of six activities per semester. They receive these points by attending meetings, participation on judging teams, going to sectional events, helping with fundraisers, etc.

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

Every student enrolled in an Agriculture class is submitted as part of our FFA roster by October 15<sup>th</sup> each year. This year we have currently 332 members, which include graduates who may still pursue their American Degree.

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

As evidenced by our extensive Program of Activities and the FFA Activities Checklist, it is obvious that Thomas Downey FFA gets and stays involved in various activities throughout the year. Over the years we have remained involved in all aspects of FFA including, Public Speaking, Fairs and Shows, Sports

Events, Sectional and Regional Meetings and State and National Conventions. Our students look forward to upcoming events and believe that staying involved will help them be successful in the future.

**2F. A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records. Activities could include any three of the following intra-curricular activities: Local BIG Contest, Local Program of Work Committee, Local Agriscience Fair Exhibition, Local Parliamentary Procedure Contest, Any Section, Region or State Activity, Local Creed Speaking Contest, Local COOP Quiz contest, Local Demonstration Fair, Local Public Speaking Contest, Chapter Meeting or Activity or Other Local Activities.**

Our policy concerning FFA Participation is that a student must participate in a minimum of six local FFA events per semester. This requirement is directly correlated to their semester grade. At the beginning of the school year each student is given a copy of the Grading Policy. We also have sign-up lists whenever an activity nears in order to determine who will be participating. About 90% of our members participate in the required activities each year. We have very few members who do not participate fully. Most of our students actually participate in more than the required amount of activities.

Participation in FFA activities is included as a part of each student's semester grade. The breakdown of semester grade is as follows:

80%-Class work, activities, homework, assignments, etc.

10%- SAE

10%- FFA Activities

**Quality Criteria Three:**

*PRACTICAL APPLICATION OF AGRICULTURAL SKILLS*

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**3A. Student participation in Supervised Agricultural Experience is part of the grading criteria for every agriculture student in the program.**

All students in the Thomas Downey High School Ag Department receive a grade for their participation in an SAE project. Each student is required to either maintain an actual SAE project or their AgriScience fair project is used for their SAE project. The SAE project accounts for 10% of their semester grade. The project is to be recorded in their FFA Record Books, which are graded at the end of the semester. The Record Book grade and the SAE grade are in essence the same grade. SAE project participation is included as part of each student's semester grade.

**10% Supervised Agriculture Experience (SAE)**

The students are given a copy of the grading policy for SAE at the beginning of the school year and at the beginning of the second semester.

**3B. First year students have either been engaged in a SAE project or have a plan in place for a SAE as verified by the Student Data- Career Plan.**

Each student in a science class is responsible for having an Agriscience Fair project which is used for students to enter for their SAE project. Students also get a sample SAE project to enter into their Record Books while teaching them how to enter information. In our classes we describe different types of SAE projects for the students to think about and then in February there is a meeting where we talk about the projects available during fair time and the summer. Students in Floral Design and Ag Mechanics record their hours in the record book.

**3C. A minimum of 80% of continuing students are engaged in SAE projects as verified by Department records.**

Students in a science class will have an AgriScience Fair project; they have the choice of using the same project from the previous year and make it better or come up with a new project. These projects will then be entered into the record books. Every shop student and floral student keeps track of the projects done in the record book. All students with animal or horticulture projects also keep track of their projects in their record books.

**3D. Students with SAE projects are visited by their agriculture teacher at least twice per year as documented by Department records.**

SAE visitations are made at various times depending on the type of project and needs of the student. We generally weigh fair animals every two weeks and at this time we are able to check over animals and talk about the importance of management of the animal. Each teacher keeps their own schedule and records which are kept in a Department file.

**3E. A school vehicle is readily available to each agriculture teacher for all SAE activities associated with the program, or each teacher is adequately compensated for using their own personal vehicle.**

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The Downey High School Agriculture Department is fortunate to have a truck and suburban. Along with the truck we also have a full size livestock trailer.

We also have access to school vans and bus transportation. The district will also get us rental vehicles if we are going further than 100 miles out of the district. In the times we need to use either a bus or a van, we simply fill out a Transportation Request Form and submit it for approval. We also have the option of using parent vehicles and drivers if necessary. Our private vehicles may also be used when necessary and mileage is reimbursed at the State rate.

All Fuel is paid for by the district. We are also given a fuel card that can be used at any CFN.



**Quality Criteria Four:**

**QUALIFIED AND PROFESSIONAL PERSONNEL**

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**4A. Every agriculture teacher has the appropriate credential for teaching the subject(s) assigned. Copy of authorizing credential(s) is in the Comprehensive Program Plan.**

Each teacher in the agriculture department at Thomas Downey High School has the appropriate credentials and are up-to-date.

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

Professional development is an important component of maintaining a well informed and involved program. Each teacher participates in each activity offered to them as it fits in their schedules. The department is always represented by at least one teacher at Professional Development.

**4C. The agriculture staff meets a minimum of twice a month.**

Department meetings are held at least once a week on Tuesday's. Since we share the same lunch period and office space, we realistically have daily meetings during our lunch breaks to discuss various issues throughout the day. Tuesday's are reserved for agenda planning, vehicle needs, practice schedules, paperwork, etc. Throughout the week time is spent catching up on new daily items or concerns as they arise. We do an excellent job of communicating amongst ourselves, which contributes to a well-run program.

**4D. A written record of minutes is kept of action taken during the agriculture staff meetings and is kept in Department Files or the Comprehensive Program Plan.**

To record our Department meetings we take notes on what we are talking about during the meetings. One teacher is designated to take notes during the meeting. After meetings are done a copy of the minutes are shared with everyone in the.

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

As teachers we are able to seek reimbursement for expenses incurred for FFA, SAE, and CATA events. Reimbursement of FFA materials, such as awards, banquet supplies, etc. is taken from the Student Body FFA account and is handled through the High School Office. For this type of reimbursement we simply fill out a Student Body Purchase Order and gather the appropriate signatures. We usually receive our check within the week of submittal. In terms of SAE, CATA, and departmental supplies, the reimbursement is taken from district funds and handled through the district office. Reimbursement of district funds requires some extra paperwork and is encouraged to be pre-approved. A District Purchase Order must be completed prior to the initial purchase and then followed up with a Conference Reimbursement Form upon the return of the faculty member. Checks are usually received within 2-3 weeks depending on the backlog of paperwork.

**Quality Criteria Five:**

**FACILITIES, EQUIPMENT AND MATERIALS**

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

Over the years our facilities have been maintained to meet the needs of most students. Currently we have numerous students with special needs ranging from learning disabled to hearing impaired. Some of our current accommodations include:

- ❖ Heating, which is a privilege to have since not all classrooms are equipped with this comforting aspect
- ❖ LCD projector and TV & CD/DVD player, which greatly increases our ability to reach students who are visual learners
- ❖ Availability of United Streaming
- ❖ Interpreters who work closely with hearing impaired students in the classroom and on CDE teams
- ❖ Restrooms are located in the department

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

Our Agriculture Department has an abundance of storage capabilities. In 101 we have a room in which to keep testing supplies and Record books. 103 has a three upstairs rooms in which to keep all floral equipment, meeting equipment, fundraiser equipment, some lab supplies and other materials. We keep our curriculum in our classrooms. In room 87 which we now have access to with Mrs. Salyer teaching 40 percent Agriculture we have a prep room available for storage of lab equipment. The shop is equipped with both tool cabinets and a storage room and outside metal storage racks. All classrooms and the shop have filing cabinets and storage cabinets. Ornamental horticulture and fair equipment are also stored in the agriculture compound.

**5C. At least one of the below listed community or school based laboratory facilities has been provided to accommodate students who have no place for their SAE project(s): School Farm Laboratory, Growing Area, Greenhouse or Agriculture Shop.**

Currently, the Thomas Downey High School Agriculture Facilities consist of three agricultural classrooms, ag mechanics shop, floral room, greenhouse, growing areas, on campus area for rabbits, chickens and goats and . We also have access to the school farm on Church Rd. and another facility Crow's Landing Road. Students may keep their SAE projects at these facilities or at other locations.

Our shop is well equipped with the necessary equipment and tools for our students to achieve success in their projects. Each year we have worked hard in the area of purchasing newer equipment, such as: MIG welders, TIG Welders, and a plasma cutter.

We have also applied for CRAECP grant to improve our facilities and pathways.

### **5D. The Agriculture Department has E-Mail capabilities.**

Every teacher/staff member within Modesto City Schools has access to e-mail. We are fortunate to have teacher computers in our offices and lap top computers. We also have the ability to check our e-mail from our home computers.

### **5E. The reviewer verifies by visual observation that the agriculture facilities are neat, clean and orderly.**

A neat facility is the key component of organization. We try to utilize a filing system for everything. In doing so we never have to re-invent the wheel so to speak in terms of trying to figure out how to re-do something from a previous year. For example, when it is time to register for the for our Stanislaus/Tuolumne Leadership Camp at the beginning of the school year we look to our file to determine permission slip needs, transportation requests, etc. Our curriculum is neatly organized in files and can be found in our program plan. Being organized and neat saves us a great deal of time in terms of paperwork overload.

We also believe in the importance of keeping the department neat and clean of debris. The shop is routinely cleaned, as well as the outside facilities. We place a great deal of importance on our outside appearance. As community members drive by the department we want to reflect a well-organized and efficient program.

### **5F. Facilities and equipment are regularly maintained, repaired, or replaced.**

If we have a maintenance or computer issue that needs to be resolved we simply submit a maintenance request form detailing the issue. The head of maintenance reviews the request and sets the priority of the issue depending on urgency of the matter.

The Agriculture Department attempts to be self-sufficient in terms of maintenance and upkeep. If at all possible, we will resolve the issue within the department. Minor repairs, such as a blown electrical outlet that we feel confident in fixing, we will take care of in-house. We tend to rely on our Maintenance Crew only in times of emergency and dire need.

**Quality Criteria Six:**

**COMMUNITY, BUSINESS AND INDUSTRY INVOLVEMENT**

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**6A. The Advisory Committee is operational and reflects the committee membership as outlined in the “Agricultural Education Advisory Committee Manual”.**

Thomas Downey High School utilizes individuals who represent the community, business, industry, students, parents, districts, staff, post-secondary agencies, and labor to serve on a subject-area advisory committee to provide guidance. Staff uses the advice of the advisory committee in the design, development, operation, evaluation, and support of each program area. The committee meets twice a year, once in the fall and once in the spring.

**6B. The Agricultural Advisory Committee meets at least twice each year.**

Our Advisory Committee meets two times a year. The year's meeting dates are:

- November 19, 2015
- March 22, 2016

**6C. The Agricultural Advisory Committee has assisted in the development or revision of the following components of the Comprehensive Program Plan, as evidenced in the Ag Advisory Committee minutes. Job Market Description, Targeted Occupations, Total Program Goals and Objectives, Program Description, Course Subject Matter Outlines, Program Completion Standards, 5 Year Facility and Equipment Acquisition, Current Year Budget, Graduate Follow Up and List of Active Placement Sites.**

Our Agricultural Advisory Committee is an important asset to our department. With their support we are able to accomplish positive change and growth within the program. Their various recommendations can be observed in the meeting minutes in panels. During our annual meetings they participate in discussion involving areas in which the program can become better. For example, they were a great deal of help in acquiring our new text books last year.

The committee has helped determine in which areas our funding should be directed and outline avenues of supply resources. Overall, the Agricultural Advisory Committee greatly helps in the continuing improvement of the Downey High School Agriculture Department.

**6D. The contact information of the Advisory Committee Chair has been provided on the cover of this checklist.**

The contact information has been provided.

**Quality Criteria Seven:**  
*CAREER GUIDANCE*

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**7A. Students are counseled regarding: Career opportunities in Agriculture and Agribusiness, agriculture and academic courses necessary to complete career pathway offerings and Post-secondary education and training options.**

Thomas Downey High School career-vocational education staff, academic counselors, and other resource personnel provide career guidance services to ensure that students enroll in agriculture courses/programs that are consistent with their aptitudes, interests, abilities, and career path goals.

**7B. All students have a completed career plan (Student Data Sheet) and it is updated annually.**

At Thomas Downey High School all students have a completed career plan that was filled out online when they complete their R2 forms each year.

**7C. Efforts have been made, or completed, to articulate with Community Colleges and/or Universities**

Thomas Downey High School has articulated with a local community college (Modesto Junior College) 2+2+2 agreements for Agriculture Mechanics and History and Art of Floral Design

***Quality Criteria Eight:***  
***PROGRAM PROMOTION***

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**8A. An Agricultural Education program recruitment brochure or similar document is used to promote the program.**

The majority of our Recruitment is done via 8th grade leadership presentation at the local feeder schools. The FFA officers visit both La Loma and Hanshaw Middle Schools in February right before balloting time. The officers conduct class and educate the eighth graders about the different opportunities available to them through Agriculture Education. We provide them with an informative brochure highlighting activities we participate in. Another recruitment handout we utilize is the Downey High School Course Catalog, which each student receives on an annual basis. We have worked hard to develop descriptions of our classes, which will fully explain the format and concept of our program to incoming students.

Our presentations are fun and engaging. We also send out letters to the students after the presentation to convey information to their parents as well.

**8B. Students have alternate means of overcoming financial barriers to participate in program activities.**

We have the philosophy that no student should be turned away from an event due to a money problem. Agriculture community members have formed a Thomas Downey High School Agriculture Boosters club. They graciously provide all of our students with opportunities to attend conferences, have successful livestock projects, and attain scholarship monies for college. The FFA Chapter also uses money each year to help pay student registration fees to various events.

The department has also referred students to F&M Bank, American Ag Credit and/or Yosemite Farm Credit for various youth loans that can be used to maintain an SAE project.

All in all, students wanting to participate in an event that lack the monetary means to do so, have a great deal of options. We promote involvement within the program and try hard to meet the needs of every student.

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

Each winter we are able to take 40 students to the local middle schools to promote our program to graduating 8th graders. During this presentation we present a slide show highlighting the Thomas Downey High School Agriculture Department. We inform prospective students about the classes available to them, as well as the activities we participate in.

During the school year we utilize many on-campus resources to promote our program. We are sure to submit articles on a regular basis for both the school publication and parent newsletter. This enables us to spread our upcoming events through the campus community. We also host an FFA Week in which we invite all clubs on campus to participate in by entering competitive events, such as relays and a kiss the pig contest. It is a fun event for everyone involved. At the end of the year we award numerous scholarships at the school-wide Scholarship Night presentation. This night allows parents of upcoming students to see the emphasis placed on college and opportunities our department can offer students as they prepare to continue their educations.

**Quality Criteria Nine:**

**PROGRAM ACCOUNTABILITY AND PLANNING**

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**9A. A Comprehensive Program Plan is on file with the Regional Supervisor and a copy is retained in the local department files.**

Our department maintains a program plan on file in the agriculture department. It is up dated and maintained every year.

**9B. Updates of the Program Plan are sent to the Regional Supervisor by November 15<sup>th</sup>. These updates include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) FFA Progm of Work; (4) Advisory Committee Roster; and (5) Advisory Committee Minutes.**

The November 15th deadline for filing the Program Plan updates is followed accordingly. All of the necessary components are included for review and filing. A copy of each is also maintained in the Program Plan Binders within the department.

**9C. A follow-up system is used which gathers the following information from program completers: Status of employment or school enrolled within, opinion regarding the value and relevance of the agriculture program and suggestions for improving the agriculture program.**

Our Graduate Follow-Up is completed mid-fall. We wait until this time in order to allow our graduates to settle into whatever they might be doing after graduation. During spring final of their senior year we have all seniors complete a Graduate-Follow-Up form, which asks them what their plans are after graduation. This answer gives a good idea of where to start when completing the actual follow-up in the fall. Our Graduate Follow-up form also asks

**9D. The Graduate Follow Up data collected was entered with the On-line R2/FFA Roster Data.**

The Graduate Follow-up Data for Thomas Downey High School was collected and entered with the On-line R2/FFA Roster Data by October 15th.

**9E. The Agriculture Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.**

One of our main goals for the upcoming year is to improve our program by increasing our retention numbers. With the increasing college entrance requirements, students are faced with less room in their schedules for elective type courses. Many of our students have the educational goal of attending college and need to take UC Credit courses to accomplish this task.

Within the department we are continuously counseling students to maintain their enrollment in our program. We encourage students to utilize the high school science credits and History and Art of Floral Design, which falls under the visual and performing arts requirement, available to them through our Agriculture classes. We are always cautious of counseling our students to maintain grade eligibility. We stay in frequent contact with parents through emails, phone calls, and Powerschool.

We are always working with the administration and counselors to help improve their ability to recognize the important skills that our classes can offer our students. We also work hand-in hand with our administration in developing courses that will meet the graduation requirements. We feel the future development of such courses is vital to our retention process.

**9F. The R-2, AIG Expenditure Reports, and FFA Roster have been received by the Regional Supervisor and/or State FFA Financial Coordinator on or before October 15<sup>th</sup>.**

Our completed R-2 report as well as our Teacher Data Sheets were turned in on October 15<sup>th</sup>. The Agricultural Incentive Grant Expenditure Report was turned in by the October 15<sup>th</sup> deadline. Our Graduate Follow-up Report was completed on-line and posted by October 15<sup>th</sup>, 2015.



**Quality Criteria Ten:**

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**10A. Shop and Laboratory-based classes have no more than 20 students enrolled. Classroom-based classes have no more than 25 students enrolled.**

The Agriculture Department at Thomas Downey High School exceeds the maximum enrollment numbers in every course offered.

**10B. The total number of students enrolled in agriculture classes does not exceed 75 students per teacher. First year students enrolled in agriculture courses will be counted as .5 for the purpose of determining the total count only.**

In 2015-2016 we have 327 students in grades nine through twelve enrolled in our program. Of the 327 students 198 are first year agriculture students. The remaining students are second, third and fourth year in agriculture students. Please see equation below.

1 <sup>st</sup> Year Students	divided by 2	= 99 students
2 <sup>nd</sup> Year Students		= 79 students
3 <sup>rd</sup> Year Students		= 33 students
4 <sup>th</sup> Year Students		= 17 students

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Total Students = 228

228 divided by 2.4 FTE Teachers= 95 students/teacher

**Quality Criteria Eleven:**  
**FULL YEAR EMPLOYMENT**

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**11A. A full-time equivalent teacher is employed year-round for each 75 students enrolled in the agriculture program and is compensated no less than \$2000.**

All full-time Ag teachers in our department are on separate salary schedule which includes 215 days and an FFA stipend. It includes 30 days beyond the traditional 185 day contract and a \$1500 FFA stipend.

**11B. During the school year, one teaching period for Supervision is assigned to each agriculture teacher. This project supervision period is in addition to the preparation period normally assigned to all teachers in the school. This requirement may also be met if a period is not available by financially compensating the agriculture teacher(s) at the equivalent cost of providing one period for supervision.**

Each Agriculture teacher is allotted a project supervision period. These are either paid for through the Regional Occupation Program (Yosemite ROP), or through the Modesto City School District.

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## **Quality Criteria One:** **SUPPORTING DOCUMENTATION**

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### MODESTO CITY SCHOOLS

#### COURSE OUTLINE

COURSE TITLE: Agricultural Mechanics 1-2

COURSE NUMBER: 001

ABILITY LEVEL: 9, 10

DURATION: 2 Semesters

CREDIT: 10

GRADING FORMAT: Standard 0-4 Grd. Pts.

MEETS GRADUATION REQUIREMENTS IN: Practical Arts

REQUIRED FOR GRADUATION: No

SCHOOLS OFFERED: Modesto

CBEDS CODE: 4030

MEETS UNIVERSITY OF CALIFORNIA ENTRANCE REQUIREMENTS: No

MEETS CALIFORNIA STATE UNIVERSITY ENTRANCE REQUIREMENTS: Yes

REPLACES:

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Course Description: Students will use a classroom and laboratory-type situation to cover the principles, and applications of topics. Work habits and attitudes will be stressed with emphasis on careers in agriculture. Areas of instruction will include: safety, tools, measurement, drawing, woods, welding, concrete, metalwork/sheetmetal, electricity, rope, and plumbing.

Recommended Prerequisites: None

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Date Matched Against State Framework,  
Model Curriculum Standards, and State  
Curriculum Guides:

February, 2003

Board Approved: \_\_\_\_\_

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REVIEW CYCLE: 2002-03 through 2007-08

APPROVED TEXTBOOK: AGRICULTURAL MECHANICS: Fundamentals & Applications,  
3rd Edition; Cooper; Delmar Publishers

SUMMARY OF MAJOR UNITS OF INSTRUCTION

<u>Units</u>	<u>Approximate Length of Instruction for Each Unit</u> <u>(Weeks)</u>
A. Tools            2	
B. Safety	2
C. Measurement	2
D. Tool Fitting	1
E. Oxy-Acetylene Welding	5
F. Arc Welding	5
G. Metalwork and Sheet Metal	3
H. Woodworking	5
I. Drawing	2
J. Concrete	2
K. Electricity	3
L. Ropework	1
M. Plumbing	<u>1</u>
Total Weeks	36

## INSTRUCTIONAL MATERIALS

### Basic Text(s):

AGRICULTURAL MECHANICS: Fundamentals & Applications, 3rd Edition;  
Cooper; Delmar

### Supplementary Text(s):

AGRICULTURAL MECHANICS: Fundamentals & Applications  
Student Lab Manual; Cooper; Delmar

THE MODERN ILLUSTRATED HAND AND POWER TOOL MANUAL;  
Vocational Education Productions

BASIC TECHNICAL DRAWING; Spencer and Dygdon; Glencoe

WELDING: Principles and Applications; Jeffus; Delmar  
Student Guide and Lab Manual  
Complete Welding Video Package

BLUEPRINT READING FOR WELDERS; Delmar

SMALL GAS ENGINES; Gray and Barrow; Prentice Hall

Agricultural Mechanics 1-2 (4)

## AGRICULTURAL MECHANICS 1-2

### 1.0 GOAL:

Students will understand the importance of proper cleaning and storage of shop tools, the reporting of hazardous situations, and safe practices to be employed with all tools and machines. Upon completion of this unit, students will be able to:

- 1.1 Store tools, equipment, and materials properly.
- 1.2 Clean the shop properly as directed by the instructor.
- 1.3 Recognize and report hazardous situations to the appropriate persons.
- 1.4 Use a fire extinguisher properly.

1.5 Practice all shop and equipment safety regulations.

1.6 Develop a proper attitude toward work and avoid unsafe practices

### 2.0 GOAL:

Students will understand the importance of correct and safe use of shop tools and be able to identify shop tools. Upon completion of this unit, student will be able to:

2.1 Identify all the tools used in the Ag Mechanics California Curriculum Guidelines unit on basic hand and power tools.

2.2 Justify in an oral or written statement (record to be kept on file in agriculture department office) the selection of tools to be used in the agricultural mechanics program.

2.3 Demonstrate the proper and safe use of the tools to be used in the agricultural mechanics program.

### 3.0 GOAL:

Students will be able to understand and demonstrate proper procedures for tool fitting and sharpening. Upon completion of this unit, students will be able to:

3.1 Replace handles correctly on hand tools such as hammers, shovels, and axes.

3.2 Sharpen selected cutting tools correctly, including chisels, screwdrivers, twist drills, blades, hoes, axes, knives, scissors, and shears.

### Agricultural Mechanics 1-2 (5)

3.3 Be able to construct and repair a cutting tool such as a cold chisel and demonstrate proper hardening and tempering techniques.

### 4.0 GOAL:

Students will understand and be able to read and use a ruler or tape to calculate problems involving length, area, volume, and weight. Students will know the difference between the U.S. Customary and the metric measurement systems. Upon completion of this unit, the students will be able to:

4.1 Measure objects correctly with a ruler, tape, or framing square.

4.2 Measure objects correctly using calipers and micrometers.

4.3 Calculate and solve basic measurement problems, including calculation of board feet, cubic measurements, and standard liquid measurements.

4.4 Differentiate between U.S. Customary and metric measurement units (in linear,

area, and volumetric measurements).

4.5 Calculate and solve basic measurement problems, including weight.

4.6 Use various methods to determine the mass and volume of regularly and irregularly shaped objects.

### 5.0 GOAL:

Students will master the basic skills necessary to design, draw, calculate the cost of, and construct a project by interpreting the working drawing correctly. Upon completion of this unit, the students will be able to:

5.1 Identify the types of lines used in a drawing or layout.

5.2 Identify the three types of drawings (orthographic, isometric, and oblique).

5.3 Use an architect's scale.

5.4 Construct three-view (orthographic) drawings.

5.5 Interpret a working drawing.

5.6 Sketch an object using paper and pencil.

5.7 Plan and layout a construction project.

5.8 Calculate construction costs for a given task.

5.9 Assemble and finish a project.

### Agricultural Mechanics 1-2 (6)

### 6.0 GOAL:

Students will understand the fundamentals of woodworking and demonstrate applied skills through project construction. Upon completion of this unit, the students will be able to:

6.1 Select kinds, grades, and quantity of lumber for a given task.

6.2 Identify and demonstrate the uses of ten different woodworking hand tools.

6.3 Measure and mark wood for cutting and drilling.

6.4 Cut and assemble wood parts.

6.5 Know the basic joints used in woodworking and demonstrate the application.

6.6 Operate power tools correctly and safely, replacing blades and making adjustments as necessary.

### 7.0 GOAL:

Students will understand and demonstrate skills involved in the oxy-acetylene welding process and roles heat and pressure play in the process, and will be able to operate and use the oxy-acetylene welder safely. Upon completion of this unit, students will be able to:

- 7.1 Pass a safety test on oxy-acetylene welding.
- 7.2 Identify the basic components of the oxy-acetylene welding apparatus.
- 7.3 Set up, use, shut off, and store and oxy-acetylene welder properly.
- 7.4 Run a bead with the oxy-acetylene equipment with and without a filler rod.
- 7.5 Use the oxy-acetylene equipment to do four basic welds other than a bead.
- 7.6 Select welding rods and fluxes appropriate for the job.
- 7.7 Make a straight cut, using the cutting head.
- 7.8 Clean the orifices in welding and cutting heads using the approved technique.
- 7.9 Construct a simple project requiring cutting and welding.
- 7.10 Change lenses on cutting goggles.

Agricultural  
Mechanics 1-2 (7)

### 8.0 GOAL:

Students will understand and demonstrate competencies in the arc welding process and be able to operate an arc welder safely. Upon completion of this unit, students will be able to:

- 8.1 Pass a safety test and demonstrate proper use of arc welding equipment.
- 8.2 Strike and maintain an arc correctly.
- 8.3 Be familiar with the American Welding Society (AWS) classification system for electrodes.
- 8.4 Select various sizes and types of electrodes and correctly adjust the current setting for each application.
- 8.5 Identify four basic welding joints and demonstrate the application of each in the flat position, using AC and DC equipment.



- 8.6 Control distortion in arc welding.
- 8.7 Test welds for quality and strength
- 8.8 Construct a project requiring at least three different welds.
- 8.9 Identify career opportunities in the welding industry.
- 8.10 Change lens and head gear on a helmet.

### 9.0 GOAL:

Students will familiarize themselves with the uses of concrete and masonry and the materials used in making concrete, and will be able to identify and use the tools related to the task. Upon completion of this unit, students will be able to:

- 9.1 List the ingredients and characteristics of concrete.
- 9.2 Calculate the amounts and costs of materials required for a particular application.
- 9.3 Build proper forms.
- 9.4 Mix, pour, reinforce, finish, and cure concrete.
- 9.5 Demonstrate the use of the basic tools needed to pour a concrete slab.
- 9.6 Describe and use basic masonry techniques and tools.

### Agricultural Mechanics 1-2 (8)

### 10.0 GOAL:

Students will demonstrate skills in the metalworking processes and properly identify types of materials and tools used for cold metalworking. Upon completion of this unit, students will be able to:

- 10.1 Identify samples of cast iron, mild steel, and aluminum.
- 10.2 Identify ten common metalworking tools by name and use.
- 10.3 Lay out a drawing on metal.
- 10.4 Make square and circular bends in metal using an anvil or vise.
- 10.5 Determine tap drill sizes.
- 10.6 Use files and saw blades correctly.

10.7 Forge a chisel.

10.8 Cut threads with tap and dies.

11.0 GOAL:

Students will develop and demonstrate a basic understanding of electricity, its theory, and its practical application. Upon completion of this unit, the students will be able to:

11.1 Use approved safety measures in electrical wiring.

11.2 Select correct fuse sizes for a given circuit.

11.3 Select wire sizes for a given circuit.

11.4 Define ampere, watt, volt, and ohm.

11.5 Repair an electrical cord.

11.6 Exhibit safe habits when working around electricity.

11.7 Understand the difference between electrical flow of 240 volts and 120 volts in wiring.

11.8 Complete wiring of light and convenience circuits.

11.9 "Trouble shoot" electrical circuits in a safe manner.

Agricultural Mechanics 1-2 (9)

12.0 GOAL:

Students will develop and demonstrate the ability to select, use, and care for rope. Upon completion of this unit, the students will be able to:

12.1 List five common uses of rope.

12.2 Identify samples of natural and synthetic fiber ropes.

12.3 List the factors to consider when selecting rope.

12.4 Describe three important practices in rope care.

12.5 Construct crown, eye, short, and slide-loop splices (or make a rope halter, using the splices).

12.6 Tie three types of common hitches.

12.7 Tie three types of common knots.

13.0 GOAL:

Students will develop the knowledge and skills necessary to accomplish basic plumbing jobs. Upon completion of this unit, the students will be able to:

13.1 Properly identify common plumbing tools and materials.

13.2 Exhibit safe handling and working practices when using plumbing tools.

13.3 Understand the purposes for the various plumbing fittings and materials.

13.4 Perform an installation, including cutting pipe to length and installing fittings, using a combination of materials including steel, plastic and copper.

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## MODESTO CITY SCHOOLS

### COURSE OUTLINE

COURSE TITLE: Integrated Agriculture Science 1-2

COURSE NUMBER: 014

ABILITY LEVEL: 9

DURATION: 2 Semesters

CREDIT: 5 per Semester

GRADING FORMAT: Standard 0-4 Grd. Pts.

MEETS GRADUATION REQUIREMENTS IN: CP Physical Science

REQUIRED FOR GRADUATION: Yes

SCHOOLS OFFERED: Beyer, Davis, Downey, Johansen, Modesto

CBEDS CODE: 4070

MEETS UNIVERSITY OF CALIFORNIA ENTRANCE REQUIREMENTS: "G" Elective

MEETS CALIFORNIA STATE UNIVERSITY ENTRANCE REQUIREMENTS: Yes

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Course Description: Agriculture Education is organized instruction which prepares individuals for employment in agriculture and may also prepare them for advanced training, leading to an agricultural career requiring education at a postsecondary level. It is recommended that a student be involved in a Supervised Occupational Program and in FFA activities that deal with plants and/or animal science. This course will emphasize the Modesto City Schools requirement for Physical Science. (This course uses extensive laboratory work to emphasize observation and hypothesis techniques.)

Recommended Prerequisites: None

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Date Matched Against State Framework,  
Model Curriculum Standards, and State  
Curriculum Guides:

January, 2003

Board Approved: \_\_\_\_\_

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REVIEW CYCLE: 2002-03 through 2007-08

APPROVED TEXTBOOK: Agriscience: Fundamentals & Applications, 3rd Edition, Cooper, Delmar Publishers; Earth Science, Prewilla, Glencoe

Integrated Agriculture Science 1-2 (3)

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## SUMMARY OF MAJOR UNITS OF INSTRUCTION

<u>Units</u>	<u>Weeks</u>	<u>Approximate Length of Instruction for Each Unit</u>
1. Investigation and Experimentation		*
2. Earth's Place in the Universe		3
3. Dynamic Earth Processes		3
4. California Geology (earthquakes & volcanoes)		3
5. National FFA Organization		3
6. Supervised Agricultural Experience (SAE)		3
7. Measurement and Calculation		3
8. California Geology (resources/economics)		3
9. Energy in the Earth System		3
10. Structure & Composition of the Atmosphere (Greenhouse use)		3
11. Biogeochemical Cycles		3
12. Environmental Horticulture Science (EHS)		3
13. Resources: Renewable & Nonrenewable		3

Total Number of Weeks 36

Integrated Agriculture Science 1-2 (2)

## INSTRUCTIONAL MATERIALS

### Basic Text(s):

Agriscience: Fundamentals & Applications, 3rd Edition, Cooper, Delmar Publishers

(Also accompanying laboratory manual)

Earth Science, Prewilla, Glencoe

Supplementary Text(s):

All Together, California Ag Council

Feed and Feeding, Morrison, Morrison Publishing

FFA Handbook, Future Farmers of America, FFA Foundation

FFA Official Manual, Future Farmers of America, FFA Foundation

How to Grow Crops in California, Dougherty, Wm. C. Brown, Co.

Livestock and Poultry Production, Bundy & Diggins, Prentice Hall

The Farm Management Guide, Doane Western, Inc.

Applied Biology/Chemistry Curriculum Material, Center for Occupational Research and Development (CORD), Texas

Integrated Agriculture Science 1-2 (4)

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1.0 GOAL: Scientific progress is made by asking meaningful questions and conducting careful investigations and calculations. As a basis for understanding this concept, students should develop their own questions and perform investigations. Students will:

1.1 Select and use appropriate tools (such as computer-linked probes, spread sheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

1.2 Identify and communicate sources of unavoidable experimental error.

1.3 Identify possible reasons for inconsistent results, sources of error or uncontrolled conditions.

1.4 Formulate and revise explanations using logic and evidence.

1.5 Distinguish between a guess, a hypothesis and a theory as these terms are used in science.

1.6 Recognize the use and limitations of models and theories as scientific representations of reality.

1.7 Read and interpret topographic and geologic maps.

1.8 Analyze the location, sequence, or time intervals of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of a species in ecosystem). an

1.9 Recognize the cumulative nature of scientific evidence.

1.10 Analyze situations and solve problems that require combining concepts from more than one topic area of science and applying these concepts.

1.11 Investigate a science-based societal issue by researching the literature, analyzing data and communicating the findings.

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2.0 GOAL: Astronomy and planetary exploration reveal the structure, scale, and change of solar system over time. As a basis for understanding this concept, students will know: the

2.1 Differences and similarities among the sun, the terrestrial planets, and gas planets, and can relate those differences and similarities to the formation of the solar system.

Integrated Agriculture Science 1-2 (5)

2.2 Evidence from Earth and moon rocks that the sun, Earth, and rest of the solar system formed from a nebular cloud of dust and gas approximately 4.6 billion years ago.

2.3 Evidence from geological studies of the Earth and other planets that suggests early Earth was very different from today.

2.4 Evidence that the planets are much closer than the stars.

2.5 The sun is a typical star and is powered by nuclear reactions, primarily the fusion of hydrogen to form helium.

2.6 Evidence that asteroid impacts may have had dramatic effects in shaping the surface of planets and their moons and can cause mass extinctions of life on Earth.

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3.0 GOAL: Earth-based and space-based astronomy reveal the structure, scale, and change over time of stars, galaxies and the universe. As a basis for understanding this concept, students will know:

3.1 The solar system is located in an outer edge of the disc-shaped Milky Way galaxy which spans 100,000 light years.

3.2 Galaxies are made of billions of stars and form most of the visible mass of the universe.

3.3 Evidence that all elements larger than helium have been formed by nuclear fusion processes in stars.

3.4 Stars differ in their life cycles and visual, radio, and X-ray telescopes collect data that reveal these differences.

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4.0 GOAL: Plate tectonics operating over geologic time have changes the patterns of land, sea, and mountains on the Earth's surface. As the basis for understanding this concept, students will know:

4.1 Features of the ocean floor (magnetic patterns, age, and sea floor topography) provide evidence for plate tectonics.

4.2 The principal structures that form at the three different kinds of plate boundaries.

Integrated Agriculture Science 1-2 (6)

4.3 How to explain the properties of rocks based on the physical and chemical conditions in which they were formed, including plate tectonic processes.

4.4 Why and how earthquakes occur, and the scales used to measure their intensity and magnitude.

4.5 There are two kinds of volcanoes, one with violent eruptions producing steep slopes and the other with columnar lava flows producing gentle slopes.

4.6 Explain how agriculture uses the location and properties of volcanoes to serve in the production of food.

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5.0 GOAL: The geology of California underlies the state's wealth of natural resources as well as its natural hazards. As a basis for understanding this concept, students will know:

5.1. The principal natural hazards associated with different California regions and the geological basis of those hazards.

5.2 The natural hazards associated with the different regions in the geographical regions and the basis of those hazards.

5.3. The students will describe the five (5) major factors of soil formation and the four (4) basic components of soil.

5.4 Define the soil texture and structure and be able to identify soil texture by touch.

5.5 Identify four (4) types of soil, water erosion and describe four (4) conservation practices.

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6.0 GOAL: Students will appreciate the importance of the Future Farmers of America (FFA), Parliamentary Procedure.

6.1 List, explain or recite the following items needed to be an FFA member.

- |                        |                      |
|------------------------|----------------------|
| A. History of the FFA  | G. Aims and Purpose  |
| B. Creed               | H. Dress             |
| C. Motto               | I. Code of Ethics    |
| D. Colors              | J. Greenhand Degree. |
| E. Emblem              |                      |
| F. Kinds of Membership |                      |

6.2 Demonstrate the proper use of parliamentary procedure to improve meetings, using motions, and proper conducting of business.

Integrated Agriculture Science 1-2 (7)

6.3 Students will gain an understanding of supervised agricultural experience (SAE), and farm record keeping through hands-on project involvement. Students will:

- A. Describe the benefits of an SAE and how to develop long-range planning.
- B. List reasons for good record keeping using the California Farm Account Book.
- C. Demonstrate understanding of various types of records including budgets, journals, income summaries and financial statements.

6.4 Students will be able to read and use measuring equipment, and perform calculations for problem solving. Students will:

- A. Measure within 1/16th of an inch.
- B. Calculate volume and area when given dimensions.

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7.0 GOAL: The geology of California underlies the state's wealth of natural resources as well as its natural hazards. As a basis for understanding this concept, students will know:

7.1 The economically important resources in California and their relation to California's geology.

7.2 The importance of water to society, the origins of California's fresh water, and the relationship between supply and need.

7.3 Describe the economic impact of agriculture and how California's geology has impacted important resources in the state.

7.4 List the leading economic agricultural commodities in the state and counties.

7.5 Describe the the main economically important resources and the relationship farmers and ranchers provide as stewards of natural resources.

7.6 Describe the major watersheds and their importance to major California water users.

8.0 GOAL: Energy enters the Earth system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept, students will know:

8.1 The relative amount of incoming solar energy compared with Earth's internal energy and the energy used by society.

8.2 The fate of incoming solar radiation in terms of reflection, absorption and photosynthesis.

Integrated Agriculture Science 1-2 (8)

8.3 The different atmospheric gases that absorb the Earth's thermal radiation, and the mechanism and significance of the greenhouse effect.

8.4 To explain how the fate of solar radiation in the atmosphere is collected and utilized in commercial Agricultural greenhouses.

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9.0 GOAL: Heating of the Earth's surface and atmosphere by the sun drives circulation patterns in the atmosphere and oceans, producing winds and ocean currents. As a basis for understanding this concept, students will know:

9.1 How differential heating of the earth results in circulation patterns in the atmosphere and oceans that globally distribute the heat.

9.2 The relationship between the rotation of the Earth and the circular motion of ocean currents and air in pressure centers.

9.3 The origin and effects of temperature inversions.

9.4 Properties of ocean water such as temperature and salinity can be used to explain the layered structure of the oceans, generation of horizontal and vertical ocean currents, and the geographic distribution of marine organisms.

9.5 The distribution of rain forests and deserts on Earth in bands at specific latitudes.

9.6 Explain how water and ocean currents affect the climate and growing regions in California.

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10.0 GOAL: Climate is the long-term average of a region's weather and depends on many factors. As a basis for understanding this concept, students will know:

10.1 Weather (in the short run) and climate (in the long run) involve the transfer of energy in and out of the atmosphere.

10.2 Latitude, elevation, topography, proximity to large bodies of water and cold or

warm ocean currents affect climate.

10.3 How the Earth's climate has changed over time, corresponding to changes in the Earth's geography, atmospheric composition and/or other factors (solar radiation, plate movement, etc.).

10.4 Describe how elevation and topographies and latitude effect climate in California and the crops that can be grown.

Integrated Agriculture Science 1-2 (9)

10.5 Explain how California's microclimates allow for a diversity of crops to be successfully grown throughout the state.

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11.0 GOAL: Life has changed Earth's atmosphere and changes in the atmosphere affect conditions for life. As a basis for understanding this concept, students will know:

11.1 The thermal structure and chemical composition of the atmosphere.

11.2 How the composition of the Earth's atmosphere has evolved over geologic time including outgassing, the origin of atmospheric oxygen and variations in carbon dioxide concentration.

11.3 The location of the ozone layer in the upper atmosphere, its role in absorbing ultraviolet radiation and how it varies both naturally and in response to human activities.

11.4 Explain how the composition of Earth's atmosphere has evolved over geologic time and how agriculture is effecting outgassing.

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12.0 GOAL: Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biochemical cycles. As a basis for understanding this concept, students will know:

12.1 The carbon cycle, photosynthesis, respiration and the nitrogen cycle.

12.2 The global carbon cycle: the different physical and chemical forms of carbon in the atmosphere, oceans, biomass, fossil fuels, and the movement of carbon among these reservoirs.

12.3 The movement of matter among reservoirs is driven by Earth's internal and external sources of energy.

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13.0 GOAL: Students will identify the elements and nutrients necessary for plant growth and reproduction. Students will:

13.1 List the primary, secondary and micro nutrients and their primary source.

13.2 Describe the function of nutrients in plant growth.

13.3 Calculate the content of NPK in a fertilizer container.

Integrated Agriculture Science 1-2 (10)

13.4 List advantages of organic fertilizers, advantages of inorganic fertilizers.

13.5 Describe the effect of high or low pH on the availability of plant nutrients.

13.6 Interpret a commercial soil test report.

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14.0 GOAL: Students shall identify the types of pathogens and pests (that infect plants), their symptoms and control. Students will:

14.1 Distinguish between pest eradication and pest control.

14.2 Define "Integrated Pest Management."

14.3 Describe the life cycle of an insect.

14.4 Differentiate between virus, bacteria, protozoa and parasites.

14.5 Describe the four (4) categories of pesticides and the safety regulations governing them.

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15.0 GOAL: Students will understand the seasonal requirements of vegetables, trees, vines, and dry-land farming. Students will:

15.1 Identify five (5) cool and five (5) warm season vegetables.

15.2 Identify the major production areas.

15.3 Identify ten (10) tree and ten (10) vine crops grown in California.

15.4 List major field crops grown in California.

15.5 Classify the major field crops on the basis of use.

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16.0 GOAL: Students will understand the importance of plants used for beautification and for various purposes and locations. Students will:

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16.1 Select plants for landscape use.

16.2 Discuss turf grass specifics for various purposes and locations.

16.3 Discuss appropriate trees and shrubs for landscape use.

Integrated Agriculture Science 1-2 (11)

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17.0 GOAL: Students will develop skills in forestry, pasture and rangeland management. Students will:

17.1 Differentiate between renewable and nonrenewable resources.

17.2 Identify plants poisonous to livestock.

17.3 Compare and contrast good summer and winter rangeland.

17.4 List three (3) ways in which overgrazing can negatively affect the environment.

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### MODESTO CITY SCHOOLS

#### COURSE OUTLINE

COURSE TITLE: ANIMAL SCIENCE 3-4

COURSE NUMBER:

RECOMMENDED GRADE LEVEL: 11-12

ABILITY LEVEL: Unsectioned

DURATION: 2 Semesters

CREDIT: 5 per Semester

GRADING FORMAT: Standard 0-4 Grd. Pts.

MEETS GRADUATION REQUIREMENTS IN: Practical Arts

REQUIRED FOR GRADUATION: No

SCHOOLS OFFERED: Beyer, Davis, Downey, Johansen, Modesto

CBEDS CODE: 4020

MEETS UNIVERSITY OF CALIFORNIA ENTRANCE REQUIREMENTS: Pending

MEETS CALIFORNIA STATE UNIVERSITY ENTRANCE REQUIREMENTS: Pending

REPLACES:

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Course Description: Animal Science 3-4 will provide student with principles focusing on the areas of mammalian production, anatomy, physiology, reproduction, nutrition, respiration, and genetics. Hands-on scientific experiences are designed to enhance student's understanding of Agriculture, the environment, and society. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university.

Recommended Prerequisites:

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Date Matched Against State Framework,  
Model Curriculum Standards, and State  
Curriculum Guides:

February, 2005

Board Approved: \_\_\_\_\_

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REVIEW CYCLE: 2005-06 through 2009-10

REQUIRED TEXTBOOK: Modern Biology, Holt, Reinhart & Winston Publishers, Latest Edition; Applied Animal Reproduction, Bearden and Fuquay, Prentice Hall, Latest Edition; Scientific Farm Animal Production, Taylor and Field, Prentice Hall, Latest Edition; FFA California Record Book.

## SUMMARY OF MAJOR UNITS OF INSTRUCTION

<u>Units</u>	<u>Approximate Length of Instruction for Each Unit (Weeks)</u>
1. Economic Impact	2
2. Plants, Animals, and Their Management	3
3. Animal Anatomy and Physiology	3
4. Animal Breeding and Genetics	3
5. Animal Phenotypic Selection and Evaluation	3
6. Animal Health Care	3
7. Animal Nutrition and Feeds	2
8. Common Integument and Its Derivation	2
9. The Nervous System	3
10. Respiratory System and Respiration	3
11. Animal Research Presentation	3
12. Professional Opportunities in Animal Science	3

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13. Agricultural Inter-Personal & Leadership Development	3
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Total Number of Weeks	36

### INSTRUCTIONAL MATERIALS

#### Basic Text:

Modern Biology, Holt, Reinhart & Winston Publishers, Latest Edition  
Applied Animal Reproduction, Bearden and Fuquay, Prentice Hall, Latest Edition  
Scientific Farm Animal Production, Taylor and Field, Prentice Hall, Latest Edition  
FFA California Record Book

#### Supplementary Text(s):

Feed and Feeding, Morrison, Morrison Publishing, Latest Edition  
FFA Handbook, Future Farmers of America, FFA Foundation  
FFA Official Manual, Future Farmers of America, FFA Foundation

### ANIMAL SCIENCE 3-4

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- 1.0 GOAL: Assemble and use laboratory apparatus, tools and materials in a skillful manner, giving attention to accident prevention and safety.
- A. Using a microscope, student will identify animal cells by tissue type
  - B. Study periodic table of elements.
  - C. Build a cell model, and examine and diagram cells.
  - D. Investigate osmosis and diffusion.
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- 2.0 GOAL: Gather the qualitative and quantitative information needed for developing and testing inferences and hypotheses by making purposeful, objective observations of things and events. The student will:
- A. Develop feed rations for swine, beef and dairy cattle.
  - B. List vitamins and amino acids not synthesized by livestock species and identify feeds high in these specific nutrients.
  - C. Define creep feeding and explain its value in an animal- feeding regime.
  - D. Given specific data, calculate the rate of gain and cost of feed per pound of gain per day for three livestock species.
  - E. Feed and maintain an animal through a full production cycle.
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- 3.0 GOAL: Student will understand the make up of the body and its functions.
- A. Recognize and be able to name the parts of the circulatory, digestive and reproductive systems.

- B. Explain how hormones are used as growth regulators and list the animals on which those hormones are used.
  - C. Demonstrate an understanding of the structure and function of the digestive system by tracing the pathways of food through the four types of livestock digestive systems, with emphasis on the function of organs in the digestive process.
  - D. Briefly explain the process of respiration, using a diagram of the lungs.
  - E. Describe the function of the endocrine system, the location of the glands and list the hormones that affect growth and reproduction.
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4.0 GOAL: Student will understand how to apply the knowledge of heredity and genetics to mammalian production.

- A. Briefly define the chromosome theory of inheritance.
  - B. Draw and describe the difference between oogenesis and spermatogenesis.
  - C. Review (from the basic core) and define the terms phenotype, genotype, gene, locus, allele, homozygous, variation, and mutation.
  - D. Diagram the phenotypic and genotypic results of a cross, using traits common to modern livestock, which exhibit classic dominant and recessive characteristics.
  - E. Diagram a dihybrid cross (e.g. using two heterozygous gene pairs) and determine the genotypes of the offspring.
  - F. Cite an advantage and a disadvantage of each of the following breeding systems and describe a situation in which each could be used: inbreeding, close breeding, out-crossing, and crossbreeding.
  - G. Define hybrid, using the cross between a horse and a donkey as an example, and explain the genetic effects that make the offspring sterile.
  - H. Define potency as it relates to genetics and name a famous sire that possessed these characteristics.
  - I. Define heritability and explain why selection is important in the livestock industry.
  - J. Describe a surgical and a non-surgical method of embryo transfer and explain the impact that embryo transfer has made on the animal genetics.
  - K. List important factors to consider in a bull fertility test.
  - L. Explain the process of artificial insemination and its impact on the gene pool in modern livestock.
  - M. List three methods used to detect estrus in livestock, explain the importance of detection in breeding program, and describe the equipment used to detect estrus.
  - N. List the three stages of parturition, explain when each stage begins and ends.
  - O. Describe the proper fetus presentation, and list possible problem that might occur during delivery.
  - P. Verbally outline the development of a prenatal farm animal from fertilization to birth, using slides, or computer.
  - Q. Compare and contrast the estrous cycles of the mare, cow, sow, ewe, and doe rabbit and include seasons of the year in which they cycle.
  - R. List the gestation periods of the mare, cow, sow, ewe, and doe rabbit.
  - S. Define the term freemartin and identify the problems that can occur with freemartins in bovine breeding programs (genetic level).
  - T. Describe the proper environment for the female during gestation, parturition, and lactation.
  - U. Describe the proper maintenance and care of male breeding stock.
  - V. Identify the recommended breeding age for the bull, stallion, buck, boar, and ram and the potential amount of service (years) for breeding males of each species.
  - W. Develop a feeding regime for dam through gestation, parturition, lactation.
  - X. Perform the appropriate husbandry practices when handling newborn animals.
  - Y. Visually identify crossbreeds of commercial livestock and explain the advantages of the cross.
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- 5.0 GOAL: The student will understand evolution and natural selection and how it relates to production agriculture.
- A. Be able to locate and select high-grade semen for the use of artificial insemination in swine and dairy cattle.
  - B. Identify six species of small animals that are of importance to agriculture and list common breeds with each species.
- 
- 6.0 GOAL: Record observations accurately and organize data and ideas in ways that enhance their usefulness.
- A. Students will regularly record data and experiences in the California Record Book.
- 
- 7.0 GOAL: Students will communicate with others (written and oral) in a manner that is consistent with the knowledge of scientific conventions, and facilitates the learning of the listeners or readers.
- A. Develop listening, speaking, reading and writing skills.
  - B. Work on critical thinking and team building activities..
- 
- 8.0 GOAL: Use the metric system effectively in measuring and quantifying substances..
- A. Review metric system and practice using it for liquid and dry measurements.
  - B. Investigate professional opportunities for agriculture laboratory technicians.
  - C. Do class presentation showing metric system substitutions.
- 
- 9.0 GOAL: Students will become familiar with the correct and safe use of livestock facilities, restraint equipment, and the tools necessary for animal housing and care.
- A. Name and demonstrate the use of tools commonly used to restrain farm animals.
  - B. Discuss the purpose of proper handling and restraint as it relates to the safety of both the handler and livestock.
- 
- 10.0 GOAL: Students will develop an advanced understanding of the principles involved in animal nutrition and feeds.
- A. Identify three common roughages and four common concentrates available locally and discuss which feeds have the highest content (percentage) of nitrogen, energy, protein, calcium, and phosphorus.
  - B. Identify the major feed additives on the market, explain how each additive affects production, and review governmental regulations pertaining to the use of each.
  - C. Explain how hormones are used as growth regulators and list the animals on which those hormones are used.
  - D. Develop a lost-cost (specify actual cost) feed ration for one species of livestock for maintenance, growth and lactation, using concentrates and roughages available locally.
  - E. List vitamins and amino acids not synthesized by livestock species and identify feeds high in these specific nutrients.
  - F. Describe the symptoms of five common nutritional diseases caused by vitamin or mineral deficiencies or toxicity and explain the treatment and prevention of these diseases.

