

# La Habra High School

*Future Farmers of  
America*



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# Introduction

"Future Farmers of America" was founded by a group of young farmers back in 1928. Their mission was to prepare future generations for the challenges of feeding a growing population. They taught us that agriculture is more than planting and harvesting-- it's a science, it's a business and it's an art.



FFA continues to help the next generation rise up to meet those challenges by helping its members to develop their own unique talents and explore their interests in a broad range of career pathways.

So today, we are still the Future Farmers of America. But, we are the Future Biologists, Future Chemists, Future Veterinarians, Future Engineers and Future Entrepreneurs of America, too.

The letters "FFA" stand for Future Farmers of America; however, in 1988 the official name of the organization was changed from "Future Farmers of America" to "The National FFA Organization" to reflect the growing diversity of agriculture

Today, there are 557,318 FFA members, aged 12–21, in 7,498 chapters in all 50 states, Puerto Rico and the U.S. Virgin Islands.

1. 44% of FFA members are female; women hold approximately 50% of state leadership positions.
2. 73% of our membership is White; 15% is Hispanic/Latino; 7% is Black/African-American; 5% is American Indian, Asian or Pacific Islander.
3. 9% of FFA members are currently enrolled in grades 6-8; 87% of FFA members are currently enrolled in grades 9-12; 4% have already graduated from high school and may be engaged in postsecondary studies.
4. FFA chapters are in 18 of the 20 largest U.S. cities, including New York, Chicago and Philadelphia.
5. The top five membership states are Texas, California, Georgia, Missouri and Oklahoma.
6. The 2012 National FFA Convention was host to 56,167 members, FFA advisors and FFA supporters.

More than 11,000 FFA advisors and agriculture teachers deliver an integrated model of agricultural education providing students with innovative and leading-edge education, enabling them to grow into competent leaders.

1. 92% offer agriscience; 71% offer advanced agriscience and biotechnology; 59% offer agricultural mechanics; 49% offer horticulture; 43% offer animal science; and 24% offer environment-related courses
2. In 2001, 59% of qualified agricultural education graduates pursued teaching, 35 agriculture programs closed due to lack of qualified teachers and 365 agriculture teachers teach in more than one school
3. 23% of teachers have five or fewer years of teaching experience
4. The shortage of qualified agriculture teachers is the greatest challenge facing FFA and agricultural education

\*All information can be found by visiting [www.ffa.org](http://www.ffa.org)



# 2023-2024 Chapter Officers

(Pictured right to left)

**President: Juliana Peeters**

**Vice President: Maria Martinez**

**Secretary: Gwen Delgado**

**Reporter: Ariana Vincent**

**Treasurer: Kamren Horta**

**Sentinel: Allen Medina**



# 1<sup>st</sup> Semester FFA Activities



- 8/31 Ice Cream Social @ 3:45	5 pts.
-9/1 TED Talk	5 pts
- 9/12 Orange Section FFA Meeting @ Edison	10 pts.*
- 9/13 September FFA Meeting 5:45pm	5 pts
- 9/20- Lunch with the officers ( bring your own lunch/ slice for \$1)	5 PTS
- 9/19 – 12/14 Chapter t-shirt Tuesdays (2 pt/Tuesday)	Up to 20 pts.
- 9/20 - 10/4 La Habra Gear Sale	5pts per Item
-10/2- TED Talk Assignment	5 pts
- 10/11- October FFA Meeting	5 pts
- 10/27 Greenhand Leadership Conference (9 <sup>th</sup> grade only)	5 pts.*
- 10/2- 10/20 Cookie Dough Sales	Unlimited Points
-11/1- TED Talk assignment	5 pts
- 11/3-11/4 Orange Sec. Leadership Lock-in (Irvine/overnight)	10 pts.*
- 10/14 SOCAL Leadership Conference (officers only)	10 pts*
- 10/16 Opening/Closing Contest @ Westminster HS	10 pts. **
- 10/11 October FFA Meeting @ 5:45	5 pts.
- 11/1 TED Talk Assignment	5pts
-11/6- Community Event TBD	TBD
- 11/8 November FFA Meeting	5pts
- 12/1 TED Talk Assignment	5 pts
-12/7- Fundraiser TBD	5pts
-12/19- Movie Night	5 pts
- 12/10 Heritage Cup Field Day	5 pts**
- 12/13 FFA Meeting @ 5:45pm	5 pts.

\* - Only selected students can participate in these events due to numbers of students we can take.

\*\* - These events are limited only to students who are on competitive teams.

Please check for revisions on our teacher google classroom

Revised 8/9/23

## 2<sup>nd</sup> Semester FFA Activities



- 1/3 – 5/20 Chapter t-shirt Tuesdays (2 pt/Tuesday) Up to 20 pts.
- 1/11 FFA Meeting @ 5:45pm 5 pts
- 1/21 Norte Vista Field Day 10 pts
- 1/28 Orange Section Speech Contest (Creed, B.I.G., Job Interview, Prepared, Exptemp, and Impromptu) 10 pts\*
- 2/3 – 2/4 MFE/ALA Conference (student pre-registered in Oct) 10 pts\*
- 2/8 FFA Meeting @ 5:45p 5 pts
- 2/17 Southern Region Spring Regional Meeting @ CP Pomona 10 pts
- 2/17-18 FFA Week Prep Up to 10 pts
- 2/20-2/24 FFA Week Activities Up to 10 pts
- 2/28 Orange Section Cooperative Marketing Contest 5 pts\*
- 3/\_\_\_ Open House/8<sup>th</sup> Grade Open House (Volunteers) 5 pts\*
- 4/11 SD Section Field Day 5 pts\*\*
- 3/8 FFA Meeting @ 5:45pm 5 pts
- 3/16 - 3/19 State Leadership Conference 15 pts\*
- 4/12 FFA Meeting @ 5:45pm 5 pts
- 4/15 Southern Regions FFA Awards Banquet (North) 10pts
- 4/19 Chipotle Night Fundraiser 5pts per (entree) 5-75 Pts
- 4/1 Orange Section Officer Elections (Delegates Only) 10 pts\*
- 5/25 La Habra FFA Banquet (5pts for parents) 5 pts

# Agriculture Education



## **The Agriculture Education Mission:**

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

## **The Three-Circle Model**

Through agricultural education, students are provided opportunities for leadership development, personal growth and career success. Agricultural education instruction is delivered through three major components:

- 1) Classroom/laboratory instruction (contextual learning)
- 2) Supervised agricultural experience programs (work-based learning)
- 3) Student leadership organizations (National FFA Organization, National Young Farmer Educational Association, and National Postsecondary Agricultural Student Organization).

## **Team AG-ED**

Team Ag Ed is a united effort in promoting local program success and includes the following organizations and groups.

Agricultural education is a systematic program of instruction available to students desiring to learn about the science, business, technology of plant and animal production and/or about the environmental and natural resources systems. Agricultural education first became a part of the public education system in 1917 when the U.S. Congress passed the Smith-Hughes Act. Today, over 800,000 students participate in formal agricultural education instructional programs offered in grades seven-adult throughout the 50 states and three U. S. territories.



# Administration

Principal.....Steve Garcia  
 Vice Principal, Instruction & Operations.....Hilda Arredondo  
 Vice Principal, Instruction & Student Affairs..... Dr. Melissa Garcia  
 Vice Principal, Instruction & Pupil Services.....Manny Macias  
 Vice Principal, Academic Services.....Dr. Betty Vutang

# Orange Section Officers

President.....Elizabeth Belloso- Sunny Hills High School  
 Vice President.....Macy Alcott- Fullerton High School  
 Secretary..... Aiyana Martel- Covina High School  
 Treasurer..... Abbey Lucey- Fullerton High School  
 Reporter..... Soraya Parra- Don Lugo High School  
 Sentinel..... Thomas Polentz- Sunny Hills High School  
 Advisor.....Brian Kim- Sunny Hills High School