- G. Explain the importance of a consistent feeding regime and list possible metabolic disease problems that might occur because of sudden changes in the ration.
- 

11.0 GOAL: Students will learn the structure, function, and maintenance of the major organ system of an animal (e.g., respiratory, excretory, endocrine, and digestive), their interrelationships, and their role in maintaining homeostasis.

- A. Compare species for: pulse and breathing rates, metabolic rates, dilution and toxicity, chemical mechanisms, system responses and physiology.  
B. Compare human norms with animals.  
C. Evaluate different species for normal and abnormal protein values.
- 

12.0 GOAL: Students will understand the principles of livestock breeding and Mendelian genetics, and the importance of habitability in a breeding program.

- A. Define gene regulation.  
B. What is manipulation of DNA?  
C. How do you determine genetic traits?
- 

13.0 GOAL: Students will develop an in-depth understanding of the specific health problems of cattle, sheep, swine, horses, poultry, and rabbits, and the identification, treatment, and prevention of these problems.

- A. Describe the differences between vaccines, anti-serum, and bacterins, and explain how each is used to fight disease.  
B. Identify five categories of pathogens and list the major classes of each.  
C. List the current major infectious diseases for at least four species of livestock in California and describe the symptoms, treatment, prevention, and economic significance of each.  
D. Identify four noninfectious causes of disease and the methods of prevention for each.  
E. Take the normal body temperature of four types of livestock species, compare the readings with the normal temperatures of each species, and discuss factors that may increase or decrease an animal's body temperature.  
F. Demonstrate the proper methods of subcutaneous and intramuscular injections of livestock.  
G. Calculate the correct dosage of medication from the instructions on the medicine label for various weights.
- 

14.0 GOAL: Students will learn the major internal and external livestock pests, their life cycles and their control.

- A. Draw the life cycle of an internal parasite that is specific for each of the following: horse, swine, cattle, sheep, poultry and rabbits. Show the point in the life cycle where each internal parasite can best be controlled.  
B. Draw the life cycle of at least three common external parasites, including the possible hosts and the methods to control each parasite.  
C. Develop a one-year worming and vaccination schedule for a student-owned animal.  
D. Explain the value of pasture rotation in parasite control.  
E. Describe production problems associated with the housefly, blowfly, botfly, and horsefly, and explain two methods in which these can be controlled.  
F. Define drenching and demonstrate drenching methods on three livestock species.
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- 15.0 GOAL: Students will demonstrate an understanding of basic principles of care, raising, breeding, selection, and selling of large animals.
- A. Demonstrate proper feeding, handling, and management for each species studied.
  - B. Demonstrate proper grooming and showing techniques for at least two large animal species of commercial importance in California.
  - C. Identify animal behavioral patterns that will make animals easier and safer to handle.
  - D. List and discuss the different markets available for sale of livestock.
- 
- 16.0 GOAL: Students will understand the basic concepts in the care, raising, breeding, selection, and selling of small animals.
- A. Identify six species of small animals that are of importance to agriculture and list common breeds within each species.
  - B. Understand the relationship of small animals to agriculture and its related industries.
  - C. Describe and participate in the marketing of small animals in two occupational areas (e.g., sale of replacement stock and sale of meat animals) and list the advantages and disadvantages of each of the occupational areas.
- 
- 17.0 GOAL: Students will understand the importance of correct pasture and rangeland management practices for animal health, erosion control, pasture production, and maintenance of the balance of living things within the ecosystem.
- A. Define the terms common to rangeland management.
  - B. List three ways in which overgrazing or poor rangeland management can negatively affect the environment.
  - C. Calculate, from information provided, the carrying capacity of an acreage of rangeland for species of livestock.
  - D. Identify and describe variety of rangelands found in California.
  - E. Collect and label three suitable legumes and discuss factors to consider in their selection for rangeland forage.
  - F. Collect, label and press ten common range plants.
  - G. Collect and identify ten weeds and brush common to California rangelands and discuss control methods for each.
  - H. Identify five plants poisonous to livestock and identify the California area in which they may be found.
- 
- 18.0 GOAL: Students will gain basic knowledge of animal waste management and the importance of disposing of waste inexpensively with the least impact on the environment.
- A. Identify the three main types of agricultural wastes.
  - B. Describe two ways to recycle manure so it can be used by livestock.
- 
- 19.0 GOAL: Students will analyze and describe a class of four market animals within each major species.
- A. Identify six desirable traits of a market animal within each species (beef, sheep and swine) and list the characteristics necessary for the animal to possess these traits.
  - B. Analyze and describe a class of four market animals within each species.
-

- 20.0 GOAL: Students will demonstrate an understanding of animal research and investigation, and data collection.
- A. Student will present a completed Supervised Agricultural Experience Program and data collection.
  - B. Student will present evidence of investigation into professional opportunities in Animal Science

# **California Agricultural Teacher's Association**

Program Policy Statement  
On  
Supervised Occupation Experience  
Programs

**CALIFORNIA AGRICULTURAL ASSOCIATION  
PROGRAM POLICY NUMBER 1 -**

### SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM (SOEP)

Since its very beginning in 1917 as a federally supported component of the public secondary school system Vocational Agriculture has incorporated some form of experiential education as a teaching strategy. In the earliest days when all students came from farms and ranches and were destined to return there upon completing their high school education, this experiential education usually took the form of a production enterprise in livestock, poultry, crops, etc., conducted on the home place.

There was a three-fold purpose for these “projects”: (1) to provide the student with an opportunity to develop, through experience and under the supervision of his Vo-Ag teacher, skills and knowledge required to conduct financially rewarding agricultural production enterprises; (2) to provide a demonstration to the community of modern practices in agriculture; (3) to *provide a* means for the Vo-Ag student—Future Farmer—to begin his actual establishment in farming.

All Vo-Ag students were required to engage in one or more “projects” as a condition of enrollment in Vo-Ag classes. There is abundant testimony that the early day Vo-Ag program served those purposes well.

In the early post-World War II years it became generally recognized that “Agriculture is More Than Farming”—a slogan adopted by Agricultural Educators at all levels throughout the United States.

In attempting to establish a definition for this broadened concept of agriculture, several agricultural categories or classifications were proposed. One was offered by the United States Office of Education. It made sense to us in California and was adopted for our use. This system identifies six Agricultural occupational clusters in addition to Production (Farming and Ranching). They are Agricultural Supplies and Services, Agricultural Mechanics, Agricultural Products and Processing, Ornamental Horticulture, Agricultural Resources, and Forestry.

Under this broadened concept of agriculture, Agricultural Education’s responsibility was similarly expanded. Whereas before, Vo-Ag’s function was limited to preparing persons for work on the farm or ranch, now had the task of preparing persons for gainful employment in occupations found in all seven of the occupational clusters associated with the broadened perspective of agriculture.

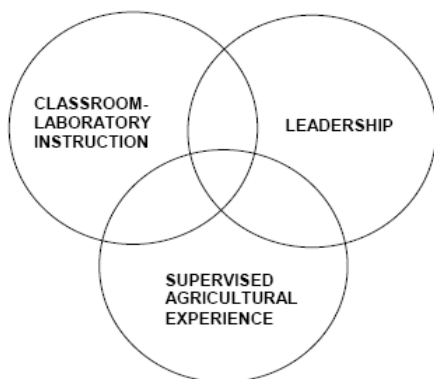
It soon became obvious that the original three fold purpose cited earlier for the “Vo-Ag Projects” was no longer relevant to the expanded, modernized Vo-Ag program.

In addition to the expanded occupational scope of the Vo-Ag program other changes were occurring that affected the validity of the “project requirement”:

- Fewer students were coming from farms or ranches or with any previous agriculture experience.
- Fewer career opportunities in agriculture were found in entrepreneurship -- many were as employees in someone else’s business -- usually not on the farm or ranch.
- Agricultural jobs became more technical, often requiring advanced training and education--fewer students were going directly from high school to employment.
- Unionization, governmental regulations and insurance company requirements made it increasingly difficult for school age persons to become employed in many agricultural occupations.
- The costs of acquiring land, equipment, livestock, supplies, financing, became prohibitive for most students--they are seldom able or inspired to invest heavily (financially or effort) in an enterprise.

- The increased pace of life and multiplicity of recreational opportunities divert many students from early engagement in long-term work or career oriented activities.
- All these changes affecting the Vo-Ag program and its student population have brought, or at least contributes to, some *major* shifts in the nature of the “project” component of the program.
- For one thing, in order to recognize some of the other changes that had occurred a new title was devised for this component of the total Vo-Ag program. It is now formally known as a student’s Supervised Occupational Experience Program. The title is intended to infer certain things:
- The word Supervised indicates that the student’s Vo-Ag teacher oversees this part of his agricultural education just as he does all other aspects.
- The term Occupational Experience is to describe the nature a purpose of the activity to provide the student with experience in an (Agricultural) occupation.
- The word Program suggests that this activity has more than one part. In fact, a student’s SOEP may consist of several, separately identified activities each of which frequently is called a ‘project’.

The relationship of SOEP to the other major components of a total Vo-Ag program often is illustrated as one of three inter-linking, overlapping, equal circles.



It is intended that this should describe the inseparability, equality, and interdependence of each of these components. Some observed changes in the characteristics of Vo-Ag’s brand of experiential education as it has evolved from projects to SOEP are as follows:

- In earlier days all Vo-Ag students had one or more home projects whereas today fewer than one-half conduct any form of SOEP outside of class-time.
- In earlier days most home projects were directly related to students’ intended life work whereas today a few Vo-Ag students conduct SOEP which is directly related to their career goals.
- In earlier days most home projects grew in scope and quality from one year to the next whereas today few SOEPs grow from one year to the next.
- In earlier years most Vo-Ag students conducted projects that would form the nucleus of a herd, flock, farm, etc., for their establishment in farming upon graduating from high school whereas today it is rare that an SOEP reaches a scope and quality which would make that possible or which would convince a financier to back the graduated Vo-Ag student in such an enterprise.
- In earlier days a major part (as much as 50%) of the Vo-Ag teacher’s time was given to on-site supervision of students’ home projects whereas today it is unusual for a Vo-Ag teacher to consign even an average of 8 hours per week to the supervision of students’ occupational experience.

It is only natural that the Vo-Ag program changes to accommodate the changes occurring in agriculture. Changes in the Vo-Ag program must include changes in *its* SOEP component.

The question, then, is “are the changes which have already occurred in SOEP the result of planned, proactive action and are they appropriate and adequate to meet the needs of today’s Vo-Ag program?” Or, “are they changes which adversely affect the effectiveness of the program in accomplishing its purposes?” This issue became the topic for consideration by CAT-A’s Secondary Division at its meeting during the 1982 Annual Scanner Conference of the Association.

Vice-President Bill Kellogg of San Jacinto High School offered the members’ 26 questions pertaining to SOEP which he felt would stimulate their thinking on the topic. A “White House Conference” style session was conducted during which the several table groups discussed whichever of the 26 questions seemed especially significant to them. The input from these table groups has been combined and summarized in the balance of this paper which comprises CATA’s Statement of Policy Regarding Supervised occupational Experience Programs for students enrolled in Vocational Agriculture.

### **What is a Supervised occupational Experience Program?**

A student’s supervised occupational Experience Program SOEP is one of his teacher’s ways of extending instruction beyond the walls of the classroom, shop or other school facility. Through this medium, the teacher is able to provide planned learning experiences for the student that would not otherwise exist.

The application of knowledge gained through directed learning in the school classroom, shop or field lab often can occur only in a “real” situation which does not; perhaps cannot, exist in the school. Action taken by the teacher to place students in “real” situations and supervise their experience in that situation is an essential part of their teaching assignment in Vo-Ag.

SOEP has the following characteristics:

1. It is an activity which is identified with a specific agricultural enterprise or occupation and involves the student in hands-on experiences which are directly associated with that enterprise or occupation.
2. The student may be self-employed in the enterprise/occupation or may be employed by another, either paid or unpaid.
3. The student’s involvement in this experience occurs outside of his school’s usual class hours.
4. Under score circumstances the student’s SOEP may be located on school facilities.
5. The student plans SOEP with the assistance of the Vo-Ag teacher and conducts it under the regular supervision of that instructor.
6. The Vo-Ag teacher allocates a significant portion of his work hours to the supervision of students’ SOEP.
7. Students keep records pertaining to their SOEP as prescribed by the teacher and those records are periodically reviewed by the teacher.
8. Students may be individually engaged in SOEP or cooperatively with other students.
9. The student’s plan for SOEP includes goal; and provisions for growth in scope and Complexity.

### **What are the Purposes of Supervised Occupational Experience Programs**



### **as a Part of Contemporary Vocational Education in Agriculture?**

As seen by the Vo-Ag teacher, whose main function is to serve as a manager, coordinator or consultant of learning for his students as they seek careers in agriculture, the specific purposes of SOEP are:

1. To provide opportunities for hands-on experience in skills and practices required for successful employment in agriculture.
2. To provide opportunities to gain documented experience in agriculture which can provide references for future employment?
3. To provide opportunities for students to identify, develop and demonstrate personal characteristics required for successful employment in agriculture. Sane examples are initiative, responsibility, dependability, self-reliance, etc.
4. To provide opportunities for students to observe and participate and select a place in the “world of work.
5. To capture, retain and focus student interest in agriculture.
6. To provide an opportunity for students to discover and deal with the financial realities of agricultural production and/or employment.

Though modern SOEP certainly can lead to establishment in farming this is no longer a goal for it. In fact, the opportunities for young persons to become fully established as entrepreneurs in any agricultural enterprise are remote. Most Vo-Ag students should not be encouraged to think of SOAP as direct preparation for becoming established in an agricultural enterprise as an owner/operator nor as an employee.

Rather, they should expect their individual SOEP’s to benefit than in ways suggested by the specific purposes stated here earlier.

Except for beginning Vo-Ag students, the selection of SOEP enterprises should have a direct career goal relationship. Many of today’s beginning Vo-Ag students are seeking to establish their occupational goals. The SOEP can be an exploratory experience for them. The personal characteristics developed through successful SOEP are relevant to most occupations (even out of agriculture). Therefore, the SOEP experience will be beneficial in preparing one for work even if it is not directly related to the job or jobs a person eventually takes.

### **Is SOEP a Necessary Component of Contemporary Vo-Ag Programs?**

In spite of the changes in the Vo-Ag program over the years and of the changes that may need to occur in SOEP itself, it still is a necessary and effective component of Vo-Ag programs.

There are same areas of agricultural knowledge that are of little use unless they can be applied to real situations.

There are skills that cannot be learned except by practice. SOEP provides the means for applying knowledge and practicing skills.

In same ways the need for SOEP can be reduced if the school were to provide extensive laboratory facilities (shop, school farm, greenhouse, etc.) where students could engage in learn-by-doing activities as part of their

in-school instruction.

However, this type of experience would probably not serve to develop those necessary, personal characteristics mentioned earlier since there would not be the same incentives to be responsible, dependable, self-reliant, etc. At best, the school can provide only a ‘semi-real’ situation.

### **Should SOEP be a Required Activity for Every Student Enrolled in Vocational Agriculture?**

Every Vocational Agriculture student should be required to conduct SOEP. Those in their, first year of Vo-Ag may postpone the beginning of their SOEP until the end of that year to permit time for selection and planning.

Individually owned and operated enterprises or individual employment in an agricultural job probably are the “best” forms of SOEP in terms of benefits to the student. It is recognized, though, that it may not be possible for every student to arrange this kind of experience.

Group or cooperatively owned and operated enterprises may often be a suitable alternative to the individual approach.

Students cannot be required to commit personal funds to SOEP as a condition of enrolling in a Vocational Agriculture class. If involvement in SOEP is a condition for satisfactory participation in a Vo-Ag class (as is recommended), the school must provide a means for students to have that experience without personal cost to them. Some ways for accomplishing this are:

- Arrange for the student’s employment in an appropriate agricultural job.
- Provide financing for individual or group enterprises, either by the school or from other, non-school, sources in the community.
- Provide facilities on the school’s farm laboratory for raising animals and growing crops.

Since SOEP is a “tailor made” experience for each student, design to suit the individual’s needs and circumstances, standardization of SOEP throughout the state is not feasible.

However, each teacher should have “clearly” deemed criteria for evaluating student performance and growth in the SOEP. Students should be informed about these criteria.

Students may be aided in planning SOEP if they have sane guidelines or examples of successful SOEP as models.

Since SOEP can be said to be the “homework” required of Vo-Ag students, students’ performance in it should be graded and that grade should be incorporated in the evaluation of the students’ overall performance in Vocational Agriculture.

Under sane circumstances, students can earn additional school credit toward graduation for conducting satisfactory SOEP. That option should be considered by each school offering Vocational Agriculture Programs.

### **What is the Teacher's Role and Responsibility in Supervised Occupational Experience Program?**

Perhaps the Vo-Ag teacher's major responsibility pertaining to SOFA is to assure that it is an essential, effective component of the school's over-all Vo-Ag Program--that all Vo-Ag students are aware of its values, purposes, characteristics, opportunities, etc., and that they participate in it.

The most obvious requirement of the teacher is that time be allocated and utilized for out-of-class supervision of students at the site of their SOEP activities. The "S" of SOEP is "Supervised." The intention is that the teacher has the same involvement with the student in this individualized instruction part of the Vo-Ag Program as he or she does in the classroom, shop or farm lab group instruction part.

The teacher should have scheduled, organized, purposeful visits, to observe the student activity in SOEP and to assist in causing that to be a quality experience for the student.

In most cases one teacher cannot effectively supervise the occupational experience of more than 60 individual Vo-Ag students and that only if a period of the school day is set aside for that purpose. If several students are participating in group or cooperative projects or if they individually conduct their SOEP activities at a single site, such as a school farm lab, the teacher may be able to slightly increase the number of students supervised.

The frequency of supervision visits by the teacher will vary among students according to the complexity of their SOEP. However, a minimum of 4 visits per year spaced throughout the duration of the activity should be the goal.

In the case of students who are employed in an agricultural job for SOEP purposes the teacher should look to the employer as a co-supervisor. They should work together to make that occupational experience count— the student's career preparation.

Many students will conduct their SOEP activities at home. When such is the case, the teacher has an opportunity to incorporate a parental visit with the task of observing the student's SOEP activity. This opportunity should be utilized.

In fact, even for those students who do not maintain SOEP activities at home, the teacher should incorporate in the visitation schedule at least one parental-home visitation per year.

The purposes of this parental contact are:

- Demonstrate to parents that the teacher is interested in the development of their child.
- Form an alliance with parents for the career and personal guidance of their child.
- Acquaint the teacher with home conditions which may have a bearing on the student's performance.

- Inform the parents of program purposes, expectations and activities and of their child's performance, etc.

In addition to the scheduled visits, the Vo-Ag teacher must also be "on-call" for students who have an immediate need for assistance with their SOEP. Animals get sick, equipment breaks, employers become crotchety at unexpected and sometimes inconvenient times. The student frequently panics in these crises and desperately needs the assistance of the advisor.

Because SOEP is an activity unique to Vocational Agriculture 3's a program requirement, students will not usually understand it well enough to assume the initiative in establishing themselves in it. Nor will they always know how or where to get started. This situation places other demands on the Vo-Ag teacher. First the teacher has a responsibility for the development of SOEP opportunities. The teacher should locate agricultural work stations (jobs) in the community which are available to Vo-Ag students. The operators of farms, ranches and agribusinesses in the community should be encouraged to provide work opportunity (not necessarily paid) for Vo-Ag students referred to them by the Vo-Ag teacher.

In addition to arranging for job stations, the Vo-Ag teacher should establish a reservoir of ideas and opportunities for individual *and group* conducted *agricultural projects for* students to draw from when they are unable to identify prospective activities by themselves.

Teachers should actively assist in helping students to locate, purchase and transport project materials, equipment and livestock. Teachers should expect to spend time in searching for these items.

The teacher is responsible for assuring that every Vo-Ag student incorporates record keeping as an important segment of their SOEP. The teacher must be certain that the students know how to keep appropriate records related to that experience and that they do it.

When students are permitted to maintain SOEP activities in school facilities, the teacher is responsible for maintaining a safe environment in that facility and for assuring that students conduct themselves safely and that their performance of SOEP tasks is a positive learning experience.

Teachers should not hesitate to spend "classroom time" on student sharing and discussion of SOEP experiences. After all, those experiences are partially intended to be a field extension of classroom instruction.

The teacher should incorporate an orientation unit on SOEP in beginning level Vo-Ag courses as a means of informing all beginning students of the SOEP requirement, how it works, and what a student gains from it. The relationship of SOEP and FEA can be described at this time too.

The teacher should maintain SOEP records which describe the following:

- Dates of visitation and major observations at time of visit.
- Individual student SOEP plans.
- School-wide summarization of student SOEP by kind, scope.
- Individual student SOEP records of kind, scope, growth and performance.

Probably Vo-Ag teachers cannot realistically expect to be financially compensated for all the time they devote to the supervision of students' occupational experience. It is not to say that school districts should not provide school time and other resources to this instructional activity by the teacher. Quite the contrary!

Nevertheless, the profession of Vocational Agriculture Teacher, as do many other professions, will require the contribution of time for “the cause.” Most teachers realize this and accept it as part of a job to which they are devoted. There is no reluctance to make this contribution as long as there is evidence that the school district also is tangibly supporting the work by supplying time and/or financial compensation, transportation, and other personal expenses which may accrue to the teacher in fulfilling this part of the job.

It should be noted that the teacher responsibilities and other SOEP requirements noted in this paper are not to apply only to the *Vo-Ag* teacher in a traditional; district/federal sponsored *Vo-Ag* Program. They apply equally to teachers of ROP/C *Vo-Ag* courses offered to high school students.

In fact it should be stated that the SOEP requirement itself applies equally to ROP/C *Vo-Ag* courses.

### **What Resources Must be Provided by the School District for Conducting Supervised Occupational Experience Programs?**

The district’s major responsibility for the SOEP secant of the *Vo-Ag* program is to provide the services of the teacher for supervising students in their occupational experience. The teacher should be allocated adequate compensated time for on-site visitation. Normally, during the school year, one school period a day should be assigned to this task for each 60 students being supervised.

If students’ SOEP continues into the summer months, at least one full-time equivalent *Vo-Ag* teacher should be maintained on the district payroll on a full-time basis, If there are more than 60 students engaged in SOEP during the summer months, there should be an additional full-time equivalent teacher employed for each additional 50 students or portion thereof.

Students’ SOEP activities are usually located throughout the community. The *Vo-Ag* teacher is required to travel about to provide on-site supervision. The district should provide the transportation, either by providing a district-owned vehicle and fuel or by compensating the teacher for using his or her own vehicle.’

Since a part of the teacher’s role in SOEP is to assist students obtain livestock, feed, fertilizer, seed, equipment, etc., which is to be used in their enterprises, the teacher will often need to have ready access to a pickup.

Probably, the usual arrangement will be to provide a pickup truck for the sole use of each *Vo-Ag* teacher in a school--to be used for SOEP supervision and other purposes related to the *Vo-Ag* program.

The district should provide certain specialized equipment and facilities required for successfully operated SOEP that might not be available to the students from other sources in the community and which may not be feasible for them to purchase themselves. Some examples are: portable scales, greenhouse, land, livestock pens, etc.

Often the district can augment its funds available for providing these resources through non-traditional funding sources such as booster clubs, local service clubs, private donations, etc.

### **What Are Some Practices Which Enhance the quality of Supervised Occupational Experience Programs?**

Vocational Agriculture has 65 years of experience utilizing SOEP as an instructional strategy. During that time many proven practices' have emerged. Some of those practices not already mentioned in this paper are listed here and recommended for utilization by schools wishing to assure quality in their students SOEP.

1. Prepare and distribute to students an SOEP Handbook which describes the schools requirements for it, lists the kinds of projects which can be included in an SOEP, explains how SOEP is evaluated, give examples of good quality SOEP showing programs from year to year.
2. The term Supervised Occupational Experience Program" intimidates some students. The teacher may wish to use something simpler such as the old standby term 'project' even though that term has limited meaning in the strictest sense.
3. Every student should have a written plan for SOEP. That plan should be reviewed annually by the student, advisor, and if possible, the parents.
4. Utilize National FFA proficiency and achievement award systems.
5. Incorporate SOEP accomplishment in FFA Chanter Point Award System.
6. Emphasize honor of FFA State and American Farmer 'degrees recognize ("glorify") chapter members who earn these degrees.
7. Encourage participation in "Project Competition" programs C® local and sectional.
8. Solicit local organization to provide livestock "chains" as with former Sears Breeding projects.
9. Develop local sources for project financing, i.e. banks and credit institutions, booster's club loan fund, etc.
10. Provide school facilities for first year students' SOEP.
11. Encourage cooperative projects for "timid" students or for those with limited resources.
12. Maintain regular written and oral communication with students' parents.
13. Provide project tour for parents and other interested adults.
14. Adjust home visitation hours to coincide with times when parents are at home.
15. Involve parents in school farm work days and improvement projects.
16. Maintain a visible record of teacher supervision visits as a means of keeping SOEP in the minds of students and visitors to the Ag. Department.
17. Plan visitation schedule to assure equitable supervision of all students' SOEP.
18. Take beginning students on tour of successful projects.
19. Utilize summer months to contact all first-year students and their parents to discuss SOEP plans.
20. Take steps to assure the success of student's first project.
21. Use third and fourth year students as advisors to beginning students.
22. Utilize the assistance and experience of other teachers whose students have successful SOEP.
23. Provide the school board with special presentations.
24. Invite board members and administrators to serve as local judges for Project Competition.



# Modesto City Schools

Students and Parents

"A Diploma in Every Hand"



## Academics

- Home
- After School Program
- At Risk Students
- CAHSEE Intensive Instruction and Service Program
- Check Grades
- Complaint Form
- Contact a Teacher
- District Attendance and Intervention Team (DAIT)
- Graduation Requirements
- Internet Use Policy
- Request Transcripts
- Student Email & Internet Access
- School to Career
- Teacher Websites

### Career Pathway

**The Challenge** - Modesto City Schools (MCS) is meeting the challenge of the future, preparing the future workforce through teamwork a combination of schools, community and business.

Through the School-to-Work initiative which is termed School-to-Career in California, we join forces to provide programs to help students understand the connection of school-to-life and careers. This effort promises to provide a successful program that will upgrade front line workers, improve the productive capacity of entry-level workers, and provide quality education for all students.

A primary goal of School-to-Career focuses on learning outcomes achieved through multiple learning environments and teaching strategies which involve secondary and postsecondary institutions, business/labor, and government.

**School-to-Career Pathways** - are programs that focus on providing students with the skills to reason, problem solve and improve their employability skills.

Listed below are the Career Pathways offered throughout our high schools.

<p><b>Fred Beyer High School</b></p> <hr/> <p>Food Service and Hospitality Program Business Entrepreneurship Pathway Plant and Animal Science Technology Pathway</p>	<p><b>Grace Davis High School</b></p> <hr/> <p>Health Academy Public Safety Academy/Introduction to Fire Protection</p>
<p><b>Thomas Downey High School</b></p> <hr/> <p>Graphics Communications Program Multimedia Program Agriculture Landscaping/Horticulture Pathway</p>	<p><b>James C. Enochs High School</b></p> <hr/> <p>Forensics and Biotechnology Program Graphic Design Program Veterinary Science Pathway</p>
<p><b>Peter Johansen High School</b></p> <hr/> <p>Education and Child Development Academy Industrial Technology and Engineering Academy Agriculture Business Pathway</p>	<p><b>Modesto High School</b></p> <hr/> <p>International Baccalaureate Agriculture Mechanics Pathway Electronics Program Modesto High Entertainment Technology Training Pathway</p>

**Partnerships with Local Businesses** - Employers who play an active role in this program can help students form practical and realistic ideas about the world of work, and motivate them through awareness of career possibilities and expectations.

Partnerships with employers, labor representatives, parents and community organizations are an integral component to the success of School-to-Career initiatives. The business/labor community participates with educators to develop and provide work-based learning

### Links

- [Home](#)
- [Career Pathways](#)
- [Carl Perkins Act for 2000-04](#)
- [District Ag Report](#)
- [What is ROP?](#)
- [High School ROP Courses](#)
- [Adult ROP Courses](#)
- [Interviewing Tips](#)
- [Carl Perkins Act for Adult Programs](#)
- [Scott's Blog](#)

### Resources

- [STC Impacts Fifteen Highest Employing Sectors](#)
- [Vocational 5-Years Plan](#)
- [State Child Labor Laws and Permits](#)

experiences such as shadowing, mentoring, cooperative learning, internships, and apprenticeships.

**Are you getting the college credit you deserve?**

The articulation agreements between Modesto Junior College (MJC)/Columbia College, participating Modesto City High School District and Regional Occupational Programs offer students who successfully complete their approved 2+2 high school courses college credit while in high school.

For further information about these programs/pathways contact the School-to-Career Education office at 576-4130 or, your high school counselor.

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[Contact MCS](#) - [MCS Home](#) - [Academics](#) - [Departments](#) - [Schools](#) - [Parents & Students](#)

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[Web Site Concerns?](#)

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## Downey HS Agriculture Dept.

Course outline : Agriculture Mechanics 3-4, Agriculture Mechanics 5-6 and Structural Ag Welding

Room: Ag Shop

Instructor: Mike Schilperoort Email: [schilperoort.m@monet.k12.ca.us](mailto:schilperoort.m@monet.k12.ca.us)

Agriculture Dept. phone number : 209-576-4247

Credit: This course meets requirements for graduation in the area of practical arts. This course covers California Career Technical standards for Agriculture mechanics B 1-7

\*All courses in the Agriculture Department are part of a 3 part program that focuses on academic study, hands on experience and leadership development.

### **Part1. Strong classroom instruction - 80% of grade ( Assignments, quizzes, tests, projects)**

The major focus of this class is hands on instruction in a variety of basic welding skill areas. In order to work in the shop, student must pass a comprehensive safety test with 100 % accuracy. Student may take the test as many times as needed. Student safety is the number one focus of this class. Students willfully violating safety policies may be removed from the class. The following are major units of instruction in this course:

- Importance and purpose of the Agriculture industry
- California agriculture
- Agriculture careers
- The National FFA organization
- Supervised Agriculture Experience (SAE)
- Record Keeping
- Personal and shop safety
- Project planning
- Measurement and calculation
- Tool ID and Selection
- ARC and MIG welding techniques and construction
- Project construction

### **Part 2. The National FFA Organization. 10% of grade (6 activities per semester = full credit, which will be reflected at the end of each semester)**

The FFA is the largest student leadership organization in the world. Currently there are over 60,000 members in California. At Downey HS the FFA is one of the largest groups on campus. Downey FFA participates in FFA activities at the local, section, region, state and national levels. Opportunities are diverse, and include experiences that develop public speaking, teamwork, critical thinking. Skills developed through FFA involvement help students as they enter the workplace and college careers. Involvement in FFA activities is strongly encouraged. GET INVOLVED!

### **Part 3. Supervised Agriculture Experience 10% of grade ( grade based on record book)**

This portion of the program allows students to take what they have learned in the classroom and apply it in a real life setting. Although some students develop their own projects, many take part in established projects that run at specific times through the year. All projects involve maintaining a record book that documents the project and serves as a planning tool. Students not wishing to participate in an actual project will maintain a record book on a mock project.

I have read the above course description and understand that the agriculture program is a three part program requiring students to participate in the FFA project and activities as part of their graded assignments.

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

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



## *Procedures for Mrs. Beatty's Classroom*

### Entering the Classroom:

- ✎ Before you enter the classroom make sure that you have:
  - ✓ Notebook, Pencil AND Pen
- ✎ Go to the restroom BEFORE you come to class
  - ✓ You may not get a chance to go during class
- ✎ If there was homework, get it out immediately and have it ready to turn in/be stamped
  - ✓ Any papers not stamped or turned in on time will get half credit
  - ✓ Copying an assignment will result in a zero for BOTH of the people involved
- ✎ Be on time
  - ✓ You must be IN YOUR SEAT when the bell rings to avoid receiving a tardy
- ✎ Write down then AgWord on the board and the objective for the day

### When you are Absent:

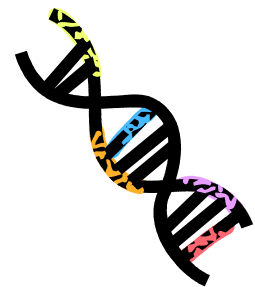
- ✎ It is YOUR responsibility to show me your re-admit and get your make-up work:
  - ✓ Make-up work will be in the absent binder for your subject area
  - ✓ The WHEN YOU WERE GONE sheet will show the date, Agword, objective for the day and the activities done that day
  - ✓ You have 2 days for every day you were absent to make up work
  - ✓ Show me the work you have complete when you were absent for me to collect it or give you a stamp for credit
- ✎ If you are absent on the day of a test, you must make immediate arrangements for making it up.

### Late Work:

- ✎ Gets half credit

### Classroom Behavior:

- ✎ Respect other people's rights and property
  - ✓ Do not write on walls, table tops, or anything else that is not yours
  - ✓ **No food, gum, or drinks allowed in class** (except water)
  - ✓ Put cell phone in backpack unless otherwise given permission to have the phone out.



### Working Cooperatively:

- ✎ If you want to keep the privilege of working in groups you need to:
  - ✓ Do the assigned work without horseplay or socializing
  - ✓ Do your own work – cheating will NOT be tolerated

Lab Safety:

- ✎ Safety guidelines must be followed at ALL times
- ✎ Misbehavior that endangers yourself or others will not be tolerated and will result in suspension from lab activities and/or school

Exiting the Classroom:

- ✎ Before any students can leave:
  - ✓ ALL students must be sitting in their seats
  - ✓ Garbage will be picked up
  - ✓ Lab or other supplies will be cleaned up




Grading:

- ✎ The breakdown for grades is as follows:  
A = 90-100%    B = 80-89%    C = 70-79%    D = 60-69%    F = below 59%
- Quarter and Semester Grades will be based approximately on these percentages:
- 50%    Class Work (Tests, Quizzes, Notebooks, Homework, etc)
  - 10 %    SAE Project (*Record Book*)
  - 10 %    FFA Activity Points (*Attendance of 6 activities per semester – Fundraisers, meetings, and contests*)
  - 10%    AgriScience Fair Project
  - 20%    Fall/Spring Finals

Citizenship:

- ✎ Outstanding = 0 - 1 tardies; 0 unexcused absences; 0 incomplete assignments; 0 steps; excellent conduct and positive contribution to class activities
- ✎ Satisfactory = 2 - 4 tardies; 1 - 2 unexcused absences; more than 75% of assignments completed; no more than 3 steps on discipline contract; good conduct and contribution to class activities
- ✎ Unsatisfactory = 5 or more tardies; 3 or more unexcused absences; less than 75% of assignments turned in; 3 or more steps on discipline contract; poor conduct; been caught cheating on a test or quiz

Contact  [mail: beatty.s@monet.k12.ca.us](mailto:beatty.s@monet.k12.ca.us)

Bring  all Downey office at 576-4211 and leave me a message

*Procedures for Mrs. Beatty's Classroom*

Entering the Classroom:

- ✎ Before you enter the classroom make sure that you have:
  - ✓ Notebook, Pencil AND Pen
- ✎ Go to the restroom BEFORE you come to class

- ✓ You may not have a chance to go during class
- ✎ If there was homework, get it out immediately and have it ready to turn in/be stamped
  - ✓ If it is not turned in when I collect everyone's papers, it will receive half credit
  - ✓ Copying an assignment will result in a zero for BOTH of the people involved
- ✎ Be on time
  - ✓ You must be IN YOUR SEAT when the bell rings to avoid receiving a tardy
- ✎ Write down then Agword on the board and the objective for the day

**When you are Absent:**

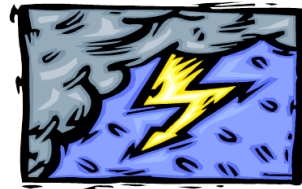
- ✎ It is YOUR responsibility to show me your re-admit and get your make-up work:
  - ✓ Make-up work will be in the absent binder for your subject area
  - ✓ The WHEN YOU WERE GONE sheet will show the date, AgWord, objective for the day and the activities done that day
  - ✓ You have 2 days for every day you were absent to make up work
  - ✓ Show me the work you have complete when you were absent for me to collect it or give you a stamp for credit
- ✎ If you are absent on the day of a test, you must make immediate arrangements for making it up.

**Late Work:**

- ✎ Late work will receive half credit

**Classroom Behavior:**

- ✎ Respect other people's rights and property
  - ✓ Do not write on walls, table tops, or anything else that is not yours
  - ✓ No food, gum, or drinks allowed in class (except water)
  - ✓ Put cell phone in backpack unless otherwise given permission to have the phone out.



**Working Cooperatively:**

- ✎ If you want to keep the privilege of working in groups you need to:
  - ✓ Do the assigned work without horseplay or socializing
  - ✓ Do your own work – cheating will NOT be tolerated

**Lab Safety:**

- ✎ Safety guidelines must be followed at ALL times
- ✎ Misbehavior that endangers yourself or others will not be tolerated and will result in suspension from lab activities and/or school

**Exiting the Classroom:**

- ✎ Before any students can leave:
  - ✓ ALL students must be sitting in their seats
  - ✓ Garbage will be picked up



- ✓ Lab or other supplies will be cleaned up

## Grading:

- ✎ The breakdown for grades is as follows:

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

Quarter and Semester Grades will be based approximately on these percentages:

50% Class Work (Tests, Quizzes, Notebooks, Homework, etc)

10 % SAE Project (*Record Book*)

10 % FFA Activity Points (*Attendance of 6 activities per semester – Fundraisers, meetings, and contests*)

10% AgriScience Fair Project

20% Fall/Spring Finals

## Citizenship:

- ✎ Outstanding = 0 - 1 tardies; 0 unexcused absences; 0 incomplete assignments; 0 steps; excellent conduct and positive contribution to class activities
- ✎ Satisfactory = 2 - 4 tardies; 1 - 2 unexcused absences; more than 75% of assignments completed; no more than 3 steps on discipline contract; good conduct and contribution to class activities
- ✎ Unsatisfactory = 5 or more tardies; 3 or more unexcused absences; less than 75% of assignments turned in; 3 or more steps on discipline contract; poor conduct; been caught cheating on a test or quiz

Contact Mrs. Beatty at: [beatty.s@monet.k12.ca.us](mailto:beatty.s@monet.k12.ca.us)

By phone call the Downey office at 576-4211 and leave me a message



## *Procedures for Mrs. Beatty's Classroom*



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## Entering the Classroom:

- ✎ Before you enter the classroom make sure that you have:
  - ✓ Notebook, Pencil AND Pen
- ✎ Go to the restroom BEFORE you come to class
  - ✓ You may not have a chance to go during class
- ✎ If there was homework, get it out immediately and have it ready to turn in/be stamped
  - ✓ If it is not turned in when I collect everyone's papers, it will receive half credit
  - ✓ Copying an assignment will result in a zero for BOTH of the people involved
- ✎ Be on time
  - ✓ You must be IN YOUR SEAT when the bell rings to avoid receiving a tardy
- ✎ Write down then Agword on the board and the objective for the day

**When you are Absent:**

- ✎ It is YOUR responsibility to show me your re-admit and get your make-up work:
  - ✓ Make-up work will be in the absent binder for your subject area
  - ✓ The WHEN YOU WERE GONE sheet will show the date, AgWord, objective for the day and the activities done that day
  - ✓ You have 2 days for every day you were absent to make up work
  - ✓ Show me the work you have complete when you were absent for me to collect it or give you a stamp for credit
- ✎ If you are absent on the day of a test, you must make immediate arrangements for making it up.

**Late Work:**

- ✎ Will receive half credit



**Classroom Behavior:**

- ✎ Respect other people's rights and property
  - ✓ Do not write on walls, table tops, or anything else that is not yours
  - ✓ No food, gum, or drinks allowed in class (except water)
  - ✓ Put cell phone in backpack unless otherwise given permission to have the phone out.

**Working Cooperatively:**

- ✎ If you want to keep the privilege of working in groups you need to:
  - ✓ Do the assigned work without horseplay or socializing
  - ✓ Do your own work – cheating will NOT be tolerated

**Lab Safety:**

- ✎ Safety guidelines must be followed at ALL times
- ✎ Misbehavior that endangers yourself or others will not be tolerated and will result in suspension from lab activities and/or school

**Exiting the Classroom:**

- ✎ Before any students can leave:
  - ✓ ALL students must be sitting in their seats
  - ✓ Garbage will be picked up
  - ✓ Lab or other supplies will be cleaned up



**Grading:**

- ✎ Grades will be updated and posted every Wednesday unless there is nothing to update (with the new grading program you can also access the grades online!)
- ✎ The breakdown for grades is as follows:  
A = 90-100%    B = 80-89%    C = 70-79%    D = 60-69%    F = below 59%  
Quarter and Semester Grades will be based approximately on these percentages:

## AGED 539

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- 60% Class Work (Tests, Quizzes, Notebooks, Homework, etc)
- 10 % SAE Project (includes science fair project)
- 10 % FFA Activity Points (*Attendance of 6 activities per semester – Fundraisers, meetings, and contests*)
- 20% Fall/Spring Finals

### Citizenship:

- ✎ Outstanding = 0 - 1 tardies; 0 unexcused absences; 0 incomplete assignments; 0 steps; excellent conduct and positive contribution to class activities
- ✎ Satisfactory = 2 - 4 tardies; 1 - 2 unexcused absences; more than 75% of assignments completed; no more than 3 steps on discipline contract; good conduct and contribution to class activities
- ✎ Unsatisfactory = 5 or more tardies; 3 or more unexcused absences; less than 75% of assignments turned in; 3 or more steps on discipline contract; poor conduct; been caught cheating on a test or quiz

Contact Info: **Email:** beatty.s@monet.k12.ca.us

**By phone:** call Downey office at 576-4211 and leave me a message

**MODESTO CITY SCHOOLS  
CITIZENSHIP MARK GUIDELINES  
(Board Policy 5132, Student Conduct Code, 7-12)**

### Course Title Int. Ag Science 1-2

Teacher: Mike Schilperoort

1. **Attends class daily:** *Four or more unexcused absences will result in an unsatisfactory citizenship mark.*
2. **Comes to class on time:** *Five or more unexcused tardies in a quarter will result in an unsatisfactory citizenship mark. Students must be in their seats when the bell rings.*
3. **Comes to class with necessary materials:** *Students are expected to bring a notebook, planner and pencil every day.*
4. **Turns in assignments/homework/projects on time.** *Academic work will count toward academic grade - not citizenship*
5. **Does own work when independent work is required: does not cheat:** *Any cheating episode will result in an unsatisfactory grade.*
6. **Exercises reasonable care of school property:** *Students are expected to treat public property as they would treat their own, unreasonable care of the ray will result in an unsatisfactory mark.*
7. **Shows respect for others:** *My classroom is an area of free ideas and discussion. Students are expected to respect the individual rights of others.*

8. **Does not disrupt class: exercises good conduct:** My goal is for the students to learn as much Agriculture and Science as possible. If a student's conduct impedes this goal, an unsatisfactory will result.

9. **Other rules unique to this classroom:**

EXPECTATIONS FOR OUTSTANDING CITIZENSHIP MARKS

- Politeness, Respect, and Sensitivity towards others
- Tolerance of others opinions
- Involvement in class discussions
- Cell phones and electronic devices will only be allowed when instructed to use them



**MODESTO CITY SCHOOLS**  
**COURSE INFORMATION SHEET**  
Thomas Downey HIGH SCHOOL

**COURSE TITLE:** Int. Ag Science 1-2

**TEXTBOOK:** Earth Science & Conceptual Physics

**OTHER REQUIRED MATERIALS:**  
California Record Book and FFA Leadership Manual

**MAJOR UNITS OF INSTRUCTION:**  
Ag and Society and Earth Process, Ag Env. & Ca. Geology, Atmosphere & Ag Activities, Energy in Earth Systems and Greenhouse use, Earths-place in the universe, measurement & calculation FFA & SOEP, Motion & Forces, Plant growth, Waves, Plant Pathogens, Conservation, Electronic & Magnetic Phenomena, Season Requirements, Forestry, Landscaping.

**GRADING/EVALUATION POLICY:**  
**Types of Evaluation and Weighted Value:**

<u>Tests</u>	=	20%
<u>FFA</u>	=	10%
<u>SOEP</u>	=	10%
<u>Homework</u>	=	20%
<u>Class Work</u>	=	30%
<u>Agriscience Fair</u>		
<u>Project</u>	=	10%

**Description of Final examination (including Weighted value in semester grade):**

<u>Common Final</u>	=	5%
<u>Regular Final</u>	=	5%

**SPECIAL NOTE:** Any test or assignment that a student n retained by the teacher for at least 9 weeks following the is

**TEACHER:** Mike Schilperoort

**Method of Grading and Scale:**

100% - 90%	=	A
80% - 89%	=	B
70% - 79%	=	C
54% - 69%	=	D
53% and Below	=	F

**EXTRA CREDIT POLICY:**

Must see teacher for extra-credit assignment.

**Make-up Practices:** Students whose absence is excused shall be allowed two days for each day of absence to make-up work. Responsibility for making up missed work lies with the student. Refer to the Student Conduct Code regarding make-up practices for other types of absences.

**Other:**

Missing work receives a zero for a grade.

**Homework Practices (including frequency):**

Homework will be given 2-3 times per week and will be due on assigned day.

**Other:**

Agriculture Education is organized instruction which prepares individuals for employment in agriculture and may also prepare them for advanced training, leading to an agricultural career requiring education at a postsecondary level. Students will be expected to be involved in at least 6 FFA activities per semester. It is recommended that a student be involved in a Supervised Occupational Program and in FFA activities that deal with animals and/or plan

**Student Signature:** \_\_\_\_\_

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

MODESTO CITY SCHOOLS  
CITIZENSHIP MARK GUIDELINES  
(Board Policy 5132, Student Conduct Code, 7-12)

Course Title: Agriculture Mechanics

Teacher: Mike Schilperoort

1. **Attends class daily:** *Four or more unexcused absences will result in an unsatisfactory citizenship mark.*
2. **Comes to class on time:** *Five or more unexcused tardies in a quarter will result in an unsatisfactory citizenship mark. Students must be in their seats when the bell rings.*
3. **Comes to class with necessary materials:** *Students are expected to bring a notebook, planner and pencil every day.*
4. **Turns in assignments/homework/projects on time.** *Academic work will count toward academic grade - not citizenship*
5. **Does own work when independent work is required: does not cheat:** *Any cheating episode will result in an unsatisfactory grade.*
6. **Exercises reasonable care of school property:** *Students are expected to treat public property as they would treat their own, unreasonable care of the ray will result in an unsatisfactory mark.*
7. **Shows respect for others:** *My classroom is an area of free ideas and discussion. Students are expected to respect the individual rights of others.*
8. **Does not disrupt class: exercises good conduct:** *My goal is for the students to learn as much Agriculture and Science as possible. If a student's conduct impedes this goal, an unsatisfactory will result.*
9. **Other rules unique to this classroom:**

EXPECTATIONS FOR OUTSTANDING CITIZENSHIP MARKS

- Politeness, Respect, and Sensitivity towards others
- Tolerance of others opinions
- Involvement in class discussions
- Cell phones and electronic devices will only be allowed when instructed to use them
- Willingness to do the best possible job every day.

**MODESTO CITY SCHOOLS**  
**COURSE INFORMATION SHEET**  
**Thomas Downey HIGH SCHOOL**

**COURSE TITLE:** *Agriculture Mechanics*

**TEACHER:** Mike Schilperoort

**TEXTBOOK:** *Ag Mechanics and Fundamentals*

Method of Grading and Scale:

**OTHER REQUIRED MATERIALS:**  
*California Record Book and FFA Leadership Manual*

100% - 90% = A  
80% - 89% = B  
70% - 79% = C  
54% - 69% = D  
53% and Below = F

**MAJOR UNITS OF INSTRUCTION:**  
*FFA, SOEP, Leadership, Tools, Safety, Measurement, Tool Fitting, Oxy-Acetylene, Welding, Arc Welding, Metal Work, Woodworking, Drawing, Concrete, Electricity, Plumbing.*

**EXTRA CREDIT POLICY:**  
Must see teacher for extra-credit assignment.

**GRADING/EVALUATION POLICY:**  
**Types of Evaluation and Weighted Value:**  
*Tests = 20%*

**Make-up Practices:** Students whose absence is excused shall be allowed two days for each day of absence to make-up work. Responsibility for making up missed work lies with the student. Refer to the Student Conduct Code regarding make-up practices for other types of absences.

*FFA = 10%*  
*SOEP = 10%*  
*Homework = 20%*  
*Projects = 40%*

**Other:**  
Missing work receives a zero for a grade.

**Description of Final examination (including Weighted value in semester grade):**

**Homework Practices (including frequency):**  
Homework will be given 2-3 times per week and will be due on assigned day.