# Southern Region Officers

President.....Paloma Wizikowski- Sunny Hills  
 Secretary.....Gannon Strahm- Holtville  
 Vice President- High Desert Section.....Mia Johnson-Serrano  
 Vice President- Imperial Section.....Kate Grizzle-Holtville  
 Vice President- Orange Section.....Elizabeth Belloso- Sunny Hills  
 Vice President- Riverside Section.....Noah Stanisai-St, Jeanne  
 Vice President- San Diego Section.....Haddie Ingvoldstad-Romona  
 Advisor.....Jackie Jones

# California State Officers

President.....Austin Bell  
 Vice President.....Sierra Short  
 Secretary.....Makena Stanisai  
 Treasurer.....Sydney Marich  
 Reporter.....Piper Kaley  
 Sentinel.....Thomas Rosa  
 Advisor.....Charles Parker





# Goals, Objectives and Plans

- ❖ To begin and continue educating students of all ages on the importance of agriculture, so they take an interest in agriculture, now and in the future.
- ❖ To further develop the involvement of members in our FFA organization, so that our chapter will continue to succeed and grow in the coming year.
- ❖ To provide the community with our agriculture education awareness.
- ❖ To be available for community events to enhance the relationship between our organization and the community.
- ❖ To encourage members to succeed not only at the chapter level but to go beyond their own expectations.
- ❖ To apply for the National FFA Chapter Award.
- ❖ To make this year one remembered with no regrets, and filled with accomplishments and improvements.
- ❖ To excel in the three ring model of Agriculture Education: FFA, SAE and Classroom
- ❖ Provide students with the opportunity to further their education through agriculture curriculum.
- ❖ Promote our Chapter through community awareness programs, 8<sup>th</sup> grade recruitment and social events.
- ❖ Provide our community with Agriculture Awareness Programs

# Our Student Goals



The purpose of this division is to encourage the chapter to develop individual and cooperative activities that will enhance students' life skills.

1. Leadership activities that help the individual develop technical, human relations, and decision-making leadership skills to enhance personal success. (Examples: Leadership conferences, speaking, volunteerism, MFE, WLC)

## Activities

- a. State Leadership Convention
- b. Made For Excellence Conference
- c. Youth Expo
- d. Public and Creed Speaking
- e. Washington Leadership Conference
- f. Volunteering
- g. National Convention

2. Healthy Lifestyle Activities that promote the wellbeing and self-esteem of the student, either mentally or physically. (Examples: drug and alcohol prevention, personal safety, personal image projection, and recreation)

## Activities

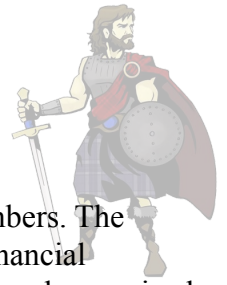
- a. Start of the year Ice Cream Social
- b. FFA Meeting/Socials
- c. Flower Donations
- d. Fabrication Donations
- e. Ice Skating
- f. Christmas Supply Drive

3. Supervised agricultural experience activities that promote student involvement and growth through agriculture-related experience and/or entrepreneurship. (Examples: proficiency awards, degrees, tours, record keeping, and fairs)

## Activities and Responsibilities

- a. Local and State Proficiency Awards
- b. Greenhand and Chapter Degrees
- c. State FFA Degrees
- d. Ag Leadership Conference
- e. Western Idaho and Canyon County Fairs
- f. Industry Tours
- g. Job Internships
- h. Job Shadow
- i. Record Books
- j. Guest Speakers

# Our Chapter Goals



The FFA chapter has a responsibility to provide opportunities and services to its members. The chapter responsibilities may be met by promoting increased member participation, financial responsibility, a positive image, interactions with support groups and cooperation through organized activities.

1. Recruitment activities conducted to increase agricultural education enrollment and/or FFA membership and encourage greater participation.

(Examples: class visits, BBQ's FFA Week, rewards for membership)

## Activities

- a. FFA Week
- b. FFA Community Appreciation Breakfast
- c. Welcome Back BBQ
- d. Chapter Meetings
- e. Made For Excellence Conference
- f. End Of The Year Banquet/Awards Ceremony
- g. Jr. High Recruitment
- h. News Letters
- i. State Officer Presentations
- j. New Horizons Subscription

2. Financial activities conducted to encourage thrift and good financial management among members through earnings, savings, and investments.

(Examples: chapter budget, loan applications, top sales prizes, fundraising, equipment investment)

## Activities

- a. Concessions
- b. Ag Mechanics Project Sales
- c. Pumpkin Sales
- d. Greenhouse Sales
- e. Flower Sales
- f. Fair Livestock Entries

3. Public relations activities conducted to promote a positive image and inform students, parents, school officials, and the community about chapter and member accomplishments. (Examples: newspaper, scrapbook, school marquee, banquet, school board demonstrations, FFA week)

## Activities

- a. Appreciation Breakfast
- b. Newsletters
- c. Chapter Scrapbook
- d. Welcome Back Ice Cream Social
- e. Greenhouse Sales
- f. FFA Week
- g. End Of The Year Banquet
- h. School Announcements



# Our Chapter Goals cont.

4. Leadership activities conducted to develop teamwork and cooperative skills among chapter officers, committees, and members. (Examples: officer training workshops, executive committee training, retreats, POA)

## Activities

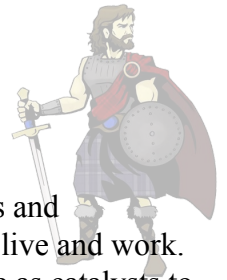
- a. Officer Training Retreat
- b. State Leadership Convention
- c. ALA Conference
- d. Made For Excellence Conference
- e. Washington Leadership Conference
- f. Orange County Fair

5. Support group activities conducted to develop and maintain positive relations among the FFA, parents, community leaders, and industry. (Examples: Alumni, Young Farmers, Grange, chamber of commerce, open houses, PTO)

## Activities

- a. Advisory Committee
- b. Orange County 4H
- c. Farm Bureau
- d. Open House
- e. Industry Tours

# Our Community Goals



Community Development within the FFA can develop partnerships with other groups and organizations while taking a leadership role to make the community a better place to live and work. Using state, national, and international activities, a chapter and its members can serve as catalysts to improve the community's economic, environmental, and human resources.

1. Economic activities conducted to improve the economic welfare of the community. (Examples: creation of jobs, member entrepreneurship, historical preservation, and community relations)

## Activities

- a. Supervised Agricultural Experience Jobs

2. Environmental activities conducted to preserve natural resources and develop more environmentally responsible individuals. (Example: urban and rural conservation programs, water and air quality programs, safety programs, and recycling programs)

## Activities

- a. Water Testing
- b. Natural Resources C.D.E
- c. Providing Recycle Bins
- d. Compost Demonstrations
- e. Recycling

3. Human resources activities conducted to improve the welfare and wellbeing of members and citizens of the community. (Example: PALS, at-risk programs, cultural and diversity awareness, food drives)

## Activities

- a. Volunteering At Homeless Shelters
- b. Canned Food Drive
- c. International Culture Awareness (Ecuador Guest Speaker)
- d. Blood Drive for Red Cross
- e. Volunteering
- f. Community Clean Up

4. Citizenship activities conducted to encourage members to become active, involved citizens of their school, community, and country. (Example: volunteerism, legislative breakfast, chamber of commerce, networking with government agencies)

## Activities

- a. School Board Breakfast
- b. Community Pride Day
- c. Volunteering

5. Agricultural awareness activities conducted to help the public become better informed about the food system and related agricultural issues. (Examples: Food for America, Ag in the Classroom, National Ag Day, orientation programs)