Common Final = 5%  
*Regular Final = 5%*

**Other:**  
Agriculture Education is organized instruction which prepares individuals for employment in agriculture and may also prepare them for advanced training, leading to an agricultural career requiring education at a postsecondary level. Students will be expected to be involved in at least **6 FFA activities** per semester. It is recommended that a student be involved in a Supervised Occupational Program and in FFA activities that deal with animals and/or plants.

**Student Signature:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

**SPECIAL NOTE:** Any test or assignment that a student may not keep following its return and review will be retained by the teacher for at least 9 weeks following the issuance of the report cards.

**MODESTO CITY SCHOOLS  
CITIZENSHIP MARK GUIDELINES  
(Board Policy 5132, Student Conduct Code, 7-12)**

**Course Title: Integrated Ag Bio (Animal Science)**

**Teacher: Mike Schilperoort**

1. **Attends class daily:** *Four or more unexcused absences will result in an unsatisfactory citizenship mark.*
2. **Comes to class on time:** *Five or more unexcused tardies in a quarter will result in an unsatisfactory citizenship mark. Students must be in their seats when the bell rings.*
3. **Comes to class with necessary materials:** *Students are expected to bring a notebook, planner and pencil every day.*
4. **Turns in assignments/homework/projects on time.** *Academic work will count toward academic grade - not citizenship*
5. **Does own work when independent work is required: does not cheat:** *Any cheating episode will result in an unsatisfactory grade.*
6. **Exercises reasonable care of school property:** *Students are expected to treat public property as they would treat their own, unreasonable care of the ray will result in an unsatisfactory mark.*
7. **Shows respect for others:** *My classroom is an area of free ideas and discussion. Students are expected to respect the individual rights of others.*
8. **Does not disrupt class: exercises good conduct:** *My goal is for the students to learn as much Agriculture and Science as possible. If a student's conduct impedes this goal, an unsatisfactory will result.*
9. **Other rules unique to this classroom:**

**EXPECTATIONS FOR OUTSTANDING CITIZENSHIP MARKS**

- Politeness, Respect, and Sensitivity towards others
- Tolerance of others opinions
- Involvement in class discussions
- Cell phones and electronic devices will only be allowed when instructed to use them
- Willingness to do the best possible job every day.

MODESTO CITY SCHOOLS  
COURSE INFORMATION SHEET  
Thomas Downey HIGH SCHOOL

**COURSE TITLE:** Integrated Ag Bio (Animal Science)

**TEXTBOOK:** *Modern Livestock and Poultry Production*

**OTHER REQUIRED MATERIALS:**

*California Record Book and FFA Leadership Manual*

**MAJOR UNITS OF INSTRUCTION:**

*FFA, SOEP, Leadership, Livestock Facilities, Equipment and Tools, Nutrition, Maintenance of Organ Systems, Livestock Breeds and Breeding, Health Problems, Livestock Pests and Diseases, Basic Care Principals, Basic Concepts Leading to Sale, Pasture/Rangeland Management, Waste management, Livestock Judging*

**GRADING/EVALUATION POLICY:**

**Types of Evaluation and Weighted Value:**

*Tests* = 20%

*FFA* = 10%

*SOEP* = 10%

*Homework* = 20%

*Class Work* = 30%

*Agriscience Fair*

*Project* = 10%

**Description of Final examination (including Weighted value in semester grade):**

*Common Final* = 5%

*Regular Final* = 5%

**Student Signature:** \_\_\_\_\_

**SPECIAL NOTE:** Any test or assignment that a student m retained by the teacher for at least 9 weeks following the is

**TEACHER:** Mike Schilperoort

**Method of Grading and Scale:**

100% - 90% = A

80% - 89% = B

70% - 79% = C

54% - 69% = D

53% and Below = F

**EXTRA CREDIT POLICY:**

Must see teacher for extra-credit assignment.

**Make-up Practices:** Students whose absence is excused shall be allowed two days for each day of absence to make-up work. Responsibility for making up missed work lies with the student. Refer to the Student Conduct Code regarding make-up practices for other types of absences.

**Other:**

Missing work receives a zero for a grade.

**Homework Practices (including frequency):**

Homework will be given 2-3 times per week and will be due on assigned day.

**Other:**

Agriculture Education is organized instruction which prepares individuals for employment in agriculture and may also prepare them for advanced training, leading to an agricultural career requiring education at a postsecondary level. Students will be expected to be involved in at least 6 FFA activities per semester. It is recommended that a student be involved in a Supervised Occupational Program and in FFA activities that deal with animals and/or plan

*Integrated Ag Science 1-2*  
*Mrs. Salyer*



*Entering the Classroom:*

- ✎ Before you enter the classroom make sure that you have:
  - ✓ Notebook, Pencil AND Pen
- ✎ Go to the restroom BEFORE you come to class
  - ✓ You may not get a chance to go during class
- ✎ If there was homework, get it out immediately and have it ready to turn in/be stamped
  - ✓ Any papers not stamped or turned in on time not be eligible for full credit
  - ✓ Copying an assignment will result in a zero for BOTH of the people involved
- ✎ Be on time
  - ✓ You must be IN YOUR SEAT when the bell rings to avoid receiving a tardy
- ✎ Complete the daily Ag Journal

*When you are Absent:*

- ✎ It is YOUR responsibility to show me your re-admit and get your make-up work:
  - ✓ Make-up work will be in the absent cart for your subject area
  - ✓ The WHEN YOU WERE GONE sheet will show you what you missed that day
  - ✓ You have 2 days for every day you were absent to make up work
  - ✓ Show me the work you have complete when you were absent for me to collect/stamp it and give you credit
- ✎ If you are absent on the day of a test, you must make immediate arrangements for making it up.

*Required Materials*

- ✎ 8 1/2 x 11 5-subject Spiral Notebook

*Late Work:*

- ✎ I do accept late work and will let you know on specific point values that will be taken off if late.

Classroom Behavior:

- ✎ Come to class on time prepared to work.
- ✎ Always raise your hand to talk or get out of your seat.
- ✎ Respect and be polite to others.
- ✎ Respect the schools and other people’s rights and property
  - Do not write on walls, table tops, or anything else that is not yours
- ✎ **Cell phones and other electronic devices should only be used in class with teacher approval.**

Working Cooperatively:

- ✎ If you want to keep the privilege of working in groups you need to:
  - ✓ Do the assigned work without horseplay or socializing
  - ✓ Do your own work – cheating will NOT be tolerated

Lab Safety:

The laboratory is a special situation that you will encounter in this class. Labs can be fun and rewarding learning experiences, they can also be dangerous if you do not follow the procedures. The rules in the laboratory must be strict.

**Always follow safety rules – Safety First, Safety Last, Safety Always!!**

**When in doubt – ASK!!**

**The consequence of breaking a laboratory rule is exclusion from the lab and no credit for the lab.**

Exiting the Classroom:

- ✎ Before any students can leave:
  - ✓ ALL students must be sitting in their seats
  - ✓ Garbage will be picked up
  - ✓ Lab or other supplies will be cleaned up

Grading:

- ✎ The breakdown for grades is as follows:  
A = 90-100%    B = 80-89%    C = 70-79%    D = 60-69%    F = below 59%

Quarter and Semester Grades will be based approximately on these percentages:

- 50% Class Work (Tests, Quizzes, Notebooks, Homework, etc)
- 10 % SAE Project (*Record Book*)
- 10 % FFA Activity Points (*Attendance of 6 activities per semester – Fundraisers, meetings, and contests*)
- 10% AgriScience Fair Project
- 20% Fall/Spring Finals



### Citizenship:

- ✎ **Outstanding** = 0 - 1 tardies; 0 unexcused absences; 0 incomplete assignments; 0 steps; excellent conduct and positive contribution to class activities
- ✎ **Satisfactory** = 2 - 4 tardies; 1 - 2 unexcused absences; more than 75% of assignments completed; no more than 3 steps on discipline contract; good conduct and contribution to class activities
- ✎ **Unsatisfactory** = 5 or more tardies; 3 or more unexcused absences; less than 75% of assignments turned in; 3 or more steps on discipline contract; poor conduct; been caught cheating on a test or quiz

Contact Info: **Email:** [salyer.k@monet.k12.ca.us](mailto:salyer.k@monet.k12.ca.us)

**By phone:** call Downey office at 576-4211 and leave me a message





**Dear Parent/Guardian,**

I am pleased to have your son/daughter in my Integrated Ag Science 1-2 class. This science course is a mandatory requirement for high school graduation. Our units of study will cover a variety of science topics as well as an FFA component that will include a Science Fair Project and instruction on using Recordbooks for their SAE.

To ensure your child's success, please read the attached materials that explain classroom policies, procedures and expectations. Once you have read this, please sign it and have your student return it to me. This lets me know that you understand what is required of your student and will help him/her to achieve their best while in class. If you have any questions please feel free to contact me at the school by phone **(209) 576-4211** or by email [salyer.k@monet.k12.ca.us](mailto:salyer.k@monet.k12.ca.us) I also have created a Teacher Website that will be helpful to students and parents at the following address:  
<https://sites.google.com/a/monet.k12.ca.us/mrs-salyer-s-classes/>

I appreciate your interest in your student's education.

Krista Salyer  
Science Instructor

I have read Mrs. Salyer's orientation sheet, understand the course requirements, and safety rules. My student will have the needed supplies and come to class prepared each day. Failure to do so will result in a lower class grade.

**Print Student**

**Name:** \_\_\_\_\_  
\_\_\_\_\_

**Student**

**Signature:** \_\_\_\_\_  
\_\_\_\_\_

**Print Parent**

**Name:** \_\_\_\_\_  
\_\_\_\_\_

**Parent**

**Signature:** \_\_\_\_\_  
\_\_\_\_\_

# Thomas Downey High School SCIENCE

9th Grade – Freshman Offerings  
CP EARTH SCIENCE–

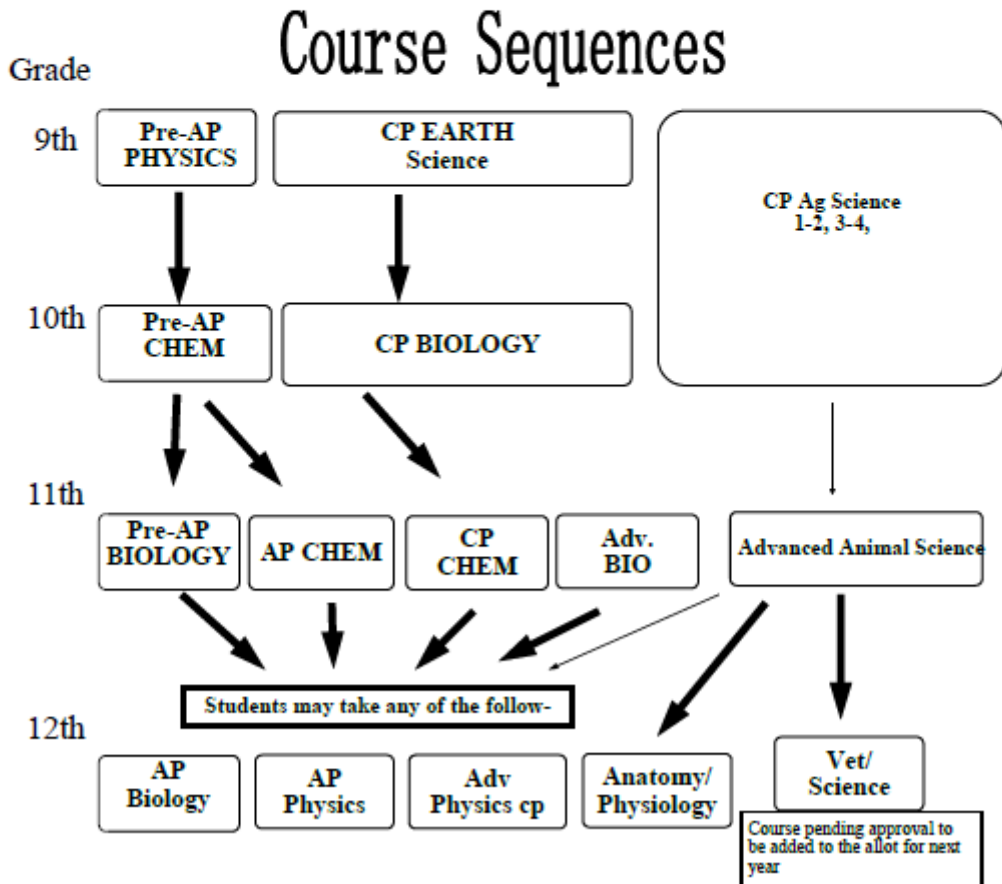
Pre-AP PHYSICS – Math = Geometry  
 \* Physics at an accelerated rate

Biotech Track/Forensics  
 \*Application and acceptance to program required

CP Integrated Ag Science 1-2  
 Applications only if interdistrict transfer



**2 YEARS REQUIRED**  
**EARTH SCI**  
**BIOLOGY**





**THOMAS DOWNEY  
AGRICULTURE DEPARTMENT**

1000 Coffee Rd., Modesto, Ca. 95350  
(209)576-4247 Office (209)576-4258 Fax

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Thomas Downey High School Agriculture Department Course Listing

**Integrated Agricultural Science 1-2**, Meets MCS Graduation requirement for Earth Science and is a UC “G” Elective. Open to 9<sup>th</sup> students only.

**Integrated Agricultural Science 3-4**, Meets MCS Graduation requirement for Biological Science and is a UC “D” Lab Science. Open to 10<sup>th</sup> grade students who have taken Integrated Agricultural Science 1-2 as a freshman.

**Agriculture Mechanics 1-2**, Meets MCS Graduation requirement for Practical Art. Open to 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students.

**Agriculture Mechanics 3-4**, Open to students who have taken Agricultural Mechanics 1-2.

**Agriculture Mechanics 5-6**, Open to students who have taken Agricultural Mechanics 3-4.

**Structural Ag Welding (ROP)**, Open to students who have taken Agricultural Mechanics 3-4 or are concurrently enrolled in Agricultural Mechanics 5-6.

**Floral Design**, Open to 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students. Meets MCS graduation requirement for Fine Art.

**History and Art of Floral Design**, Open to 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students who are planning to attend a UC or CSU directly from High School. Pending approval as a Visual and Performing Art UC “F” requirement.

**Integrated Agriculture Biology**, Open to 11<sup>th</sup> and 12<sup>th</sup> grade students. Is taught as part of the Veterinary Science Pathway, but is open to students who have not had an agriculture class prior to the 11<sup>th</sup> grade year. Meets the UC “D” Lab Science requirement.

# **Thomas Downey Computer Hardware and Software**

## **Hardware:**

5 Teacher Computers  
3 Laptops  
1 Smart Book Pro  
2 I pads  
1 Laser Jet Printer  
4 LCD projectors  
1 Samsung Color Printer  
1 Brother Printer/Fax/Scanner/Copier  
18 Student Computers  
1 Kyocera Copier

## **Software:**

Microsoft Office 365(One Drive, Word, Excel, Powerpoint, Delve,  
etc..)  
Outlook  
Powerschool  
Schoolology  
Google Chrome  
MOISIS Referral



**Quality Criteria Two:**  
*SUPPORTING DOCUMENTATION*

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## Introduction

The National FFA Organization, or the FFA as it is commonly known, is the national organization of, by, and for students studying agriculture education in the public secondary schools under the provisions of the National Vocational Education Act.

As an integral part of the program of education in agriculture, the FFA has become well known as a national agriculture student organization. The FFA enjoys freedom of self-government under adult counsel and guidance than any other national student organization. Established in November of 1928, the foundation of which the FFA organization was built includes: leadership and character, development, sportsmanship, cooperation, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism. We would like to encourage both old and new members to get involved in many of our FFA activities. May you enjoy this Program of Work and discover what the Future Farmers of America organization has to offer.

The 2015-2016 Officer Team has developed some goals for the 2015-2016 school year, they are:

1. Create a webpage for our chapter
2. Complete a scrapbook for our chapter and enter it in for the contest
3. Develop a point system for FFA point activities
4. Have more school-wide activities
5. Have more participation among the FFA and its members

*A Modesto City School*  
**THOMAS DOWNEY HIGH SCHOOL**  
**Agricultural Department**  
**1000 Coffee Rd. Modesto, California 95355**  
**Phone 209-576-4247**

FFA Members:

As your 2015-2016 Chapter President, I would like to welcome you to Thomas Downey's Agriculture Department. Many opportunities await you this year, and I challenge each of you to take advantage of them.

The FFA has something to offer everyone. There are numerous leadership conferences during the year for you to attend. Whether you are a freshman, sophomore, junior or senior, there is a conference or event specifically designed for you! There are also many leadership vocational contests, fairs, show workdays, fundraisers, field days, and chapter meetings. The opportunities are out there for you to get involved and explore those areas of interest.

Once again, on the behalf of the entire Officer Team, I welcome you to your Agriculture Department. With your participation and commitment, we will make this our most successful year ever. I hope to see everyone having fun and getting involved!

Sincerely,

Kaylee Smith  
President  
Thomas Downey FFA Chapter

# The FFA Mission Statement

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

## The FFA Code of Ethics

1. Dress neatly and appropriately for the occasion.
2. Showing respect for the rights of the other and being courteous at all times.
3. Being honest and not taking unfair advantages of others.
4. Respecting property of others.
5. Refraining from loud, swearing, and other unbecoming conduct.
6. Demonstrating sportsmanship in the show ring, judging contest, and meetings. Modest in winning and generous in defeat.
7. Attending meetings promptly and respecting opinions of others in discussion.
8. Taking pride in our organization, in our activities, in our supervised experience programs, and in the occupation of agriculture.
9. Sharing with others experiences and the knowledge gained by attending national and state meetings.



**Aims and Purposes**

1. To develop competent and aggressive agricultural leadership.
2. To create and nurture a love of agriculture life.
3. To strengthen the confidence of students of vocational agriculture in themselves and their work.
4. To create more interest in the intelligent choice of agriculture occupations.
5. To encourage members in the development of individual occupational experience programs in agriculture and establishment in agricultural careers.
6. To encourage members to improve the home and its surroundings.
7. To participate in worthy undertakings for the improvement of the industry of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarships.
12. To provide and encourage the development of organized recreational activities.

### **The FFA Emblem and Its Meanings**

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

**The Cross Section of the Ear of Corn** provides the foundation of the emblem, just as corn has historically served as the foundation crop of American agriculture. It is also a symbol of unity, as corn is grown in every state of the nation.

**The Rising Sun** signifies progress and holds a promise that tomorrow will bring a new day, glowing with opportunity

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

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

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

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

The emblem and the letters "FFA" are protected by trademark registration in the U.S. Patent Office and by Public Law 105-225, 105<sup>th</sup> Congress.

## **Thomas Downey FFA Chapter Chapter Officers**

President	Kaylee Smith
Vice President	Connor Wesson
Secretary	Madeline Provins
Treasurer	Illeana Parada
Reporter	Kailey Damas
Sentinel	Laurel Jackson
Historian	Camrin Forest
Parliamentarian	Aidan Sulak
Chaplain	Kyla Green
Advisors	Mr. Mike Schilperoort Mrs. Susan Beatty Mrs. Krista Salyer

### **Major Duties of Chapter Officers and Members**

#### **President:**

Preside over meetings  
Appoint committees  
Be familiar with bylaws  
Be familiar with constitution  
Check on progress of chapter  
Represent chapter on occasions  
Set example for members

#### **Vice President:**

Assist the President  
Have charge of committee work  
Member of all committees  
Preside in absence of President  
Program of Work Chairperson

#### **Secretary:**

Prepare and read minutes  
Prepare and read reports  
Attend to official correspondence  
Keep membership roll  
Keep degree roll  
Keep meeting attendance records  
Keep business meeting reports

**Treasurer:**

Keep record of chapter funds  
Complete membership roster dues  
Assist in preparing annual budget  
Pay out funds as authorized  
Encourage individual thrift  
Encourage chapter thrift  
Deposit funds and complete deposit slips

**Reporter:**

Prepare chapter news articles  
Keep file of chapter news  
Contract newspapers, PSA, TV  
Arrange for publicity  
Maintain FFA displays  
Maintain scrapbook  
Slide/ Video show  
Apply for Star Reporter

**Sentinel:**

Set up the meeting room  
Care for the equipment  
Attend the door  
Welcome visitors  
Keep meeting room comfortable  
Assist with entertainment  
Assist with refreshments  
Point award chairperson

**Historian:**

Maintain scrapbook  
Assist reporter  
Chapter photography  
Slide/ Video show

**Chairpersons:**

Attend Chapter Meetings and Workdays  
Make reports at Chapter Meetings  
Wear official dress to Chapter Meeting  
Organize at least one activity per month  
Communicate with the officer or advisor assigned to your area

**Parliamentarian:**

Proper use of parliamentary law  
Interpretation of the constitution

**Members:**

Be familiar with Program of Work  
Attend meetings  
Participate in chapter activities  
Be familiar with constitution and bylaws  
Be responsible for submitting points gained in chapter activities

**Advisor:**

Help members in committees  
Check qualification of those seeking advance degree of officers  
Train, direct, and inform officers and members  
See that all ceremonies are carried out  
See that standard chapter equipment and supplies are secured and used



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 3rd National Convention of the FFA. It was revised at the 38th Convention and the 63rd Convention.*

## Official FFA Dress

### Official Dress for Female Members:

- Black Skirt
- White Collared Blouse
- Official FFA Blue Scarf
- Black Dress Shoes with closed heel and toe
- Black Nylon Hosiery
- An Official FFA Jacket zipped to the top



### Official Dress for Male Members:

- Black Slacks
- White Collared Shirt
- Official FFA Tie
- Black Dress Shoes
- Black Socks
- An Official FFA Jacket zipped to the top

### Proper Use of the FFA Jacket

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



## Conferences

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Students have a chance to meet many new FFA members and create lasting friendships during conferences. They learn more about themselves, and career options open to them. Students of all grades have a chance to participate in a conference during the school year.

### Greenhand

The Greenhand Conference is in Modesto on September 24 ,2009 at the Stanislaus Ag Center. This conference is designed to get freshmen FFA members excited about being in the National FFA Organization. They will learn what being a FFA member is all about and explore what leadership options are available to them. This is a great place to meet new FFA members and build lasting friendships in the FFA Organization.

### MFE

Made for Excellence (MFE) is designed for sophomores. It is a two-day event held at the Double Tree in Modesto on January 30&31. It is a personal development conference designed to build leadership skills. After attending MFE, FFA members will be able to identify their three pillars of excellence: talents, skills and will. This conference will focus on personal growth by providing students with many interactive opportunities. They will complete a talent assessment, identify the skills needed and desired for success and assess their personal interests. At the close of the conference and beyond, participants will be making purposeful, meaningful choices that will lead them to excellence.

### ALA

The Advanced Leadership Development conference is specifically for high school juniors and seniors. During the conference students will explore the wide variety of careers available in the field of agriculture. Students will learn how best to prepare for their future careers whether through hands-on experience or advanced education, while polishing their leadership and communication skills. Participants will generate ideas on how to utilize their leadership skills in community service and volunteerism.

### SLC

Sacramento Leadership Conference, it's a one- week conference designed for seniors. This conference will teach you valuable skills in personal development, motivation, leadership, teamwork, citizenship and goal setting.

### State Leadership Conference

FFA members will have the chance to meet over 5,000 California FFA members. They will have the opportunity to take part in engaging workshops, be entertained by and learn life-long lessons from amazing key note speakers, travel on exciting tours throughout the Fresno valley and explode with energy after participating at this conference. Delegates have the special honor to serve the association and create important changes the will positively impact the members of the California Association. They will have the chance to voice their opinion on behalf of the Enochs FFA Chapter through activities such as: conducting committee work, debating on constitutional amendments and helping elect the next year's California State Officers.

### National Convention

A larger scale of state convention, where chapters from across the country come together. They meet in Indianapolis, Illinois October. Each state is represented by voting delegates who conduct the national organization's business sessions. The convention offers top-notch speakers, educational tours, leadership conferences and the National Agriculture Career show.

# Dairy Goat Project Plan Sheet

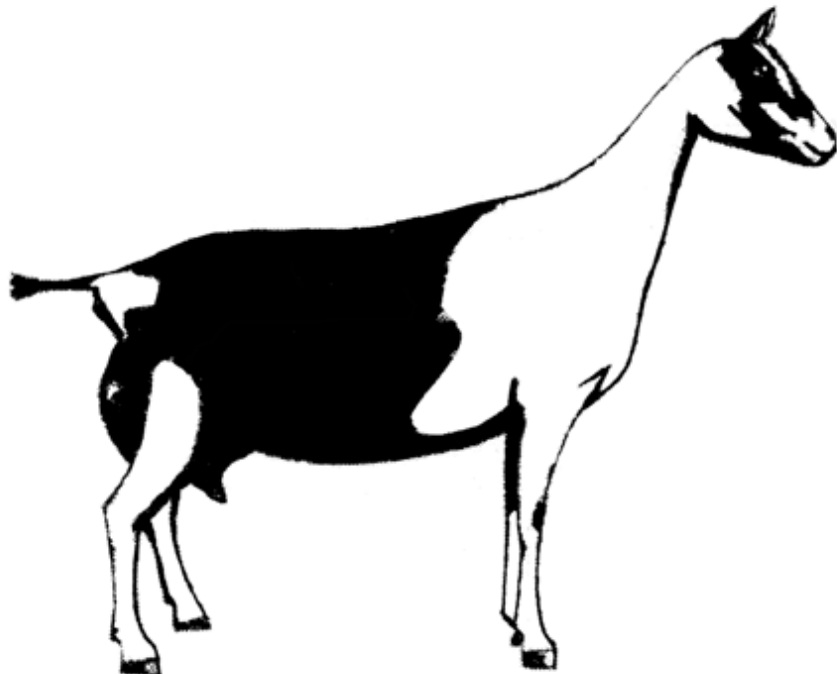
## ESTIMATED EXPENSES:

Cost of Animal	150.00
Feed (grain & hay)	200.00
Veterinary (shots & wormer)	15.00
Breeding Fee	20.00
Halter	12.00
Feeder	7.00
Brush	5.00
Straw (bedding-home & fair)	50.00
Miscellaneous supplies (blanket, hoof polish, ect)	20.00
<b>TOTAL ESTIMATED EXPENSES</b>	<b>424.00</b>

Dairy goats are usually kept after fair and not sold; you can reshow the same goat every year at fair.

### Supplies and other things needed at the fair:

FFA show uniform  
Feed for the week  
Towels  
Sheers for touch ups



# Dairy Project Plan Sheet (2 Year Project)

**TOTAL ESTIMATED EXPENSES**

Cost of Heifer (4 months old)	1,000.00
Feed	1,000.00
Veterinary	25.00
Breeding Fees	40.00
Rope Halter	10.00
Leather show halter	25.00
Feed pans/bucket	15.00
Brushes and combs	10.00
Miscellaneous supplies	40.00
Straw	60.00

**TOTAL ESTIMATED RECEIPTS:** 2,225.00

Sale of Animal 2,500.00

**TOTAL ESTIMATED RECEIPTS** 2,500.00

**RECEIPTS MINUS EXPENSES**

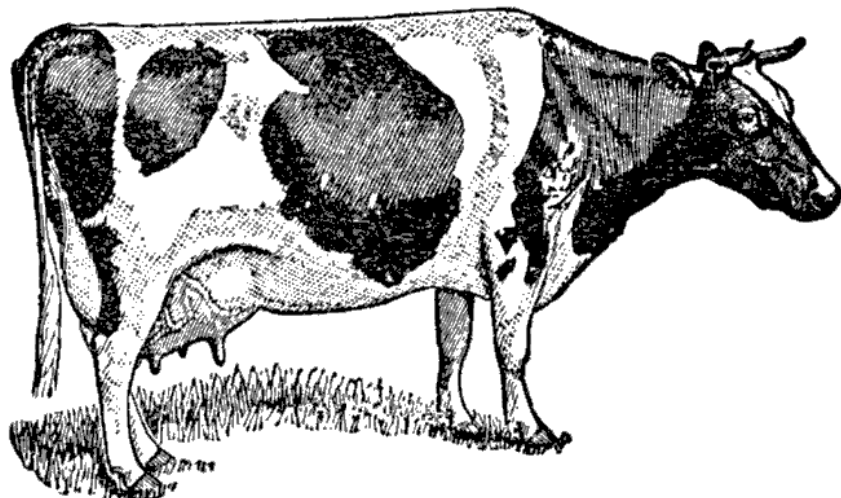
**Total estimated receipts** 2,500.00

**Total estimated expenses** 2,225.00

**ESTIMATED NET INCOME** 275.00

**Supplies and other things needed at the fair:**

- FFA show uniform
- Feed for the week
- Towels
- Sheers for touch ups
- Shine on



# Market Goat Project Plan Sheet

**ESTIMATED EXPENSES:**

Cost of Animal	250.00
Feed (grain & hay)	150.00
Veterinary (shots & wormer)	10.00
Halter	12.00
Feeder	7.00
Brush	5.00
Straw (bedding-home & fair)	50.00
Miscellaneous supplies (blanket, hoof polish, ect)	20.00

**TOTAL ESTIMATED EXPENSES** 504.00

**ESTIMATED RECEIPTS:**

Sale of Animal	
90 lb. Market Goat at \$6/lb.	540.00

**TOTAL ESTIMATED RECEIPTS** 540.00

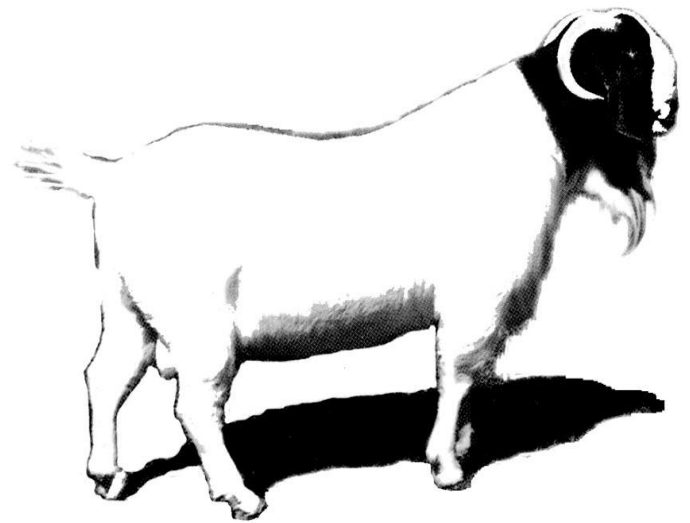
**RECEIPTS MINUS EXPENSES**

<b>Total estimated receipts</b>	<b>540.00</b>
<b>Total estimated expenses</b>	<b>504.00</b>

**ESTIMATED NET INCOME** 36.00

**Supplies and other things needed at the fair:**

- FFA show uniform
- Feed for the week
- Towels
- Sheers for touch ups



# Market Hog Project Plan Sheet

## ESTIMATED EXPENSES:

Cost of Hog	300.00
Feed	350.00
Show whip	10.00
Brush	5.00
Show Sheen	5.00
Feed pans	7.00
Miscellaneous Supplies (shampoo, heat lamp, ect.)	20.00
Veterinary	10.00

**TOTAL ESTIMATED EXPENSES:** 707.00

## ESTIMATED RECEIPTS:

Sale of Animal	
250 lb. Market Hog at \$3.00/lb.	750.00

**TOTAL ESTIMATED RECEIPTS** 750.00

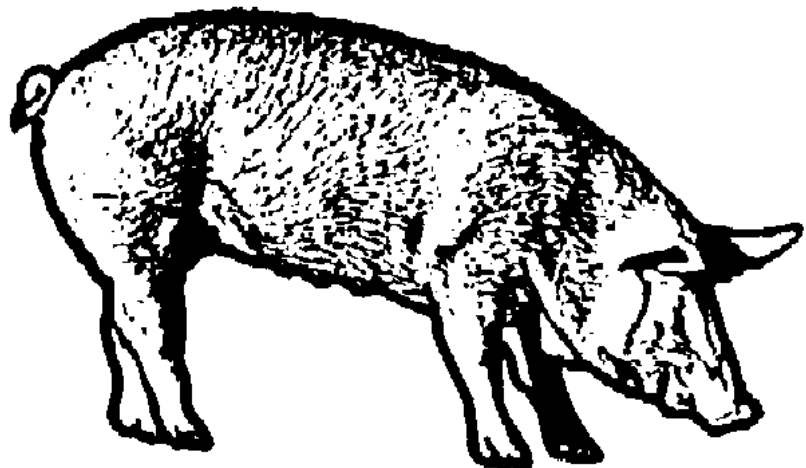
## RECEIPTS MINUS EXPENSES

<b>Total estimated receipts</b>	<b>750.00</b>
<b>Total estimated expenses</b>	<b>707.00</b>

**ESTIMATED NET INCOME** 43.00

## Supplies and other things needed at the fair:

- FFA show uniform
- Feed for week
- Towels



# Market Sheep Project Plan Sheet

**ESTIMATED EXPENSES:**

Cost of Animal	350.00
Feed (grain & hay)	150.00
Veterinary (shots & wormer)	10.00
Halter	12.00
Feeder	7.00
Brush	5.00
Straw (bedding-home & fair)	50.00
Miscellaneous supplies (blanket, hoof polish, ect)	20.00

**TOTAL ESTIMATED EXPENSES** 604.00

**ESTIMATED RECEIPTS:**

Sale of Animal 130 lb. Market Goat at \$5/lb.	650.00
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**TOTAL ESTIMATED RECEIPTS** 650.00

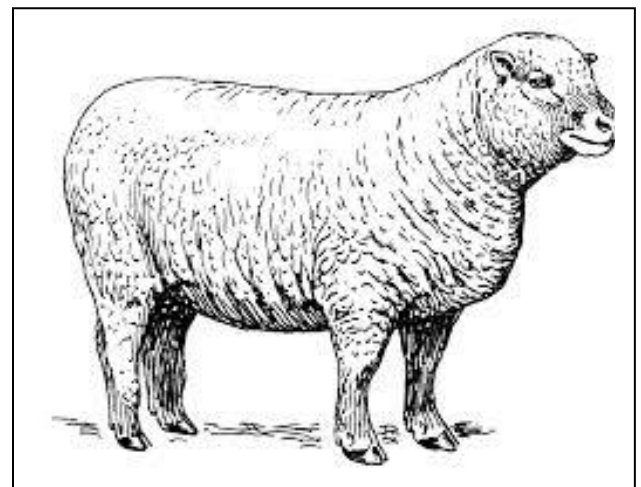
**RECEIPTS MINUS EXPENSES**

<b>Total estimated receipts</b>	<b>650.00</b>
<b>Total estimated expenses</b>	<b>604.00</b>

**ESTIMATED NET INCOME** 46.00

**Supplies and other things needed at the fair:**

- FFA show uniform
- Feed for the week
- Towels
- Sheers for touch ups



# Market Steer Project Plan Sheet

## TOTAL ESTIMATED EXPENSES

Cost of Steer	2,000.00
Feed	1,500.00
Veterinary	25.00
Show cane	7.00
Leather show halter	25.00
Rope halter	15.00
Feed pans	10.00
Brushes and combs	15.00
Miscellaneous supplies	40.00

**TOTAL ESTIMATED RECEIPTS:** 3,637.00

Sale of Animal  
1250 lb. steer at 3/lb. 3,750.00

**TOTAL ESTIMATED RECEIPTS** 3,750.00

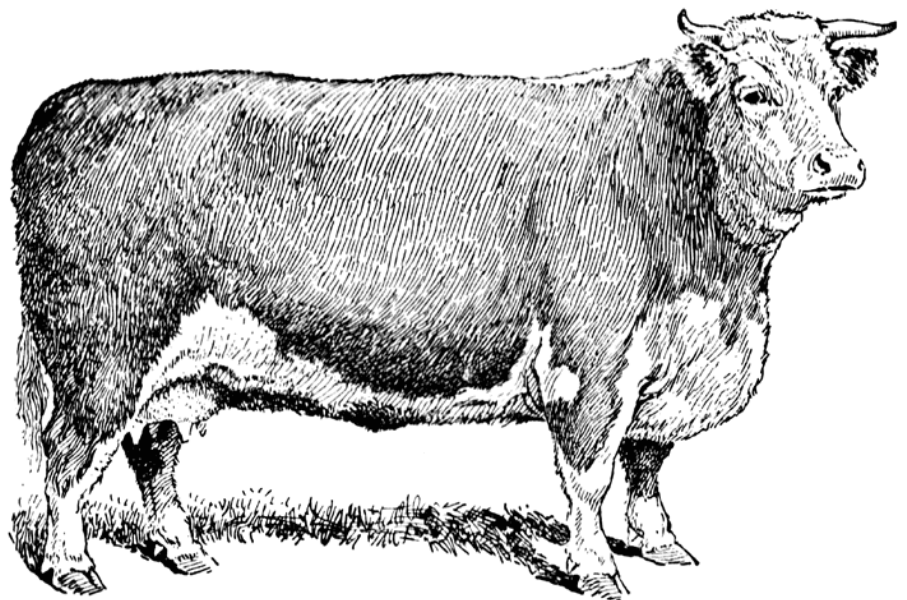
## RECEIPTS MINUS EXPENSES

**Total estimated receipts** 3,750.00  
**Total estimated expenses** 3,637.00

**ESTIMATED NET INCOME** 113.00

## Supplies and other things needed at the fair:

FFA show uniform  
Feed for the week  
Towels  
Sheers for touch ups



# Meat Pen Poultry Project Plan Sheet

**ESTIMATED EXPENSES:**

Cost of Animals (25)	25.00
Feed	40.00
Miscellaneous Supplies	20.00

**TOTAL ESTIMATED EXPENSES:** 85.00

**ESTIMATED RECEIPTS:**

Sale of Animals	
Broilers(25) Non sale	110.00

**TOTAL ESTIMATED RECEIPTS** 110.00

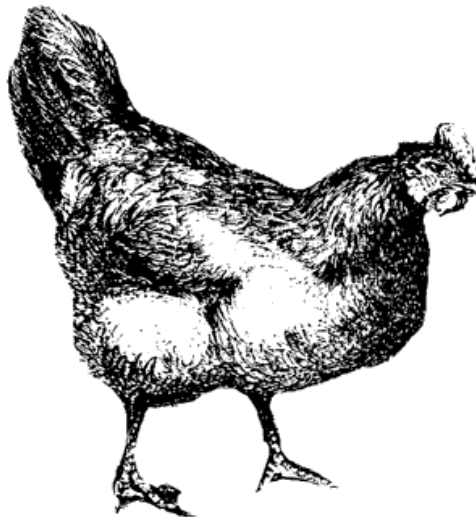
**RECEIPTS MINUS EXPENSES**

<b>Total estimated receipts</b>	<b>110.00</b>
<b>Total estimated expenses</b>	<b>85.00</b>

**ESTIMATED NET INCOME** 25.00

**Supplies and other things needed at the fair:**

- FFA show uniform
- Feed for the week
- Wipes





# Meat Pen/Single Fryer Rabbit Project Plan Sheet

**ESTIMATED EXPENSES:**

Cost of Animals (3)	30.00	
Cost of Animal(1)	15.00	
Feed (pellets & hay)	meat pen: 40.00	single fryer:
20.00		
Miscellaneous Supplies (hay rack, feeders, salt licks, ect.)	20.00	
<b>TOTAL ESTIMATED EXPENSES:</b>	meat pen: 90.00	single fryer:
55.00		

**ESTIMATED RECEIPTS:**

Sale of Animals		
12lb. Meat Pen at \$8/lb.	96.00	
Sale of Animal		
5lb. Single Fryer at \$12/lb.	60.00	
<b>TOTAL ESTIMATED RECEIPTS</b>	<b>meat pen: 96.00</b>	<b>single fryer:</b>
<b>60.00</b>		

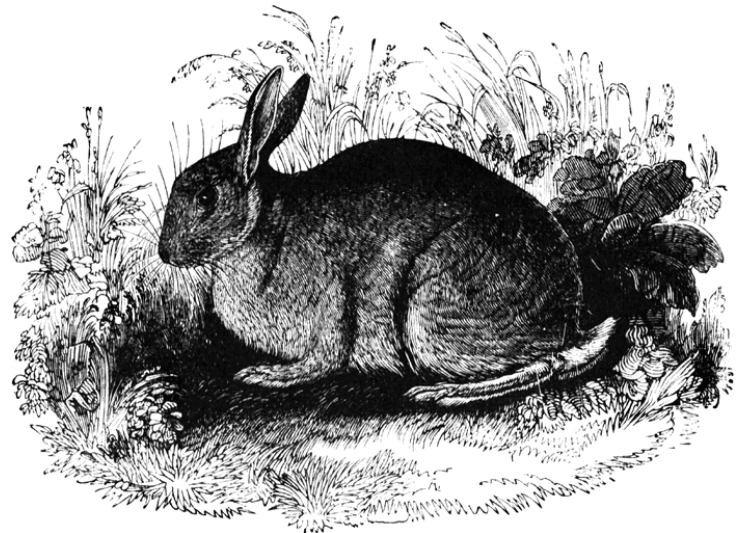
**RECEIPTS MINUS EXPENSES**

<b>Total estimated receipts</b>	<b>meat pen: 96.00</b>	<b>single fryer:</b>
<b>60.00</b>		
<b>Total estimated expenses</b>	<b>meat pen: 90.00</b>	<b>single fryer:</b>
<b>55.00</b>		

**ESTIMATED NET INCOME**  
meat pen: 6.00      single fryer: 5.00

**Supplies and other things needed at the fair:**

- FFA show uniform
- Feed for the week
- Wipes
- Nail clippers



**Constitution of the Thomas Downey Chapter of the National Organization of the FFA #154**

Article 1. Name and Purposes

Section A.

The name of this organization shall be the “Thomas Downey Chapter of the National Organization of the FFA.” The chapter shall consist of students enrolled in agriculture education at Thomas Downey High School. Members are to be referred to as “FFA members.” The letters FFA, may be officially used to designate the chapter and or its members.

Section B.

The primary aim of the Thomas Downey FFA Chapter is to develop agriculture leadership, cooperation, and citizenship within the community.

Section C.

The chapter will work with the community and correspond with the National and California Associations in accomplishing this aim and to accomplish the following specific purposes:

1. To build confidence in students and their work by developing desirable work habits, effective use of time, responsibilities, communication skills, and social abilities leading to successful employment in life.

2. To encourage programs and activities that develop leadership, character, scholarship, occupational pride, citizenship, patriotism, thrift, and improvement of community life by bettering their home and surroundings.

3. To recognize individual achievement in scholarship, occupational experience, and other achievements by providing awards to deserving members.

4. To encourage members in the development of individual supervised agricultural experience programs.

5. To develop knowledge and appreciation of our agriculture heritage and to encourage member participation in the improvement of agriculture.

6. To encourage members to work towards receiving the Greenhand, Chapter, State and American FFA degrees.

7. To publish an official newsletter or other publication for the public and members of the Thomas Downey FFA.

Article 2. Organization

Section A.

The Thomas Downey Chapter of the FFA is a chartered local unit of the California Association of the FFA that is chartered by the National FFA Organization.

Section B.

This Chapter accepts in full the provisions in the constitution and by-laws of the California Association of the FFA as well as those of the National FFA Organization.

Article 3. Process for Determining Members in Good Standing

Section A.

A member shall be considered in good standing when he/she does the following:

1. Attend chapter meetings on a regular basis.
2. Shows and interest in, and takes part in, the affairs of the Thomas Downey
3. Maintain at least a 2.0 grade average and have no more than one failing grade or one unsatisfactory citizenship each grading period term.
4. Conduct oneself in a manner becoming to a member of this organization.

Article 4. Membership

There shall be three types of membership in this organization. They are:

Section A. Active Membership

Any student that is enrolled in agriculture education at Thomas Downey High School will be an active member of this chapter. Active membership may be maintained throughout their entire high school career if they are enrolled in an agriculture education class and three years after, if they are a agriculture education completer, their national convention, following high school graduation, leaving high school, or until twenty-one years of age, which is the greatest length of time.

Section B. Associate Membership

An active member automatically becomes an associate member following termination as an active member.

Section C. Honorary Membership

Supervisors and those who are helping to advance agriculture education and the FFA, who have rendered outstanding service to the chapter may be elected as an honorary member by majority vote of the members present at a regular meeting. In the chapter, honorary membership shall be limited to the Honorary Chapter Farmer Degree.

## ARTICLE 5. ACTIVE MEMBERSHIP, DEGREES, and PRIVILEGES

### Section A.

There shall be four degrees of active membership based on achievement. They are the Greenhand FFA, Chapter, FFA Degrees. The national Organization shall set the minimum qualifications for the degrees.

### Section B.

The Greenhand FFA Degree minimum qualifications for recipients:

1. Be regularly enrolled in agriculture education and have satisfactory and acceptable plans for a supervised agriculture experience project (SAE).
2. Learn and be able to explain the FFA Creed, Motto, and Salute.
3. Know the FFA emblem, colors, and symbols.
4. Have knowledge of the proper use of the FFA uniforms.
5. Have satisfactory knowledge of the history of our organization.
6. Know the duties and responsibilities of the FFA members.
7. Have access to an Official manual.

### Section C.

The Chapter FFA Degree minimum qualifications for election:

1. Must have held the Greenhand Degree for at least one semester preceding election to the Chapter FFA Degree and have a record of satisfactory participation in the activities of the chapter.
2. Must have satisfactory completed at least one year of instruction in agriculture education, have in operation an improved SAE, and be regularly enrolled in an agriculture education class.
3. Be familiar with the purposes and programs of activities of the State Association and National Organization.
4. Be familiar with the provisions of the constitution of this chapter.
5. Be familiar with parliamentary procedure.
6. Be able to lead a group discussion for fifteen minutes.
7. Must have earned at least one hundred and fifty dollars by his/her own efforts from his/her SAE and/or other agriculture experience program, and have it invested and deposited in a bank, or have worked one hundred hours on his/her SAE other than in scheduled class time.
8. Receive a majority vote of the members present at a regular meeting of this chapter.

Section D

The State FFA Degree minimum qualifications shall be those set forth by the California State FFA Association.

Section E

The American FFA Degree minimum qualifications shall be set forth by the National FFA Organization.

Article 6. Emblem

Section A

The emblems of this chapter shall be uniform with that of the National Organization of the FFA. All members shall be entitled to wear this emblem. Greenhands are entitled to wear the regulation bronze pin. All degree, officer, and award medals shall be worn beneath the name on the right side of the jacket, with the exception of the State FFA Degree charm and the American FFA Degree Key which shall be worn above the name. No other pins or medals shall be worn on the jacket; these shall represent the highest degree earned, the highest office held and the highest award earned by the member.

Section B

Honorary Chapter Farmers are entitled to wear the regulation silver emblem degree pin or a similar pin in gold.

Article 7. Officers

Section A

The elected officers of this chapter shall be the President, Vice-President, Secretary, Treasurer, Reporter, and Sentinel.

Section B

No greenhand / first year member may be elected to the office of President or Vice President.

Section C

The advisor shall be the chairman of the Agriculture Department.

Article 8. Duties of the Officers

Section A. President

It shall be the duty of the President to preside over meetings of the chapter and to call meetings of the chapter, executive committee, and the governing committee. The President shall call at least one regular chapter meeting and one executive committee meeting a month during the school year. The President or someone directed by him/her shall be responsible for the enforcing of the constitution and the carrying out of chapter policy.

Section B. Vice President

It shall be the duty of the Vice-President to preside over meetings of the Executive Committee and fulfill the duties of the President in his/her absence. The Vice-President shall be an ex-officio member of all standing and temporary committees and report their progress to the Executive Committee. The Vice-President shall represent the Chapter at the Regional Convention.

Section C. Secretary

The Secretary shall take, post and record the minutes of the chapter meetings, executive meetings, and the governing committee meetings. The Secretary shall also make a record of members attendance. The secretary will also record all the work done by the committees.

Section D. Treasurer

The Treasurer shall record minutes of the chapter meetings, Executive meetings, and Governing Committee. The Treasurer shall be responsible for the operation of the vending sales in the classroom.

Section E. The Reporter

The Reporter shall seek to publicize the activities of the chapter and promote good will towards the chapter.

Section F. The Sentinel

The Sentinel shall direct the setting up and the cleaning of the meeting rooms and assist the President in maintaining order.

Section J. The Advisor

The Advisor shall give advise to the chapter members and shall assist the President and the Executive Committee in coordination of chapter activities. All FFA activities and plans are subject to approval of the adviser.

Article 9. Election Procedures and Assignments

Section A.

Officers shall be elected to serve terms of one year to begin and end with annual Parent- Member Banquet.

Section B.

No member shall hold the office President more than once.

Section C.

To be eligible to run for chapter office you must meet the following:

1. You must be member in good standing (defined in Article 3, Section A.)
2. You must have received the Greenhand Degree.

Section F. Impeachment of an Officer

At the beginning of each office term the Executive Committee shall submit a list of officer responsibilities and requirements. If any officer does not meet these requirements the Executive Committee feels the offer can no longer meet the requirements of the office he/she will then be impeached with majority vote from the Executive Committee.

Section G. Replacement of an Officer

In the event that a chapter officer becomes ineligible or unable to continue in a office the Chapter Executive Committee will review the Chapter Officer Applications from the prior year and determine the selection of a replacement Officer. Should the replacement Officer decide not to accept, the Chapter Executive Committee will slate two or more qualified candidates for a special election to be held at a time and place specified by the Chapter Executive Committee.

Article 10. Meetings

Section A. Regular Meetings

Regular meetings of the chapter shall be held at least once a month. The time and place shall be determined by the Executive Committee.

Section B. Special Meetings

A special meeting of the chapter may be called by the President at any time for the consideration of special business with the approval of the Executive Committee, or upon the presentation to the Secretary of a petition bearing the signatures of one-third of the active members in good standing in the chapter.

Section C. The Parent Member Banquet

One Parent Member Banquet shall be held each year at the end of the Tomas Downey School year. This meeting is to honor members, parents, administrators, and other friends of the FFA. The time and place shall be determined by the Executive Committee.

Section D. Quorum

The Quorum shall be 25% of the students enrolled in agriculture class at Thomas Downey High School. No business may be accomplished without the quorum being met.

Section E. Summer Meetings

At least one meeting shall be called during the summer when school is not in session.

Section F. Greenhand Meeting

The Greenhand Officers shall be responsible for one meeting each year.