## Activities

- a. Agricultural In The Classroom
- b. Arbor Day Activities

# FFA Mission & Strategies



FFA makes a positive difference in the lives by developing their potential for premier leadership, personal growth and career success through agricultural education. To accomplish this mission, we the FFA:

- ❖ Develop competent and assertive agricultural leadership.
- ❖ Increase awareness of the global and technological importance of agriculture and its contribution to our well-being.
- ❖ Strengthen the confidence of agriculture students in themselves and their work.
- ❖ Promote the intelligent choice and establishment of an agricultural career.
- ❖ Encourage achievement in supervised agricultural experience programs.
- ❖ Encourage wise management of economic, environmental and human resources of the community.
- ❖ Develop interpersonal skills in teamwork, communication, human relations and interaction.
- ❖ Build Character, Promote Citizenship, Volunteerism, and Patriotism.



# The FFA Emblem

The national FFA emblem, consisting of five symbols, is representative of the history, goals and future of the organization. As a whole, the emblem covers the broad spectrum of the FFA and agriculture. Each element within the emblem has unique significance. **THE CROSS SECTION OF THE EAR OF CORN** provides the foundation of the 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, symbolized 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.



# FFA Motto & Colors

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**

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





# The FFA Creed

Written by: E.M. Tiffany

I believe in the future of agriculture, with a faith born not of words but of deeds-achievements won by the present and past generation of agriculturist; in the promise of better days through better ways, even as the better things we know 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 agriculture life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

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

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

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

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



# FFA Official Uniform

As FFA members, we have the opportunity to impact many people who may or may not be familiar with the organization: Community residents, businessmen and women, FFA sponsors, guests, parents, etc.

Therefore, first impressions are crucial, and that involves the way we dress. ALL FFA members are required to wear official dress while participating in official activities.

## **Official Dress Guidelines**

(Approved by the National FFA Board of Directors – January 18, 2017)

Official Dress for an FFA member includes:

- An official FFA jacket zipped to the top.
- Black slacks and black socks/nylons or black skirt and black nylons.
- White collared blouse or white collared shirt.
- Official FFA tie or official FFA scarf.
- Black dress shoes with closed heel and toe.

*Note: Official garb of recognized religions may be worn with Official Dress.*

## **How To Wear Pins**

- Chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket.
- State FFA Degree or American Degree keys should be worn above the name on the right side of the jacket or attached to a standard key chain.
- No more than three medals should be worn on the jacket. These should represent highest degree earned, highest office held and the highest award earned.



# Proper Use of the FFA Jacket

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



# FFA Degrees, Levels and Membership

**Discovery:** Discovery FFA Degrees are given out to at the chapter level.

To receive a Discovery FFA Degree, members must meet the following requirements:

1. Enroll in an agriculture class for at least a portion of a school year while in grades 7 – 8.
2. Become a dues-paying FFA member at the chapter, state and national levels.
3. Participate in at least one FFA chapter activity outside of scheduled class time.
4. Have an understanding of agriculture-related careers and entrepreneurship opportunities.
5. Become familiar with the local FFA chapter Program of Activities (POA).
6. Submit a written application for the degree.

**Greenhand:** The California FFA Association Constitution outlines minimum qualifications for receiving the Greenhand FFA Degree. The Greenhand degree is awarded at the chapter level.

## ARTICLE IV. ACTIVE MEMBERSHIP DEGREES AND PRIVILEGES

Section B. Greenhand FFA Degree: On meeting the following minimum qualifications, the Greenhand FFA Degree may be conferred by the chapter:

1. Be regularly enrolled in a vocational education course for an agricultural occupation and have satisfactory and acceptable plans for a program of supervised agricultural experience.
2. Learn and explain the FFA Creed, Motto, Salute, and the FFA Mission Statement.
3. Describe the FFA emblem, colors, and symbols.
4. Explain the proper use of the FFA jacket.
5. Have satisfactory knowledge of the history of the organization.
6. Know the duties and responsibilities of FFA members.
7. Personally own or have access to the Official FFA Manual.
8. Submit written application for the degree for chapter records.