Article 11. Committees

Section A. Standing Committees

The Standing committees at Thomas Downey shall consist of the following:

1. Recruitment
2. Community Service
3. Fundraising

The standing committees should meet at least once every other month. All standing committee chairman shall be appointed by the Executive Committee for the term of one year. The duties of the committees can be found in the Program of Work.

Section B. Temporary Committees

Temporary committees may be set up for a specific purpose and their method of selecting the chairmen and members shall be stated in the motion.

Section C. The Executive Committee

The members of the Executive Committee shall be the officers of the chapter. The Vice-President of the chapter shall be the presiding officer of the Executive Committee. The Executive Committee shall be empowered to act in the name of the chapter between meetings of the chapter.

Article 12. Amendments

Section A. Constitutional Amendments

Amendments to this constitution may be adopted at any regular chapter meeting providing at least two weeks notice has been given to the chapter Secretary and the chapter members of the proposal.

Article 13. Insignia and Uniforms

Section A. Insignia

The insignia of the Thomas Downey chapter of FFA shall be the emblem which is adopted and approved by the National Organization of the FFA.

Section B. Official FFA Uniform

The Official FFA show uniform shall be worn by all FFA exhibitors and by helpers in individual and chapter group while showing at fairs and



livestock shows. The uniform shall consist of white pants, white dress shirt or blouse, the official FFA Jacket and tie or scarf, or the FFA emblem attached to the left pocket of the shirt or blouse.

### Section C. Official Dress

The official FFA dress for males shall be the official FFA jacket, zipped to the top, worn with a white collared dress shirt, official FFA necktie, black slacks, black socks and black dress shoes. The official FFA dress for females shall be the official FFA jacket, zipped to the top, worn with a white collard dress blouse, an official FFA scarf, a black skirt (of appropriate length), and black dress shoes. Black slacks may be worn for traveling and for outdoor functions such as judging contests and camping.

Created October 2006

# AGED 539

Member I	Last Name	First Name	Address 1	Address 2	City	State	Zip	Gender	Years in Ag
0								F	1
0								M	1
0								M	1
6.01E+08								F	4
0								F	1
0								M	1
0								F	1
6.01E+08								M	2
0								F	1
0								M	1
0								M	1
0								F	1
6.01E+08								F	4
6.01E+08								F	3
6.01E+08								M	2
0								F	1
6.01E+08								F	3
0								F	1
0								M	1
0								F	1
0								M	1
0								M	1
0								M	1
0								M	1
0								M	1
0								F	1
0								F	1
6E+08								F	5
0								F	1
6.01E+08								F	2
0								F	1
0								M	1
0								M	1
0								M	1
0								M	1
6.01E+08								M	2
0								F	1
6.01E+08								M	2
6.01E+08								M	2
0								M	1
6.01E+08								M	2
0								F	1
6.01E+08								M	2
6.01E+08								M	3
0								M	1
0								M	1

# AGED 539

6.01E+08							F	4
0							F	1
0							M	1
6.01E+08							M	2
0							F	1
0							F	1
0							M	1
0							M	1
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6.01E+08							M	3
6.01E+08							M	2
6E+08							F	5
6.01E+08							F	2
0							M	1
0							M	1
6.01E+08							M	2
0							F	1
0							M	1
6.01E+08							M	2
6.01E+08							M	2
6.01E+08							F	2
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0							F	1
0							M	1
6.01E+08							M	3
0							M	1
6.01E+08							F	4
0							F	1
0							F	1
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6.01E+08							F	4
0							M	1
0							F	1
6.01E+08							M	2
6.01E+08							F	2
6.01E+08							F	2
6.01E+08							F	3
6E+08							M	5
0							F	1

AGED 539

0							M	1
6.01E+08							F	2
0							M	1
0							M	1
6.01E+08							M	2
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0							F	1
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6.01E+08							F	2
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0							M	1
0							M	1
0							F	1
0							M	1
0							M	1
6E+08							M	5

# AGED 539

0						F	1
6.01E+08						M	2
6.01E+08						M	2
0						M	1
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6.01E+08						M	2
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6.01E+08						M	2
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6.01E+08						M	2
0						F	1
0						F	1
0						F	1
6.01E+08						M	3
6.01E+08						M	2
0						M	1
6.01E+08						F	3
6.01E+08						F	2
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0						M	1
0						F	1
0						M	1
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6.01E+08						M	3
0						F	1
0						M	1
0						F	1
0						M	1
6.01E+08						F	3
0						M	1
0						M	1
0						F	1
6.01E+08						M	3
0						M	1
6.01E+08						M	4
0						M	1
0						M	1
0						M	1
0						M	1
6.01E+08						F	4





AGED 539

0						F	1
6.01E+08						M	2
0						M	1
6.01E+08						F	3
6.01E+08						M	2
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6.01E+08						M	2
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0						M	1
6.01E+08						M	3
0						F	1
0						M	1
6.01E+08						M	3
0						M	1
6.01E+08						F	2



## AGED 539

<b>Attended the following:</b>	
Greenhand Conference	16
Made For Excellence Conference	8
Advanced Leadership Academy	6
Chapter Officer Leadership Conference	6
Spring Region Meeting	4
State Leadership Conference	7
National Convention	2

<b>Submitted the following:</b>	
State Degree Application	2
American Degree Application	
Proficiency Award Application - Section	
Chapter Award Application - State	
Scholarship Application - State	

<b>Participated in the following:</b>	
Opening and Closing Contest - Section	30
Best Informed Greenhand Contest - Section	4
Co-Op Marketing Quiz - Section	
Creed Recitation - Section	3
Extemporaneous Speaking - Section	
Job Interview - Section	2
Impromptu Speaking - Section	
Prepared Speaking - Section	2
Parliamentary Procedure - Section	
County/District Fair/Show	48
<b>Career Development Teams (other than those identified above)</b>	
1 Livestock Judging	9
2 Agronomy	4
3 Floriculture	5
<b>Other Activity Above the Chapter Level (Leadership Events/Additional CDE Teams)</b>	
1 Stan T Leadership Conference	6
2 Welding Team	4
3 Agriscience Fair	5
4 Project Competition	4
5 Regional Speech prelims	2

TOTAL AREAS MET

21

# AGED 539

PowerTeacher Gradebook Michael Schilperoot - Thomas Downey High School

File Edit View Tools Attendance Window Help

Classes: Thomas Downey High School, Semester 1

1(A) Structural Ag Welding S1  
 1(A) Agricultural Mechanics 3  
 1(A) Agricultural Mechanics 5  
 1(A) Teaching Assistant S1  
 2(A) Integrated Agriculture So 1 CP  
 3(A) Agricultural Mechanics 1

Reporting Term: S1 Mode: Assignments Final Grades Student View

Term for this class has ended.

S1 Grades Complete ✓

Students (33)	(S1) Final Grade	A	T	FFA Knowledge ... pts: 100	What is FFA Ilyer ... pts: 20	FFA Members ... pts: 10	OCC Quiz pts: 20	FFA Creed Tea... pts: 25	The FFA Creed pts: 50	FFA Review qu... pts: 20	Phase 3 pts: 25	California Map pts: 25	California Stud... pts: 10	California FFA U... pts: 25	FFA 1 pts: 6	Final Profic Agr... pts: 200	
A	D 67%	n/a	20	0	83	18	10	20	0	0	20	0	0	0	21	6	0
B	F 38%	n/a	29	3	0	0	20	10	20	0	0	20	0	0	0	3	0
C	D- 61%	n/a	2	1	77	15	10	20	20	0	0	25	0	10	19	3	0
D	A- 90%	n/a	9	9	87	18	10	20	25	50	20	25	22	0	21	6	100
E	F 47%	n/a	4	3	68	0	0	10	20	0	0	0	0	0	22	3	0
F	A 94%	n/a	1	1	0	0	0	0	0	0	0	0	22	10	22	Ex	200
G	C 76%	n/a	2	8	80	0	0	10	20	20	50	20	25	25	10	20	3
H	B- 81%	n/a	3	1	99	16	10	20	20	20	20	0	0	0	22	10	0
I	C 75%	n/a	2	9	87	18	10	20	25	48	20	20	25	0	10	24	3
J	D- 60%	n/a	5	7	90	0	0	10	20	20	0	0	0	0	23	3	0
K	C- 71%	n/a	2	5	77	16	10	20	25	50	20	25	0	0	23	4	0
L	C 73%	n/a	4	1	97	0	0	10	20	25	48	20	25	0	10	21	3
M	C 75%	n/a	4	0	83	18	10	20	25	35	20	25	22	10	22	3	0
N	C 73%	n/a	17	2	77	15	0	0	20	25	50	20	25	0	0	21	3
O	D 67%	n/a	2	5	68	0	0	10	20	25	48	20	0	0	0	22	3
P	D 67%	n/a	7	1	99	16	10	20	0	0	0	0	0	10	20	3	0
Q	C+ 78%	n/a	10	3	100	20	10	20	25	20	20	Ex	22	10	21	3	0
R	B- 80%	n/a	1	1	77	15	10	20	20	50	20	20	25	20	10	20	5
S	C+ 78%	n/a	2	5	84	18	10	20	25	20	20	0	15	10	22	3	200
T	D- 61%	n/a	16	3	80	0	0	10	20	25	35	20	0	0	10	22	3
U	C- 71%	n/a	17	3	91	15	10	20	20	50	20	20	25	0	0	3	0
V	A 94%	n/a	4	1	100	20	10	20	25	48	20	Ex	22	0	22	6	200
W	C+ 78%	n/a	4	3	91	15	10	20	25	48	20	25	18	0	20	3	0

Categories: ALL, Class Work, Classwork, FFA, Homework, Project, Quiz, SAE

10:15 AM 3/12/2016

**QUALITY CRITERIA THREE:  
SUPPORTING DOCUMENTATION**

---

**Downey HS Agriculture Dept.**

Course outline : Agriculture Mechanics 3-4, Agriculture Mechanics 5-6 and Structural Ag Welding  
Room: Ag Shop

Instructor: Mike Schilperoort Email: [schilperoort.m@monet.k12.ca.us](mailto:schilperoort.m@monet.k12.ca.us)

Agriculture Dept. phone number : **209-576-4247**

Credit: This course meets requirements for graduation in the area of practical arts. This course covers California Career Technical standards for Agriculture mechanics B 1-7

\*All courses in the Agriculture Department are part of a 3 part program that focuses on academic study, hands on experience and leadership development.

**Part1. Strong classroom instruction - 80% of grade ( Assignments, quizzes, tests, projects)**

The major focus of this class is hands on instruction in a variety of basic welding skill areas. In order to work in the shop, student must pass a comprehensive safety test with 100 % accuracy. Student may take the test as many times as needed. Student safety is the number one focus of this class. Students willfully violating safety policies may be removed from the class. The following are major units of instruction in this course:

- Importance and purpose of the Agriculture industry
- California agriculture
- Agriculture careers
- The National FFA organization
- Supervised Agriculture Experience (SAE)
- Record Keeping
- Personal and shop safety
- Project planning
- Measurement and calculation
- Tool ID and Selection
- ARC and MIG welding techniques and construction
- Project construction

**Part 2. The National FFA Organization. 10% of grade (6 activities per semester = full credit, which will be reflected at the end of each semester)**

The FFA is the largest student leadership organization in the world. Currently there are over 60,000 members in California. At Downey HS the FFA is one of the largest groups on campus. Downey FFA participates in FFA activities at the local, section, region, state and national levels. Opportunities are diverse, and include experiences that develop public speaking, teamwork, critical thinking. Skills developed through FFA involvement help students as they enter the workplace and college careers. Involvement in FFA activities is strongly encouraged. GET INVOLVED!

**Part 3. Supervised Agriculture Experience 10% of grade ( grade based on record book)**

This portion of the program allows students to take what they have learned in the classroom and apply it in a real life setting. Although some students develop their own projects, many take part in established projects that run at specific times through the year. All projects involve maintaining a record book that documents the project and serves as a planning tool. Students not wishing to participate in an actual project will maintain a record book on a mock project.

I have read the above course description and understand that the agriculture program is a three part program requiring students to participate in the FFA project and activities as part of their graded assignments.

---

Student Signature

Parent Signature



*Procedures for Mrs. Beatty's Classroom*



**Entering the Classroom:**

- ✎ Before you enter the classroom make sure that you have:
  - ✓ Notebook, Pencil AND Pen
- ✎ Go to the restroom BEFORE you come to class
  - ✓ You may not get a chance to go during class
- ✎ If there was homework, get it out immediately and have it ready to turn in/be stamped
  - ✓ Any papers not stamped or turned in on time will get half credit
  - ✓ Copying an assignment will result in a zero for BOTH of the people involved
- ✎ Be on time
  - ✓ You must be IN YOUR SEAT when the bell rings to avoid receiving a tardy
- ✎ Write down then AgWord on the board and the objective for the day

**When you are Absent:**

- ✎ It is YOUR responsibility to show me your re-admit and get your make-up work:
  - ✓ Make-up work will be in the absent binder for your subject area
  - ✓ The WHEN YOU WERE GONE sheet will show the date, Agword, objective for the day and the activities done that day
  - ✓ You have 2 days for every day you were absent to make up work
  - ✓ Show me the work you have complete when you were absent for me to collect it or give you a stamp for credit
- ✎ If you are absent on the day of a test, you must make immediate arrangements for making it up.

Late Work:

- ✎ Gets half credit

Classroom Behavior:

- ✎ Respect other people's rights and property
  - ✓ Do not write on walls, table tops, or anything else that is not yours
  - ✓ No food, gum, or drinks allowed in class (except water)
  - ✓ Put cell phone in backpack unless otherwise given permission to have the phone out.



Working Cooperatively:

- ✎ If you want to keep the privilege of working in groups you need to:
  - ✓ Do the assigned work without horseplay or socializing
  - ✓ Do your own work – cheating will NOT be tolerated

Lab Safety:

- ✎ Safety guidelines must be followed at ALL times
- ✎ Misbehavior that endangers yourself or others will not be tolerated and will result in suspension from lab activities and/or school

Exiting the Classroom:

- ✎ Before any students can leave:
  - ✓ ALL students must be sitting in their seats
  - ✓ Garbage will be picked up
  - ✓ Lab or other supplies will be cleaned up






Grading:


- ✎ The breakdown for grades is as follows:  
A = 90-100%    B = 80-89%    C = 70-79%    D = 60-69%    F = below 59%  
Quarter and Semester Grades will be based approximately on these percentages:

- 50% Class Work (Tests, Quizzes, Notebooks, Homework, etc)
- 10 % SAE Project (*Record Book*)
- 10 % FFA Activity Points (*Attendance of 6 activities per semester – Fundraisers, meetings, and contests*)
- 10% AgriScience Fair Project
- 20% Fall/Spring Finals

**Citizenship:**

-  **Outstanding** = 0 - 1 tardies; 0 unexcused absences; 0 incomplete assignments; 0 steps; excellent conduct and positive contribution to class activities
-  **Satisfactory** = 2 - 4 tardies; 1 - 2 unexcused absences; more than 75% of assignments completed; no more than 3 steps on discipline contract; good conduct and contribution to class activities
-  **Unsatisfactory** = 5 or more tardies; 3 or more unexcused absences; less than 75% of assignments turned in; 3 or more steps on discipline contract; poor conduct; been caught cheating on a test or quiz






Contact me via  **email:** [beatty.s@monet.k12.ca.us](mailto:beatty.s@monet.k12.ca.us)

**B**  all Downey office at 576-4211 and leave me a message


*Procedures for Mrs. Beatty's Classroom*

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**Entering the Classroom:**

-  Before you enter the classroom make sure that you have:
  - ✓ Notebook, Pencil AND Pen
-  Go to the restroom BEFORE you come to class
  - ✓ You may not have a chance to go during class
-  If there was homework, get it out immediately and have it ready to turn in/be stamped
  - ✓ If it is not turned in when I collect everyone's papers, it will receive half credit
  - ✓ Copying an assignment will result in a zero for BOTH of the people involved
-  Be on time
  - ✓ You must be IN YOUR SEAT when the bell rings to avoid receiving a tardy
-  Write down then Agword on the board and the objective for the day

**When you are Absent:**

-  It is YOUR responsibility to show me your re-admit and get your make-up work:
  - ✓ Make-up work will be in the absent binder for your subject area

- ✓ The WHEN YOU WERE GONE sheet will show the date, AgWord, objective for the day and the activities done that day
- ✓ You have 2 days for every day you were absent to make up work
- ✓ Show me the work you have complete when you were absent for me to collect it or give you a stamp for credit
- ✎ If you are absent on the day of a test, you must make immediate arrangements for making it up.

Late Work:

- ✎ Late work will receive half credit



Classroom Behavior:

- ✎ Respect other people's rights and property
  - ✓ Do not write on walls, table tops, or anything else that is not yours
  - ✓ No food, gum, or drinks allowed in class (except water)
  - ✓ Put cell phone in backpack unless otherwise given permission to have the phone out.

Working Cooperatively:

- ✎ If you want to keep the privilege of working in groups you need to:
  - ✓ Do the assigned work without horseplay or socializing
  - ✓ Do your own work – cheating will NOT be tolerated

*Integrated Ag Science 1-2*  
*Mrs. Salyer*



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Entering the Classroom:

- ✎ Before you enter the classroom make sure that you have:
  - ✓ Notebook, Pencil AND Pen
- ✎ Go to the restroom BEFORE you come to class
  - ✓ You may not get a chance to go during class
- ✎ If there was homework, get it out immediately and have it ready to turn in/be stamped
  - ✓ Any papers not stamped or turned in on time not be eligible for full credit
  - ✓ Copying an assignment will result in a zero for BOTH of the people involved
- ✎ Be on time
  - ✓ You must be IN YOUR SEAT when the bell rings to avoid receiving a tardy
- ✎ Complete the daily Ag Journal

*When you are Absent:*

- ✎ It is YOUR responsibility to show me your re-admit and get your make-up work:
  - ✓ Make-up work will be in the absent cart for your subject area
  - ✓ The WHEN YOU WERE GONE sheet will show you what you missed that day
  - ✓ You have 2 days for every day you were absent to make up work
  - ✓ Show me the work you have complete when you were absent for me to collect/stamp it and give you credit
- ✎ If you are absent on the day of a test, you must make immediate arrangements for making it up.

*Required Materials*

- ✎ 8 1/2 x 11 5-subject Spiral Notebook

*Late Work:*

- ✎ I do accept late work and will let you know on specific point values that will be taken off if late.

*Classroom Behavior:*

- ✎ Come to class on time prepared to work.
- ✎ Always raise your hand to talk or get out of your seat.
- ✎ Respect and be polite to others.
- ✎ Respect the schools and other people's rights and property
  - Do not write on walls, table tops, or anything else that is not yours
- ✎ **Cell phones and other electronic devices should only be used in class with teacher approval.**

*Working Cooperatively:*

- ✎ If you want to keep the privilege of working in groups you need to:
  - ✓ Do the assigned work without horseplay or socializing
  - ✓ Do your own work – cheating will NOT be tolerated

*Lab Safety:*



The laboratory is a special situation that you will encounter in this class. Labs can be fun and rewarding learning experiences, they can also be dangerous if you do not follow the procedures. The rules in the laboratory must be strict.

**Always follow safety rules – Safety First, Safety Last, Safety Always!!**

**When in doubt – ASK!!**

**The consequence of breaking a laboratory rule is exclusion from the lab and no credit for the lab.**

**Exiting the Classroom:**

- ✎ Before any students can leave:
  - ✓ ALL students must be sitting in their seats
  - ✓ Garbage will be picked up
  - ✓ Lab or other supplies will be cleaned up

**Grading:**

- ✎ The breakdown for grades is as follows:  
A = 90-100%    B = 80-89%    C = 70-79%    D = 60-69%    F = below 59%

Quarter and Semester Grades will be based approximately on these percentages:

- 50%    Class Work (Tests, Quizzes, Notebooks, Homework, etc)
- 10 %    SAE Project (*Record Book*)
- 10 %    FFA Activity Points (*Attendance of 6 activities per semester – Fundraisers, meetings, and contests*)
- 10%    AgriScience Fair Project
- 20%    Fall/Spring Finals

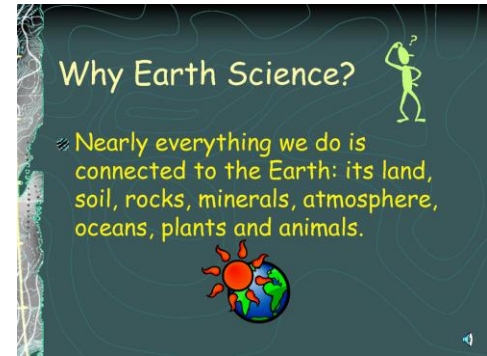
**Citizenship:**

- ✎ Outstanding = 0 - 1 tardies; 0 unexcused absences; 0 incomplete assignments; 0 steps; excellent conduct and positive contribution to class activities
- ✎ Satisfactory = 2 - 4 tardies; 1 - 2 unexcused absences; more than 75% of assignments completed; no more than 3 steps on discipline contract; good conduct and contribution to class activities
- ✎ Unsatisfactory = 5 or more tardies; 3 or more unexcused absences; less than 75% of assignments turned in; 3 or more steps on discipline contract; poor conduct; been caught cheating on a test or quiz

Contact Info: **Email:** [salyer.k@monet.k12.ca.us](mailto:salyer.k@monet.k12.ca.us)

**By phone:** call Downey office at 576-4211 and leave me a message

**Dear Parent/Guardian,**



## AGED 539

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I am pleased to have your son/daughter in my Integrated Ag Science 1-2 class. This science course is a mandatory requirement for high school graduation. Our units of study will cover a variety of science topics as well as an FFA component that will include a Science Fair Project and instruction on using Recordbooks for their SAE.

To ensure your child's success, please read the attached materials that explain classroom policies, procedures and expectations. Once you have read this, please sign it and have your student return it to me. This lets me know that you understand what is required of your student and will help him/her to achieve their best while in class. If you have any questions please feel free to contact me at the school by phone (209) 576-4211 or by email [salyer.k@monet.k12.ca.us](mailto:salyer.k@monet.k12.ca.us) I also have created a Teacher Website that will be helpful to students and parents at the following address: <https://sites.google.com/a/monet.k12.ca.us/mrs-salyer-s-classes/>



I appreciate your interest in your student's education.

Krista Salyer  
Science Instructor

I have read Mrs. Salyer's orientation sheet, understand the course requirements, and safety rules. My student will have the needed supplies and come to class prepared each day. Failure to do so will result in a lower class grade.

**Print Student**

**Name:** \_\_\_\_\_  
\_\_\_\_\_

**STUDENT CAREER DATA SHEET**

A Name		<input type="checkbox"/>	<input type="checkbox"/>	I. Locator Data:
Last Name		First Name, MI	Street Address:	<input type="text"/>
B Gender:	Male	<input checked="" type="checkbox"/>	Female	<input type="checkbox"/>
C Date:	3/7/2016		Phone Number:	<input type="text"/>
D Year in Agriculture Program:	4		Parent/Guardian Name (Print Full Name For Each)	
E Grade Level in School:	12		Mr. Nick Pappas	
F Program of Instruction Being Pursued: (Select Only One)	(1st, 2nd, 3rd, 4th)		Miss/Mrs. Robin Pappas	
<input type="checkbox"/> Plant & Soil Science (4010)	(9, 10, 11, 12)		/Ms.	
<input type="checkbox"/> Animal Science (4020)			Email: jpappas@yahoo.com	
<input type="checkbox"/> Agricultural Mechanics (4030)			J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.	
<input type="checkbox"/> Agricultural Business (4040)			Psychologist	
<input type="checkbox"/> Ornamental Horticulture (4050)			K Please indicate below your plans after graduation from high school:	
<input type="checkbox"/> Forestry & Natural Resources (4060)			1 Go to Work Full - Time	
<input checked="" type="checkbox"/> Agriscience (4070)				
G I Am Taking This Course Because: (Select One)				

## AGED 539

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<input checked="" type="checkbox"/>	I plan a career in agriculture	No Further Education	
<input type="checkbox"/>	Not a career, just an interest in agriculture.	Some College Later	
<input type="checkbox"/>	Not interested, placed in class.	2 Go to College	<input checked="" type="checkbox"/>
H Hispanic: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Community College	
Race: (Select Only One)		Four Year College	
<input checked="" type="checkbox"/>	White	Full-Time Student	
<input type="checkbox"/>	Asian	Part-Time Student	
<input type="checkbox"/>	Asian Indian	Agriculture Major	
<input type="checkbox"/>	Cambodian	Non-Agriculture Major	
<input type="checkbox"/>	Chinese	3 Go Into Military Service	
<input type="checkbox"/>	Hmong		
<input type="checkbox"/>	Japanese	Plan Updated: 2014-08-27	
<input type="checkbox"/>	Korean	Student Number: 1060449	
<input type="checkbox"/>	Laotian		
<input type="checkbox"/>	Vietnamese		
<input type="checkbox"/>	Black		
<input type="checkbox"/>	American Indian		
<input type="checkbox"/>	Native		
<input type="checkbox"/>	Hawian/Pacific		
<input type="checkbox"/>	Islander		
<input type="checkbox"/>	Filipino		
<input type="checkbox"/>	Guamanian		
<input type="checkbox"/>	Samoan		
<input type="checkbox"/>	Tahitian		
<input type="checkbox"/>	2 or More		

## AGED 539

Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taken in the future.

FRESHMAN YEAR Course	SOPHOMORE YEAR Course	JUNIOR YEAR Course
Health	CP Geomertry	CP Algebra 2
Intergrated Ag Earth Science	CP English	CP English
PE	Ag Biology	US History
French 1	CP World History	CP Chemistry
Ag Mechanics 1-2	French 2	French 3
CP English	Ag Mechanics 3-4	St. Ag Welding
CP Algebra 1	PE	Intergrated Ag Biology

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E
Goat	1	Sheep	1	Beef	2	Beef

### Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Welcome Back Meeting	Welcome Back Meeting	Welcome Back Meeting	Welcome Back Meeting
Chapter meeting	Chapter Meeting	Chapter Meeting	Chapter Meeting
Greenhand Cake Auction	Awards Night	Greenhand Cake Auction	Greenhand Cake Auction
Awards Night		State Conference	State Conference
		OCC	OCC



## AGED 539

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_____	Cambodian	Non-Agriculture Major	_____
_____	Chinese	3 Go Into Military Service	_____
_____	Hmong		
_____	Japanese	Plan Updated: 2015-09-30	
_____	Korean	Student Number: 1160317	
_____	Laotian		
_____	Vietnamese		
_____	Black		
_____	Americian Indian		
_____	Native Hawian/Paccific		
_____	Islander		
_____	Filipino		
_____	Guamanian		
_____	Samoan		
_____	Tahitian		
_____	2 or More		

## AGED 539

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Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taken in the future.

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR
Course	Course	Course
General PE	Pre AP English	Animal Science
Spanish 1	World History	Chemistry
Agricultural Earth Science	Spanish 2	English
Pre AP Math Geometry	Pre AP Math Algebra 2	Psychology
Pre AP English	AG Science Biology	US History
World Geography and Religion	Ag Mechanics 1-2	Spanish 3
		Pre- Calculus

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E
Beef	1	Beef	1	Beef	1	

### Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR
Green Hand Conference	FFA meetings	FFA Meetings
Cake Auction		Hot Dog Feed
FFA meetings		Smencils Fund Raiser



**STUDENT CAREER DATA SHEET**

A Name <span style="background-color: black; color: black;">██████████</span> <span style="background-color: black; color: black;">██████████</span>		I. Locator Data:				
<table border="0"> <tr> <td style="border-bottom: 1px solid black;">Last Name</td> <td style="border-bottom: 1px solid black;">First Name, MI</td> </tr> <tr> <td>B Gender: Male</td> <td>Female <input checked="" type="checkbox"/></td> </tr> </table>		Last Name	First Name, MI	B Gender: Male	Female <input checked="" type="checkbox"/>	Street <span style="background-color: black; color: black;">██</span>
Last Name	First Name, MI					
B Gender: Male	Female <input checked="" type="checkbox"/>					
C Date: <u>3/7/2016</u>		Address: <span style="background-color: black; color: black;">██</span>				
D Year in Agriculture <u>2</u>		Phone <span style="background-color: black; color: black;">██████████</span>				
Program: _____		Number: _____				
		Parent/Guardian Name (Print Full Name For Each)				
E Grade Level in School: <u>10</u>		Mr. Jerry Perdue				
		_____				
		Miss/Mrs. Maria Perdue				
		/Ms. _____				
		Email: <u>lisettedelgado11@yahoo.com</u>				
F Program of Instruction Being Pursued: (Select Only One)		J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.				
<input type="checkbox"/> Plant & Soil Science (4010)		veterinarian				
<input type="checkbox"/> Animal Science (4020)						
<input type="checkbox"/> Agricultural Mechanics (4030)						
<input type="checkbox"/> Agricultural Business (4040)						
<input type="checkbox"/> Ornamental Horticulture (4050)						
<input type="checkbox"/> Forestry & Natural Resources (4060)						
<input checked="" type="checkbox"/> Agriscience (4070)						
G I Am Taking This Course Because: (Select One)		K Please indicate below your plans after graduation from high school:				
<input checked="" type="checkbox"/> I plan a career in agriculture		1 Go to Work Full - Time _____				
<input type="checkbox"/> Not a career, just an interest in agriculture.		No Further Education _____				
<input type="checkbox"/> Not interested, placed in class.		Some College Later _____				
H Hispanic: Yes <input checked="" type="checkbox"/> No _____		2 Go to College <input checked="" type="checkbox"/>				
Race: (Select Only One)		Community College <input checked="" type="checkbox"/>				
<input type="checkbox"/> White		Four Year College _____				
<input type="checkbox"/> Asian		Full-Time Student _____				
<input type="checkbox"/> Asian Indian		Part-Time Student <input checked="" type="checkbox"/>				
		Agriculture Major _____				

## AGED 539

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<input type="checkbox"/>	Cambodian	Non-Agriculture Major	<input type="checkbox"/>
<input type="checkbox"/>	Chinese	3 Go Into Military Service	<input type="checkbox"/>
<input type="checkbox"/>	Hmong		
<input type="checkbox"/>	Japanese	Plan Updated: 2015-10-02	
<input type="checkbox"/>	Korean	Student Number: 1110606	
<input type="checkbox"/>	Laotian		
<input type="checkbox"/>	Vietnamese		
<input type="checkbox"/>	Black		
<input checked="" type="checkbox"/>	Americian Indian		
<input type="checkbox"/>	Native Hawian/Paccific		
<input type="checkbox"/>	Islander		
<input type="checkbox"/>	Filipino		
<input type="checkbox"/>	Guamanian		
<input type="checkbox"/>	Samoan		
<input type="checkbox"/>	Tahitian		
<input type="checkbox"/>	2 or More		

## AGED 539

Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taken in the future.

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	
Course	Course	Course	
resource general	algebra	world geography and world religion	History
cp english	interrated agriculture sci 3 cp	cp U.S history	CP U.S.
academic language devolopment	cp english	academic language development	Verterin
algebra	intergraded agriculture science 3 cp	intergrated agricultural biology	Financia
ag science	academi language devolpment	seconday math 1	CP Cher
cardio fitness	world history	resource general	Exposito course
	resource		Advanc

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SEN
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A
landscaping		landscaping		landscaping		lan

### Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	S
ffa meeting	ffa meeting	ffa meeting	f
fundraiser	fundraiser	fundraiser	f

## AGED 539

Name \_\_\_\_\_ Year \_\_\_\_\_

Teacher \_\_\_\_\_ Class \_\_\_\_\_ Period \_\_\_\_\_

### Record Book Grading - September (To include June-August for students with ongoing projects)

<i>Page</i>	<i>Points Possible</i>	<i>Points Earned</i>
Cover	5	
Introduction page	5	
Calendar	10	
Ownership/Placement Agreements	20	
Budget	10	
Journal	20	
TOTAL	70	

### Record Book Grading - October

<i>Page</i>	<i>Points Possible</i>	<i>Points Earned</i>
Must have satisfactorily completed all components of previous months.	✓	
Journal	20	

AGED 539

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TOTAL	20	
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Record Book Grading - November

<i>Page</i>	<i>Points Possible</i>	<i>Points Earned</i>
Must have satisfactorily completed all components of previous months.	✓	
Journal	20	
TOTAL	20	

Record Book Grading - December

<i>Page</i>	<i>Points Possible</i>	<i>Points Earned</i>
Must have satisfactorily completed all components of previous months.	✓	
Journal	20	
Inventory Pages	20	
Financial Statement	10	
Income Summary	10	
FFA Activity Pages	10	

## AGED 539

School & Community Service	10	
TOTAL	80	

Name \_\_\_\_\_ Year \_\_\_\_\_

Teacher \_\_\_\_\_ Class \_\_\_\_\_ Period \_\_\_\_\_

### Record Book Grading - January

<i>Page</i>	<i>Points Possible</i>	<i>Points Earned</i>
Cover	5	
Introduction page	5	
Calendar	10	
Ownership/Non-Ownership Agreements	20	
Budget	10	
Journal	20	
Inventory Pages	10	
Financial Statement	5	
TOTAL	85	

### Record Book Grading - February

<i>Page</i>	<i>Points Possible</i>	<i>Points Earned</i>

AGED 539

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Must have satisfactorily completed all components of previous months.	✓	
Journal	20	
TOTAL	20	

Record Book Grading - March

<i>Page</i>	<i>Points Possible</i>	<i>Points Earned</i>
Must have satisfactorily completed all components of previous months.	✓	
Journal	20	
TOTAL	20	

Record Book Grading - April

<i>Page</i>	<i>Points Possible</i>	<i>Points Earned</i>
Must have satisfactorily completed all components of previous months.	✓	
Journal	20	
TOTAL	20	

Record Book Grading - May

<i>Page</i>	<i>Points Possible</i>	<i>Points Earned</i>
Must have satisfactorily completed all components of previous months.	✓	

## AGED 539

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Journal	20	
FFA Activity Pages	10	
School & Community Service	10	
TOTAL	40	



**Thomas Downey High School Agricultural Department**  
1000 Coffee Rd, Modesto, CA 95355 (209) 576-4247

Project Supervision Record

*Name*



*SAE*

*swine*

*Date*

*May 15, 2015*

*Instructor*

*Michael Schilperoort*

**Comments**

weighed animal. (152) discussed feed supplements and showmanship practice

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

Instructor Signature

Parent Signature

\_\_\_\_\_

**Thomas Downey High School Agricultural Department**  
1000 Coffee Rd, Modesto, CA 95355 (209) 576-4247

Project Supervision Record

Name [REDACTED]  
\_\_\_\_\_

SAE swine  
\_\_\_\_\_

Date May 15, 2015  
\_\_\_\_\_

Instructor Michael Schilperoort  
\_\_\_\_\_

Comments:  
Weighed pig (142) Discussed feeding. Discussed practicing for showmanship.

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

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

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



**Quality Criteria Four:  
SUPPORTING DOCUMENTATION**

https://educator.ctc.ca.gov/esales\_enu/start.swe?SWECmd=Goto Commission on Teacher Cre... CTC Online

File Edit View Favorites Tools Help

CA.GOV CTC COMMISSION ON TEACHER CREDENTIALING Ensuring Educator Excellence Home FAQ Glossary

Agency User Search

SCHILPEROORT, MICHAEL > Document:

**New Search** Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.

Last Name: SCHILPEROORT Last Known County of Employment: Note: Please verify County of Employment is current  
 First Name: MICHAEL Adverse and Commission Actions Indicator: If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.  
 Middle Name: CHRISTIAN

Current Document | All Documents | Adverse and Commission Actions

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
140215343	Specialist Instruction Credential (Agriculture)	Clear	Valid	7/7/2015	7/1/2020	6/9/2005		
140215342	Single Subject Teaching Credential	Clear	Valid	7/1/2015	7/1/2020	6/9/2005		

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R3A1	This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.	AGRI	Agriculture	MAJ	

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
R1SP	The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.	TC Code Not Required
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required

Employment Restrictions

javascript:c\_d(\$,new Array("1-2FE-2309","s\_2\_2\_22\_1","SWErowid0=1-2FE-2309"),s\_9,s\_10,this)

100%

10:03 PM  
3/10/2016

https://educator.ctc.ca.gov/esales\_enu/start.swe?SWERowID=1-2CJ-1510 CTC Online

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CA.GOV CTC COMMISSION ON TEACHER CREDENTIALING Ensuring Educator Excellence Home | FAQ | Glossary

Agency User Search

SALYER, KRISTA > Document:

**New Search** Note: If you have questions about the information displayed below, please click [here](#) for a listing of Commission contacts.

**Last Name:** SALYER **Last Known County of Employment:** STANISLAUS COUNTY OFFICE OF EDUCATION Note: Please verify County of Employment is current  
**First Name:** KRISTA **Adverse and Commission Actions Indicator:** If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.  
**Middle Name:** LYNN

**Current Document** | All Documents | Adverse and Commission Actions

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
150089007	Single Subject Teaching Credential	Clear	Valid	6/1/2015	6/1/2020	8/22/2014		
140202119	Single Subject Teaching Credential	Preliminary	Valid	8/22/2014	7/1/2018	8/22/2014		
140075496	Specialist Instruction Credential (Agriculture)	Clear	Valid	4/30/2014	7/1/2018			
130121788	Single Subject Teaching Credential	Preliminary	Valid	6/14/2013	7/1/2018	6/14/2013		

**Authorization/Subjects**

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		MAJ	
RIS	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGR	Agriculture (Examination)	MAJ	
			Biological Science		

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File Edit View Favorites Tools Help

CA.GOV CTC COMMISSION ON TEACHER CREDENTIALING Ensuring Educator Excellence Home | FAQ | Glossary

Agency User Search

BEATTY, SUSAN > Document:

**New Search** Note: If you have questions about the information displayed below, please click [here](#) for a listing of Commission contacts.

Last Name: BEATTY  
 First Name: SUSAN  
 Middle Name: JANELLE

Last Known County of Employment: Note: Please verify County of Employment is current  
 Adverse and Commission Actions Indicator: If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Current Document | All Documents | Adverse and Commission Actions

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
130219262	Specialist Instruction Credential (Agriculture)	Clear	Valid	3/1/2014	3/1/2019	5/20/2005		
130219261	Single Subject Teaching Credential	Clear	Valid	3/1/2014	3/1/2019	5/20/2005		

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R3A1	This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.	AGRI	Agriculture	MAJ	

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
R21P	The term of this credential is limited to the term established by the holder's prerequisite credential.	

Employment Restrictions

No Records

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**INCENTIVE GRANT IN-SERVICE ACTIVITIES**

**DOCUMENTATION CRITERIA 4.B School Year**

**2014-2015 School**

Based on the previous year’s record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES					
	Schilperoort	Beatty	Salyer			
Fall Region Meeting	x	x	x			
Region In-service Day	x	x	x			
Spring Region Meeting	x	x	x			
Section In-service*	x	x	x			
Section In-service*	x	x	x			
Section In-service*	x	x	x			
Section In-service*	x	x	x			
Summer Conference	x	x	x			
University AgEd Skills Week						
Professional Development **						

\* Four Section In-service Meetings equals one Professional Development Activity

\*\* Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

Department Meeting

8/18/15

Meeting started at 2:15. Mike disused BBQ for Sept. 11<sup>th</sup>. Susan will make the tickets by Aug. 25<sup>th</sup>. Susan will also call about getting watermelons and call about the pork. Krista will reserve room one.

Next item discussed was about vehicle sign up sheet to make sure that everyone knows who is going to use a vehicle when.

Next time was about the welcome back BBQ on Aug.27<sup>th</sup> need to have the officers get a list of items needed and see what to cook. Mike thinks hot dogs again. Susan will see if we can get chips donated.

Lastley, school farm was given to us from Mike. About how they are under progress with getting things put in.

Next formal meeting will be Aug 25<sup>th</sup>.

Department Meeting Aug. 25<sup>th</sup>

Mike called meeting to order at 2:15 pm

First item discussed was the progress on ticket sales for the drive thru Pork dinner. Only 20 tickets have been sold so far. Need to send an email out to the faculty and staff still.

Krista said she would do that.

Welcome back bbq is on the 27<sup>th</sup>. We need to still get hotdogs and rolls (Mike will get on the 26<sup>th</sup>). Officers are to bring watermelon and chips are going to be coming that day. All seems to be ready for that night.

We are getting reviewed this year so the binder of items will be split up so that we will each have some items to work on for the review. Date for the review is still to be determined

Harvest luncheon Susan will take some students to that to help. Connor and Kailey are the ones that will probably go. On Sept 11<sup>th</sup>.

Next meeting scheduled for Sept 8<sup>th</sup>.

Department Meeting

September 8<sup>th</sup>

Mike called meeting to order at 2:10 pm

We discussed Drive through bbq. Which is going to be on the 11<sup>th</sup> (this Friday). Mike is going to pick up meat today and get it prepped tomorrow. Waters have been donated!!

Susan is picking up watermelon today also after school. Krista is going to get the rolls. Silverware etc. are coming between today and tomorrow that are being donated.

Susan is taking Connor and Kailey to the harvest luncheon then will come back to help with the BBQ. Will cut watermelon when she gets back and Krista will help along with the officers.

Cata meeting is Sept. 16<sup>th</sup> in Hughson. Krista and Mike will be attending

We all need to finish up our R-2 reports. Try to have them done by the 11<sup>th</sup> so that Susan can look over them and then Mike will finalize the rest.

Next department meeting will be September 22nd



Department Meeting  
September 22<sup>nd</sup>

First item talked about was the success the Pork drive through was. We need to raise the price on the family meal by \$5.00. We sold more family meals than thought but got lots of positive feedback.

Next fundraiser is are the smencils. We are going to order 5 cases of smencils to dispuete. Like done in the past for every 10 pencils sold the student gets 1 activity point. The top seller will receive a FFA jacket or something comparable if they already have them.

October 3<sup>rd</sup> and 4<sup>th</sup> is COLC and Susan is going to have the students meet her there at Gregori on Saterdag and Krista will have students meet her there on Sunday.

Fall festival is Friday Nov. 23. All the prizes have come in. Susan and Krista will go get the candy and drinks on the 22<sup>nd</sup>. Susan is checking on the status of the pumpkins.

Mike and Krista are going to a grant meeting then to a garden meeting on October 7<sup>th</sup>.

Discussed also what we would like to see in the grant and krista and Susan need to have a list of items along with prices for the hort and science part in a week.

On Oct. 7<sup>th</sup> after school have any freshman who is interested in participating on the novice OCC team to meet in the shop to determine who will go to the competition in Oct.

Next meeting is Oct. 8<sup>th</sup>

Department Meeting  
October 8<sup>th</sup>

Called to order by Mike at 2:15 pm

Need to get all smencil money and extra pencils back from students by Friday.

All will go to Gregori for OCC next week Oct 13<sup>th</sup>.

Fall Festival still on tract. Need FFA officers to have a meeting with students that are going to participate in helping with games. Need officers to help separate prizes. Will talk to them in the next meeting.

Discussed the meeting that was on the 7<sup>th</sup> about the zero landscape and how we could do this at Downey. We think it is best to do in June. There still needs to be more information given.

Talked about putting a truck and trailers on the CRACP grant but would take some money away from a couple of areas. We talked that it would be a good idea because we do not know when we would have another opportunity to get a truck and trailer. Also discussed getting a COW because our computer lab does not support enough student's use of computers. Mike is trying to figure out how to do this though. Mike has also looked at numbers for a greenhouse and checked with district about the type of greenhouse and also showed Baum where it may go.

Next Dept. Meeting is going to be Oct. 29<sup>th</sup>

Department Meeting

Oct. 29<sup>th</sup>

Called to order by Mike at 2:10

MJC Senior day is Nov. 6<sup>th</sup> make sure to announce to your students and give Mike a list by Monday of who would like to go.

Susan to send out email to Counselors/ Adm about the 17<sup>th</sup> dinner at MJC Counselors night.

Manuscripts are also due at Counselors night.

Announce Sectional Bowling night to all classes and let them know that they have to have the money to Mike by noon on the 10<sup>th</sup> to be able to go that night. Mike will be attending the bowling night☺

Mike is working on Christmas tree forms and will be ready on the 9<sup>th</sup> to pass out to the students. The floral arrangements are going to be raised in price by \$5.00. There will be wreaths and garlands added to the order form. The donation tree needs to be raised in price from \$25 to \$30 this year. For every 2 items that a student sells they get an activity point.

Keep working on incentive review. Jill is coming on the 17<sup>th</sup> of November at 1:00pm.

Mike would like everything by Friday the 13<sup>th</sup>.

Next meeting is November 12<sup>th</sup>.

Department meeting

November 12<sup>th</sup>

Called to order by Mike at 2:15 pm

Susan reported that there will be 7 people attending counselor's night. Cheryl, Tish, Leah, Joanna, Christine, Mike and Susan.

Tickets need to be made for the Greenhand and Chapter degree banquet. There will be spaghetti, salad, roll and cake served. Dinner will cost \$5.00 and will have a raffle. The meal ticket will be handed in and put in the raffle. Need to pass applications tomorrow.

The Ag Advisory meeting is Nov. 19<sup>th</sup> at Beyer at 6pm. We need to get one industry member to attend the meeting at our rep. Need to call Bill Morris and Charles Rumble.

The 20<sup>th</sup> is Roadshow. Make sure to have subs if you do not have one already and the CATA meeting is Nove 21<sup>st</sup>.

Please have all your information to Mike by Friday the 13<sup>th</sup> for the review.

Next meeting is Nov. 19th

## AGED 539

### MCS TRAVEL FORM

PLEASE complete this form in its entirety. **If it does not apply, please note by writing N/A.** Call me with questions at ext 3402.

#### Traveler's Info

Name of primary traveler:	Michael Schilperoort
Names of others traveling:	
Home address of primary traveler:	1430 Gold Rush Court, Oakdale, CA 95361
Will you need subs? <input type="checkbox"/> yes <input checked="" type="checkbox"/> no	Name of account/funding source or account # for sub(s):ROP/Ag Incentive Grant

#### Destination Info

**\*\*\*A brochure /agenda/activity announcement or flyer must be attached to make the travel complete.**

Dates of Trip (date leaving-date returning)	4/23-4/26
City and State of Destination	Fresno, CA
Name of Conference/Activity:	Fresno State Field Day State FFA Convention
Reason for attending:	CDE Competition Leadership Development, State Award Scoring
Mode of transportation (please specify district vehicle/private vehicle)	School Vehicle
Estimated mileage:	

#### Accommodation Info

**\*\*\*Please attach room reservation if you have already made reservations  
\*\*\*A folio from the hotel must be turned in post trip for re-imbusement.**

Name of Hotel	Ramada Inn Fresno North
Address & telephone # of Hotel	324 East Shaw Fresno, Ca 1-800-345-2995
How many nights will you need rooms?	3
How many rooms are required?	8
Estimated room expenses	\$100/ night
Account name/# that will be paying for hotel rooms?	Ag Aware Funds/School to Career

## AGED 539

Pay to hotel on district visa ___yes ___no	Reimburse Primary traveler ___yes ___no
---	---

### Conference/Activity Registration Information

**\*\*\*A brochure /agenda/activity announcement or flyer must be attached to make the travel complete**

Estimated cost of ALL registrations ( Cost of reg X # of people) =		
Do you need a check prior to leaving? ___yes ___no	Will registration go on district visa? ___yes ___no	
If yes, what date?	Have you paid and need to be reimbursed? ___yes ___no	
Full name and address of vendor		

### Meals

**\*\*\* DO NOT INCLUDE MEALS THAT ARE INCLUDED WITH THE COST OF CONFERENCE/ACTIVITY**

**\*\*\*The primary traveler will be reimbursed and will divide between other travelers**

Meal	# of meals x # of people	Total for all travelers
<b>Breakfast</b>		
<b>Lunch</b>		
<b>Dinner</b>		

### Other Expenses

**\*\*\*These can be cost of conference materials, lab fees, parking, rental car purchase and anything you think you may need that is not listed above. Receipts must be provided after trip for reimbursement.**

Other Expense	Total Cost	Paid to

**Quality Criteria Five:  
SUPPORTING DOCUMENTATION**



AGRICULTURE MECHANICS SHOP



AGRICULTURE SHOP AND CLASSROOM 103



AGRICULTURE CLASSROOM 103



AGRICULTURE CLASSROOM 101



AGRICULTURE CLASSROOM 87





COMPUTER LAB ROOM 104

STORAGE AREAS





















**THOMAS DOWNEY**  
**AGRICULTURE DEPARTMENT**

1000 Coffee Rd., Modesto, Ca. 95350  
(209)576-4247 Office (209)576-4258 Fax

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Five Year Facility and Equipment Acquisition Schedule

2015-2016

- Cement walkways for garden plots
- New irrigation for the greenhouse
- Iron worker
- Garden tools
- Livestock scale
- Lab tables for floral and bio classes

2016-2017

- New Shade House
- Computers carts for every Ag teacher
- New Fans for livestock
- New panels and pens for livestock
- Purchase 20 microscopes

2017-2018

- New Greenhouse
- Ceiling mounted projectors
- Power cord Reels for Ag Shop
- Lockers for Ag Mechanics
- New Roll up Doors for Ag Shop

2019-2020

- Replacements cabinets in the shop
- New Ag truck

2020-2021

- New laptops
- Acquire a forklift

## AGED 539

### **Quality Criteria Six: SUPPORTING DOCUMENTATION**

#### **Agriculture Advisory Committee Members 2015-16**

<u>NAME</u>	<u>ADDRESS</u>	<u>CSZ</u>	<u>AFFILIATION</u>	<u>PHONE</u>
Bill Ketscher	P.O. Box 201	Waterford, CA 95386-0201		
Louie Boer	1167 N Hart Road	Modesto, CA 95358	Western Farm Supply	
Tom Burchell	12000 St. Hwy 120	Oakdale, CA 95361	Nurseryman	
Charles Rumble	1320 Amy Avenue	Modesto, CA 95357		
Cindy/Randy Broughton	1620 Carlisle Ave.	Modesto, CA 95358		
Bill Lyons	1920 Devonshire Ave.	Modesto, CA 95355	Lyons Investments	
Bill Garton	2000 Crowslanding Road	Modesto, CA 95358	Garton Tractor	
Nick Blom	2613 Illinois Avenue	Modesto, CA 95358		
Dr. Paul Bos	2909 Darius Lane	Modesto, CA 95355		
Bill/Melanie Ashby	2918 Finney Road	Modesto, CA 95356		
Gordon Heinrick	3424 North Avenue	Modesto, CA 95358	Duarte Nursery	
Dr. Magnasson	3500 Roselle Avenue	Modesto, CA 95355	Sylvan Vet Clinic	
Dr. Cardoza	3520 Roselle Avenue	Modesto, CA 95357	Sylvan Vet Clinic	
Leo Durrer	3731 Dunn Road	Modesto, CA 95358		
Ron Hoffman	832 Sonoma Avenue	Modesto, CA 95355	Morris Nursery	
John Herlihy	P.O. Box 3278	Turlock, CA 95381		
Pam Able	<a href="mailto:able.p@monet.k12.ca.us">able.p@monet.k12.ca.us</a>		MCS/Staff, Superintendent	
Louise Alberti	<a href="mailto:alberti.l@monet.k12.ca.us">alberti.l@monet.k12.ca.us</a>		Rancher	
Jeff Albritton	<a href="mailto:albritton.j@monet.k12.ca.us">albritton.j@monet.k12.ca.us</a>		MCS/Staff, Principal	550-3
Andrew Genasci	<a href="mailto:Andrew@Duartenursery.com">Andrew@Duartenursery.com</a>		Genasci Dairy	
Mark Anglin	<a href="mailto:anglinm@yosemite.cc.ca.us">anglinm@yosemite.cc.ca.us</a>		MJC	
Richard Baum	<a href="mailto:baum.@monet.k12.ca.us">baum.@monet.k12.ca.us</a>		MCS/Staff, Principal	576-4
Susan Beatty	<a href="mailto:beatty.s@monet.k12.ca.us">beatty.s@monet.k12.ca.us</a>		MCS/Staff	576-4
Kyle Beeman	<a href="mailto:beeman.k@monet.k12.ca.us">beeman.k@monet.k12.ca.us</a>		MCS/Staff	
Don Borges	<a href="mailto:borgesd@yosemite.cc.ca.us">borgesd@yosemite.cc.ca.us</a>		MJC	
Brandon Rebiero	<a href="mailto:rebiero@wecon.com">rebiero@wecon.com</a>		Rancher	
Mike Brecht	<a href="mailto:brecht.m@monet.k12.ca.us">brecht.m@monet.k12.ca.us</a>		MCS/Staff	550-3
Bill Morris	<a href="mailto:Bsmorris@fire2wire.com">Bsmorris@fire2wire.com</a>		Morris Nursery	
Tammy Burris	<a href="mailto:burris.t@monet.k12.ca.us">burris.t@monet.k12.ca.us</a>		MCS/Staff	
Mark R. Driver	<a href="mailto:califarmia@aol.com">califarmia@aol.com</a>			
Katy Cardoza	<a href="mailto:cardoza.ka@monet.k12.ca.us">cardoza.ka@monet.k12.ca.us</a>		MCS/Staff	550-3
Deb Rowe	<a href="mailto:rowe.d@monet.k12.ca.us">rowe.d@monet.k12.ca.us</a>		MCS/Staff, Principal	550-3
Cody Penfold	<a href="mailto:codypenfold@gmail.com">codypenfold@gmail.com</a>		California Poultry Federation	
Gary Gerhardt	<a href="mailto:gerhardt.g@monet.k12.ca.us">gerhardt.g@monet.k12.ca.us</a>		MCS/Staff	
Mike Henderson	<a href="mailto:henderson.m@monet.k12.ca.us">henderson.m@monet.k12.ca.us</a>		MCS/Staff, Director	576-4
Jake Wenger	<a href="mailto:jake@woodcolony.com">jake@woodcolony.com</a>		Chair	
Jared Penfold	<a href="mailto:jared.penfold@stanislausfarm.com">jared.penfold@stanislausfarm.com</a>		Stanislaus Farm Supply	
Joey Gonsalves	<a href="mailto:jgonsalves1@aol.com">jgonsalves1@aol.com</a>		Stanislaus Farm Supply	

## AGED 539

John Alberti	<a href="mailto:jmahalo21@aol.com">jmahalo21@aol.com</a>		Rancher	
Kim Hernandez	<a href="mailto:kimberley@haleyfarms.net">kimberley@haleyfarms.net</a>		Hailey Poultry	
Scott Layne	<a href="mailto:layne.s@monet.k12.ca.us">layne.s@monet.k12.ca.us</a>		MCS/Staff	
Chris Durrer	<a href="mailto:LoritaHols@aol.com">LoritaHols@aol.com</a>		Durrer Dairy	

3/9/2016

### Agriculture Advisory Committee Members 2015-16

Lynn Lysko	<a href="mailto:lysko.l@monet.k12.ca.us">lysko.l@monet.k12.ca.us</a>		MCS/Staff, Principal	576-4
Jason Manning	<a href="mailto:manning.j@monet.k12.ca.us">manning.j@monet.k12.ca.us</a>		MCS/Staff, Principal	576-4
Mark Looker	<a href="mailto:marklooker@yahoo.com">marklooker@yahoo.com</a>		Western United Dairymen	
Mark Bender, Ph.D., Ag	<a href="mailto:mbender@csus.edu">mbender@csus.edu</a>		CSUS	
Nancy Miguel	<a href="mailto:miguel.n@monet.k12.ca.us">miguel.n@monet.k12.ca.us</a>		MCS/Staff	550-3
Leo Scheuber	<a href="mailto:mlscheuber@comcast.net">mlscheuber@comcast.net</a>		Nurseryman	
Julie Moore	<a href="mailto:moore.j@monet.k12.ca.us">moore.j@monet.k12.ca.us</a>		MCS/Staff, Principal	576-4
Mark Nower	<a href="mailto:nower.m@monet.k12.ca.us">nower.m@monet.k12.ca.us</a>		MCS/Staff	
Dan Park	<a href="mailto:park.d@monet.k12.ca.us">park.d@monet.k12.ca.us</a>		MCS/Staff, Principal	569-2
Robbie Johnson	<a href="mailto:Robbie.Johnson@monsanto.com">Robbie.Johnson@monsanto.com</a>		Monsanto	
Mike Schilperoort	<a href="mailto:schilperoort.m@monet.k12.ca.us">schilperoort.m@monet.k12.ca.us</a>		MCS/Staff	576-4
Michele Schilperoort	<a href="mailto:schilperoort.mi@monet.k12.ca.us">schilperoort.mi@monet.k12.ca.us</a>		MCS/Staff	550-3
Stuart Layman	<a href="mailto:slayman@floryindustries.com">slayman@floryindustries.com</a>		Flory Industries	545-0
Natalie Stevano	<a href="mailto:stevano.n@monet.k12.ca.us">stevano.n@monet.k12.ca.us</a>		MCS/Staff	576-4

3/9/2016



**Modesto City Schools  
Vocational Agriculture Advisory  
Enochs High School Ag Department  
Tuesday, March 24, 2015  
6:00 p.m.**

## **MINUTES**

**1. Welcome and call to order by Mike Brecht in the absence of Chair, Jake Wenger.**

Mike called the meeting to order at 6:14 welcoming all and introducing the new Senior Director, Alternative & Vocational Education.

**2. Approval of Minutes, Fall 2014 (Wenger)**

*Mike called for motion to approve minutes of fall, 2014 advisory meeting.*

- ✓ *Motion made for approval by Bill Ketscher, 2<sup>nd</sup> Louise Alberti. Minutes approved by unanimous vote of advisory.*

**3. Approval of New Courses (Nower/Burris)**

Course outlines and textbooks for all new courses were presented to advisory members as well as a brief overview explaining the need for the new courses. Opportunity was given to review outlines, textbooks and ask questions. Mark and Thom asked for motions approving the following courses:

- **Food Science 1-2**
- ✓ *Motion made for approval by Bill Ketscher, 2<sup>nd</sup> Louise Alberti. Food Science 1-2 course approved by unanimous vote of advisory.*
- **Agriculture and Soil Chemistry**
- **Sustainable Agriculture - A Biological Approach to Industry**
- ✓ *Motion made for approval by Bill Ketscher, 2<sup>nd</sup> Louise Alberti. Agriculture & Soil Chemistry, along with Sustainable Agriculture – A Biological Approach to Industry courses were approved by unanimous vote of advisor as linked courses for freshman and sophomore year students.*

- Agriscience Systems Management
- ✓ *Motion made for approval by Bill Ketscher, 2<sup>nd</sup> Louise Alberti. Agriscience Systems Management course approved by unanimous vote of advisory.*
- Agriculture Wood Construction I,II,III
- Agricultural Carpentry (ROP)
- ✓ *Motion made for approval by Louise Alberti, 2<sup>nd</sup> Bill Ketscher. Agriculture Wood Construction I,II,III and Agricultural Carpentry (ROP) courses approved by unanimous vote of advisory.*

**4. Approval of Course Continuation for 2015-16 for the following:**

- *Ag Marketing & Animal Industries (ROP), Landscape Design & Maintenance (ROP), Horticulture & the Environment (ROP), Ag Structural Welding (ROP), Veterinary Science (ROP), Agriculture 1-5(ROP), Ag Small Engine Technology (ROP), Advanced Floriculture (ROP), Ag Diesel Engine Technology (ROP)*
- *Advanced Animal Science, Animal Science, Veterinary Science, Ag Mechanics, Ag Small Engine Tech, Agribusiness, Project Supervision, Ag Leadership, Individual Studies for Ag, Ag Computer Literacy, Integrated Ag Science, Integrated Ag Biology.*

**5. Johansen Ag Academy Report (Gerhardt)**

Gary Gerhardt, Johansen Ag Instructor gave update of the Johansen Ag Academy. The academy is in its fourth year of existence with 185 students currently enrolled. Funding for the 2014-15 program is \$62,000. The Academy includes three career pathways; Animal Science, Ag Mechanics, and Plant Science. Motivational activities such as field trips, college visits and industry speakers are included along with work place learning opportunities such as internships, job shadowing, industry mentors and work experience.

**6. Program Updates (All sites)**

Program Representatives from each site gave program updates and overview of activities for 2nd semester 2014-15. (Handouts) All sites are preparing for summer projects, Fair activities and annual fundraisers.

**Mr. Albritton** closed the meeting with a brief introduction including his history in the district. He is excited to take the position of Senior Director, Alternative and Vocational Education.

**7. Adjourn: 7:13 p.m.**

<p><b>Ag Aware Luncheon</b> <b>April 16, 2015</b> <b>ACE Pavilion, MJC West Campus</b></p>
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**Modesto City Schools**  
**Spring 2016 Agriculture Advisory Meeting**  
**2250 Church Street, Ag Farm Tuesday,**  
**March 22, 2016**

**AGENDA**

**1. Welcome and call to order by Advisory Chair, Jake Wenger**

**2. Approval of Minutes, Fall 2015 (Wenger)**

**3. Central Region Consortium Grant (Various Sites)**

**4. Program/Academy Updates (all sites)**

**5. Other**

**Quality Criteria Seven:  
SUPPORTING DOCUMENTATION**

# Thomas Downey High School SCIENCE

**9th Grade – Freshman Offerings**  
CP EARTH SCIENCE–

Pre-AP PHYSICS – Math = Geometry  
\* Physics at an accelerated rate

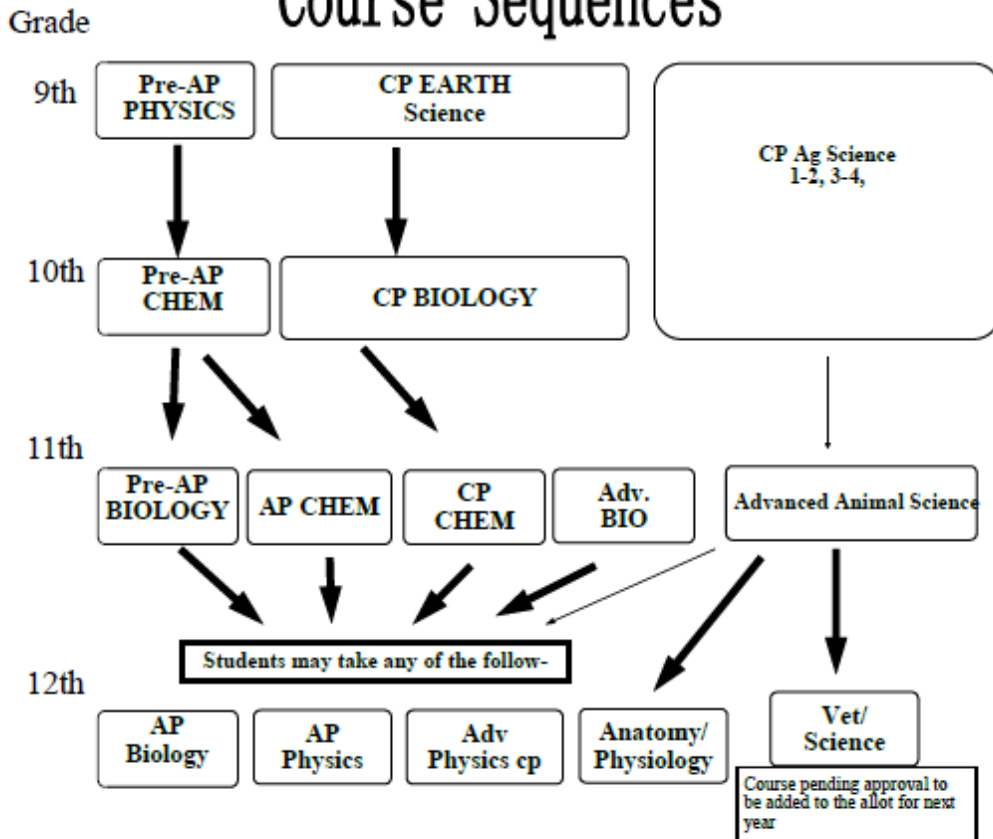
Biotech Track/Forensics  
\*Application and acceptance to program required

CP Integrated Ag Science 1-2  
Applications only if interdistrict transfer



**2 YEARS REQUIRED  
EARTH SCI  
BIOLOGY**

## Course Sequences





10<sup>th</sup>

Thomas Downey Agriculture Department

### AGRICULTURE MECHANICS 1-2

OPEN to Grades 9 - 12  
HANDS ON CLASS  
PRACTICAL ART CREDIT

CLASS INCLUDES:  
WELDING  
TORCH WORK  
TOOL FITTING  
WOOD WORK  
ELECTRICAL  
PLUMBING  
CONCRETE AND MASONRY

### Art & History of Floral Design

- \* Grades 9-12
- \* Floral History
- \* Fine Art Credit for graduation & college
- \* Occupational skills

### Ag. Science 3-4

- 10<sup>th</sup> graders
- FFA leadership
- CP Biology
- 2<sup>nd</sup> of a 2 year grouping
- Leading to Vet. Science
- Dissections...

2

3

### 11<sup>th</sup>

Thomas Downey Agriculture Department

### Art & History of Floral Design

- \* Grades 9-12
- \* Floral History
- \* Fine Art Credit for graduation & college
- \* Occupational skills

### AGRICULTURE MECHANICS 1-2

OPEN to Grades 9 - 12  
HANDS ON CLASS  
PRACTICAL ART CREDIT

CLASS INCLUDES:  
WELDING  
TORCH WORK  
TOOL FITTING  
WOOD WORK  
ELECTRICAL  
PLUMBING  
CONCRETE AND MASONRY

### AGRICULTURE MECHANICS 3-4

PRACTICAL ART  
GRADES 10-12  
CLASS INCLUDES:  
WELDING SHOP  
SAFETY  
BEGINNING WELDING  
BASIC METAL FABRICATION  
CAREERS IN MECHANICS

### AGRICULTURE MECHANICS 5-6

PRACTICAL ART  
GRADES 11-12  
CLASS INCLUDES:  
ADVANCED WELDING  
METAL FABRICATION  
PROJECT DESIGN AND CONSTRUCTION  
CAREERS IN MECHANICS

3

12th  
Thomas Downey  
Agriculture Department

**Art & History of Floral Design,  
Floral II,  
ROP Advanced Floral**

- \* Grades 9-12
- \* Floral History
- \* Fine Art Credit for graduation & college
- \* Occupational skills




**AGRICULTURE MECHANICS 1-2**

OPEN to Grades 9 - 12  
HANDS ON CLASS  
PRACTICAL ART CREDIT  
CLASS INCLUDES:  
WELDING  
TORCH WORK  
TOOL FITTING  
WOOD WORK  
ELECTRICAL  
PLUMBING  
CONCRETE AND  
MASONRY



**AGRICULTURE MECHANICS 3-4**

PRACTICAL ART  
GRADES 10-12  
CLASS INCLUDES:  
WELDING SHOP  
SAFETY  
BEGINNING WELDING  
BASIC METAL FABRICATION  
CAREERS IN MECHANICS




**AGRICULTURE MECHANICS 5-6**

PRACTICAL ART  
GRADES 11-12  
CLASS INCLUDES:  
ADVANCED WELDING  
METAL FABRICATION  
PROJECT DESIGN AND CONSTRUCTION  
CAREERS IN MECHANICS



**ROP AG WELDING**

PRACTICAL ART CREDIT  
GRADES 11-12  
1 HOUR CLASS  
ADVANCED WELDING  
METAL FABRICATION  
PROJECT DESIGN AND CONSTRUCTION



**STUDENT CAREER DATA SHEET**

A Name		<input type="checkbox"/>	<input type="checkbox"/>	I. Locator Data:
Last Name		First Name, MI		Street Address:
B Gender: Male		<input checked="" type="checkbox"/>	Female	Phone Number:
C Date:		3/7/2016		Parent/Guardian Name (Print Full Name For Each)
D Year in Agriculture Program:		4		Mr. Nick Pappas
E Grade Level in School:		12		Miss/Mrs. Robin Pappas /Ms.
F Program of Instruction Being Pursued: (Select Only One)				Email: jpappas@yahoo.com
<input type="checkbox"/> Plant & Soil Science (4010)				J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
<input type="checkbox"/> Animal Science (4020)				Psychologist
<input type="checkbox"/> Agricultural Mechanics (4030)				
<input type="checkbox"/> Agricultural Business (4040)				K Please indicate below your plans after graduation from high school:
<input type="checkbox"/> Ornamental Horticulture (4050)				1 Go to Work Full - Time
<input type="checkbox"/> Forestry & Natural Resources (4060)				<input type="checkbox"/> No Further Education
<input checked="" type="checkbox"/> Agriscience (4070)				<input type="checkbox"/> Some College Later
G I Am Taking This Course Because: (Select One)				2 Go to College <input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> I plan a career in agriculture				<input type="checkbox"/> Community College
<input type="checkbox"/> Not a career, just an interest in agriculture.				<input type="checkbox"/> Four Year College
<input type="checkbox"/> Not interested, placed in class.				<input type="checkbox"/> Full-Time Student
H Hispanic: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>				<input type="checkbox"/> Part-Time Student
Race: (Select Only One)				<input type="checkbox"/> Agriculture Major
<input checked="" type="checkbox"/> White				
<input type="checkbox"/> Asian				
<input type="checkbox"/> Asian Indian				

## AGED 539

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\_\_\_\_\_ Cambodian  
\_\_\_\_\_ Chinese  
\_\_\_\_\_ Hmong  
\_\_\_\_\_ Japanese  
\_\_\_\_\_ Korean  
\_\_\_\_\_ Laotian  
\_\_\_\_\_ Vietnamese  
\_\_\_\_\_ Black  
\_\_\_\_\_ American Indian  
\_\_\_\_\_ Native  
\_\_\_\_\_ Hawian/Paccific  
\_\_\_\_\_ Islander  
\_\_\_\_\_ Filipino  
\_\_\_\_\_ Guamanian  
\_\_\_\_\_ Samoan  
\_\_\_\_\_ Tahitian  
\_\_\_\_\_ 2 or More

Non-Agriculture Major  
3 Go Into Military Service

Plan Updated: 2014-08-27  
Student Number: 1060449

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

## AGED 539

Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taken in the future.

FRESHMAN YEAR Course	SOPHOMORE YEAR Course	JUNIOR YEAR Course
Health	CP Geomertry	CP Algebra 2
Intergrated Ag Earth Science	CP English	CP English
PE	Ag Biology	US History
French 1	CP World History	CP Chemistry
Ag Mechanics 1-2	French 2	French 3
CP English	Ag Mechanics 3-4	St. Ag Welding
CP Algebra 1	PE	Intergrated Ag Biology

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E
Goat	1	Sheep	1	Beef	2	Beef

### Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Welcome Back Meeting	Welcome Back Meeting	Welcome Back Meeting	Welcome Back Meeting
Chapter meeting	Chapter Meeting	Chapter Meeting	Chapter Meeting
Greenhand Cake Auction	Awards Night	Greenhand Cake Auction	Greenhand Cake Auction
Awards Night		State Conference	State Conference
		OCC	OCC



## AGED 539

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_____	Cambodian	Non-Agriculture Major	_____
_____	Chinese	3 Go Into Military Service	_____
_____	Hmong		
_____	Japanese	Plan Updated: 2015-09-30	
_____	Korean	Student Number: 1160317	
_____	Laotian		
_____	Vietnamese		
_____	Black		
_____	American Indian		
_____	Native Hawaiian/Pacific		
_____	Islander		
_____	Filipino		
_____	Guamanian		
_____	Samoan		
_____	Tahitian		
_____	2 or More		

## AGED 539

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Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taken in the future.

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR
Course	Course	Course
General PE	Pre AP English	Animal Science
Spanish 1	World History	Chemistry
Agricultural Earth Science	Spanish 2	English
Pre AP Math Geometry	Pre AP Math Algebra 2	Psychology
Pre AP English	AG Science Biology	US History
World Geography and Religion	Ag Mechanics 1-2	Spanish 3
		Pre- Calculus

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E
Beef	1	Beef	1	Beef	1	

### Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR
Green Hand Conference	FFA meetings	FFA Meetings
Cake Auction		Hot Dog Feed
FFA meetings		Smencils Fund Raiser



**STUDENT CAREER DATA SHEET**

A Name <span style="background-color: black; color: black;">██████████</span> <span style="background-color: black; color: black;">██████████</span>		I. Locator Data:				
<table border="0"> <tr> <td style="border-bottom: 1px solid black;">Last Name</td> <td style="border-bottom: 1px solid black;">First Name, MI</td> </tr> <tr> <td>B Gender: Male</td> <td>Female <input checked="" type="checkbox"/></td> </tr> </table>		Last Name	First Name, MI	B Gender: Male	Female <input checked="" type="checkbox"/>	Street <span style="background-color: black; color: black;">██</span>
Last Name	First Name, MI					
B Gender: Male	Female <input checked="" type="checkbox"/>					
C Date: <u>3/7/2016</u>		Address: _____				
D Year in Agriculture <u>2</u>		Phone <span style="background-color: black; color: black;">██████████</span>				
Program: _____		Number: _____				
		Parent/Guardian Name (Print Full Name For Each)				
E Grade Level in School: <u>10</u>		Mr. Jerry Perdue				
		_____				
		Miss/Mrs. Maria Perdue				
		/Ms. _____				
		Email: <u>lisettedelgado11@yahoo.com</u>				
F Program of Instruction Being Pursued: (Select Only One)		J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.				
<input type="checkbox"/> Plant & Soil Science (4010)		_____				
<input type="checkbox"/> Animal Science (4020)		veterinarian				
<input type="checkbox"/> Agricultural Mechanics (4030)						
<input type="checkbox"/> Agricultural Business (4040)						
<input type="checkbox"/> Ornamental Horticulture (4050)						
<input type="checkbox"/> Forestry & Natural Resources (4060)		K Please indicate below your plans after graduation from high school:				
<input checked="" type="checkbox"/> Agriscience (4070)		1 Go to Work Full - Time _____				
G I Am Taking This Course Because: (Select One)		<input type="checkbox"/> No Further Education _____				
<input checked="" type="checkbox"/> I plan a career in agriculture		<input type="checkbox"/> Some College Later _____				
<input type="checkbox"/> Not a career, just an interest in agriculture.		2 Go to College <input checked="" type="checkbox"/>				
<input type="checkbox"/> Not interested, placed in class.		<input type="checkbox"/> Community College <input checked="" type="checkbox"/>				
H Hispanic: Yes <input checked="" type="checkbox"/> No _____		<input type="checkbox"/> Four Year College _____				
Race: (Select Only One)		<input type="checkbox"/> Full-Time Student _____				
<input type="checkbox"/> White		<input type="checkbox"/> Part-Time Student <input checked="" type="checkbox"/>				
<input type="checkbox"/> Asian		<input type="checkbox"/> Agriculture Major _____				
<input type="checkbox"/> Asian Indian						

## AGED 539

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<input type="checkbox"/>	Cambodian	Non-Agriculture Major	<input type="checkbox"/>
<input type="checkbox"/>	Chinese	3 Go Into Military Service	<input type="checkbox"/>
<input type="checkbox"/>	Hmong		
<input type="checkbox"/>	Japanese	Plan Updated: 2015-10-02	
<input type="checkbox"/>	Korean	Student Number: 1110606	
<input type="checkbox"/>	Laotian		
<input type="checkbox"/>	Vietnamese		
<input type="checkbox"/>	Black		
<input checked="" type="checkbox"/>	Americian Indian		
<input type="checkbox"/>	Native Hawian/Paccific		
<input type="checkbox"/>	Islander		
<input type="checkbox"/>	Filipino		
<input type="checkbox"/>	Guamanian		
<input type="checkbox"/>	Samoan		
<input type="checkbox"/>	Tahitian		
<input type="checkbox"/>	2 or More		

## AGED 539

Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taken in the future.

FRESHMAN YEAR Course	SOPHOMORE YEAR Course	JUNIOR YEAR Course	
resource general	algebra	world geography and world religion	History
cp english	interrated agriculture sci 3 cp	cp U.S history	CP U.S.
academic language devolopment	cp english	academic language development	Verterin
algebra	intergraded agriculture science 3 cp	intergrated agricultural biology	Financia
ag science	academi language devolpment	seconday math 1	CP Cher
cardio fitness	world history	resource general	Exposito course
	resource		Advanc

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E
landscaping		landscaping		landscaping		landscaping

### Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
ffa meeting	ffa meeting	ffa meeting	ffa meeting
fundraiser	fundraiser	fundraiser	fundraiser

**REQUEST FOR 2+2 ARTICULATION WITH  
MODESTO JUNIOR COLLEGE**

**High School Data:**

Name of Secondary School/ROP : Thomas Downey High School

High School/ROP course (title and number) submitted for articulation: History and Art of Floral Design

High School Instructor/s requesting Articulation:

Name: Susan Beatty Phone: 576-4247

Best Time to contact: 7-3pm

Instructor/s email address: Beatty.s@monet.k12.ca.us

**Attach:**

- Your board-approved high school course outline (include competencies/objectives and outcomes, methods, etc.)
- A copy of the high school course final examination

Course information: Length of course:  one year  one semester

*Please include the following on this sheet and in your course outline!*

Textbook/reference list: Art and History of Floral Design

Special equipment required: Classroom, Floral equipment and Floral Cooler

Software required: California FFA Record Book

**COLLEGE DATA:**

MJC Course Number and Title: \_\_\_\_\_

**COLLEGE FACULTY RESPONSE:**

Course approved as written\_ \_\_\_\_\_

Course needs further discussion\_ \_\_\_\_\_

Course does not have a college equivalent at this time\_ \_\_\_\_\_

## AGED 539

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MJC faculty representative: \_\_\_\_\_ Phone Ext. \_\_\_\_\_

PLEASE PRINT

MJC faculty signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **REQUEST FOR 2+2 ARTICULATION WITH MODESTO JUNIOR COLLEGE**

#### **High School Data:**

Name of Secondary School/ROP : Thomas Downey High School

High School/ROP course (title and number) submitted for articulation: Agriculture  
Mechanics 1-2

High School Instructor/s requesting Articulation:

Name: Mike Schilperoort Phone: 576-4247

Best Time to contact: 7-3pm

Instructor/s email address: Schilperoort.m@monet.k12.ca.us

#### **Attach:**

- Your board-approved high school course outline (include competencies/objectives and outcomes, methods, etc.)
- A copy of the high school course final examination

Course information: Length of course:  one year  one semester

*Please include the following on this sheet and in your course outline!*

Textbook/reference list: Agriculture Mechanics Fundamentals and Applications

Special equipment required: Classroom, Shop power tools and hand tools

Software required: California FFA Record Book

#### **COLLEGE DATA:**

MJC Course Number and Title: \_\_\_\_\_

#### **COLLEGE FACULTY RESPONSE:**

Course approved as written\_ \_\_\_\_\_

## AGED 539

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Course needs further discussion\_ \_\_\_\_\_

Course does not have a college equivalent at this time\_ \_\_\_\_\_

MJC faculty representative: \_\_\_\_\_ Phone Ext. \_\_\_\_\_

\_\_\_\_\_

PLEASE PRINT

MJC faculty signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Quality Criteria Eight:  
SUPPORTING DOCUMENTATION**

**What is the FFA?**

Organizational Name: National FFA Organization;  
Changed in 1988 from Future Farmers of America to reflect the expanding career field of Agricultural Education.

Founded: 1928

Current Membership: 607,763

Number of Chapters: 7,439 in all 50 states, Puerto Rico and the Virgin Islands

Largest Annual Event: National FFA Convention  
2008 Attendance: 54,731

The FFA motto: gives members twelve short words to live by as they experience the opportunities in the organization. Learning to Do, Doing to Learn, Earning to Live, Living to Serve.



**2015-2016 FFA OFFICERS**

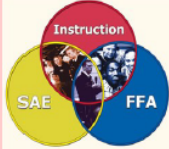


**2015-2016**

**2015-2016**

**Agriculture Education**

The agricultural science education program is **built on the three core areas of classroom/laboratory instruction, supervised agricultural experience programs and FFA student organization activities/opportunities.** FFA uses agricultural education to create real-world success



**What Can the FFA do for you**

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

**Judging Team**

Downey FFA offers a wide variety of judging teams for students to become involved in through out the year. A judging team allows students that opportunity to learn and explore new ideas. Students have the opportunity to earn college credits, compete against other schools throughout California and visit numerous college campuses to compete at.

Teams offered are as followed:

- Citrus
- Floral Design
- Dairy Products
- Welding
- Livestock Evaluation
- Agronomy
- BIG

**Downey FFA**



The advertisement features three photographs of livestock: a brown and white cow, a white chicken, and a pig. Below the photos is the F&M Bank logo and the title "Youth Loans for 4-H and FFA Livestock Projects". The text explains the bank's commitment to youth in farming communities and lists the terms and conditions of the loan program, including eligibility requirements, loan amounts, and interest rates. A separate card for Denise D. Goodell, Vice President and Retail Branch Manager, provides contact information and the bank's address in Modesto, CA.

**F&M BANK** Youth Loans for 4-H and FFA Livestock Projects

We believe the youth are extremely important to the future of our farming communities, which is why we've designed a loan program to help finance income-producing, agriculture-related 4-H and FFA livestock projects.<sup>1</sup>

Loans can be used by students for the purchase of livestock, feed, supplies, shelter, and other miscellaneous out-of-pocket expenses directly related to the project.

**INVESTING IN AGRICULTURE'S FUTURE**

For more information or to apply, visit your local **F&M Bank** branch.

**Youth Loan Program Terms and Conditions:**

- Be an eligible borrower (4-H or FFA member) with an eligible loan request
- Conduct an income-producing agricultural project
- Minimum loan amount is \$100
- Maximum loan amount is \$2,500
- No loan fee

Interest charge - 0% APR<sup>2</sup>

**F&M BANK**  
annual percentage rate. 4-H or FFA loans are required, principal due at maturity. For example, 12 months. Late charges will apply if paid late. Offer subject to credit approval. Offer subject to conditions.  
1/860 12/15.

Denise D. Goodell  
Vice President  
Retail Branch Manager

NMLS: 807025  
Notary Public

**F&M BANK**  
o: 209-571-4081  
c: 209-613-0838  
f: 209-576-7522  
dgoodell@fmbonline.com

3001 McHenry Avenue  
Modesto, CA 95350

**m** **EQUAL HOUSING LENDER** **Member FDIC**

Loan application for SAE's through F&M Bank



## 8<sup>th</sup> grade recruitment script

Good morning everyone! My name is \_\_\_\_\_ and on behalf of the Thomas Downey FFA we would like to thank you for having us here to present to you today. How many of you will be attending high school at Downey? (Wait for show of hands) That's awesome! We are here today to pass on to you some valuable information.

As I had mentioned we are from Thomas Downey FFA. The FFA is the largest youth organization in the world with over 600,000 members! Through this organization you will be able to do things as a High School student that you wouldn't get to anywhere else. We will talk more about those opportunities later on today!

Who here is a Fear Factor fan?! I know I am. I just love to see people have to eat gross stuff or touch creepy crawly things! Well, before we begin today, we are going to have our own Fear Factor right here in your classroom. Before you, you see five boxes. In a moment I am going to ask for a volunteer to place their hand inside these boxes. There are some interesting items inside each box. Is there anyone in here who is brave enough to volunteer?? (Pick someone from the audience) Hi there I am \_\_\_\_\_, what's your name? Well thanks for helping us out today \_\_\_\_\_. Once again you are going to place your hand inside each box one at a time and try to guess what is inside. Are you ready? Alright let's start with box number 1. Don't worry nothing up here bites.

(Go through every box; have them try to guess what the object is) Freak them out...make it fun! Once they have taken out every item and made their guess, be sure to thank them for playing by giving them a power clap.

At Downey FFA we like to thank our volunteers by giving them a special hand clap. (You choose which one you would like to do) Everyone on the count of three ready one-two-three CLAP.

Let's take a look at what we have here. (Show the audience each item.) What do you think all of these items represent? They represent each class we have in the Downey Ag Dept. In the first box we have a \_\_\_\_\_ that symbolizes \_\_\_\_\_ class. (Go through and talk about each item)

Let's move on to the next activity. If you take a look around the room I have some friends here who would like to talk to you more about Downey FFA and the classes we offer. (Go around the room and introduce everyone and what class they are going to talk about)

In just a moment you are going to pick up your pieces of paper that are sitting in front of you and you will notice a color on the back. This will be the group you are in for the rest of our time here. You will be given five minutes at each station. While at these stations you are going to learn more about the classes we offer through the Ag program a little bit about the FFA. After five minutes are up, you will rotate clockwise to the next group. I

will signal when it is time to move. Turn over your papers. The red group will start with \_\_\_\_\_, the green group will start with \_\_\_\_\_ the blue group will go over with \_\_\_\_\_, the purple group is with \_\_\_\_\_ and the yellow group will start with \_\_\_\_\_. Once again, (repeat where each color starts) Are there any questions? On your mark, get set, GO!

### Floral

How many of you guys would love to know the difference between primary, analogous, and secondary colors? In floral Design you get to do many things such as paint, understand the dimensions and differences of color, learn about the parts of flowers and create beautiful arrangements, boutonnieres and corsages. There are two classes offered for Floral. Advanced Floral design and beginning. You can take the beginning class when you are a sophomore. Well, in this short segment of our demonstrations we are going to see just how prepared you are for enrollment in a floral class.

What we have here is a flower pen. A flower pen consists of a regular pen, floral tape, and an artificial flower with part of the stem. This is an activity that will be done in class. Start off with about 12" of floral tape. Stretch the tape so that it gets tacky. Take the pen and flower and put them together with the flower at the top of the pen. Next take the tape and begin at the top of the pen and tape downward going down the pen in a spiral. Remember to pull the tape tight as your go down the pen. Go all the way to the bottom with the tape and when you reach the other end of the pen just ripe the tape off and there you go a flower pen!!

Who would like to try??

Go through each step. Explain what you should look for in a quality of the flower pen. When you are finished be sure to talk about some things that you have learned in floral design. Why do you like the class? Why should they take it?

### Ag Bio

How many of you guys would love to be able to know why you have blue or green eyes? How about knowing what types of diseases you can catch and how to prevent them? Maybe learning more about animals is something that interests you. Then Ag biology is definitely for you! While in this class you will still learn the same things as regular biology, but with a twist. The Ag bio class is titled Integrated Ag Science 3-4, but remember that it is still biology and it counts as a normal CP science class. It is offered as your second year in Ag science and is given only prior to completion of Ag earth science.

In this lab you are going to go over the parts of a lamb brain. What I am going to have you do is look at all of the parts that are labeled with the mini flags and look at the fill in sheet in front of you. Now what you are going to do is basically match up the parts to the spaces on your paper. I'll give you guys about a minute to do that and then we'll go over it together. (Go over it with them. Get in there and touch everything!!!)

### Ag Earth Sci

Hi everybody! My name is \_\_\_\_\_ and today I am going to talk to you about the earth science class. This is the first class you can take in the Ag Dept. On your ballots it is called Integrated Ag Science. You should definitely enroll in this class. It is still counted as College Prep Earth Science, but it is much more fun to take this class from the Ag dept then the regular class. One of the things you will learn about in Ag Earth is the Scientific Method. The scientific method provides a planned, organized approach to solving a problem. The steps are to: choose a problem, research the problem, develop a hypothesis, design an experiment, test you hypothesis, organize your data and finally draw conclusions.

Today we are going to run an experiment making sure we use the scientific method as a guide. In front of you are two beakers with clear fluid inside. Our question is, are these two liquids different? What observations can you make about these two beakers of fluid? Are there bubbles? Is there any difference in color? Do they smell different? Record your observations. What is your hypothesis? I am going to run my experiment by try to light each of these clear fluids with a match. Make sure that your safety glasses are on. (Begin by trying to light the water on fire. Have the students record their observations. Next light the alcohol. A blue flame will appear on top of the fluid. Have them write their observations.) Now what conclusion can we draw from this experiment? Be sure to record them on your worksheet. Are there any questions? (If you have time, talk about other things we learn in class. Why should they take an Ag science class instead of a regular science class?)

### FFA

Hi guys my name is \_\_\_\_\_, while you are at this station I am going to talk to you about the organization that is associated with Agriculture. One cool thing about this organization is that if you are enrolled in an Ag class you are automatically an FFA member. Why would you want to be in this organization? Well let me tell you there are many reasons why you should be in the FFA. Number one, you get to travel! With the FFA you will get the opportunity to see places that you wouldn't get to see with any other club. Imagine, you are freshmen and you will already get to see college campuses. The FFA will take you to Fresno state, Chico, Cal Poly, UC Davis and to a ton of Junior colleges. Through this club you will also get to compete and meet a bunch of different people. I have made friends from all of the local high schools as well as people from as far away as San Diego.

Through the FFA you can compete on a judging team which gives you the opportunity to win awards and state wide recognition. The teams we had last year were Dairy Products and Welding. Both teams competed at the state level. You also get the opportunity to earn money!! Who doesn't like that?! While in the FFA you have the opportunity to have a project that can earn you money. The most popular way of earning cash is to have an animal that you take to the Stanislaus Co. Fair. Lambs, steers, heifers, goats, chickens, rabbits, pigs and horses are all animals you can take to the fair. At the end of the fair you sell your animal at auction. This year I am going to take a \_\_\_\_\_. My goal is to earn 800.00 with that project.

The main reason you should take an Ag class is because it's fun. The members and teachers go out of their way to make sure that the Ag classes are fun and memorable. We have monthly meetings, banquets, activities and trips. There isn't any other place on campus where you can do all of that! You should really consider signing up for Ag Earth Science or mechanics class as freshmen. It can change your life. Are there any questions? (If there is time you should talk about more of your FFA experiences, i.e. - state conference, occ contest, creed)

### Ag Mechanics

Hi everyone. My name is \_\_\_\_\_ and I am in the Ag mechanics/welding class at Downey High School. In this class you learn about welding, plumbing, installing dry wall, electrical wiring and woodworking. You pretty much get to learn a little bit of everything in this class. At the beginning of the year we focus on safety and tool identification. You can't work safely in the shop unless you know what all of the tools are used for!

I have an electrical cord with some exposed wires. This is definitely a safety hazard, but for today's purposes we are going to use it to show you how electricity works. (As you unveil the pickle you must announce) Now I would like to introduce you to the amazing electric pickle Explain how water helps to conduct electricity and that the juice is a conductor of electricity.

(Go through each tool. Make sure you let each student see it. If they want to hold it, let them. If it is a tool that they can turn on or use, let them. Have them try the flint striker for example.)

Are there any questions? (If there is time talk about the projects you have done. Talk about any teams you may be on. How has being in the Ag program made things better for you?)

### Conclusion

STOP! On the count of three I want you as quickly and as quietly as you can to return to your seats> I hope that all of you had a good time today. I know that the Ag program and the FFA mean a lot to us, that's why we are here, hopefully you will want to get as involved as we have! Before we move on does anyone have any questions? Before we finish up today, we would like to collect your work sheets and have you fill out a quick survey. This survey will help us to better organize future presentations. If you need any assistance we will be happy to help.

Once again, thank you for having us here today! We really enjoyed ourselves. Remember when you go to ballot for classes you are sure to mark Integrated Ag Science 1-2. We look forward to seeing you in the fall!











## AGED 539

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Agriculture Survey of Incoming Students to Thomas Downey High School

**Please print neatly.**

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

Zip \_\_\_\_\_ Phone \_\_\_\_\_

**Please answer the following questions, if you have no answer  
Leave the space blank.**

What do you think Agriculture is? \_\_\_\_\_

**Can you see yourself taking an Agriculture class?** \_\_\_\_\_

**Are you thinking of going to college?** \_\_\_\_\_

**Would you be interested in raising an animal to show at the fair?**

**The next two questions need to be marked in one way or the other, simply circle the appropriate answer.**

**I plan to take Agriculture Science 1-2                      YES**

**NO            I plan to take a regular physical science next year**

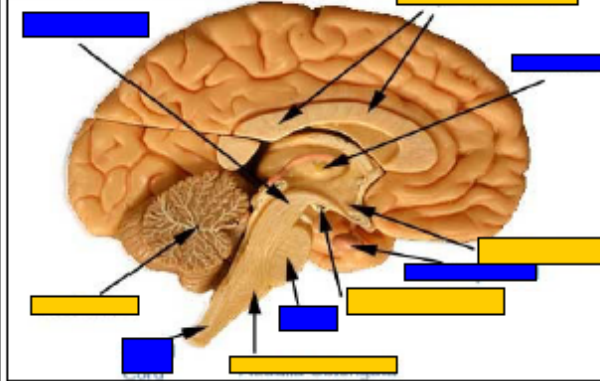
**Can we contact you if you are undecided?            YES**

NAME: \_\_\_\_\_

# Agriculture Science Worksheet

## Station 1: Integrated Agriculture Science 3-4 (Ag Biology)

www.BrainHealthandPuzzles.com



### Label The Brain

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Station 3: FFA/SAE/Leadership

Name the parts

of the emblem



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ANIMAL SCIENCE

List the four animals you learned about today.

## Station 4: Ag Mechanics

What is the name of the pipe used?

What do you need to do before you glue the pipe?

## Station 6: Integrated Agriculture Science 1-2 (Ag Earth Science)

What are the two liquids?

What is this experiment a demonstration of?

## Station 5: Boutonniere

List the material that are used to create a Boutonniere:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

*Quality Criteria Nine:*  
*SUPPORTING DOCUMENTATION*

---

*Targeted Occupations  
and  
Other Job Titles  
in Agriculture*

**Central Valley Consortium  
Agricultural Education  
Tech Prep**

# Researched and Compiled by the Central Valley Consortium Agricultural Education Tech Prep Occupational Needs Committee

## Committee Members:

Dan Dutra                      Robin Richards      Paul Wenger  
**Hal Carlton, Chairman**  
**Pius Scheuber, Coordinator**

*Word processing, formatting, and proofreading done by Jennifer Sweeney,  
Patti Couch, and Cindy Young.*

August, 1995  
Modesto, California

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Stanislaus County Office of Education

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## introduction

The material included in this document is the result of work done by the Occupational Needs and Assessment Committee of the Central Valley Consortium Agricultural Education Tech Prep. The committee's work began in November of 1993 and was completed in October of 1994. Information on agricultural job opportunities is available from national, state, and local sources. The objectives and sequence of activities of this committee are listed and explained. A section is presented that will aid the reader in understanding the list of agricultural job opportunities. An explanation is given on each level of employment — entry, technical, and professional. A list of sources from which this information was collected is also included. Appendices add visual impact to agricultural job opportunities and include work and survey forms that were used to complete this study.

According to a recent National F.F.A publication, *Promoting Programs by Building Partnerships*:

- Agriculture accounts for 16.5% of the U.S. Gross National Product.
- Fifteen to twenty percent of the American workforce is employed in some phase of the agricultural industry.
- Today, one U.S. farm worker supplies enough food and fiber for 114 people.
- Seven people are working in agribusiness for every farmer.
- There are over 8,000 job titles in agriculture.
- Almost 10% of today's professional jobs in agriculture go unfilled simply because there are more jobs than people who understand agriculture.

According to the U.S. Department of Agriculture (*See Appendix II*):

- There are 48,793 agricultural employment opportunities for 43,514 food and agricultural and allied graduates
- Employment clusters for which there are more opportunities than there are available graduates include: science engineers and related specialists; managers and financial specialists; marketing, merchandising and sales representatives; and social services professionals.

California's agriculture is considered to be one of the most diverse in the world, producing over 250 different crop and livestock commodities. California has been the number one ranking agricultural state in the U.S. for 46 years. The 30 million acres of farmland in California accounts for only 3 percent of the country's farmland, but produces 55 percent of the nation's fruits, nuts, and vegetables.

This diversity of agriculture allows for the opportunity to provide students with a multiple array of worksite learning experiences and eventual job placement. In 1993, an all-time record of gross income for the agricultural industry in Stanislaus County was set. Those farm production dollars turn over several times in the local economy, providing an economic base and agriculture-related jobs for students (See Appendix III).

The "School-to-Work Opportunities Act" provides states with federal assistance to develop and implement a statewide school-to-work transition system. A critical component of the legislation is the creation of partnerships between education and employers. This workplace learning will provide a planned program of job training and experiences, paid work experience, workplace mentoring, and workplace competency instruction. The "school-to-work transition", therefore, will become an important component of Agricultural Education Tech prep Student Career Preparation.

As demands increase for agricultural products, there exists a growing demand for qualified workers in the agricultural industry. Rapid changes taking place in agriculture will require more employees with more advanced training than ever before. This is a challenging, exciting and dynamic career field. Educational requirements for workers in agriculture are also increasing, demanding education beyond high school for nearly all preferable positions. The demand for skilled technicians and graduates in the seven career cluster areas of agricultural employment is dramatically expanding. The agricultural education Tech Prep curriculum has been developed to

meet the educational needs of students for present and future employment. These needs and changes reinforce the importance of agricultural education to prepare students for present as well as twentieth century careers.

## objective and Sequence of Activities

The consortium's objective was to develop, field test, and implement a system including guidelines of operation to determine the current and anticipated status of agricultural employment in entry, technical and professional levels.

The consortium set out to achieve the above mentioned objectives by doing the following things in sequence:

1. Convene the consortium advisory committee to discuss sources of information regarding agricultural employment opportunities.
2. Collect from the following, sources that they use to obtain agricultural employment opportunities:
  - a. California Department of Education (CDE)
  - b. Chancellor's Office California Community Colleges (COCCE)
  - c. University of California, Davis
  - d. California State University, Fresno
  - e. California State University, Chico
  - f. California Polytechnic University, San Luis Obispo
  - g. California Polytechnic University, Pomona
3. Developed a list of targeted and other common occupations at entry, technical, and professional levels.
4. Validated this list by written survey with the CDE, COCCC, University Deans of Agriculture and Agricultural Department Heads of Community Colleges in California.
5. Reviewed this validated list with the consortium advisory committee.
6. Developed materials and processes used in obtaining employment opportunity data from identified sources (i.e. survey forms, personal and phone interviews).
7. Gathered, compiled, published, and disseminated local and state agricultural employment opportunity data from all identified sources.

## understanding Agricultural Employment Opportunities Lists

The jobs lists portion of this report is a series of lists of employment opportunities in Agriculture in each of the seven Agricultural Education Tech Prep pathways. Numbers of agricultural opportunities in the career cluster areas range from 129 to 156 and there are a total 1042 occupations listed in all.



Capitalized titles are "targeted occupations". These are the occupations that the curriculum committees have used to determine the agricultural performance standards topics and learning outcomes that are covered in the seven agricultural career pathways. Some jobs may require local and/or state certification, licensing, or advanced degrees. Other occupations shown in each of these lists are titles found in at least one of the references stated in this report. Some jobs have more than one title because of area differences in terminology. There is some overlap between one job and another with same or similar titles. For this reason, some titles that were so similar to others that they seemed superfluous are not included. Also, there may be several levels of skills to a single job title. The lists will indicate with an X the most common skill level required for each job, understanding that some jobs could easily fit into at least two skill levels.

Local lists include the three levels of employment — entry, technical, and professional, in each of the seven career cluster areas of agricultural employment. Each cluster area of jobs has been listed separately and the most common level of employment for that job has been indicated.

**Entry Level** jobs are those at the lowest level of responsibility and these workers generally work under the supervision of a technician or professional. A high school diploma is usually required for employment at entry level positions, but that requirement is often waived if the applicant has experience in that area. Depending on education, experience, performance, and training wages for entry level work usually begin with minimum wage and may increase to minimum wage plus 50%.

**Technical level** employees usually work in an occupation involving mid-level responsibility and decision making, nearly always, is part of it. These occupations usually require an associate of arts/science degree or certificate/license providing evidence of two or more years of specialized training. Wages for technical level work varies from employer to employer but is usually two to two and a half time the minimum wage. It can increase depending on education, experience, performance, complexity of task, and licensure or certification when needed.

**Professional level** occupations normally require a baccalaureate or higher college degree. Some of these occupations may also require certification or licensure. These employees perform very complex tasks and serve in positions that require the responsibility for successful management of departments, enterprises, programs or projects.

# sources From Which Information on Agricultural Occupations Was Collected Include:

**CVCAETP Articulation Counsel** (industry advisory committee)

*See Appendix IV: Agricultural Industry Representatives - Job Titles*

**Farmers Home Administration**

U.S. Department of Agriculture  
Washington D.C. 20250

**Soil Conservation Service**

U.S. Department of Agriculture  
Washington, D.C. 20250

**American Society of Agricultural Engineers**

"Careers in Agricultural Engineering"  
2950 Niles Rd.  
St. Joseph, Michigan 49085  
Phone: (616) 429-3852  
Fax: (616) 429-3852

**Stanislaus County Private Industry Council (PIC)**

Contact: Sandra Waddle  
947 10th St.  
Modesto, CA 95354  
Phone: (209) 558-7773  
Fax: (209) 544-8547

**John Shelton**

Insight Market Data  
1381 Cole Rd.  
Aromas, CA 95004  
Phone: (408) 726-2641  
Fax: (209) 726-2044

**Growers Harvesting Committee - County Level**

Contact: Lee Ann Lundrigen  
1127 12th St. - Suite 104  
Modesto, CA 95354  
Phone: (209) 527-4404  
Fax: (209) 529-6971

**Careers in the U.S. Department of Agriculture**

Office of Personnel  
U.S. Department of Agriculture  
Washington D.C. 20250

**U.S Department of Agriculture**

Forest Service  
Washington, D.C. 20036

**American Veterinary Medical Association**

"Careers in Veterinary Medicine and Research"  
930 N. Meacham Rd.  
Schaumburg, Illinois 60196

**Yosemite Community College District**

Contact: Robin Richards  
P.O. Box 4065  
Modesto, CA 95352  
Phone: (209) 575-6518

**Agriculture Commissioner's Office Stanislaus County**

Contact: Gordon Sweeney, Deputy Agriculture Commissioner  
801 County Center III  
Modesto, CA 95355  
Phone: (209) 525-4610

**Stanislaus County Farm Bureau**

Contact: Jan Enenga  
P.O. Box 3070  
Modesto, CA 95353  
Phone: (209) 522-7278  
Fax: (209) 521-9938

**Western Growers Association**

Contact: Tom Oliviera  
P.O. Box 2130  
Newport Beach, CA 92658  
Phone: (714) 863-1000

**State Department of Food and Agriculture**

1220 N Street  
Sacramento, CA 95814  
Phone: (916) 445-9280  
Fax: (916) 654-0403

**State Farm Bureau Magazine -Ag Alert**

Steve Adler, Editor  
1601 Exposition Blvd.  
Sacramento, CA 95815  
Phone: (916) 924-4145  
Fax: (916) 923-5318

**California Community Colleges**

**Chancellor's Office**

Contact: Kim Perry  
1107 Ninth Street  
Sacramento, CA 95814  
Phone: (916) 445-3898  
Fax: (916) 322-3861

**Butte Community College**

"Program Plan for Agriculture/Natural  
Resources Education in California Community  
Colleges." May 1992  
Contact: Doug Flesher, Project Director

**Agricultural Personnel Management  
Association**

Contact: Jim Carroll, Director  
Salinas, CA  
Phone: (408) 422-8023

**Agricultural Education, University of  
California, Davis**

Contact: Jim Leising  
Teacher Educator, Department of Agronomy  
and Range Science  
Davis, CA 95616  
Phone: (916) 752-1808 Fax: (916) 752-4361

**Ag in the Classroom**

Contact: Mark Linder, Director  
1601 Exposition Blvd.  
Sacramento, CA 95815  
Phone: (916) 924-4380  
Fax: (916) 923-5318

# Joint Effort Between the Agricultural Education Department of California Polytechnic State University, San Luis Obispo and the Central Valley Consortium for Agricultural Education Tech Prep

At about the same time that the CVCAETP began committee work on Agricultural employment opportunities, it was found that educational consultant, Warren Reed, was also working on a grant through Cal Poly, San Luis Obispo to study employment opportunities for community college graduates of Agriculture and Natural Resources. After attending an information meeting on the Cal Poly Grant, it was found to be feasible for the two groups to work jointly. A planning meeting was held to share the responsibilities of collecting data. Much of the information collected was of mutual benefit. Both parties were able to use this information to complete their studies.

# Acknowledgments

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 Joe Davis, Napa College – Napa, California  
 Ellen Sutter, Associate Professor, Department of Pomology, U.C. Davis  
 Feather River College – Quincy, California  
 Southwestern College – Chula Vista, California  
 Dr. Tom Dickinson, California State University, Chico, School of Agriculture  
 Butte College – Oroville, California  
 Paul Metcalf, U.S. Forestry Service – Groveland, California  
 John Romena, Fibreboard Wood Products – Standard, California  
 John Scheuber, Veterinary Services Incorporated – Modesto, California  
 Phil Bava, Gallo Winery – Modesto, California  
 John Miller, Miller Farms – Modesto, California  
 Kathy Elliot, Duarte Dairy - Modesto, California  
 Bill Morris, Morris Nursery – Riverbank, California  
 Martin Pohl, Hughson Nut Company – Hughson, California  
 Trent Johnson, Jack Rabbit – Ripon, California  
 Bobbie McClintock, Don Pedro Recreation – La Grange, California  
 Bill Burchell, Burchell Nursery – Modesto, California  
 Richard Rogers, Agricultural Education – California State University, Fresno  
 Connie Melenday, College Personnel Officer – University of California, Davis  
 Bob Heuvel, State Director of Agriculture – Sacramento, California  
 Judie Piscitello, Tech Prep Consultant – Modesto, California  
 Warren Reed, Educational Consultant – Los Osos, California  
 Nancy Gomes, Basic Vegetable Products – Modesto, California

## Job Titles Lists

The following pages contain job titles for the following agricultural clusters:

*Agribusiness*  
*Agricultural Mechanics*  
*Animal Science*  
*Forestry*  
*Natural Resources*  
*Ornamental Horticulture*  
*and*  
*Plant and Soil Science*

**NOTE:** Job titles in all caps are from the "targeted occupations" list. Also, some jobs may require local and/or state certification, licensing, or advanced degrees.

## AGRICULTURAL MECHANICS

Job Title	Entry Level	Technical Level	Professional Level
Agricultural Engineer			X
Agricultural Engineering Technician		X	
Agricultural Equipment Field Service Technician		X	
Agricultural Equipment Service Technician		X	
Agricultural Instructor			X
Agricultural Machine and Equipment Fabricator		X	
Agricultural Machinery and Equipment Parts Sales	X		
AGRICULTURAL MECHANICS BUS. OWNER			X
Agricultural Mechanics Business Manager			X
Agricultural Mechanics Business Supervisor		X	
Agricultural Mechanics Business Tenant/Operator			X
Agricultural Mechanics Business Worker	X		
Agricultural Mechanics Shop Supervisor		X	
Agricultural Mechanics Technical Writer		X	
Assembly Technician		X	
Automated Equipment Engine Technician		X	
Backhoe Operator	X		
BASIC MACHINE OPERATOR	X		
Carpenter, Apprentice	X		
CEO			X
COMPUTER NUMERICAL CONTROL OPER.		X	
Construction Technician		X	
CONSULTANT			X
CONTRACTOR		X	
Cooling and Freezing Equipment Operator/Tender	X		
COUNTER/INVENTORY CONTROL ASSISTANT	X		
Dairy Equipment Repairer		X	
Demonstrator/Promoter of Agricultural Machinery		X	
Diesel Mechanic		X	
Diesel Mechanic Apprentice	X		
Diesel Plant Operator		X	
DRIVER (WITH REQUIRED LICENSES)	X		
Electrical Equipment Mechanic		X	
ELECTRICAL TECHNICIAN		X	
Electronic Controls Maintenance Technician		X	
Endless-Track-Vehicle Mechanic		X	
ENGINEER			X
Equipment Fabricator		X	
EQUIPMENT OPERATOR	X		
Equipment Service Technician		X	
EQUIPMENT SET-UP FOREPERSON		X	
Evaporative Cooler Equipment Installer/Service		X	
Excavating, Loading Machine Operator		X	
Farm Equipment Mechanic Apprentice	X		
Farm Equipment Mechanic I, II		X	
Farm Equipment Operator	X		
Farm Equipment Salesperson		X	
Farm Safety Specialist			X
FIELD REP		X	
Fuel Injection Servicer		X	
Gas Engine Mechanic		X	
Gas Engine Operator	X		
GENERAL LABORER	X		
General Welder/Cutter		X	
Grader, Dozer, Scraper Operator		X	
Heating and Air-Conditioning Equipment Installer		X	

Heating, Air-Conditioning, Refrigeration Mechanic		X	
Heavy Equipment Operator		X	
Hydraulic Systems Technician		X	
Hydraulic/Pneumatic Engineer			X
INSPECTOR			X
Irrigation Engineer			X
Irrigation Equipment Manufacturer's Sales Rep			X
Irrigation Equipment Salesperson		X	
Irrigation System Designer			X
Land Surveyor			X
Liquid Fertilizer Servicer		X	
Log Truck Driver		X	
Logging Equipment Mechanic		X	
Machine Operator Tender	X		
Machinery Erector/Assembler		X	
Machinery Maintenance Mechanic		X	
Machinery Maintenance Worker	X		
Machinery Manufacturer			X
Machinery Manufacturer's Sales Rep			X
Machinery Operator	X		
Maintenance Carpenter		X	
Maintenance Electrician		X	
Maintenance Mechanic		X	
MANAGER			X
Manufacturer's Service Rep		X	
Material Moving Equipment Operator		X	
MECHANIC		X	
Mechanic's Helper	X		
Mechanical Engineer			X
Mechanics Assistant	X		
Metal Fabricator		X	
Milk Truck Driver	X		
Milling Machine Operator	X		
MILLWRIGHT		X	
Millwright Apprentice	X		
Mobile Heavy Equipment Mechanic		X	
Packing House Maintenance Technician		X	
Parts Business Office Manager		X	
Parts Business Receiving Clerk	X		
Parts Counter Salesperson		X	
Plant Operator		X	
PLANT SUPERINTENDENT			X
Power Plant Operator		X	
Power Saw Mechanic	X		
Quality Control Specialist			X
Refrigeration Mechanic		X	
Refrigeration Unit Repairer		X	
REGIONAL SUPERVISOR			X
Rental Equipment Maintenance Technician		X	
Research Mechanic		X	
RESEARCHER/DEVELOPER			X
Roasting, Baking Machine Operator/Tender	X		
SALESPERSON		X	
Service Engine Repairer		X	
SERVICE MANAGER		X	
SERVICE TECHNICIAN TRAINEE	X		
SERVICE TRAINER			X
Sheet Metal Worker	X		
SHOP FOREPERSON		X	
Shop Maintenance Worker	X		
Small Engine Specialist	X		



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SMALL GAS ENGINE EQUIPMENT MECHANIC	X		
Sprinkler Irrigation Equipment Mechanic		X	
Stationary Engineer			X
Surveying Technician		X	
Surveyor Assistant	X		
Systems Analyst			X
Tank Truck Driver	X		
TEACHER, AGRICULTURAL MECHANICS			X
Tool and Equipment Rental Clerk	X		
Tractor Mechanic		X	
Tractor-Trailer Truck Driver		X	
Truck Driver	X		
Trucking Dispatcher	X		
Voc-Ed Teacher			X
Waste-Water Treatment Plant Operator		X	
Water Treatment Plant Attendant	X		
WELDER (CERTIFIED)		X	
WELDER HELPER	X		
Welder, Arc		X	
Welder, Gas		X	
Welder/Assembler		X	
Welders and Cutters		X	
Welding Technician		X	

## AGRIBUSINESS JOB TITLES

Job Title	Entry Level	Technical Level	Professional Level
ACCOUNTING ASSISTANT		X	
ADMINISTRATIVE ASSISTANT		X	
Advertising Manager/Technician		X	
ADVERTISING SPECIALIST		X	
AG INVENTORY/WAREHOUSE TECHNICIAN		X	
AG JOURNALIST			X
AG LOAN OFFICER			X
AG SALES AND SERVICE TECHNICIAN		X	
Agribusiness Firm Controller			X
AGRIBUSINESS MANAGER/SUPERINTENDENT			X
Agricultural Chemical Distributer			X
Agricultural Chemical Specialist		X	
Agricultural Commodity Association Manager			X
Agricultural Commodity Buyer			X
Agricultural Commodity Trading Firm Admin./Mgr.			X
Agricultural Commodity/Product Export-Import Trader			X
Agricultural Commodity/Product Marketing/Sales			X
Agricultural Finance Instructor			X
Agricultural Instructor			X
Agricultural Lawyer			X
Agricultural Marketing Researcher/Analyst			X
Agricultural Microbiologist			X
Agricultural Organization Lobbyist/Analyst			X
Agricultural Pest Control Advisor & Operator (Lic.)		X	
Agricultural Pest Control Supervisor		X	
Agricultural Research Scientist			X
Boner, Meat		X	
BOOKKEEPER	X		
Butcher, All Around		X	
Butcher, Apprentice	X		
Butcher, Crab		X	
Butcher, Poultry and Fish		X	
Cannery and Freezer Plant Worker	X		
Carcass Splitter		X	
COLLECTIONS CLERK	X		
COMMODITY TRADER/BROKER			X
Computer Operator/Programmer			X
CONSULTANT			X
Consumer Affairs Specialist			X
Cooperative Manager			X
Credit Manager			X
Crop Insurance Agent		X	
CUSTOMER SERVICE REP		X	
Dairy Processing Plant Equipment Operator	X		
DATA ENTRY PERSON	X		
Demonstrator/Promoter of Agricultural Products	X		
Driver, Sales	X		
Economist			X
Energy Specialist			X
Entomologist			X
Environmental Coordinator			X
Environmental Health Inspector			X
Estate and Tax Advisor			X
Fair Manager			X

Farm Accountant		X	
FARM ADVISOR			X
Farm Insurance Agent		X	
Farm Labor Specialist			X
FARM REALTOR		X	
Farm/Ranch Personnel Supervisor		X	
Farm/Ranch Superintendent/Manager			X
FEEDLOT MANAGER		X	
Field Rep		X	
Final Dressing Cutter		X	
Financial Services Advisor			X
Fish Cleaner	X		
Food Chemist			X
Food Processing Consultant			X
Food Processing Instructor/Professor			X
Food Processing Plant Manager			X
Food Processing Plant Shift Supervisor		X	
Food Technologist			X
Food Worker	X		
General Manager			X
Government Food Safety Agency Admn./Insp.			X
Government Trade Agency Admin./ Supervisor			X
Graders/Sorters - Agricultural Products	X		
Grain Elevator Clerk	X		
Grain Elevator Manager		X	
Hand Packager/Packer	X		
Head Trimmer	X		
INTERNATIONAL AG SPECIALIST			X
INTERNATIONAL SALES AND TRADE TECH.		X	
International Trade Specialist			X
Laboratory Technician		X	
Land/Environmental Use Specialist			X
LOBBYIST			X
MARKET RESEARCHER			X
Marketing, Public Relations Manager			X
Meat Butcher		X	
Meat Clerk	X		
Meat Cutter		X	
Meat Cutter, Apprentice	X		
Meat Dresser		X	
Milk Receiver, Tank Truck	X		
Nematologist			X
Offal Separator	X		
OFFICE CLERK	X		
Office Manager		X	
Payroll Clerk		X	
Personnel Manager		X	
Pest Control Business Manager			X
Plant Pathologist			X
Plant Physiologist			X
Poultry Eviscerator		X	
Processing Plant Field Rep		X	
Processing Plant Pesticide Technician		X	
Processing Plant Shift Production Manager		X	
Production Credit Association Field Person			X
PRODUCTION MANAGER		X	
PUBLIC RELATIONS DIRECTOR			X
Public Relations Specialist/Writer		X	
Purchasing Agent/Buyer, Farm Products			X
Quality Control Inspector		X	
Radio/TV News Reporter			X

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Real Estate Appraiser/Agent			X
RECEPTIONIST	X		
RETAIL MANAGER		X	
Retail Produce Sales Person	X		
RETAIL SALES CLERK	X		
Safety Engineer		X	
Sales Agent, Herbicide Service		X	
Sales Agent, Pest Control Service		X	
Sales Rep		X	
Sales Worker	X		
State/Federal Gvn't Program Admin./ Mgr./Analyst			X
State/Federal Gvn't Regulatory Field Rep			X
TEACHER, AGRIBUSINESS			X
Trade Association Manager			X
Turkey Roll Maker		X	
Warehouse Foreperson		X	
Warehouse Manager		X	
Warehouse Order Locator	X		
Warehouse Receiver	X		
Warehouse Stocker	X		
Waste Manager		X	
Water Quality Consultant			X
WHOLESALE MANAGER		X	
Wholesale Produce Sales Person		X	
Wine Maker (Enologist)			X

## ANIMAL SCIENCE

Job Title	Entry Level	Technical Level	Professional Level
ACCOUNTANT			X
Agricultural Product Inspector		X	
Animal Behaviorist			X
Animal Breeder			X
Animal Control Officer		X	
Animal Health Clinic Manager			X
Animal Health Clinic Owner/Operator			X
Animal Health Clinic Worker, General	X		
Animal Health Products Warehouse Person		X	
Animal Nursery Worker		X	
Animal Research Scientist			X
Animal Shelter Attendant	X		
Animal Shelter Clerk	X		
Announcer/Ringmaster/Ring Stewart		X	
Aquarist	X		
Aquatic Biologist			X
ARTIFICIAL IMSEMINATION TECHNICIAN		X	
AUCTION YARD MANAGER/MARKETER			X
AUCTION YARD WORKER	X		
Auctioneer		X	
Beak Trimmer/Vaccinator	X		
Beef Cattle Improvement Association Bull Test Mgr.		X	
Beef Ranch Herdsperson/Manager		X	
Beef Ranch Owner/Operator			X
Beef Scientist			X
Beef Worker	X		
Biologist			X
Boarding Stable Manager		X	
Bookkeeper		X	
Brand Inspector		X	
Breed Association Field Rep		X	
Breed Association Manager			X
Chick Processor	X		
CLERICAL WORKER, BASIC	X		
College Instructor			X
Commodity Grader (Incl. meat, poultry, dairy, wool)		X	
Computer Operator/Analyst			X
COMPUTER PROGRAMMER, AG SOFTWARE			X
Dairy Calf Feeder	X		
Dairy Cow Analyzer			X
Dairy Cow Feeder		X	
Dairy Equipment Repair Person		X	
Dairy Farm Herdsperson/Manager		X	
Dairy Farm Owner/Operator			X
Dairy Inspector			X
Dairy Milker	X		
Dairy Scientist			X
Dairy Worker	X		
Dairy/Milk Processor		X	
Embryo Transplant Technician		X	
Equitation Instructor		X	
Fair Manager			X
Farm Accountant			X
FARM ADVISOR/CONSULTANT			X
FARRIER (Horse Shoer)		X	
FARROWING HOUSE WORKER	X		

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Federal Meat Grader		X	
Federal Meat Inspector		X	
FEED BATCH PROGRAMMER		X	
Feed Field Person		X	
Feed Lot Crew Foreperson		X	
FEED MILL OPERATOR/MANAGER		X	
FEED MILL WORKER	X		
Feed Salesperson/Rep		X	
Feed Store Clerk		X	
Feed Store Owner/Manager			X
FEEDER	X		
Feedlot Manager			X
FIELD REP			X
Financial Loan Officer			X
Fish Farmer			X
Game Bird Farmer			X
General Farm Worker	X		
GENERAL LABORER, AG PRODUCTION	X		
GENERAL MANAGER			X
Geneticist			X
Government Ag Agency: Administrator/Mgr./Suprv.			X
HATCHERY WORKER	X		
HERDSPERSON/FOREPERSON		X	
Horse Agent/Trader		X	
HORSE BREEDING FARM MANAGER			X
Horse Ranch Manager		X	
Horse Ranch Owner/Operator			X
Horse Scientist			X
Horse Stable Attendant	X		
Horse Stable Manager		X	
Horse Trainer		X	
Insurance Agent		X	
Kennel Worker	X		
Laboratory Aide	X		
Laboratory Animal Caretaker	X		
Laboratory Technician		X	
Livestock Advertiser			X
Livestock Appraiser		X	
Livestock Buyer/Broker			X
Livestock Consultant/Analyst			X
Livestock Equipment Manufacturer Sales Rep			X
Livestock Groomer/Fitter		X	
Livestock Journalist			X
Livestock Marketing Agent		X	
Livestock Ranch Tenant			X
Livestock Transportation Owner			X
Livestock Truck Driver	X		
Livestock/Poultry Researcher			X
Meat Cutter (Retail)		X	
Meat Inspector/Grader		X	
Meat Marketing (Wholesale)		X	
Milk Tester		X	
MILKER	X		
Milking System Analyst			X
NUTRITIONIST			X
Pet Groomer	X		
Pharmaceutical Sales Rep		X	
PHONE SALESPERSON/TELEMARKETER		X	
Poultry Breeder/Geneticist			X
Poultry Broiler Owner/Operator			X
Poultry Egg Production Owner/Operator			X

Poultry Farm Manager		X	
Poultry Grader		X	
Poultry Hatchery Manager			X
Poultry Nutritionist			X
Poultry Specialist			X
Poultry Worker	X		
Processing Plant Worker	X		
Range Management Specialist			X
Range Manager			X
Reptile Farmer	X		
SALESPERSON, LIVESTOCK SUPPLIES			X
SALESPERSON, SEMEN			X
Semen Collector		X	
Sheep Ranch Herdsperson/Manager		X	
Sheep Ranch Owner/Operator			X
Sheep Scientist			X
Sheep Shearer		X	
Sheep Worker	X		
Shellfish Grower			X
SHEPHERD	X		
Shift Foreperson		X	
Slaughter House Manager			X
Slaughter House Worker		X	
Small Animal Veterinarian			X
Squab Grower		X	
State Dairy Analyst			X
Swine Farm Herdsperson/Manager		X	
Swine Farm Owner/Operator			X
Swine Scientist			X
Swine Worker	X		
TEACHER, ANIMAL SCIENCE			X
USDA Animal Health Inspector			X
USDA Meat Inspector			X
VETERINARIAN, Small Animal/Large Animal			X
VETERINARY ASST./ANIMAL HEALTH TECH.		X	
WAREHOUSE SUPERVISOR			X
WAREHOUSE WORKER	X		
Weigh Master/Clerk		X	
Zoologist			X

## FORESTRY

Job Title	Entry Level	Technical Level	Professional Level
Aerial Photographer/Entrepreneur		X	
Arborist			X
Biological Technician		X	
Botanist			X
Chain Saw Operator	X		
CHOKER SETTER	X		
CHRISTMAS TREE GROWER	X		
Cogeneration Aide	X		
Conservation Officer		X	
Conservation Technician		X	
CONSULTANT			X
Consulting Engineer			X
Culturist			X
Edger Operator	X		
Engineering Aide	X		
ENVIRONMENTAL IMPACT SPECIALIST			X
Equipment Dispatcher	X		
Equipment Operator Laborer	X		
Erosion Control Aide	X		
Erosion Control Technician		X	
Factory Machine Operator	X		
FIRE CONTROL OFFICER			X
Fire Dispatcher	X		
FIRE FIGHTER	X		
FIRE FIGHTING EQUIPMENT OPERATOR	X		
Fire Management Officer			X
Fire Prevention Technician		X	
Fire Truck Driver	X		
Forest Conservation Aide		X	
FOREST ECOLOGIST			X
FOREST ENGINEER			X
FOREST ENTOMOLOGIST			X
Forest Field Crew Supervisor		X	
Forest Fire Fighting and Prevention Specialist		X	
Forest Fire Watcher	X		
FOREST GENETICIST			X
Forest Manager			X
FOREST NURSERY MANAGER			X
Forest Nursery Technician		X	
FOREST PATHOLOGIST			X
FOREST PROCUREMENT MANAGER			X
FOREST PUBLIC RELATIONS MANAGER			X
Forest Research Scientist			X
Forest Research Writer			X
FOREST RESOURCE MANAGER			X
Forest Safety Technician		X	
FOREST SOIL SCIENTIST			X
Forest Supervisor			X
FOREST TECHNICIAN		X	
Forester			X
Forester Aide	X		
Forestry Inventory Technician		X	
FORESTRY NURSERY AIDE	X		
Forestry Technical Writer		X	
Fuel Management Technician		X	
Government Forest Service Admin./Mgr./Supervisor			X



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Hydrologist			X
Hydrologist Technician		X	
INDUSTRY LABORER	X		
Kiln Operator		X	
Laboratory Technician		X	
Land Appraisal Assistant		X	
Land Use Planning Technician		X	
Lift Operator	X		
Log Cruiser/Marker		X	
Log Grader/Scaler		X	
Log Handling Equipment Operator	X		
Log Quality Control Technician		X	
Log Sorter		X	
Log Truck Driver		X	
Logger, All Around		X	
Logging Contractor		X	
LOGGING EQUIPMENT MAINT. MECHANIC		X	
Logging Equipment Maintenance Person		X	
Logging Field Crew Supervisor		X	
Logging Superintendent			X
Logging Tractor Operator	X		
LOGGING TRUCK CONTRACTOR		X	
Lumber Grader		X	
LUMBER MILL MANAGER			X
Lumber Shipping Clerk	X		
Lumber Truck Driver	X		
Meteorologic Technician		X	
Meteorologist			X
Mill Worker	X		
Millwright		X	
Nursery Worker	X		
OFFICE: ACCT./CLERICAL WORKER		X	
Physical Science Technician		X	
Planerman	X		
Product Salesperson		X	
RANGER		X	
Rigger		X	
Rigging Slinger	X		
Road Construction and Maintenance Operator	X		
Sawmill Maintenance Person	X		
Sawyer		X	
SCALER		X	
Scales Inspector		X	
Seedling Puller	X		
SILVICULTURIST			X
Smoke Jumper	X		
Soil Conservation Aide	X		
Soil Conservation Technician		X	
Soil Lab Technician		X	
Stacker Operator	X		
SURVEYOR		X	
SURVEYOR'S AIDE	X		
TEACHER, FORESTRY			X
Timber Bucker	X		
TIMBER CRUISER		X	
Timber Faller	X		
Timber Sales Administrator		X	
TIMBER SALES INSPECTOR		X	
TREE FARM MANAGER/SUPERVISOR		X	
Tree Inventory Technician		X	
Tree Planter	X		

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Tree Shear Operator		X	
Trimmer Operator	X		
Urban Forestry Technician		X	
Vector Control Aide	X		
Vector Control Technician		X	
Veneer Grader		X	
WHOLESALE/RETAIL SALESPERSON		X	
Wildland Fire Engine Operator		X	
Wildland Fire Fighter	X		
Wildland Fire Fighter Supervisor		X	
Wood Technician		X	
Wood Technologist			X

## NATURAL RESOURCES

Job Title	Entry Level	Technical Level	Professional Level
Aerial Photographer/Entrepreneur		X	
Air Pollution Control Aide	X		
AIR POLLUTION CONTROL TECHNICIAN		X	
AIR POLLUTION INSPECTOR			X
Animal Care Taker	X		
Animal Keeper		X	
Animal Nursery Worker		X	
Aquaculturist			X
Aquatic Biologist			X
ARBORICULTURIST		X	
Arborist			X
Biological Technician		X	
BIOLOGIST: WILDLIFE, FISHERIES, MARINE			X
Botanist			X
CAMPGROUND MANAGER/COUNSELOR		X	
Campground Owner/Caretaker		X	
Christmas Tree Manager		X	
CLIMATOLOGIST			X
COGENERATION MANAGER/ENGINEER			X
Conservation Officer		X	
Conservation Technician		X	
Conservation/Environmental Aide	X		
CONSERVATIONIST			X
Consulting Engineer			X
Culturist			X
Ecological Technician		X	
Ecologist			X
Engineering Aide	X		
Entomological Technician		X	
Entomologist			X
ENVIRONMENTAL AND PARK AIDE	X		
Environmental Educator			X
ENVIRONMENTAL IMPACT SPECIALIST			X
Environmental Planner			X
Environmental Services Contractor		X	
Environmental Toxicologist			X
Equipment Dispatcher	X		
Equipment Operator Laborer	X		
EROSION CONTROL AIDE	X		
Erosion Control Technician		X	
Expedition Supervisor		X	
Feed Manager			X
Fish and Game Warden			X
FISH AND WILDLIFE ASSISTANT	X		
Fish Culturalist	X		
Fish Research Technician		X	
FISHERIES TECHNICIAN		X	
Fly Tier	X		
Forest Conservation Scientist			X
Forest Conservation Worker	X		
FORESTRY/WILDLIFE TECHNICIAN		X	
GAME BIRD PRODUCER	X		
GAME WARDEN			X
Geneticist			X
GEOLOGIST			X
Government Natural Resource Agency: Admin./Mgr.			X

Guide		X	
Hatchery Worker/Aide	X		
HORSEBACK RIDING INSTRUCTOR		X	
Hunting and Fishing Guide	X		
Hunting/Fishing Club Operator			X
Hydrological Technician		X	
Hydrologist			X
Interpretive Aide, Visitor Center		X	
Laboratory Technician		X	
Land Appraisal Assistant		X	
LAND APPRAISER			X
Land Management Planner			X
Land Use Planning Technician		X	
Lawn Maintenance Worker	X		
LIFEGUARD	X		
MARINA ATTENDANT	X		
Meteorological Technician		X	
Meteorologist			X
MOSQUITO ABATEMENT AIDE	X		
Natural Resources Technical Writer		X	
Office: Accountant/Clerical Worker		X	
Pack Station Operator		X	
PACKER	X		
Park Aide		X	
Park Attendant	X		
Park Construction Worker	X		
Park Maintenance Assistant	X		
Park Manager			X
Park Naturalist			X
PARK RANGER I		X	
PARK RANGER II/NATURALIST			X
Park Supervisor			X
Park Technician		X	
Park Worker	X		
Plant Pathologist			X
Predatory Animal Hunter	X		
Procurement Manager			X
Public Relations Specialist		X	
Range Manager			X
Range Technician		X	
Recreation Technician		X	
Recreation Worker	X		
RECREATIONAL VEHICLE MECHANIC		X	
RECREATIONIST			X
Research Writer			X
RESORT MAINTENANCE PERSON		X	
Resource Manager			X
Resource Specialist			X
Road Construction and Maintenance Operator	X		
SECURITY PATROL PERSON	X		
Sediment Control Aide	X		
Sediment Control Technician		X	
SEWAGE TREATMENT AIDE	X		
SEWAGE TREATMENT TECHNICIAN		X	
Ski Lift Operator	X		
Ski Safety Patrol Leader		X	
Ski Safety Patrol Person	X		
Ski Slope Maintenance Person		X	
Soil Conservation Aide	X		
SOIL CONSERVATION TECHNICIAN		X	
Soil Conservationist			X

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Soil Lab Technician		X	
STABLE HAND	X		
Surveyor			X
Surveyor's Aide	X		
Taxidermist		X	
TEACHER/FARM ADVISOR/CONSULTANT			X
TOUR GUIDE	X		
Trail Crew Laborer	X		
TRAIL CREW PERSON	X		
Trail Maintenance Technician		X	
Trails Contractor		X	
Trapper, Animal	X		
Trapper, Bird	X		
Underwater Hunter/Trapper		X	
VECTOR CONTROL AIDE	X		
VECTOR CONTROL TECHNICIAN		X	
WATER QUALITY AIDE	X		
WATER QUALITY TECHNICIAN		X	
WATER TREATMENT ENGINEER			X
Weather Information Aide	X		
Wildlife Officer			X
Wildlife Technician		X	
Wrangler	X		
Zoological Technician		X	
Zoologist			X

ORNAMENTAL HORTICULTURE

Job Title	Entry Level	Technical Level	Professional Level
ABORETUM/PARK MANAGER			X
Ag Biologist			X
AG INSPECTOR, HORTICULTURE			X
AG RESEARCH SCIENTIST			X
AG RESEARCH TECHNICIAN		X	
AGRICULTURE AIDE	X		
Arboretum/Botanical/Horticultural Garden Curator			X
Arboretum/Botanical/Horticultural Garden Dir.			X
Arboretum/Botanical /Horticultural Garden Ed. Dir.			X
Arboretum/Botanical/Horticultural Garden Librarian		X	
Arboretum/Botanical/Horticultural Garden Manager		X	
Arboretum/Botanical /Horticultural Garden Tour Guide		X	
Arboretum/Botanical/Hort. Garden Visitor's Aide		X	
ARBORIST		X	
Bonsai Culturist		X	
Botanist			X
Bulb Production Company Breeder			X
Bulb Production Company Field Worker	X		
Bulb Production Company Grader	X		
Bulb Production Company Owner/Operator/Manager			X
Bulb Production Company Packaging/Ship. Suprv.		X	
Bulb Production Company Quality Control Suprv.			X
Bulb Production Company Sales Manager			X
Bulb Production Company Sales Rep		X	
Bulb Production Company Technician		X	
Bulb Production Company Worker	X		
Christmas Tree Grower		X	
Chrysanthemum Grower/Manager		X	
CONSULTANT, INDUSTRY			X
COUNTY PLANNER/LANDSCAPE ARCHITECT			X
CUT FLOWER HARVESTER	X		
DRAFTSPERSON		X	
Entomologist			X
FARM ADVISOR/CONSULTANT			X
Fertilizer Sales and Service Person		X	
FIELD REP			X
Floral Consultant		X	
FLORAL DESIGNER		X	
Floriculture Production Consultant			X
Floriculture Production Field Operations Supervisor		X	
Floriculture Prod. Flower Packing/Shipping Suprv.		X	
Floriculture Production Grower		X	
Floriculture Production Inventory Controller		X	
Floriculture Production Marketing Manager			X
Floriculture Production Owner/Operator			X
Floriculture Technician		X	
Floriculturist			X
FLORIST		X	
Florist, Retail, Arranger		X	
Florist, Retail, Designer		X	
FLORIST, RETAIL, SALES CLERK	X		
Florist, Retail, Store Manager		X	
Florist, Wholesale, Buyer			X
Florist, Wholesale, Manager			X
Florist, Wholesale, Route Salesperson		X	

Florist, Wholesale, Sales Manager			X
Florist, Wholesale, Salesperson		X	
Floristry Shop Manager		X	
Foliage/Floriculture/Bulb/Rose Grower		X	
Garden Center Management Trainee		X	
Garden Center Owner/Operator			X
Garden Worker	X		
GARDENER	X		
Gardener, Special Effect		X	
GENERAL NURSERY WORKER	X		
Geneticist/Plant Breeder			X
Golf Course Consultant			X
Golf Course Maintenance Worker	X		
Golf Course Management Contractor			X
GOLF COURSE MANAGER		X	
GOLF COURSE SUPERINTENDENT			X
Golf Course Worker	X		
Greenhouse Crew Supervisor		X	
Greenhouse General Manager			X
GREENHOUSE GROWER/MANAGER		X	
Greenhouse Supervisor		X	
Greenhouse Technician		X	
GREENHOUSE WORKER	X		
GREENSKEEPER		X	
Groundskeeper Supervisor		X	
Horticultural Farm Advisor			X
Horticultural Film Producer			X
Horticultural Import Specialist			X
Horticultural Research Scientist			X
Horticultural Research Technician		X	
Horticultural Sales Staff Trainer			X
Horticultural Specialist			X
Horticultural Specialist, UC Co-op Extension Ser.			X
Horticultural Supply Sales Rep		X	
Horticultural Technical Writer		X	
Horticultural Therapist			X
Horticulturist			X
Interior Plant Maintenance Worker	X		
INTERIOR PLANTSCAPER		X	
Irrigation Consultant			X
Irrigation Equipment/Supplies Sales/Service Rep.			X
Irrigation System Installer		X	
IRRIGATION TECHNICIAN		X	
Landscape Equipment Operator	X		
Landscape Architect			X
Landscape Company General Manager			X
Landscape Consultant			X
LANDSCAPE CONTRACTOR		X	
LANDSCAPE DESIGNER		X	
Landscape Drafter		X	
Landscape Estimator		X	
LANDSCAPE FOREPERSON		X	
Landscape Gardener	X		
Landscape Installation Foreperson		X	
Landscape Installation Worker	X		
LANDSCAPE LABORER	X		
Landscape Maintenance Lead Worker		X	
LANDSCAPE MAINTENANCE WORKER	X		
Landscape Project Coordinator			X
Landscape Services Company Owner/Operator			X
Landscape Specialist		X	

Landscape Technician		X	
Landscape, Supervising Groundskeeper		X	
Lawn Service Business Owner/Operator		X	
Lawn Service Worker	X		
Nursery Production, Consultant			X
Nursery Production, Container Plant Foreperson		X	
Nursery Production, Customer Service Rep			X
Nursery Production, Field Foreperson		X	
Nursery Production, Field Superintendent			X
Nursery Production, Greenhouse Manager		X	
Nursery Production, Grower		X	
Nursery Production, Inventory Controller		X	
Nursery Production, Irrigator	X		
Nursery Production, Laborer	X		
Nursery Production, Manager			X
Nursery Production, Manager Assistant		X	
Nursery Production, Owner/Operator			X
Nursery Production, Pest Control Applicator		X	
Nursery Production, Pest Control Manager			X
Nursery Production, Product Developer			X
Nursery Production, Production Manager		X	
Nursery Production, Propagator		X	
Nursery Production, Sales Manager			X
Nursery Production, Shipping Foreperson		X	
Nursery Retail and Garden Center, Buyer			X
Nursery Retail and Garden , Division Supervisor		X	
Nursery Retail and Garden, Greenhouse Manager		X	
Nursery Retail and Garden , Landscape Designer		X	
Nursery Retail and Garden, Maintenance Person		X	
Nursery Retail and Garden, Manager			X
Nursery Retail and Garden , Salesperson		X	
NURSERY SALESPERSON		X	
Nursery Worker	X		
Orchid Grower		X	
Orchid Grower Technician		X	
Orchid Plant Breeder			X
Orchid Propagator		X	
Park Manager		X	
Park Planner			X
Park Superintendent		X	
Park Worker	X		
Parks Groundskeeper		X	
Parks Maintenance Supervisor			X
Parks Service Manager			X
PEST CONTROL ADVISOR			X
Pest Control Inspector		X	
PEST CONTROL OPERATOR		X	
Pest Management Technician		X	
Pesticide Advisor			X
Plant Geneticist			X
Plant Pathologist			X
Plant Physiologist			X
PLANT PROPAGATION SUPERVISOR		X	
PLANT PROPAGATION WORKER	X		
Plant Quarantine Inspector			X
Plant Scientist			X
Pruner	X		
Rose Breeder			X
Rose Grower Sales Manager			X
Rose Grower Sales Rep		X	
Rose Grower Technician		X	



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Rose Grower/Laborer	X		
Rose Propagator		X	
SALES REP		X	
Seed Harvesting Machine Operator	X		
Seed Production Company, Breeder			X
Seed Production Company, Contract Grower			X
Seed Production Company, Field Worker	X		
Seed Production Company, Grower		X	
Seed Production Company, Laboratory Technician			X
Seed Production Company, Manager			X
Seed Production Company, Owner/Operator			X
Seed Production Company, Production Supervisor			X
Seed Production Company, Sales Manager			X
Seed Production Company, Sales Rep		X	
SOD GROWER/SALESPERSON		X	
SPORT RECREATION TURF MANAGER		X	
TEACHER, HORTICULTURE			X
TISSUE CULTURE SPECIALIST		X	
Tissue Culturist			X
Tree Farmer			X
TREE WORKER	X		
Turf Maintenance Specialist		X	
Urban Forester			X

## PLANT &amp; SOIL SCIENCE

Job Title	Entry Level	Technical Level	Professional Level
Agricultural Biologist			X
Agricultural Consultant			X
Agricultural Instructor			X
Agricultural Processing Plant Laborer	X		
Agricultural Producer			X
AGRONOMIST			X
Aquatic Biologist			X
BEEKEEPER (Apiculturist)		X	
Biochemist			X
Biologist			X
Biotech Researcher/Tissue Culture Specialist			X
Botanist			X
BUDDER/GRAFTER/PROPAGATOR		X	
Chemist			X
Civil Engineer			X
CONSULTANT			X
Crew Chief		X	
Crew Foreperson		X	
CREW LEADER	X		
Crew Supervisor		X	
CROP INSPECTOR		X	
CROP MANAGER/PRODUCER			X
Crop Technician		X	
CULTIVATION SUPERVISOR		X	
DELIVERY PERSON	X		
DITCHTENDER		X	
Entomologist			X
EQUIPMENT OPERATOR	X		
Equipment Repair Person		X	
Exporter			X
FARM ADVISOR			X
Farm Crew Foreperson		X	
Farm Equipment Operator	X		
Farm Management Consultant/Analyst			X
Farm Manager			X
Farm Owner/Operator			X
Farm Supervisor		X	
Farm Tenant/Operator			X
Farm Unit or Crew Supervisor		X	
Farm Worker	X		
Farmer, Cash Grain			X
Farmer, Diversified Crops			X
Farmer, Field Crops			X
Farmer, Fruit Crops, Bush and Vine			X
Farmer, General			X
Farmer, Tree Fruit and Nut Crops			X
Farmer, Vegetables			X
Fertilizer and Chemical Calibrator/Applicator		X	
Field Buyer		X	
Field Foreperson		X	
FIELD REP		X	
Field Soil Collector	X		
Flagger	X		
Forklift Driver	X		
FRUIT AND NUT TREE NURSERY PERSON		X	
FRUIT INSPECTOR		X	

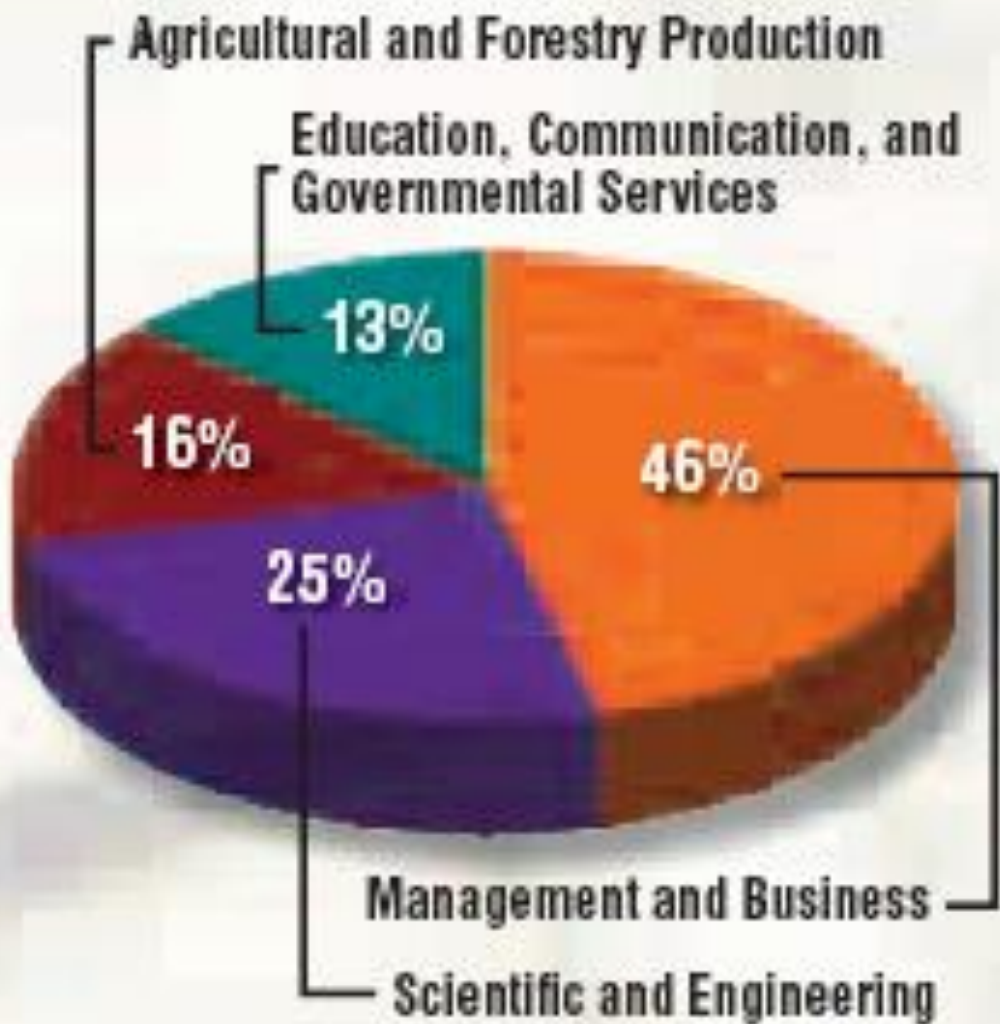
FRUIT MANAGER/PRODUCER			X
GENERAL FARM LABORER	X		
Geneticist			X
Government Agriculture Agency Admin., Mgr.			X
GRADING SUPERVISOR		X	
Greenhouse Worker	X		
HARVEST SCHEDULER		X	
HORTICULTURIST			X
HYDROLOGIST			X
Insect Trap Monitor/Collector	X		
Instructor, Plant and Soil Science			X
IPM Specialist			X
Irrigation Installation Foreperson		X	
IRRIGATION SPECIALIST			X
IRRIGATION SUPERVISOR		X	
Irrigation Supplier/Sales Rep		X	
Irrigation System Designer			X
Irrigation System Installer	X		
IRRIGATOR	X		
Lab Technician		X	
Labor Contractor		X	
LABORATORY ASSISTANT	X		
LABORATORY TECHNICIAN		X	
LAND LEVELER	X		
Land Use Planner/Consultant			X
LAND USE SPECIALIST			X
Line Supervisor		X	
Map Maker		X	
Mechanic		X	
Nematologist			X
New Product Developer			X
NURSERY PROPAGATION WORKER	X		
Nutritionist			X
Packager	X		
PEST CONTROL ADVISOR			X
Pest Control Operator		X	
Pipeline/Canal Repair Person	X		
PLANT BREEDER			X
Plant Inspector		X	
Plant Manager			X
Plant Pathologist			X
Plant Propagator		X	
Plant Scientist			X
Processing Line Worker	X		
Processor Owner			X
Produce Inspector		X	
Product Grader		X	
Production Manager			X
PRUNER	X		
Quality Control Inspector		X	
Quality Control Technician		X	
Ranch/Farm Manager			X
Research Technician		X	
RESEARCHER/DEVELOPER			X
Retail Irrigation Supplier/Deliverer	X		
Seed and Supply Store Salesperson	X		
SEED TECHNICIAN		X	
Shipper/Receiver		X	
SOIL CONSERVATION ASSISTANT	X		
SOIL CONSERVATION TECHNICIAN		X	
SOIL CONSERVATIONIST			X

Soil Consultant			X
Soil Fumigator		X	
SOIL SCIENTIST			X
Surveyor		X	
Surveying Assistant	X		
TEACHER, PLANT & SOIL SCIENCE			X
Teaching Assistant		X	
Tissue Culture Technician		X	
Vector Control Technician		X	
VITICULTURIST			X
Water Analysis Specialist			X
WATER CONSERVATIONIST			X
Water District Manager			X
Water Master		X	
Weed Scientist			X
Well Drilling Foreperson		X	
Well Drilling Crew Member	X		
Wine Maker (Enologist)			X

# Appendix I

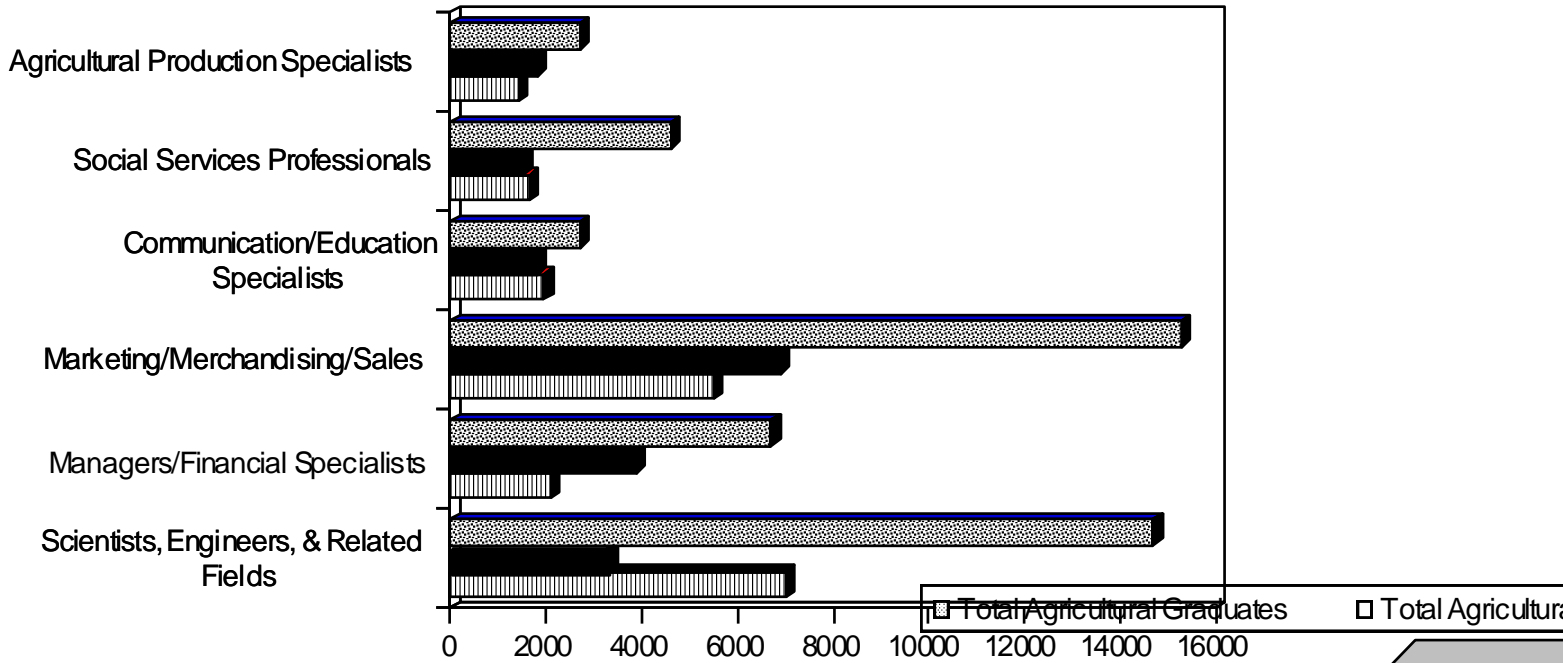
## Employment Opportunities for College Graduates in the Food and Agricultural Sciences 1990-1995

### Employment Opportunities

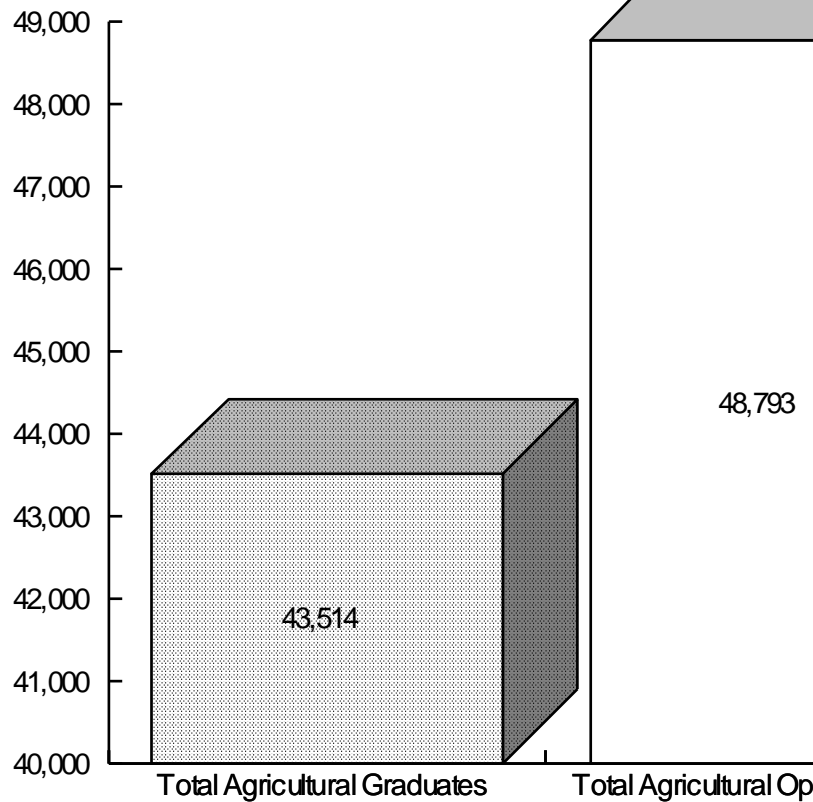


# Appendix II

## Annual Available Graduates and Employment Opportunities 1990-1995

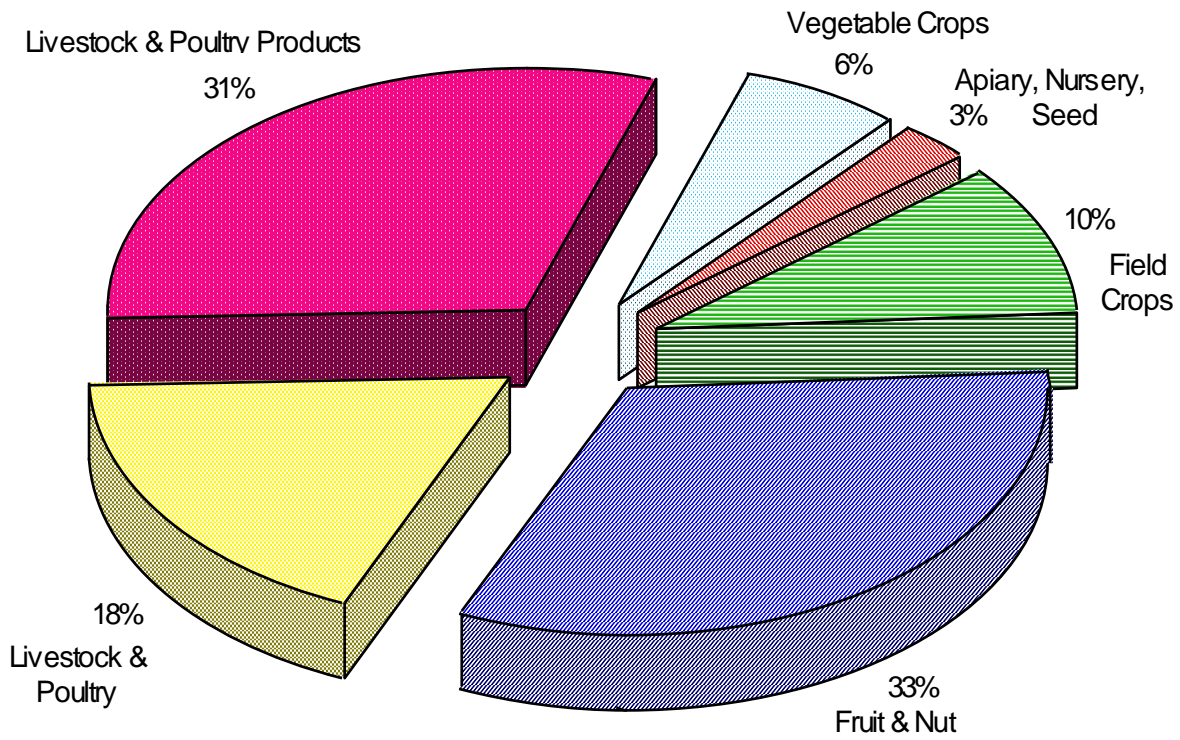


Totals:	
Food and Agricultural Sciences Graduates	23,091
Allied Graduates	20,423
<b>Total Agricultural Graduates</b>	<b>43,514</b>
<b>Total Agricultural Opportunities</b>	<b>48,793</b>



# Appendix III

## Stanislaus County Agricultural Industry 1993 Category Summary



# Appendix IV

## Agricultural Industry Representatives Job Titles Form

Directions: *Please list up-to-date job titles in your industry.*

1. Entry Level: (A high school graduate, in general, can be...)

11. Technical Level: (Tech Prep completers preferred)

III. Professional Level: (Baccalaureate degree required)



# Appendix V

DATE: May \_\_, 1994  
TO: Selected Agricultural Employers  
FROM: Pius J. Scheuber, Program Services Coordinator  
RE: Agriculture Employment Opportunity Survey

We are currently writing a state curriculum model in Agricultural Education Tech Prep. This model may eventually be used as written or changed for local conditions by any school district in California. We ask that you consider favorably to assist us in this endeavor.

Enclosed you will find an Agriculture Employment Opportunity Survey. One of the objectives of our Central Valley Consortium of Agricultural Education Tech Prep is to obtain employment data from local and state agricultural employers to help us develop the most appropriate curriculum. Your willingness to take your time to complete this survey is greatly appreciated.

Please mail or fax your responses by \_\_\_\_\_, 1994. We have included a stamped, self-addressed envelope for your convenience. If you have any questions, please feel free to call Jennifer at (209) 525-5020.

# Appendix VI

*Central Valley Consortium Agricultural Education Tech Prep*

## Agriculture Employment Opportunity Survey

1. *In which of these career categories of agriculture does your firm/company have jobs/positions?*

Please list numbers of existing positions and anticipated hires (within the next five years) in each column applicable to your business.

Please note: Common practice is to consider an occupation:

<sup>(1)</sup>Entry level - if it requires, in most cases, a high school diploma.

<sup>(2)</sup>Technical level -if it requires an associate of arts/science degree or certificate providing evidence of two years or more of specialized training.

<sup>(3)</sup>Professional level - if it normally requires a baccalaureate or higher college degree.

	Entry Level		Technical Level		Professional Level	
	Existing	Anticipated New Hires	Existing	Anticipated New Hires	Existing	Anticipated New Hires
Agribusiness						
Ornamental Horticulture						
Animal Science						
Plant and Soil Science						
Natural Resources						
Forestry						
Agricultural Mechanics						

2. *What is your total number of employees?* \_\_\_\_\_

3. *How many employees are seasonal?* \_\_\_\_\_

4. *Please list job titles that you consider to be unusual or entirely new to your industry:*

JOB TITLE:

	Level:	Entry	Technical	Professional
a.				
b.				
c.				
d.				
e.				





**THOMAS DOWNEY  
AGRICULTURE DEPARTMENT**

1000 Coffee Rd., Modesto, Ca. 95350  
(209)576-4247 Office      (209)576-4258 Fax

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**Description of Facilities and Major Equipment**

**Thomas Downey High School Agriculture Department Facility**

Greenhouse  
Outside Horticulture Area  
Outside Storage (three)  
Ag Shop  
Ag Office  
Computer Lab  
Ag Science Classroom  
Floral Classroom  
Inside Storage Area (two)

**Thomas Downey High School Agriculture Department Major Equipment**

Livestock Trailer  
Ag Truck – 2001 Ford F250  
Suburban – 2015 Chevrolet LS

**School Farm Facility – Shared jointly with Enochs Agriculture Department**

Cattle Barn  
Swine Barn  
Sheep Barn  
Storage Barn



**THOMAS DOWNEY  
AGRICULTURE DEPARTMENT**

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(209)576-4247 Office (209)576-4258 Fax

**Department Inventory Section**

<b>Item</b>	<b>Quantity</b>	<b>Value</b>
<b>Computer Lab</b>		
1 ghz computers	20	20,000
Laserjet 4000 Printer	01	1,100
Epson Inkjet Printer	01	400
HP Deskjet 6122	01	500
HP Deskjet 950C	01	400
HP Deskjet 895CXI	01	500
Data Projector	02	5000
Laptop	02	5000
Digital Camera	01	400
Hi8 Video Camera	01	500
<b>OH Equipment</b>		
Fertilizer Injector	01	400
<b>Ag Science</b>		
Electronic Balances	08	1200
Microscopes	10	2500
Autoclave	01	500
<b>Livestock Supplies</b>		
Paul portable scale	01	1500
Oster pro sheers	01	300
Lister sheers	03	1000
<b>Floral Design Lab</b>		
Floral Cooler	01	3500
Floral Sheers	30	300
Misc Floral Tools		500
<b>Ag Mechanics Shop</b>		
Miller Arc Welders	04	4000
Smith Regulator sets	06	3500
Lincoln power MIG	03	2000
Jet Table Saw	01	2500
Jet Drill Press	02	1000
Jet Combo Sander	02	1200

Dewalt Miter Saw/Stand	01	1000
Jet Band Saw	01	600
Plasma Arc	01	1600
Miller TIG/Arc	01	2500
Air Compressor	01	3000
Portable Chop Saw	02	350
Small Power Tools		2000
Hand Tools		6000
Johnson Furnace	01	5000
Lincoln TIG welder	01	2000
Econoline Sandblaster	01	3000



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Five Year Facility and Equipment Acquisition Schedule

2015-2016

- Cement walkways for garden plots
- New irrigation for the greenhouse
- Iron worker
- Garden tools
- Livestock scale
- Lab tables for floral and bio classes

2016-2017

- New Shade House
- Computers carts for every Ag teacher
- New Fans for livestock
- New panels and pens for livestock
- Purchase 20 microscopes

2017-2018

- New Greenhouse
- Ceiling mounted projectors
- Power cord Reels for Ag Shop
- Lockers for Ag Mechanics
- New Roll up Doors for Ag Shop

2019-2020

- Replacements cabinets in the shop
- New Ag truck

2020-2021

- New laptops
- Acquire a forklift



**Thomas Downey High School Agriculture Department**

1000 Coffee Road  
 Modesto, CA 95350  
 209-576-4247

**CHART OF RESPONSIBILITIES**

<u>Activity</u>	<u>Salyer</u>	<u>Schilperoort</u>	<u>Beatty</u>
<b><u>SAE Projects</u></b>			
Beef		X	
Horse			X
OH		X	
Dairy	X		
Poultry			X
Rabbit			X
Sheep	X		
Swine		X	
Goat			X
Work Experience	X	X	X
AG Mechanics		X	
Vegetables		X	
Landscape	X		
<b><u>CDE's</u></b>			
OCC	X	X	X
Extemporaneous Speaking		X	
Prepared Public Speaking		X	X
Job Interview	X		
Creed	X	X	
BIG	X		
Livestock Judging		X	
Citrus Judging		X	
Agriscience Fair			X
Welding		X	
Floral			X
Agronomy	X		
<b><u>TRANSPORTATION</u></b>			
Fairs and Shows	X	X	X
Contests	X	X	X
Meetings	X	X	X
Field Trips	X	X	X
<b><u>FUNDRAISERS</u></b>			
Smencils	X		
Christmas Trees		X	



Coffee Sales			X
Fall Plant Sale		X	
Spring Plant Sale		X	
Pre-sale Tri-tip	X		

**REPORTS**

Facility Reports	X		
POW		X	
Roster			X
R2			X
Program Plan		X	
Site Reports		X	
Accounting Issues/Reports		X	

**OTHER ASSIGNMENTS**

Ag Advisory Committee	X	X	X
Ag Boosters	X	X	X
Department Publicity	X	X	X
FFA Advisor	X	X	X
Department Head		X	
Section/ Region CATA meetings	X	X	X

**OTHER ACTIVITIES**

Community Service	X	X	X
Camp Sylvester		X	
COLC	X		X
Project Competition	X	X	X
Greenhand Conference	X	X	
Junior High Outreach		X	
MFE/ALA			X
FFA Week	X		X
State Conference	X	X	
FFA Degrees/Award Apps		X	
Point Award Trip	X	X	X
Fall Festival		X	X

**FACILITY RESPONSIBILITY**

Floral Lab			X
Floral Shop			X
Shop		X	
Ag office	X	X	X
School Farm/ Yard	X	X	X
Computer Lab	X	X	X
Department Storage Areas	X	X	X
Greenhouse	X	X	
Shade House		X	
Garden Plots		X	
Landscape Area		X	

## Introduction

The National FFA Organization, or the FFA as it is commonly known, is the national organization of, by, and for students studying agriculture education in the public secondary schools under the provisions of the National Vocational Education Act.

As an integral part of the program of education in agriculture, the FFA has become well known as a national agriculture student organization. The FFA enjoys freedom of self-government under adult counsel and guidance than any other national student organization. Established in November of 1928, the foundation of which the FFA organization was built includes: leadership and character, development, sportsmanship, cooperation, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism. We would like to encourage both old and new members to get involved in many of our FFA activities. May you enjoy this Program of Work and discover what the Future Farmers of America organization has to offer.

The 2015-2016 Officer Team has developed some goals for the 2015-2016 school year, they are:

6. Create a webpage for our chapter
7. Complete a scrapbook for our chapter and enter it in for the contest
8. Develop a point system for FFA point activities
9. Have more school-wide activities
10. Have more participation among the FFA and its members

*A Modesto City School*  
**THOMAS DOWNEY HIGH SCHOOL**  
**Agricultural Department**  
**1000 Coffee Rd. Modesto, California 95355**  
**Phone 209-576-4247**

FFA Members:

As your 2015-2016 Chapter President, I would like to welcome you to Thomas Downey's Agriculture Department. Many opportunities await you this year, and I challenge each of you to take advantage of them.

The FFA has something to offer everyone. There are numerous leadership conferences during the year for you to attend. Whether you are a freshman, sophomore, junior or senior, there is a conference or event specifically designed for you! There are also many leadership vocational contests, fairs, show workdays, fundraisers, field days, and chapter meetings. The opportunities are out there for you to get involved and explore those areas of interest.

Once again, on the behalf of the entire Officer Team, I welcome you to your Agriculture Department. With your participation and commitment, we will make this our most successful year ever. I hope to see everyone having fun and getting involved!

Sincerely,

Kaylee Smith  
President  
Thomas Downey FFA Chapter

---

# The FFA Mission Statement

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

## The FFA Code of Ethics

10. Dress neatly and appropriately for the occasion.
11. Showing respect for the rights of the other and being courteous at all times.
12. Being honest and not taking unfair advantages of others.
13. Respecting property of others.
14. Refraining from loud, swearing, and other unbecoming conduct.
15. Demonstrating sportsmanship in the show ring, judging contest, and meetings. Modest in winning and generous in defeat.
16. Attending meetings promptly and respecting opinions of others in discussion.
17. Taking pride in our organization, in our activities, in our supervised experience programs, and in the occupation of agriculture.
18. Sharing with others experiences and the knowledge gained by attending national and state meetings.

1. To develop competent and aggressive agricultural leadership.
2. To create and nurture a love of agriculture life.
3. To strengthen the confidence of students of vocational agriculture in themselves and their work.
4. To create more interest in the intelligent choice of agriculture occupations.
5. To encourage members in the development of individual occupational experience programs in agriculture and establishment in agricultural careers.
6. To encourage members to improve the home and its surroundings.
7. To participate in worthy undertakings for the improvement of the industry of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarships.
12. To provide and encourage the development of organized recreational activities.

## The FFA Emblem and Its Meanings

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

**The Cross Section of the Ear of Corn** provides the foundation of the emblem, just as corn has historically served as the foundation crop of American agriculture. It is also a symbol of unity, as corn is grown in every state of the nation.

**The Rising Sun** signifies progress and holds a promise that tomorrow will bring a new day, glowing with opportunity.

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

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

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

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

The emblem and the letters "FFA" are protected by trademark registration in the U.S. Patent Office and by Public Law 105-225, 105<sup>th</sup> Congress.

## Thomas Downey FFA Chapter Chapter Officers

President	Kaylee Smith
Vice President	Connor Wesson
Secretary	Madeline Provins
Treasurer	Illeana Parada
Reporter	Kailey Damas
Sentinel	Laurel Jackson
Historian	Camrin Forest
Parliamentarian	Aidan Sulak
Chaplain	Kyla Green
Advisors	Mr. Mike Schilperoort Mrs. Susan Beatty Mrs. Krista Salyer

### Major Duties of Chapter Officers and Members

#### **President:**

- Preside over meetings
- Appoint committees
- Be familiar with bylaws
- Be familiar with constitution
- Check on progress of chapter
- Represent chapter on occasions
- Set example for members

#### **Vice President:**

- Assist the President
- Have charge of committee work
- Member of all committees
- Preside in absence of President
- Program of Work Chairperson

#### **Secretary:**

- Prepare and read minutes
- Prepare and read reports
- Attend to official correspondence
- Keep membership roll
- Keep degree roll
- Keep meeting attendance records
- Keep business meeting reports

#### **Treasurer:**

- Keep record of chapter funds
- Complete membership roster dues
- Assist in preparing annual budget

Pay out funds as authorized  
 Encourage individual thrift  
 Encourage chapter thrift  
 Deposit funds and complete deposit slips

**Reporter:**

Prepare chapter news articles  
 Keep file of chapter news  
 Contract newspapers, PSA, TV  
 Arrange for publicity  
 Maintain FFA displays  
 Maintain scrapbook  
 Slide/ Video show  
 Apply for Star Reporter

**Sentinel:**

Set up the meeting room  
 Care for the equipment  
 Attend the door  
 Welcome visitors  
 Keep meeting room comfortable  
 Assist with entertainment  
 Assist with refreshments  
 Point award chairperson

**Historian:**

Maintain scrapbook  
 Assist reporter  
 Chapter photography  
 Slide/ Video show

**Chairpersons:**

Attend Chapter Meetings and Workdays  
 Make reports at Chapter Meetings  
 Wear official dress to Chapter Meeting  
 Organize at least one activity per month  
 Communicate with the officer or advisor assigned to your area

**Parliamentarian:**

Proper use of parliamentary law  
 Interpretation of the constitution

**Members:**

Be familiar with Program of Work  
 Attend meetings  
 Participate in chapter activities  
 Be familiar with constitution and bylaws  
 Be responsible for submitting points gained in chapter activities

**Advisor:**

Help members in committees  
 Check qualification of those seeking advance degree of officers  
 Train, direct, and inform officers and members





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 3rd National Convention of the FFA. It was revised at the 38th Convention and the 63rd Convention.*

Official FFA Dress

Official Dress for Female Members:

- Black Skirt
- White Collared Blouse
- Official FFA Blue Scarf
- Black Dress Shoes with closed heel and toe
- Black Nylon Hosiery
- An Official FFA Jacket zipped to the top



Official Dress for Male Members:

- Black Slacks
- White Collared Shirt
- Official FFA Tie
- Black Dress Shoes
- Black Socks
- An Official FFA Jacket zipped to the top

### Proper Use of the FFA Jacket

1. The jacket is to be worn only by members.
2. The jacket should be kept clean and neat.
3. The back of the jacket should have only a large official FFA emblem, the name of the state association and the name of the local chapter, region, district, or area. The front of the jacket should have only small official ffa emblem, the name of the individual, one office or honor and the year of that office or honor.
4. The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
5. The jacket should be worn by members and officers on all official FFA occasions, as well as other occasions where the chapter or state association is represented. It may be worn to school and other appropriate places.
6. The jacket should only be worn to places that are appropriate for members to visit.
7. School letters and insignia of other organizations should not be attached to or worn on the jacket.
8. When the jacket becomes faded and worn, it should be discarded or the emblems and lettering removed.
9. The emblems and lettering should be removed if the jacket is given or sold to a non-member.
10. A member should act professionally when wearing the official FFA jacket.
11. Members should refrain from use of tobacco and alcohol when underage and at all times when representing FFA. In addition, members should exhibit their leadership qualities when they encounter substances including tobacco and alcohol and serve to discourage others from inappropriate behavior.
12. All chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket, with the exception of single State FFA Degree charm or American Degree key. These should be worn above the name or attached to a standard key chain.

**No more than three medals should be on the jacket. These should represent 1.) the highest degree earned, 2.) the highest office held and 3.) the highest award earned by the member.**

## Conferences

Students have a chance to meet many new FFA members and create lasting friendships during conferences. They learn more about themselves, and career options open to them. Students of all grades have a chance to participate in a conference during the school year.

### Greenhand

The Greenhand Conference is in Modesto on September 24 ,2009 at the Stanislaus Ag Center. This conference is designed to get freshmen FFA members excited about being in the National FFA Organization. They will learn what being a FFA member is all about and explore what leadership options are available to them. This is a great place to meet new FFA members and build lasting friendships in the FFA Organization.

### MFE

Made for Excellence (MFE) is designed for sophomores. It is a two-day event held at the Double Tree in Modesto on January 30&31. It is a personal development conference designed to build leadership skills. After attending MFE, FFA members will be able to identify their three pillars of excellence: talents, skills and will. This conference will focus on personal growth by providing students with many interactive opportunities. They will complete a talent assessment, identify the skills needed and desired for success and assess their personal interests. At the close of the conference and beyond, participants will be making purposeful, meaningful choices that will lead them to excellence.

### ALA

The Advanced Leadership Development conference is specifically for high school juniors and seniors. During the conference students will explore the wide variety of careers available in the field of agriculture. Students will learn how best to prepare for their future careers whether through hands-on experience or advanced education, while polishing their leadership and communication skills. Participants will generate ideas on how to utilize their leadership skills in community service and volunteerism.

### SLC

Sacramento Leadership Conference, it's a one- week conference designed for seniors. This conference will teach you valuable skills in personal development, motivation, leadership, teamwork, citizenship and goal setting.

### State Leadership Conference

FFA members will have the chance to meet over 5,000 California FFA members. They will have the opportunity to take part in engaging workshops, be entertained by and learn life-long lessons from amazing key note speakers, travel on exciting tours throughout the Fresno valley and explode with energy after participating at this conference. Delegates have the special honor to serve the association and create important changes the will positively impact the members of the California Association. They will have the chance to voice their opinion on behalf of the Enochs FFA Chapter through activities such as: conducting committee work, debating on constitutional amendments and helping elect the next year's California State Officers.

### National Convention

A larger scale of state convention, where chapters from across the country come together. They meet in Indianapolis, Illinois October. Each state is represented by voting delegates who conduct the national organization's business sessions. The convention offers top-notch speakers, educational tours, leadership conferences and the National Agriculture Career show.

# Dairy Goat Project Plan Sheet

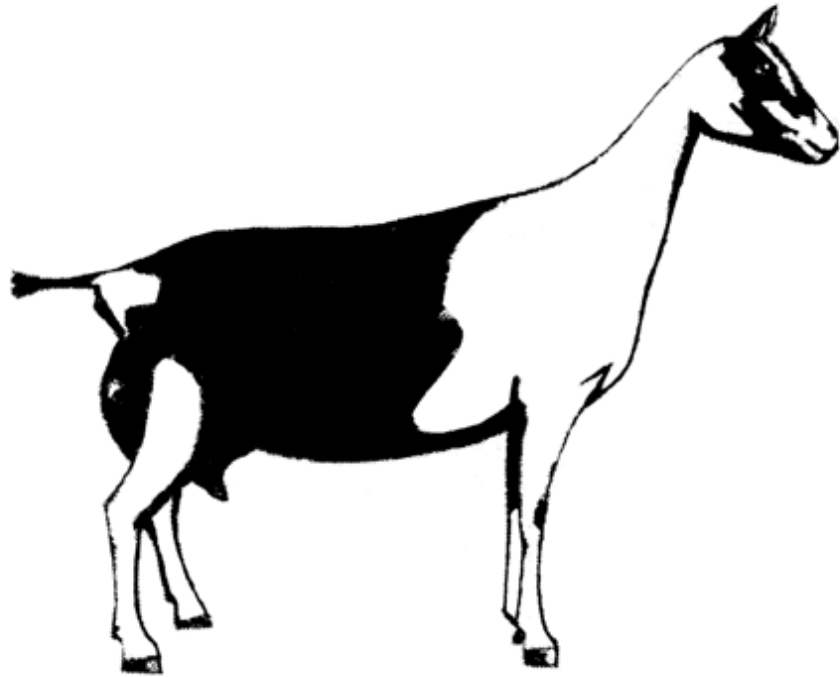
**ESTIMATED EXPENSES:**

Cost of Animal	150.00
Feed (grain & hay)	200.00
Veterinary (shots & wormer)	15.00
Breeding Fee	20.00
Halter	12.00
Feeder	7.00
Brush	5.00
Straw (bedding-home & fair)	50.00
Miscellaneous supplies (blanket, hoof polish, ect)	20.00
<b>TOTAL ESTIMATED EXPENSES</b>	<b>424.00</b>

Dairy goats are usually kept after fair and not sold; you can reshew the same goat every year at fair.

**Supplies and other things needed at the fair:**

- FFA show uniform
- Feed for the week
- Towels
- Sheers for touch ups



# Dairy Project Plan Sheet (2 Year Project)

**TOTAL ESTIMATED EXPENSES**

Cost of Heifer (4 months old)	1,000.00
Feed	1,000.00
Veterinary	25.00
Breeding Fees	40.00
Rope Halter	10.00
Leather show halter	25.00
Feed pans/bucket	15.00
Brushes and combs	10.00
Miscellaneous supplies	40.00
Straw	60.00

**TOTAL ESTIMATED RECEIPTS:** 2,225.00

Sale of Animal 2,500.00

**TOTAL ESTIMATED RECEIPTS** 2,500.00

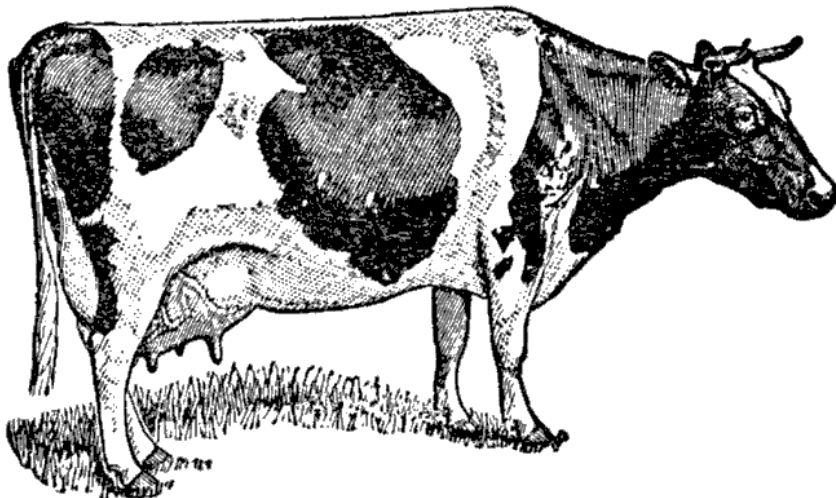
**RECEIPTS MINUS EXPENSES**

<b>Total estimated receipts</b>	<b>2,500.00</b>
<b>Total estimated expenses</b>	<b>2,225.00</b>

**ESTIMATED NET INCOME** **275.00**

**Supplies and other things needed at the fair:**

- FFA show uniform
- Feed for the week
- Towels
- Sheers for touch ups
- Shine on



# Market Goat Project Plan Sheet

**ESTIMATED EXPENSES:**

Cost of Animal	250.00
Feed (grain & hay)	150.00
Veterinary (shots & wormer)	10.00
Halter	12.00
Feeder	7.00
Brush	5.00
Straw (bedding-home & fair)	50.00
Miscellaneous supplies (blanket, hoof polish, ect)	20.00

**TOTAL ESTIMATED EXPENSES** 504.00

**ESTIMATED RECEIPTS:**

Sale of Animal	
90 lb. Market Goat at \$6/lb.	540.00

**TOTAL ESTIMATED RECEIPTS** 540.00

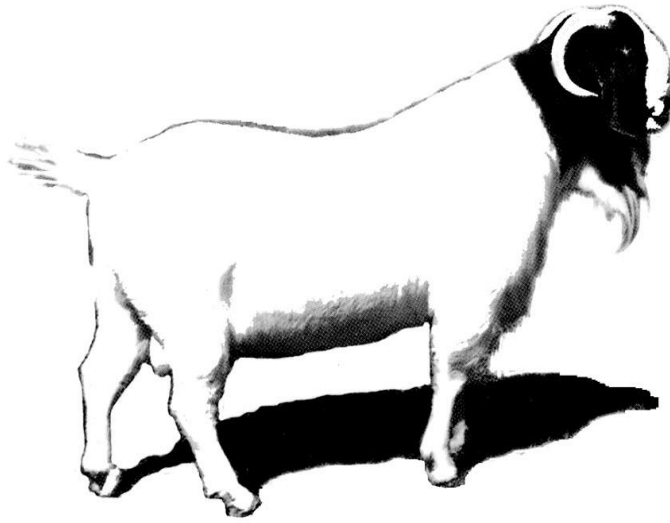
**RECEIPTS MINUS EXPENSES**

<b>Total estimated receipts</b>	<b>540.00</b>
<b>Total estimated expenses</b>	<b>504.00</b>

**ESTIMATED NET INCOME** 36.00

**Supplies and other things needed at the fair:**

- FFA show uniform
- Feed for the week
- Towels
- Sheers for touch ups



# Market Hog Project Plan Sheet

**ESTIMATED EXPENSES:**

Cost of Hog	300.00
Feed	350.00
Show whip	10.00
Brush	5.00
Show Sheen	5.00
Feed pans	7.00
Miscellaneous Supplies (shampoo, heat lamp, ect.)	20.00
Veterinary	10.00

**TOTAL ESTIMATED EXPENSES:** 707.00

**ESTIMATED RECEIPTS:**

Sale of Animal	
250 lb. Market Hog at \$3.00/lb.	750.00

**TOTAL ESTIMATED RECEIPTS** 750.00

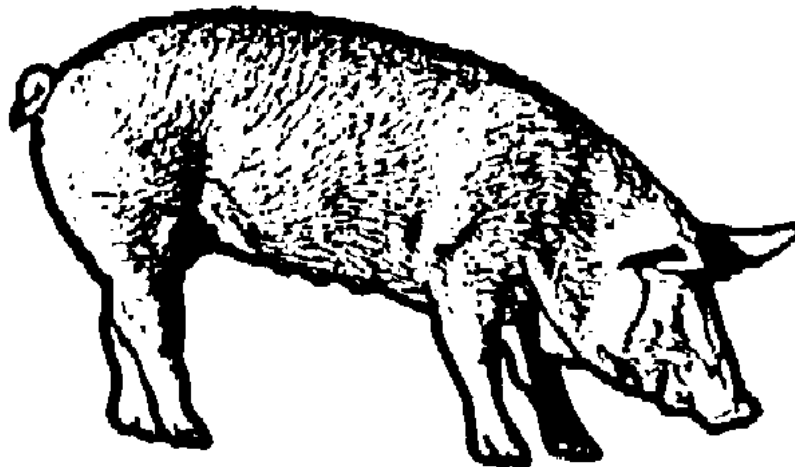
**RECEIPTS MINUS EXPENSES**

<b>Total estimated receipts</b>	<b>750.00</b>
<b>Total estimated expenses</b>	<b>707.00</b>

**ESTIMATED NET INCOME** 43.00

**Supplies and other things needed at the fair:**

- FFA show uniform
- Feed for week
- Towels





# Market Sheep Project Plan Sheet

**ESTIMATED EXPENSES:**

Cost of Animal	350.00
Feed (grain & hay)	150.00
Veterinary (shots & wormer)	10.00
Halter	12.00
Feeder	7.00
Brush	5.00
Straw (bedding-home & fair)	50.00
Miscellaneous supplies (blanket, hoof polish, ect)	20.00

**TOTAL ESTIMATED EXPENSES** 604.00

**ESTIMATED RECEIPTS:**

Sale of Animal	
130 lb. Market Goat at \$5/lb.	650.00

**TOTAL ESTIMATED RECEIPTS** 650.00

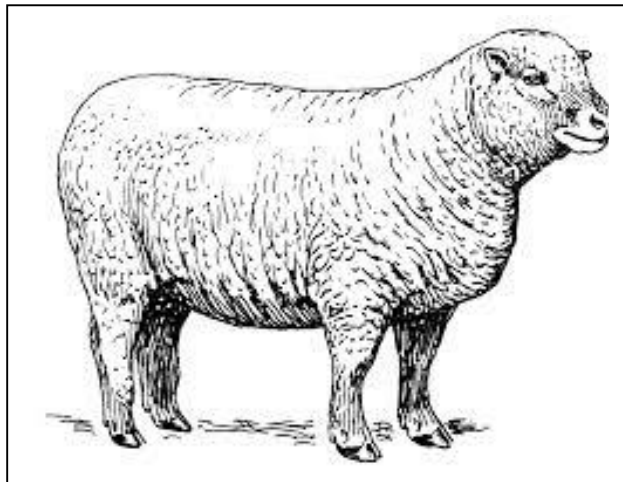
**RECEIPTS MINUS EXPENSES**

<b>Total estimated receipts</b>	<b>650.00</b>
<b>Total estimated expenses</b>	<b>604.00</b>

**ESTIMATED NET INCOME** 46.00

**Supplies and other things needed at the fair:**

- FFA show uniform
- Feed for the week
- Towels
- Sheers for touch ups



# Market Steer Project Plan Sheet

## TOTAL ESTIMATED EXPENSES

Cost of Steer	2,000.00
Feed	1,500.00
Veterinary	25.00
Show cane	7.00
Leather show halter	25.00
Rope halter	15.00
Feed pans	10.00
Brushes and combs	15.00
Miscellaneous supplies	40.00

**TOTAL ESTIMATED RECEIPTS:** 3,637.00

Sale of Animal  
1250 lb. steer at 3/lb. 3,750.00

**TOTAL ESTIMATED RECEIPTS** 3,750.00

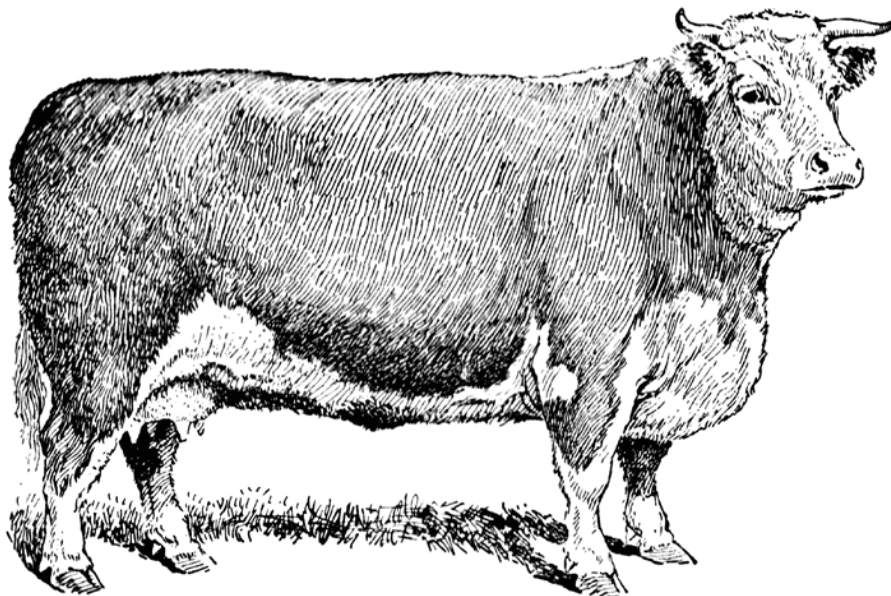
## RECEIPTS MINUS EXPENSES

**Total estimated receipts** 3,750.00  
**Total estimated expenses** 3,637.00

**ESTIMATED NET INCOME** 113.00

## Supplies and other things needed at the fair:

- FFA show uniform
- Feed for the week
- Towels
- Sheers for touch ups



# Meat Pen Poultry Project Plan Sheet

**ESTIMATED EXPENSES:**

Cost of Animals (25)	25.00
Feed	40.00
Miscellaneous Supplies	20.00

**TOTAL ESTIMATED EXPENSES:** 85.00

**ESTIMATED RECEIPTS:**

Sale of Animals	
Broilers(25) Non sale	110.00

**TOTAL ESTIMATED RECEIPTS** 110.00

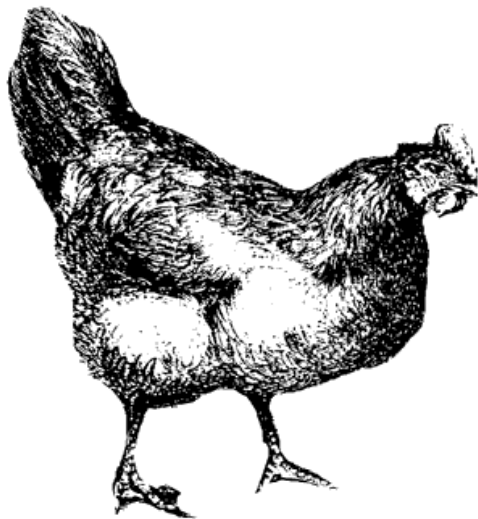
**RECEIPTS MINUS EXPENSES**

<b>Total estimated receipts</b>	<b>110.00</b>
<b>Total estimated expenses</b>	<b>85.00</b>

**ESTIMATED NET INCOME** 25.00

**Supplies and other things needed at the fair:**

- FFA show uniform
- Feed for the week
- Wipes



# Meat Pen/Single Fryer Rabbit Project Plan Sheet

**ESTIMATED EXPENSES:**

Cost of Animals (3)	30.00	
Cost of Animal(1)	15.00	
Feed (pellets & hay)	meat pen: 40.00	single fryer: 20.00
Miscellaneous Supplies (hay rack, feeders, salt licks, ect.)	20.00	

**TOTAL ESTIMATED EXPENSES:**                      meat pen: 90.00                      single fryer: 55.00

**ESTIMATED RECEIPTS:**

Sale of Animals  
12lb. Meat Pen at \$8/lb.                      96.00

Sale of Animal  
5lb. Single Fryer at \$12/lb.                      60.00

**TOTAL ESTIMATED RECEIPTS**                      **meat pen: 96.00**                      **single fryer: 60.00**

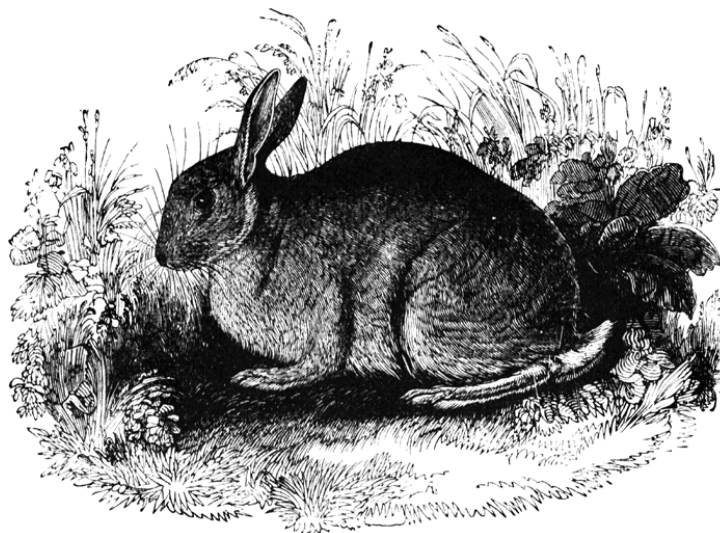
**RECEIPTS MINUS EXPENSES**

**Total estimated receipts**                      **meat pen: 96.00**                      **single fryer: 60.00**  
**Total estimated expenses**                      **meat pen: 90.00**                      **single fryer: 55.00**

**ESTIMATED NET INCOME**                      **meat pen: 6.00**                      **single fryer: 5.00**

**Supplies and other things needed at the fair:**

- FFA show uniform
- Feed for the week
- Wipes
- Nail clippers



**Constitution of the**

**Thomas Downey Chapter of the  
National Organization of the FFA #154**

**Article 1. Name and Purposes**

**Section A.**

The name of this organization shall be the “Thomas Downey Chapter of the National Organization of the FFA.” The chapter shall consist of students enrolled in agriculture education at Thomas Downey High School. Members are to be referred to as “FFA members.” The letters FFA, may be officially used to designate the chapter and or its members.

**Section B.**

The primary aim of the Thomas Downey FFA Chapter is to develop agriculture leadership, cooperation, and citizenship within the community.

**Section C.**

The chapter will work with the community and correspond with the National and California Associations in accomplishing this aim and to accomplish the following specific purposes:

1. To build confidence in students and their work by developing desirable work habits, effective use of time, responsibilities, communication skills, and social abilities leading to successful employment in life.
2. To encourage programs and activities that develop leadership, character, scholarship, occupational pride, citizenship, patriotism, thrift, and improvement of community life by bettering their home and surroundings.
3. To recognize individual achievement in scholarship, occupational experience, and other achievements by providing awards to deserving members.
4. To encourage members in the development of individual supervised agricultural experience programs.
5. To develop knowledge and appreciation of our agriculture heritage and to encourage member participation in the improvement of agriculture.
6. To encourage members to work towards receiving the Greenhand, Chapter, State and American FFA degrees.
7. To publish an official newsletter or other publication for the public and members of the Thomas Downey FFA.

**Article 2. Organization**

**Section A.**

The Thomas Downey Chapter of the FFA is a chartered local unit of the California Association of the FFA that is chartered by the National FFA Organization.

**Section B.**

This Chapter accepts in full the provisions in the constitution and by-laws of the California Association of the FFA as well as those of the National FFA Organization.

**Article 3. Process for Determining Members in Good Standing**

**Section A.**

A member shall be considered in good standing when he/she does the following:

1. Attend chapter meetings on a regular basis.
2. Shows and interest in, and takes part in, the affairs of the Thomas Downey
3. Maintain at least a 2.0 grade average and have no more than one failing grade or one unsatisfactory citizenship each grading period term.
4. Conduct oneself in a manner becoming to a member of this organization.

**Article 4. Membership**

There shall be three types of membership in this organization. They are:

Section A. Active Membership

Any student that is enrolled in agriculture education at Thomas Downey High School will be an active member of this chapter. Active membership may be maintained throughout their entire high school career if they are enrolled in an agriculture education class and three years after, if they are a agriculture education completer, their national convention, following high school graduation, leaving high school, or until twenty-one years of age, which is the greatest length of time.

Section B. Associate Membership

An active member automatically becomes an associate member following termination as an active member.

Section C. Honorary Membership

Supervisors and those who are helping to advance agriculture education and the FFA, who have rendered outstanding service to the chapter may be elected as an honorary member by majority vote of the members present at a regular meeting. In the chapter, honorary membership shall be limited to the Honorary Chapter Farmer Degree.

ARTICLE 5. ACTIVE MEMBERSHIP, DEGREES, and PRIVILEGES

Section A.

There shall be four degrees of active membership based on achievement. They are the Greenhand FFA, Chapter, FFA Degrees. The national Organization shall set the minimum qualifications for the degrees.

Section B.

The Greenhand FFA Degree minimum qualifications for recipients:

1. Be regularly enrolled in agriculture education and have satisfactory and acceptable plans for a supervised agriculture experience project (SAE).
2. Learn and be able to explain the FFA Creed, Motto, and Salute.
3. Know the FFA emblem, colors, and symbols.
4. Have knowledge of the proper use of the FFA uniforms.
5. Have satisfactory knowledge of the history of our organization.
6. Know the duties and responsibilities of the FFA members.
7. Have access to an Official manual.

Section C.

The Chapter FFA Degree minimum qualifications for election:

1. Must have held the Greenhand Degree for at least one semester preceding election to the Chapter FFA Degree and have a record of satisfactory participation in the activities of the chapter.
2. Must have satisfactory completed at least one year of instruction in agriculture education, have in operation an improved SAE, and be regularly enrolled in an agriculture education class.
3. Be familiar with the purposes and programs of activities of the State Association and National Organization.
4. Be familiar with the provisions of the constitution of this chapter.
5. Be familiar with parliamentary procedure.
6. Be able to lead a group discussion for fifteen minutes.

7. Must have earned at least one hundred and fifty dollars by his/her own efforts from his/her SAE and/or other agriculture experience program, and have it invested and deposited in a bank, or have worked one hundred hours on his/her SAE other than in scheduled class time.
8. Receive a majority vote of the members present at a regular meeting of this chapter.

Section D

The State FFA Degree minimum qualifications shall be those set forth by the California State FFA Association.

Section E

The American FFA Degree minimum qualifications shall be set forth by the National FFA Organization.

Article 6. Emblem

Section A

The emblems of this chapter shall be uniform with that of the National Organization of the FFA. All members shall be entitled to wear this emblem. Greenhands are entitled to wear the regulation bronze pin. All degree, officer, and award medals shall be worn beneath the name on the right side of the jacket, with the exception of the State FFA Degree charm and the American FFA Degree Key which shall be worn above the name. No other pins or medals shall be worn on the jacket; these shall represent the highest degree earned, the highest office held and the highest award earned by the member.

Section B

Honorary Chapter Farmers are entitled to wear the regulation silver emblem degree pin or a similar pin in gold.

Article 7. Officers

Section A

The elected officers of this chapter shall be the President, Vice-President, Secretary, Treasurer, Reporter, and Sentinel.

Section B

No greenhand / first year member may be elected to the office of President or Vice President.

Section C

The advisor shall be the chairman of the Agriculture Department.

Article 8. Duties of the Officers

Section A. President

It shall be the duty of the President to preside over meetings of the chapter and to call meetings of the chapter, executive committee, and the governing committee. The President shall call at least one regular chapter meeting and one executive committee meeting a month during the school year. The President or someone directed by him/her shall be responsible for the enforcing of the constitution and the carrying out of chapter policy.

Section B. Vice President

It shall be the duty of the Vice-President to preside over meetings of the Executive Committee and fulfill the duties of the President in his/her absence. The Vice-President shall be an ex-officio member of all standing and temporary committees and report their progress to the Executive Committee. The Vice-President shall represent the Chapter at the Regional Convention.

Section C. Secretary

The Secretary shall take, post and record the minutes of the chapter meetings, executive meetings, and the governing committee meetings. The Secretary shall also make a record of members attendance. The secretary will also record all the work done by the committees.

Section D. Treasurer

The Treasurer shall record minutes of the chapter meetings, Executive meetings, and Governing Committee. The Treasure shall be responsible or the operation of the vending sales in the classroom.

Section E. The Reporter

The Reporter shall seek to publicize the activities of the chapter and promote good will towards the chapter.

Section F. The Sentinel

The Sentinel shall direct the setting up and the cleaning of the meeting rooms and assist the Presidential in maintaining order.

Section J. The Advisor

The Advisor shall give advise to the chapter members and shall assist the President and the Executive Committee in coordination of chapter activities. All FFA activities and plans are subject to approval of the adviser.

Article 9. Election Procedures and Assignments

Section A.

Officers shall be elected to serve terms of one year to begin and end with annual Parent- Member Banquet.

Section B.

No member shall hold the office President more than once.

Section C.

To be eligible to run for chapter office you must meet the following:

1. You must be member in good standing (defined in Article 3, Section A.)
2. You must have received the Greenhand Degree.

Section F. Impeachment of an Officer

At the beginning of each office term the Executive Committee shall submit a list of officer responsibilities and requirements. If any officer does not meet these requirements the Executive Committee feels the offer can no longer meet the requirements of the office he/she will then be impeached with majority vote from the Executive Committee.

Section G. Replacement of an Officer

In the event that a chapter officer becomes ineligible or unable to continue in a office the Chapter Executive Committee will review the Chapter Officer Applications from the prior year and determine the selection of a replacement Officer. Should the replacement Officer decide not to accept, the Chapter Executive Committee will slate two or more qualified candidates for a special election to be held at a time and place specified by the Chapter Executive Committee.

Article 10. Meetings

Section A. Regular Meetings



Regular meetings of the chapter shall be held at least once a month. The time and place shall be determined by the Executive Committee.

Section B. Special Meetings

A special meeting of the chapter may be called by the President at any time for the consideration of special business with the approval of the Executive Committee, or upon the presentation to the Secretary of a petition bearing the signatures of one-third of the active members in good standing in the chapter.

Section C. The Parent Member Banquet

One Parent Member Banquet shall be held each year at the end of the Tomas Downey School year. This meeting is to honor members, parents, administrators, and other friends of the FFA. The time and place shall be determined by the Executive Committee.

Section D. Quorum

The Quorum shall be 25% of the students enrolled in agriculture class at Thomas Downey High School. No business may be accomplished without the quorum being met.

Section E. Summer Meetings

At least one meeting shall be called during the summer when school is not in session.

Section F. Greenhand Meeting

The Greenhand Officers shall be responsible for one meeting each year.

Article 11. Committees

Section A. Standing Committees

The Standing committees at Thomas Downey shall consist of the following:

1. Recruitment
2. Community Service
3. Fundraising

The standing committees should meet at least once every other month. All standing committee chairman shall be appointed by the Executive Committee for the term of one year. The duties of the committees can be found in the Program of Work.

Section B. Temporary Committees

Temporary committees may be set up for a specific purpose and their method of selecting the chairmen and members shall be stated in the motion.

Section C. The Executive Committee

The members of the Executive Committee shall be the officers of the chapter. The Vice-President of the chapter shall be the presiding officer of the Executive Committee. The Executive Committee shall be empowered to act in the name of the chapter between meetings of the chapter.

Article 12. Amendments

Section A. Constitutional Amendments

Amendments to this constitution may be adopted at any regular chapter meeting providing at least two weeks notice has been given to the chapter Secretary and the chapter members of the proposal.

Article 13. Insignia and Uniforms

Section A. Insignia

The insignia of the Thomas Downey chapter of FFA shall be the emblem which is adopted and approved by the National Organization of the FFA.

## Section B. Official FFA Uniform

The Official FFA show uniform shall be worn by all FFA exhibitors and by helpers in individual and chapter group while showing at fairs and livestock shows. The uniform shall consist of white pants, white dress shirt or blouse, the official FFA Jacket and tie or scarf, or the FFA emblem attached to the left pocket of the shirt or blouse.

## Section C. Official Dress

The official FFA dress for males shall be the official FFA jacket, zipped to the top, worn with a white collared dress shirt, official FFA necktie, black slacks, black socks and black dress shoes. The official FFA dress for females shall be the official FFA jacket, zipped to the top, worn with a white collard dress blouse, an official FFA scarf, a black skirt (of appropriate length), and black dress shoes. Black slacks may be worn for traveling and for outdoor functions such as judging contests and camping.

Created October 2006

**Modesto City Schools  
Agriculture Farm Project Policy**

1. Be proud of the farm. It is a privilege to raise an animal at the farm. When finished using the tools and equipment be certain to return them to their appropriate location and in a clean condition. Keep the farm area neat and organized to ensure safety for all.
2. In order to show for FFA, a student must maintain academic and citizenship eligibility, as outlined by the conduct code, grades will be reviewed at the 3<sup>rd</sup> quarter with warnings issued and again at the end of the 4<sup>th</sup> quarter. If a student is ineligible at the 4<sup>th</sup> quarter they may finish raising the animal but cannot show at the fair. Selling of the animal is the responsibility of the student and must be done by as close to County Fair as possible.
3. You will be assigned a pen. You will be responsible for that pen while your project is occupying that space. The number of animals you can raise on the farm may be limited by the space available. Your project may need to be moved on occasion as conditions change on the farm. You will be notified before this occurs.
4. Hogs must be purchased through the agriculture department if your hog is raised at the school farm. You have the option to purchase feed from a variety of sources, a list will be provided for you of the companies that sell hog feed. When purchasing livestock from the agriculture department the total cost for the animals will be paid up front to eliminate bookkeeping errors.
5. You are responsible for keeping track of all purchases (feed, vet supplies, rent, insurance, equipment) to back up the agriculture department records. All receipts must also be recorded in your Agriculture Record Book.
6. As a student with an agriculture project, you are responsible to feed and clean your animal each day. Chores must be done before 9:00 p.m.
7. Proper cleaning of the pen include the removal of the fecal matter, and in the case of pigs; cleaning the drain, hosing the pen and pigs down to remove foreign matter and keeping the area directly around your pen clean.
8. Manure is the only thing that is allowed to be dumped in the septic tank. NO PAPER, STRAW, EMPTY CUPS OR TRASH is allowed down the drain. Throw trash and solid items in the barrels or dumpster.
9. Periodic parental assistance is welcome. However, the parent cannot complete daily project responsibility. If a student cannot fulfill the projects responsibilities to include, but not limited to, feeding, cleaning, attending mandatory work days, and any other management practices, the student will be allowed two weeks to remove his or her project from the farm site upon notice from the teacher or administrator.
10. Any student obtaining feed or property of others without permission will be removed from the program. No exceptions! The animal will also be removed at the discretion of the agriculture teacher.
11. No student owned projects would be allowed to remain on the farm longer than 90 days for sheep, pigs, and poultry, 120 days for dairy and beef projects.
12. If the animals were determined to be a show project and does not meet the specific expectations set forth by the agriculture teacher the animal will not represent the school at the livestock show. Projects must have prior approval before being brought on or taken off the school farm. Animals brought on the farm without approval must be removed immediately upon request to do so. Students will not be eligible to raise or exhibit any species for one year following the conclusion of the event or fair in which the animal was brought on or taken from the farm without prior approval.
13. The farm facility is to be used by the students in the agriculture program only. All students are expected to have their evening chores done by 9:00 p.m. including weekends. Loitering at her farm after this time is NOT permitted. Please leave your pets and uninvolved friends home.
14. In the event you are unable to abide by the above stated rules, the agriculture instructors have the right and responsibility to dispose of the project in any means they feel is in the best interest of the project. This includes selling the project at a livestock yard or processing at a local meat locker.
15. Sign in and out when your are on the school farm, failure to do so may result in your not being allowed a project next year. Steps in removal of the animal. (1) Oral communication to the student. (2) Written communication to the student and parent. (3) Written communication from the site or district administrator to the student and the parent. (4) Removal of the animal.
16. Understand the nature of this project will expose students to veterinary and livestock processing practices.

I agree to abide by this Modesto City Schools policy:

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Agriculture Department,

Class Rules:

1. RESPECT: Others, property, yourself
2. Use acceptable behavior and language at all times
3. Food, drink, gum, candy etc. is NOT ALLOWED in the classroom, shop, computer lab.

Policies and procedures:

1. Each students is to have a pen, pencil, paper and notebook in class daily
2. Seating will be assigned by the instructor, with changes made only to improve the learning environment.
3. To be considered on time for class and not tardy, students must be in their seat, with materials out, ready to work when the tardy bell rings. (Sharpen pencils before the bell)
4. Make up work is given only for excused absences. It is the students responsibility to request make up work within 2 days of returning from an absence. Students have 2x the number of days absent to complete and turn in work.
5. Students must maintain academic eligibility to be involved in FFA activities, fairs etc. Students who are not eligible at third quarter grades may not show at the fair.
6. All work to be turned in must have a clear first and last name, be neat and organized, free from drawings etc. pencil, blue or black ink will be used unless otherwise stated.
7. Students are to remain in seats unless asked to move. The instructor will dismiss the class each day, not the bell. All students should be back in their seats before the bell.
8. Independent study requests for homework require 5 days to complete.
9. Grade checks are only completed on Fridays. Plan ahead.
10. The following items should not be visible during class or used in class: Make up, personal pictures, phones, walkmans, IPODs, sports equipments, non class magazines, assignments from other classes.
11. COMPUTER LAB. Students must have their own user account to use the lab. To use the internet students must pass the district" Internet Drivers License" test. The lab is for educational uses only. Students MAY NOT use the computers to play music / videos, personal email, games, etc.
12. The Agriculture Department is not responsible of items left in the Department.

**Violation of rules / policies/ procedures will be handled as outlined in the student handbook.**

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Dear Parents:

Your son/daughter is enrolled in an Agriculture class that will be using the computers in our computer lab in the agriculture office. The students will explore the use of the computer as a tool in the areas of word processing, spreadsheets, databases, multimedia, Internet and the California State FFA Record Book. The hardware and software available in this class are expensive and misuse can result in costly damage. Because of this, you are being advised that if your child does not act appropriately and places the material in jeopardy, he or she will be removed from the lab and required to make up the work at home or in the school library. In addition, if materials are damaged by negligence, you may be held responsible for their repair or replacement.

The Agriculture Computer Lab rules follow. Please discuss them with your student. Your son or daughter will not be allowed to use the computers until this form is returned signed. Abuse of computer lab rules will result in 1. a student warning, 2. restriction from the computers, 3. parent and counselor conference, and 4. the student no longer having access to the agriculture computer lab. Four verbal or written warnings about the conduct code and /or computer lab rules will result in an unsatisfactory citizenship grade for the quarter.

1. Keep computer clean. No food, drinks, or gum in the computer lab.
2. No makeup, whiteout, hair spray or headgear.
3. Work only on your assigned computer.
4. Listen to directions, and don't talk when instruction is being given.
5. Cooperate with your assigned lab partner.
6. **NO** personal software, games, data disks, or CD's are permitted in the lab.
7. Misbehavior will not be tolerated.
8. **NO** computer crime such as unauthorized copies of disks or files will be allowed. No changing folders or exchanging of access codes.

Like other classes, incomplete assignments and makeup assignments due to excused absences are completed outside of regular class time. The computer lab is available for student use before school or during lunch as arranged by the student and instructor. If you have any questions regarding either the curriculum or software, please contact the agriculture department at 576-4336.

Teacher Signature \_\_\_\_\_

Principal Signature \_\_\_\_\_

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

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

... Alumni assisting toward a commitment to excellence...

# CA0154 Modesto - Thomas Downey  
 Thomas Downey HS  
 1000 Coffee Rd.  
 Modesto, CA 95355

Graduates for Spring:

Last Name	First Name	Graduate Status
Gaitan	Celine	Two Year College-Non-Ag Major
Alba	Michelle	Two Year College-Ag Major
Bingham	Sean	Military-
Bautista	Gladys	Two Year College-Non-Ag Major
Clawson	Chistina	Two Year College-Ag Major
Dack	Cheyenne	Four Year College-Ag Major
Forest	Ostin	Two Year College-Ag Major
Guzman	Janessa	Two Year College-Ag Major
Hoar	Bryson	Employed - Parttime-Non-Ag Job
Murdock	Rickey	Two Year College-Ag Major
Ramirez	Janessa	Four Year College-Ag Major
Rivera	Alyssa	Two Year College-Non-Ag Major
Sanchez	Janette	Military-
Salyer	Spencer	Employed - Fulltime-Ag Job
Terra	Dorian	Military-
Baroni	Desiree	Four Year College-Ag Major
Brickey	Areanna	Two Year College-Ag Major
Morfin	Pedro	Two Year College-Ag Major
Horlak	Logan	Two Year College-Ag Major

Blanco James Military-  
 Jansen Jessica Four Year College-Ag Major  
 Boyatt Emily Two Year College-Ag Major

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Count: 22

Browser address bar: <https://calaged.csuchico.edu/R2/Scripts/Grads/GradSum.asp>

Browser tabs: Seating Chart: Agricultura..., Introduction, California Graduate Fo...

Browser menu: File Edit View Favorites Tools Help

Suggested Sites: Copper Bar Top Color Co..., Free Hotmail, Anti-terrorism raids s...

 *California Agricultural Education* 

Portal Home CalAgEd.org R2 Home Main Menu Roster Teachers Graduates FAQ Help Logout

**Graduate Follow-up Report**  
 Filing Year=2015

# CA0154 Modesto - Thomas Downey  
 Thomas Downey HS  
 1000 Coffee Rd.  
 Modesto, CA 95355

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Total Seniors (Year=2014 ):	56
Total Seniors having completed 3 or more years of Ag Instruction:	22
<b>Program Completer Status</b>	
Two Year College Ag Major	9
Two Year College Non-Ag Major	3
Four Year College Ag Major	4
Employed - Parttime Non-Ag Job	1
Employed - Fulltime Ag Job	1
Military	4

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 Page last modified: 12/30/2011

Windows taskbar showing icons for Internet Explorer, File Explorer, Windows Media Center, PowerPoint, and Outlook.

https://educator.ctc.ca.gov/esales\_enu/startswie?SWECmd=Goto Commission on Teacher Cre... CTC Online

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Agency User Search

SCHILPEROORT, MICHAEL > Document:

**New Search** Note: If you have questions about the information displayed below, please click [here](#) for a listing of Commission contacts.

**Last Name:** SCHILPEROORT **Last Known County of Employment:** Note: Please verify County of Employment is current  
**First Name:** MICHAEL **Adverse and Commission Actions Indicator:** If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.  
**Middle Name:** CHRISTIAN

Current Document | All Documents | Adverse and Commission Actions

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
140215343	Specialist Instruction Credential (Agriculture)	Clear	Valid	7/7/2015	7/1/2020	6/9/2005		
140215342	Single Subject Teaching Credential	Clear	Valid	7/1/2015	7/1/2020	6/9/2005		

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R3A1	This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.	AGRI	Agriculture	MAJ	

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
R1SP	The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.	TC Code Not Required
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required

javascript:cd(s\_8,new Array("1-2FE-2309","s\_2\_2\_22\_1","SWERowid=1-2FE-2309"),s\_9,s\_10,this)

10:03 PM 3/10/2016



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Agency User Search

SALYER, KRISTA > Document:

**New Search** Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.

**Last Name:** SALYER **Last Known County of Employment:** STANISLAUS COUNTY OFFICE OF EDUCATION **Note:** Please verify County of Employment is current.  
**First Name:** KRISTA **Adverse and Commission Actions Indicator:** If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.  
**Middle Name:** LYNN

**Current Document** | All Documents | Adverse and Commission Actions

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
150089007	Single Subject Teaching Credential	Clear	Valid	6/1/2015	6/1/2020	8/22/2014		
140202119	Single Subject Teaching Credential	Preliminary	Valid	8/22/2014	7/1/2018	8/22/2014		
140075496	Specialist Instruction Credential (Agriculture)	Clear	Valid	4/30/2014	7/1/2018			
130121788	Single Subject Teaching Credential	Preliminary	Valid	6/14/2013	7/1/2018	6/14/2013		

**Authorization/Subjects**

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		MAJ	
R15	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRX	Agriculture (Examination)	MAJ	

javascript:c\_d(s\_8,new Array("1-2CJ-1510","s\_2\_2\_22\_1","SWERowId=1-2CJ-1510"),s\_9,s\_10,this)

100%

10:07 PM 3/10/2016

**Agriculture Advisory Committee Members 2015-16**

<u>NAME</u>	<u>ADDRESS</u>	<u>CSZ</u>	<u>AFFILIATION</u>	<u>PHONE</u>
Bill Ketscher	P.O. Box 201	Waterford, CA 95386-0201		
Louie Boer	1167 N Hart Road	Modesto, CA 95358	Western Farm Supply	
Tom Burchell	12000 St. Hwy 120	Oakdale, CA 95361	Nurseryman	
Charles Rumble	1320 Amy Avenue	Modesto, CA 95357		
Cindy/Randy Broughton	1620 Carlisle Ave.	Modesto, CA 95358		
Bill Lyons	1920 Devonshire Ave.	Modesto, CA 95355	Lyons Investments	
Bill Garton	2000 Crowslanding Road	Modesto, CA 95358	Garton Tractor	
Nick Blom	2613 Illinois Avenue	Modesto, CA 95358		
Dr. Paul Bos	2909 Darius Lane	Modesto, CA 95355		
Bill/Melanie Ashby	2918 Finney Road	Modesto, CA 95356		
Gordon Heinrick	3424 North Avenue	Modesto, CA 95358	Duarte Nursery	
Dr. Magnasson	3500 Roselle Avenue	Modesto, CA 95355	Sylvan Vet Clinic	
Dr. Cardoza	3520 Roselle Avenue	Modesto, CA 95357	Sylvan Vet Clinic	
Leo Durrer	3731 Dunn Road	Modesto, CA 95358		
Ron Hoffman	832 Sonoma Avenue	Modesto, CA 95355	Morris Nursery	
John Herlihy	P.O. Box 3278	Turlock, CA 95381		
Pam Able	<a href="mailto:able.p@monet.k12.ca.us">able.p@monet.k12.ca.us</a>		MCS/Staff, Superintendent	
Louise Alberti	<a href="mailto:alberti.l@monet.k12.ca.us">alberti.l@monet.k12.ca.us</a>		Rancher	
Jeff Albritton	<a href="mailto:albritton.j@monet.k12.ca.us">albritton.j@monet.k12.ca.us</a>		MCS/Staff, Principal	550-3421
Andrew Genasci	<a href="mailto:Andrew@Duartenursery.com">Andrew@Duartenursery.com</a>		Genasci Dairy	
Mark Anglin	<a href="mailto:anglinm@yosemite.cc.ca.us">anglinm@yosemite.cc.ca.us</a>		MJC	
Richard Baum	<a href="mailto:baum.@monet.k12.ca.us">baum.@monet.k12.ca.us</a>		MCS/Staff, Principal	576-4213
Susan Beatty	<a href="mailto:beatty.s@monet.k12.ca.us">beatty.s@monet.k12.ca.us</a>		MCS/Staff	576-4247
Kyle Beeman	<a href="mailto:beeman.k@monet.k12.ca.us">beeman.k@monet.k12.ca.us</a>		MCS/Staff	
Don Borges	<a href="mailto:borgesd@yosemite.cc.ca.us">borgesd@yosemite.cc.ca.us</a>		MJC	
Brandon Rebiero	<a href="mailto:brebiero@wecon.com">brebiero@wecon.com</a>		Rancher	
Mike Brecht	<a href="mailto:brecht.m@monet.k12.ca.us">brecht.m@monet.k12.ca.us</a>		MCS/Staff	550-3400x5053
Bill Morris	<a href="mailto:Bsmorris@fire2wire.com">Bsmorris@fire2wire.com</a>		Morris Nursery	
Tammy Burris	<a href="mailto:burris.t@monet.k12.ca.us">burris.t@monet.k12.ca.us</a>		MCS/Staff	
Mark R. Driver	<a href="mailto:califarmia@aol.com">califarmia@aol.com</a>			
Katy Cardoza	<a href="mailto:cardoza.ka@monet.k12.ca.us">cardoza.ka@monet.k12.ca.us</a>		MCS/Staff	550-3400x5115
Deb Rowe	<a href="mailto:rowe.d@monet.k12.ca.us">rowe.d@monet.k12.ca.us</a>		MCS/Staff, Principal	550-3401
Cody Penfold	<a href="mailto:codypenfold@gmail.com">codypenfold@gmail.com</a>		California Poultry Federation	
Gary Gerhardt	<a href="mailto:gerhardt.g@monet.k12.ca.us">gerhardt.g@monet.k12.ca.us</a>		MCS/Staff	
Mike Henderson	<a href="mailto:henderson.m@monet.k12.ca.us">henderson.m@monet.k12.ca.us</a>		MCS/Staff, Director	576-4213
Jake Wenger	<a href="mailto:jake@woodcolony.com">jake@woodcolony.com</a>		Chair	
Jared Penfold	<a href="mailto:jared.penfold@stanislausfarm.com">jared.penfold@stanislausfarm.com</a>		Stanislaus Farm Supply	
Joey Gonsalves	<a href="mailto:jgonsalves1@aol.com">jgonsalves1@aol.com</a>		Stanislaus Farm Supply	
John Alberti	<a href="mailto:jmahalo21@aol.com">jmahalo21@aol.com</a>		Rancher	
Kim Hernandez	<a href="mailto:kimberley@haleyfarms.net">kimberley@haleyfarms.net</a>		Hailey Poultry	
Scott Layne	<a href="mailto:layne.s@monet.k12.ca.us">layne.s@monet.k12.ca.us</a>		MCS/Staff	
Chris Durrer	<a href="mailto:LoritaHols@aol.com">LoritaHols@aol.com</a>		Durrer Dairy	

3/9/2016

**Agriculture Advisory Committee Members 2015-16**

Lynn Lysko	<a href="mailto:lysco.l@monet.k12.ca.us">lysco.l@monet.k12.ca.us</a>		MCS/Staff, Principal	576-4503
Jason Manning	<a href="mailto:manning.j@monet.k12.ca.us">manning.j@monet.k12.ca.us</a>		MCS/Staff, Principal	576-4405
Mark Looker	<a href="mailto:marklooker@yahoo.com">marklooker@yahoo.com</a>		Western United Dairyman	
Mark Bender, Ph.D., Ag	<a href="mailto:mbender@csus.edu">mbender@csus.edu</a>		CSUS	
Nancy Miguel	<a href="mailto:miguel.n@monet.k12.ca.us">miguel.n@monet.k12.ca.us</a>		MCS/Staff	550-3400x5117

# AGED 539

Leo Scheuber	<a href="mailto:mlscheuber@comcast.net">mlscheuber@comcast.net</a>		Nurseryman	
Julie Moore	<a href="mailto:moore.j@monet.k12.ca.us">moore.j@monet.k12.ca.us</a>		MCS/Staff, Principal	576-4960
Mark Nower	<a href="mailto:nower.m@monet.k12.ca.us">nower.m@monet.k12.ca.us</a>		MCS/Staff	
Dan Park	<a href="mailto:park.d@monet.k12.ca.us">park.d@monet.k12.ca.us</a>		MCS/Staff, Principal	569-2801
Robbie Johnson	<a href="mailto:Robbie.Johnson@monsanto.com">Robbie.Johnson@monsanto.com</a>		Monsanto	
Mike Schilperoort	<a href="mailto:schilperoort.m@monet.k12.ca.us">schilperoort.m@monet.k12.ca.us</a>		MCS/Staff	576-4247
Michele Schilperoort	<a href="mailto:schilperoort.mi@monet.k12.ca.us">schilperoort.mi@monet.k12.ca.us</a>		MCS/Staff	550-3400x5133
Stuart Layman	<a href="mailto:slayman@floryindustries.com">slayman@floryindustries.com</a>		Flory Industries	545-0551
Natalie Stevano	<a href="mailto:stevano.n@monet.k12.ca.us">stevano.n@monet.k12.ca.us</a>		MCS/Staff	576-4561

3/9/2016



**Modesto City Schools  
Vocational Agriculture Advisory  
Enochs High School Ag Department  
Tuesday, March 24, 2015  
6:00 p.m.**

## MINUTES

**7. Welcome and call to order by Mike Brecht in the absence of Chair, Jake Wenger.**

Mike called the meeting to order at 6:14 welcoming all and introducing the new Senior Director, Alternative & Vocational Education.

**8. Approval of Minutes, Fall 2014 (Wenger)**

*Mike called for motion to approve minutes of fall, 2014 advisory meeting.*

- ✓ *Motion made for approval by Bill Ketscher, 2<sup>nd</sup> Louise Alberti. Minutes approved by unanimous vote of advisory.*

**9. Approval of New Courses (Nower/Burris)**

Course outlines and textbooks for all new courses were presented to advisory members as well as a brief overview explaining the need for the new courses. Opportunity was given to review outlines, textbooks and ask questions. Mark and Thom asked for motions approving the following courses:

- **Food Science 1-2**
- ✓ *Motion made for approval by Bill Ketscher, 2<sup>nd</sup> Louise Alberti. Food Science 1-2 course approved by unanimous vote of advisory.*
- **Agriculture and Soil Chemistry**
- **Sustainable Agriculture - A Biological Approach to Industry**
- ✓ *Motion made for approval by Bill Ketscher, 2<sup>nd</sup> Louise Alberti. Agriculture & Soil Chemistry, along with Sustainable Agriculture – A Biological Approach to Industry courses were approved by unanimous vote of advisor as linked courses for freshman and sophomore year students.*
- **Agriscience Systems Management**
- ✓ *Motion made for approval by Bill Ketscher, 2<sup>nd</sup> Louise Alberti. Agriscience Systems Management course approved by unanimous vote of advisory.*
- **Agriculture Wood Construction I,II,III**
- **Agricultural Carpentry (ROP)**
- ✓ *Motion made for approval by Louise Alberti, 2<sup>nd</sup> Bill Ketscher. Agriculture Wood Construction I,II,III and Agricultural Carpentry (ROP) courses approved by unanimous vote of advisory.*

**10. Approval of Course Continuation for 2015-16 for the following:**

- *Ag Marketing & Animal Industries (ROP), Landscape Design & Maintenance (ROP), Horticulture & the Environment (ROP), Ag Structural Welding (ROP), Veterinary Science (ROP), Agriculture 1-5(ROP), Ag Small Engine Technology (ROP), Advanced Floriculture (ROP), Ag Diesel Engine Technology (ROP)*
- *Advanced Animal Science, Animal Science, Veterinary Science, Ag Mechanics, Ag Small Engine Tech, Agribusiness, Project Supervision, Ag Leadership, Individual Studies for Ag, Ag Computer Literacy, Integrated Ag Science, Integrated Ag Biology.*

**11. Johansen Ag Academy Report (Gerhardt)**

Gary Gerhardt, Johansen Ag Instructor gave update of the Johansen Ag Academy. The academy is in its fourth year of existence with 185 students currently enrolled. Funding for the 2014-15 program is \$62,000. The Academy includes three career pathways; Animal Science, Ag Mechanics, and Plant Science. Motivational activities such as field trips, college visits and industry speakers are included along with work place learning opportunities such as internships, job shadowing, industry mentors and work experience.

**12. Program Updates (All sites)**

Program Representatives from each site gave program updates and overview of activities for 2nd semester 2014-15. (Handouts) All sites are preparing for summer projects, Fair activities and annual fundraisers.

**Mr. Albritton** closed the meeting with a brief introduction including his history in the district. He is excited to take the position of Senior Director, Alternative and Vocational Education.

**7. Adjourn: 7:13 p.m.**

**Ag Aware Luncheon  
April 16, 2015  
ACE Pavilion, MJC West Campus**



Modesto City Schools  
Vocational Agriculture Education

Graduate Follow-Up Study

November 1, 2015

Dear Vocational FFA Agriculture Alumni:

Under current State Legislation, Vo Ag Programs are utilizing graduate input to assist local programs in maintaining and insuring quality agriculture education in the comprehensive high school. Our hope is that you will take part in this vital study. Graduate opinion is long overdue and should be an essential component in developing curriculum in Vocational Agriculture Education.

Attached you will find a questionnaire/ opinion survey that will assist us in our commitment toward excellence in our local Agriculture programs. Please respond at your earliest convenience to the questionnaire and return no later than November 29, 2015.

Thank You,

Modesto City Schools  
Vocational Agriculture Staff

... Alumni assisting toward a commitment to excellence...

# AGED 539

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*Thomas Downey High School Ag Department*  
**Graduate Follow-up**

Name: \_\_\_\_\_

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

Phone: \_\_\_\_\_

1. What are you doing at the present time?

\_\_\_\_\_ Attending school  
\_\_\_\_\_ Full-time  
\_\_\_\_\_ Part-time

\_\_\_\_\_ Working  
\_\_\_\_\_ Full-time  
\_\_\_\_\_ Part-time

\_\_\_\_\_ In the military

\_\_\_\_\_ Not working  
\_\_\_\_\_ Looking for work  
\_\_\_\_\_ Not looking for work

\_\_\_\_\_ Homemaker

\_\_\_\_\_ Other \_\_\_\_\_

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

\_\_\_\_\_

3. What is your job title or job description?

\_\_\_\_\_

4. Which statement best applies to your present occupation?

\_\_\_\_\_

\_\_\_\_\_ I am using most of the skills I learned in the vo-ag program at TDHS.

\_\_\_\_\_ I am using some of the skills I learned in the vo-ag program at TDHS.

\_\_\_\_\_ I am not using any of the skills I learned in the vo-ag program at TDHS.

5. What type of school are you currently attending?

\_\_\_\_\_ High school

\_\_\_\_\_ Trade/technical school

\_\_\_\_\_ 4-year college

\_\_\_\_\_ Private business school

\_\_\_\_\_ Adult education

\_\_\_\_\_ Other \_\_\_\_\_

6. What is your major course of study?

\_\_\_\_\_



## AGED 539

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7. How would you rate the training received in the TDHS vo-ag program?

\_\_\_\_\_Excellent          \_\_\_\_\_Good          \_\_\_\_\_Fair          \_\_\_\_\_Poor

8. How do you rate the career guidance and counseling you received in vo-ag?

\_\_\_\_\_Excellent          \_\_\_\_\_Good          \_\_\_\_\_Fair          \_\_\_\_\_Poor

### *FFA*

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

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

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

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

3. Please rate the facilities and equipment used at TDHS for the vo-ag program:

Facilities:                      \_\_\_\_\_Overcrowded                      \_\_\_\_\_Adequate space provided  
   \_\_\_\_\_Modern                                      \_\_\_\_\_Out-of-date

Equipment:                      \_\_\_\_\_Modern                                      \_\_\_\_\_Out-of-date  
   \_\_\_\_\_Well-maintained                      \_\_\_\_\_Poorly maintained  
   \_\_\_\_\_Adequate amount of equipment for all students in class

\_\_\_\_\_Other-please describe \_\_\_\_\_

Thomas Downey High School  
**Agriculture Department**

*Program Completer Follow-up Results for "2015"*

The following indicates information gathered from Program Completers of the Thomas Downey Agriculture Department.

Percent of  
 Students agree  
 With statement.

**Which statement best applies to the students present occupation.**

- \_\_\_\_\_ I am using **most** of the skills I learned in the vo-ag program at TDHS.
- \_\_\_\_\_ I am using **some** of the skills I learned in the vo-ag program at TDHS.
- \_\_\_\_\_ I am not using any of the skills I learned in the vo-ag program at TDHS.

How the students rated the training & career guidance/counseling  
**they received in the TDHS vo-ag program.**

<b><u>Training</u></b>	<b><u>Career guidance/counseling</u></b>
_____ Excellent	_____ Excellent
_____ Good	_____ Good
_____ Fair	_____ Fair
_____ Poor	_____ Poor

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

- \_\_\_\_\_ Officer and committee chairman experience
- \_\_\_\_\_ Judging contests
- \_\_\_\_\_ Advanced degree and proficiency awards
- \_\_\_\_\_ Participation in chapter activities, working with others
- \_\_\_\_\_ Livestock raising, shows, fairs, etc.
- \_\_\_\_\_ Other: Leadership Conference, National Convention, Overall experience

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

- \_\_\_\_\_ Learning skills related to future ag employment
- \_\_\_\_\_ Development of responsibility
- \_\_\_\_\_ Learning record keeping
- \_\_\_\_\_ Other: Skill gained on ranch, correct measurements, learning to work with others, solving problems.



**THOMAS DOWNEY**  
**AGRICULTURE DEPARTMENT**

1000 Coffee Rd., Modesto, Ca. 95350  
(209)576-4247 Office (209)576-4258 Fax

---

CURRENT PLACEMENT SITES

THE FOLLOWING SITES HAVE BEEN USED IN THE LAST YEAR

<u>SITE</u>	<u>CONTACT</u>	
<u>PHONE</u>		
JACKRABBIT	PINO TRUNCALI	499-5354
CARDENAS LANDSCAPING	NOEL CARDENAS	571-2099
LEVENTINI LAMBS	MIKE LEVENTINI	529-2774
MORRIS NURSERY	JESSE HERNANDEZ	499-1400
WESSON RANCH	BARBARA WESSON	524-0154

**Quality Criteria Ten:  
SUPPORTING DOCUMENTATION**

**California Agricultural Education**  
Portal Home CalAgEd.org R2 Home Main Menu Roster Teachers Graduates FAQ Help Logout

**Enter Teacher Schedule**  
**Thomas Downey HS, Modesto (CA0154)**  
Teacher: Salyer, Krista

Please enter all periods including non-Ag, prep, etc. See notes at the bottom of the page for more information.

Schedule	Period	Beginning Time	Course Title	Enrolled	Type	HS Grad	Articulated	
1	1	7:55	AVID	24	Non-Ag	Other		<a href="#">Delete</a>   <a href="#">Edit</a>
1	2	8:50	CP Earth Science	38	Non-Ag	Physical/Earth Sci.		<a href="#">Delete</a>   <a href="#">Edit</a>
1	3	9:45	CP Earth Science	38	Non-Ag	Physical/Earth Sci.		<a href="#">Delete</a>   <a href="#">Edit</a>
1	4	10:40	Intgrted Ag Sci 1-2	36	Agriscience I	Physical/Earth Sci.		<a href="#">Delete</a>   <a href="#">Edit</a>
1	6	12:15	Integrated Ag Sci 1-2	38	Agriscience I	Physical/Earth Sci.		<a href="#">Delete</a>   <a href="#">Edit</a>
1	7	1:05	CP Earth Science	39	Non-Ag	Physical/Earth Sci.		<a href="#">Delete</a>   <a href="#">Edit</a>
1	8	2:00	Project Supervision SAE	74	SAE	Other		<a href="#">Delete</a>   <a href="#">Edit</a>

**Add New Period**

Schedule	Period	Beginning Time	Course Title	Enrolled	Type	HS Grad Requirements	Articulated with CC	Save
1	2	(ex. 0800 or 8:00)			Ag Biology	Not Entered	<input type="checkbox"/>	

**Schedule Note:**

- Enter 1 (default) if the course is taught this period every day OR where you teach two period "blocks" every other day.

**California Agricultural Education**  
Portal Home CalAgEd.org R2 Home Main Menu Roster Teachers Graduates FAQ Help Logout

**Enter Teacher Schedule**  
**Thomas Downey HS, Modesto (CA0154)**  
Teacher: Beatty, Susan

Please enter all periods including non-Ag, prep, etc. See notes at the bottom of the page for more information.

Schedule	Period	Beginning Time	Course Title	Enrolled	Type	HS Grad	Articulated	
1	1	7:55	Integrated Ag Sci 1-2	33	Agriscience I	Physical/Earth Sci.		<a href="#">Delete</a>   <a href="#">Edit</a>
1	2	8:50	Adv Floral: History and Art of Floral Design	39	O.H./Floral	Fine Arts		<a href="#">Delete</a>   <a href="#">Edit</a>
1	3	9:45	Integrated Ag Sci 3-4	35	Ag Biology	Life Science		<a href="#">Delete</a>   <a href="#">Edit</a>
1	4	10:40	Integrated Ag Sci 3-4	32	Ag Biology	Life Science		<a href="#">Delete</a>   <a href="#">Edit</a>
1	6	12:15	History and Art of floral design	40	O.H./Floral	Life Science		<a href="#">Delete</a>   <a href="#">Edit</a>
1	7	1:05	SAE Project Supervision	179	SAE	Other		<a href="#">Delete</a>   <a href="#">Edit</a>
1	8	2:00	Prep	0	Prep	Does Not Meet		<a href="#">Delete</a>   <a href="#">Edit</a>

**Add New Period**

Schedule	Period	Beginning Time	Course Title	Enrolled	Type	HS Grad Requirements	Articulated with CC	Save
1	2	(ex. 0800 or 8:00)			Ag Biology	Not Entered	<input type="checkbox"/>	

**Schedule Note:**

- Enter 1 (default) if the course is taught this period every day OR where you teach two period "blocks"

# AGED 539

Browser address bar: <https://calaged.csuchico.edu/R2/Scripts/Teacher/Course2.asp?tid=13964>

Page tabs: Seating Chart: Integrated ... Introduction California FFA Roster ...

Menu: File Edit View Favorites Tools Help

Suggested Sites: Copper Bar Top Color Co... Free Hotmail Anti-terrorism raids s...



## Enter Teacher Schedule

### Thomas Downey HS, Modesto (CA0154)

Teacher: Schilperoort, Michael

Please enter all periods including non-Ag, prep, etc. See notes at the bottom of the page for more information.

Schedule	Period	Beginning Time	Course Title	Enrolled	Type	HS Grad	Articulated	
1	1	7:55	St. Ag Welding/Ag MEch 3-4/Ag MEch5-6	42	Ag Mechanics	Other		<a href="#">Delete</a>   <a href="#">Edit</a>
1	2	8:50	Int Ag Science 1-2	36	Agriscience I	Physical/Earth Sci.		<a href="#">Delete</a>   <a href="#">Edit</a>
1	3	9:45	Ag Mech 1-2	40	Ag Mechanics	Other		<a href="#">Delete</a>   <a href="#">Edit</a>
1	4	10:40	Ag Mech 1-2	36	Ag Mechanics	Other		<a href="#">Delete</a>   <a href="#">Edit</a>
1	6	12:15	Int Ag Biology	26	Animal Science	Life Science		<a href="#">Delete</a>   <a href="#">Edit</a>
1	7	1:05	SAE Project Supervision	180	SAE	Other		<a href="#">Delete</a>   <a href="#">Edit</a>
1	8	2:00	Prep	0	Prep	Not Entered		<a href="#">Delete</a>   <a href="#">Edit</a>

Add New Period								
Schedule	Period	Beginning Time	Course Title	Enrolled	Type	HS Grad	Articulated with CC	Save
1	2				Ag Biology	Requirements	<input type="checkbox"/>	
		(ex. 0800 or 8:00)				Not Entered		

Exit

### Schedule Note:

- Enter 1 (default) if the course is taught this period every day OR where you teach two period "blocks"

Windows taskbar: 12:30 PM 11/16/2015

**Quality Criteria Eleven:**  
**SUPPORTING DOCUMENTATION**

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**MODESTO CITY SCHOOLS**

Job Description

JC# 0608

**AGRICULTURE EDUCATION CLASSROOM TEACHER, 9-12**

OVERALL RESPONSIBILITY

Under general direction, provide an instructional program that is fully integrated into the school's curriculum and is central to the learning process.

SPECIFIC RESPONSIBILITIES

1. Structure a physical classroom/agriculture facility environment conducive to learning, including instructing pupils in the use, care, and safe operation of tools, machines, and equipment.
2. Establish efficient classroom management and agriculture facility management procedures.
3. Establish and maintain expected standards of student behavior – with administrative support – necessary to provide an orderly, safe and productive learning environment.
4. Establish a system of student evaluation within the guidelines prescribed in State law or adopted by the District.
5. Continually evaluate and record various aspects of students' progress, including Supervised Agriculture Experience (SAE) and Future Farmers of America (FFA), and report to parents as needed and required.
6. Teach within the course of study for subject area or at grade level as prescribed in State law or adopted by the District.
7. Plan and implement standards-based lessons, SAE projects, and FFA activities.
8. Provide planned learning experiences using a variety of instructional methods and strategies in order to motivate students and adapt the curriculum to the needs of students.

9. Assist with curriculum development, selection of course materials appropriate to course content, and maintaining an inventory of department and FFA equipment.
10. Identify students' needs and cooperate with other professional staff members in assessing and assisting students.
11. Assist students in personal career development by providing career instruction and opportunities to promote informed decision-making regarding students' occupational goals.
12. Perform basic attendance accounting tasks as required.
13. Observe professional working hours as designated by the Collective Bargaining Agreement.
14. Attend school and District meetings as designated by the Collective Bargaining Agreement.
15. Supervise students in out-of-classroom activities as required by the Collective Bargaining Agreement.
16. Perform adjunct duties as designated by the Collective Bargaining Agreement.
17. Share the responsibility of communicating the educational program to the community through such activities as open house and back-to-school nights, and participate in program promotion through feeder school outreach, community events/projects, etc.
18. Develop and maintain partnerships within the agriculture community to stay attuned to industry needs and maintain positive public relations for the program.

### **AGRICULTURE EDUCATION CLASSROOM TEACHER, 9-12 (continued)**

#### SPECIFIC RESPONSIBILITIES

(continued)

19. Seek to improve competency by periodically participating in professional growth activities and agriculture development activities appropriate to agriculture education (e.g., CATA conference, local and regional meetings, etc.).
20. Provide emergency lesson plans for substitutes.
21. Plan and coordinate the work of aides and other paraprofessionals and student teachers (when applicable).

22. Coordinate and supervise students in out-of-class SAE/FFA activities throughout the year.
23. Supervise student SAEs through school-based facilities, work sites, and project sites.
24. Ensure completion of enrollment procedures, attendance accounting, and documentation of student hours for SAE projects.
25. Participate in advisory committee meetings and sectional, regional. Participate in state and national leadership events applicable to assignment and as funding allows.
26. Complete and submit annual work calendar and report to the site and School-to-Career Office as required.
27. Manage specialized budgets (e.g., Ag Incentive Grant, District-based local funding, etc.), if awarded, consistent with District accounting procedures.
28. Complete and submit related accountability reports including, but not limited to, program participation, FFA activities, expenditure reports, SAE outcomes/results, graduate follow-up lists, and student/program data, as needed.
29. Ability to effectively communicate and maintain cooperative relationships with those contacted in the course of work.

### SALARY

Agriculture Education Teacher, 9-12, Salary Schedule

### WORK YEAR

Basic Teacher Work Year plus 30 days (e.g.,  $185 + 30 = 215$  days)

### QUALIFICATIONS

#### Knowledge/Abili ty Minimum Requirement

s:

Knowledge of principles, theories, practices, methods and techniques used in curriculum development and classroom instruction.

Knowledge of classroom procedures which promote appropriate student conduct and motivation for student learning.



Knowledge of applicable sections of the State Education Code and other applicable laws.  
Ability to adapt plans to meet different needs of students.  
Ability to create an instructional program and a class environment favorable to learning and personal growth.  
Ability to establish effective rapport with students.

**AGRICULTURE EDUCATION CLASSROOM TEACHER, 9-12 (continued)**

QUALIFICATIONS (continued)

Knowledge/Ability  
(continued) Minimum  
Requirements:

Ability to motivate students to develop skills, attitudes, and knowledge needed to provide a good foundation for education, in accordance with each student's ability.  
Ability to monitor students in classrooms.  
Ability to display the use of good judgment in making decisions.  
Ability to maintain professional relationships with students, parents, colleagues and supervising staff members.

Experience  
Minimum  
Requirement:

Successful student teaching or teaching experience.

Education/Credent  
ial Minimum  
Requirement:

Appropriate credential issued related to specific assignment/grade level

Physical Characteristics  
With or without the use of aids:

Sufficient vision to read small print.  
Sufficient hearing to hear and understand speech at normal classroom levels, outdoors, and on the telephone.  
Ability to speak in a voice that can be clearly heard and understood at normal classroom levels, outdoors, and on the telephone.  
Sufficient dexterity to use hands and fingers to operate a telephone, to enter data into a computer, and to perform classroom tasks using both hands.  
Sufficient physical ability, strength, balance, mobility, and stamina to sit or stand for extended periods of time.

## AGED 539

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Sufficient lower body strength, stamina, and mobility to kneel, walk, stoop, bend, and extend legs for prolonged periods of time.

### REPORTS TO

Site Administrator

Cabinet Approved:

9/16/14 Unit

Approved:

10/3/14

Board Approved: 10/20/14

MODESTO CITY SCHOOLS  
 AGRICULTURE EDUCATION 9-12 TEACHERS' SALARY SCHEDULE  
 2014-2015

STEP	BA + 12 Column 1	BA + 24 Column 2	BA + 36 Column 3	BA + 48 Column 4	BA + 60 Column 5	BA + 72 Column 6	STEP	W/M/A Column 2	W/M/A Column 3	W/M/A Column 4	W/M/A Column 5	W/M/A Column 6
1	62,268	62,270	62,516	---	---	---	1	62,270	63,298	---	---	---
2	62,270	62,270	64,588	68,106	---	---	2	62,326	65,382	68,892	---	---
3	62,270	63,616	66,667	70,178	74,151	---	3	64,405	67,454	70,974	74,938	---
4	63,118	65,698	68,742	72,253	76,510	80,683	4	66,489	69,535	73,042	77,026	81,476
5	65,197	67,774	70,823	74,330	78,312	82,764	5	68,564	71,614	75,125	79,099	83,553
6	67,280	69,856	72,898	76,407	80,384	84,852	6	70,634	73,691	77,202	81,178	85,641
7	69,360	71,930	74,979	78,481	82,468	86,925	7	72,719	75,772	79,281	83,257	87,709
8	71,427	74,012	77,047	80,565	84,536	88,993	8	74,799	77,847	81,367	85,344	89,786
9	---	76,089	79,133	82,635	86,615	91,078	9	76,878	79,926	83,429	87,413	91,867
10	---	78,163	81,208	84,714	88,696	93,144	10	78,959	81,999	85,506	89,492	93,946
11	---	---	83,285	86,798	90,771	95,232	11	---	84,078	87,587	91,558	96,023
12	---	---	85,366	88,875	92,843	97,305	12	---	86,148	89,666	93,643	98,096
13	---	---	---	90,954	94,935	99,386	13	---	---	91,738	95,724	100,181
14	---	---	---	---	97,012	101,465	14	---	---	---	98,582	103,032
18	73,478	80,214	87,419	93,007	99,066	103,518	18	81,010	88,202	93,792	100,633	105,083
21	75,532	82,268	89,472	95,060	101,117	105,569	21	83,063	90,253	95,843	102,686	107,137
24	78,370	85,103	92,308	97,896	103,955	108,407	24	85,901	93,091	98,681	105,524	109,973
27	81,851	88,586	95,791	101,377	107,436	111,890	27	89,384	96,572	102,162	109,005	113,456
31	83,826	90,562	97,765	103,353	109,411	113,864	31	91,358	98,547	104,137	110,979	115,431

DOCTORATE DEGREE STIPEND -- MA PLACEMENT + 1,860

Agriculture Education Classroom Teacher, 9-12 (basic teacher work year plus 30 days, e.g., 185 + 30 = 215 days)

Name: Michael Schilperoort .  
Address: 1430 Gold Rush Ct. .  
City, State, Zip: Oakdale, Ca, 95361 .  
Phone: (209) 996-2176 .  
E-mail: [schilperoort.m@monet.k12.ca.us](mailto:schilperoort.m@monet.k12.ca.us) .

Project Proposal  
(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed:

**5C. At least one of the below listed community or school based laboratory facilities has been provided to accommodate students who have no place for their SAE project(s): School Farm Laboratory, Growing Area, Greenhouse or Agriculture Shop.**

Goal or Purpose of the Project:

The goals of this project is to update, create and maintain Thomas Downey High Schools' Horticulture growing areas and greenhouse, increase the number of viable SAE projects within our program, operate as a funding source for the SAE projects and the FFA program and establish an on-site Horticulture learning laboratory.

The purpose of this project is to enhance the Thomas Downey FFA program in three main ways. (1) Hands on learning and training in the area of Horticulture. (2) Create an opportunity for SAE projects that fits the socio-economics of Thomas Downey High Schools clientel. (3) To construct a unique laboratory that is self-sustaining through the sales of the by-products of education.

At Thomas Downey High School we are initiating the career pathway of horticulture. Currently we have Floriculture courses but are very interesting in adding Ornamental Horticulture and Landscape Design. In order to operate these courses we will definitely need a greenhouse and growing areas. The Horticulture Industry is one of the fastest growing in the state of California. For this reason it is one of the largest job creators in the state. These areas are essential to teach the job skills and hands on opportunities to train students for future careers in the Horticulture Industry. They will be transplanting, propagating seeds, grafting and harvesting horticultural products. The Greenhouse and growing areas are also going to

be a great tool that we can use in our program to train various Career Development Teams. These include but are not limited to: Vegetable Crops, Floriculture, Ag Pests, Nursery Production, Agronomy, Land Judging and Ag Sales.

The greenhouse and growing areas will be used to house and grow student's Supervised Agriculture Experience Projects. Thomas Downey High School is a Title 1 school and qualifies as low income and socio-economically depressed. Due to the many adversities that our student body faces the majority of them cannot afford to operate a livestock project or large ag mechanics SAE. The horticulture SAE answers this problem. It is fairly cheap to start plants or get the necessary materials donated. If we can offer the space and the utilities for the students to have access to these projects we will see a drastic spike in SAE projects. If operated properly not only will these students be able to profit but they may also be able to provide some sustenance with the vegetable crops to their families. 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.

If used properly these facilities once operational will be a funding source for themselves, students and our FFA program. We plan to run a nursery available to the public in conjunction with student projects. We also plan to have annual plant and vegetable sale in the Spring. We have very supportive community in Modesto. I am positive that these facilities will be able to pay for themselves from the sale of plant products. The students will also benefit by selling their plants along with department plants in the plant sale. Basically we will be offering a store front for the students SAE projects. We will also be selling plants that may have been used to teach a student a skill such as creating cuttings or propagating seed. This will not only help to pay for the supplies to operate the Horticulture areas but any profit will benefit every FFA student in the program.

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

Greenhouse:

1. Remove and clean rock
2. Install new water wall pads
3. Install Sprinkler System
4. Replace Broken Fans
5. Repair Electrical outlets
6. Install new pump
7. Build and install new benches
8. Start plants for first plant sale

Shade Area:

1. Clean cement pad area
2. Purchase 20ft X 40ft Add-A-Bay Shade Structure
3. Install 20ft X 40ft Add-A-Bay Shade Structure

Growing Beds:

1. Clear and weed area for growing beds
2. Purchase paving stones and cinder blocks
3. Level and form walkways
4. Install 3 ft wide walkways
5. Install Cinder Block walls

*Estimated number of hours on this project:* 450 HOURS

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

\$7775 (see budget) .

Proposed timeline for completion of the project:

Starting date: June 1, 2015

Completion Date: February 21, 2016

(see Timeline)

Progress Report: How will you inform the Cal Poly faculty of your progress on a regular basis?

I will keep a visual log of the work being done on the project.

***For Office Use Only:***

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

Date of Approval:

Quarter student will enroll in AGED 539:

***Thomas Downey Horticulture Facility***

***Project Budget:***

***Cost of Materials***

<b><i>Item</i></b>	<b><i>Anticipated Cost</i></b>
<b><i>Greenhouse Materials:</i></b>	
Metal for tables	\$1200
Fans	\$500
Water Wall Pads	\$400
PVC	\$100
Sprinklers	\$125
Submersible Pump	\$150
Electrical Outlets	\$300
	<b>Total: \$2775</b>
<b><i>Shade Area:</i></b>	
Add-A-Bay Shade 20x40	\$1650
Masonry and Concrete Anchors	\$45
	<b>Total: \$1695</b>
<b><i>Growing Beds:</i></b>	
Paving Stones (1000@\$1.00)	\$1000 \$990
Retaining wall Blocks (600@\$1.65)	\$65
Weed Cloth (220ft)	
	<b>Total: \$2055</b>
<b><i>Plants:</i></b>	
Starter Plugs	\$1250
	<b>Total: \$1250</b>

***Total Projected Cost of Project: \$7775***

Most material will be purchased using District repair and replace money totaling \$5000.

The remainder of the cost will be disseminated among donations and Ag Incentive Funds.



***Thomas Downey Horticulture Facility***

***Timeline:***

<b><i>JUNE 2015</i></b>	The greenhouses broken equipment will be removed. All rock in the floor of the greenhouse will be removed sifted and reinstalled.
<b><i>JULY 2015</i></b>	The cement area where the shade structure will be cleaned and prepped for shade house installation.
<b><i>AUGUST 2015</i></b>	New equipment for the greenhouse, metal for the tables, paving and retaining wall stone, the shade house and any other hardware will be ordered and paid for.
<b><i>SEPTEMBER 2015</i></b>	Shade house will be installed. Using the Agriculture Mechanics classes the area for the garden beds will be cleared and prepped for installation of the pavers and retaining wall. Construction will start on the greenhouse tables by the Advanced welding class.
<b><i>OCTOBER 2015</i></b>	Construction on the garden beds will begin.
<b><i>NOVEMBER 2015</i></b>	Tables will be completed. Tables will be installed in the greenhouse. New fans, water wall, submersible pump electrical outlets and irrigation system will be installed in the greenhouse.
<b><i>DECEMBER 2015</i></b>	Garden Beds will be completed.

## AGED 539

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	Starter plugs will be ordered. Duarte Nursery will be contacted for donation soil for the garden beds and delivery will be scheduled in March.
<b><i>FEBRUARY 2016</i></b>	Starter plugs will be transplanted.

*Thomas Downey Horticulture Facility*

*Pictures:*





*This is the greenhouse after all broken equipment has been removed and the rock has been sifted and replaced. June 2015*





*Cement area where shade house is to be installed is cleared and junk pile removed.*

*July 2015*





***Construction Begins***







*Shade House successfully installed.  
September 2015*





*Area where garden beds will be installed.*





***The garden bed area is successfully cleared and prepped for construction.***

***Pavers and retaining wall stone arrive and are waiting to be installed.***

***September 2015***





***Construction on the Garden Beds begins.***

***October 2015***







***Construction on the Garden Beds continued  
October-November 2015***





***Tables completed and installed.***

***Water Wall, Irrigation, Sprinklers, Fans, Submersible pump and Electrical Outlets installed.***

***Seen here are the plants started from seed in the Integrated Ag Science 1-2 classes.***

***November 2015***



*Garden Beds completed and ready for Soil.*

*December 2015*



***Starter Plugs arrive***

***January 2016***

***Transplanted***

***February 2016***



*Flowers grown from seed.*



*Our operational and updated greenhouse.*

*March 2016*



*How do you measure Success?  
By the look on a students' face.*