# FFA Degrees, Levels and Membership Cont.

**Chapter:** The California FFA Association Constitution outlines minimum qualifications for receiving the Chapter FFA Degree. The chapter FFA degree is awarded at the chapter level.

ARTICLE IV. ACTIVE MEMBERSHIP DEGREES AND PRIVILEGES Section C. Chapter FFA Degree: On meeting the following minimum qualifications, the Chapter FFA Degree may be conferred by the chapter:

1. Must have held the degree of Greenhand for at least one complete semester of instruction and have a record of satisfactory participation in the activities of the local chapter. It shall be understood that conformance with the provisions of this article precludes a member from receiving both the Greenhand FFA and Chapter FFA Degrees during the same academic year.
2. Must have satisfactorily completed at least one year of systematic instruction in agriculture education, at or above the ninth grade level, have in operation an approved supervised farming and/or other supervised agricultural experience program, have developed plans for continued growth and improvement in a supervised farming and/or other supervised agricultural experience program, 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 the local chapter.
5. Be familiar with Parliamentary Procedure.
6. Must have led a group discussion for fifteen minutes.
7. Must have earned at least \$150 by his/her own efforts from his/her supervised farming and/or other supervised agricultural experience program, and have it productively invested or deposited in a bank, or have worked 100 hours on his/her SOEP in excess of scheduled class time.
8. Have a 2.0 scholastic record in an agricultural course.
9. Participate in activities for community improvement as evidenced by participating in at least two distinctly different activities, to the extent of spending at least 10 hours of personal time, which you seek to serve and/or improve the quality of life in the local community.

# FFA Degrees, Levels and Membership Cont.



**State:** The State FFA Degree is awarded to FFA members who have demonstrated the highest level of commitment the California State FFA Associations and made significant accomplishments in their Supervised Agricultural Experiences (SAEs). Approximately 1,800 State FFA Degrees are handed out each year. That number represents approximately 3% of the California FFA association membership, making it the State's highest honor. In addition to their degree, each recipient receives a gold State FFA Degree charm. The top State FFA Degree recipients may also apply for a Star Award.

ARTICLE IV. ACTIVE MEMBERSHIP DEGREES AND PRIVILEGES Section D. State FFA Degree:

To be eligible to be elected to the State FFA Degree a member must meet all of the following minimum qualifications:

1. Must have held the Chapter FFA Degree for at least one year immediately preceding application for the State FFA Degree.
2. Have been active members of the FFA for at least two years preceding application for the State FFA Degree.
3. At the time of application for the State FFA Degree,
  - Must have completed at least two years of instruction in agriculture education, at or above the ninth grade level, which included an agricultural Supervised Agricultural Experience Program; and
  - Must be regularly enrolled in an agriculture education class at the secondary education level, an agriculture course at the post-secondary education level, or be a graduate of a secondary agriculture education program who is engaged in an agricultural occupation.
4. Have worked for a minimum of 500 hours, in excess of scheduled class time, on his/her Supervised Agricultural Experience Program, and
  - Must have earned by his/her own efforts from an agricultural enterprise or other agriculturally-related work and deposited in a bank or otherwise productively invested at least \$1,000.00; or
  - Show an investment cost of at least \$2,000.00 in depreciable property inventory; or
  - Have earned by his/her own efforts from agricultural enterprise or other agriculturally-related work and deposited in a bank or otherwise productively invested a combination of dollars and unpaid labor hours which, when summed, equal at least \$1,000.00. When qualifying based on a combination of dollars and hours, the hours counted for qualification must be unpaid labor hours of agriculturally related work which are hours in excess of class time and which are hours over and above the minimum of 500 hours required in (4) above. Under no circumstances shall a member be qualified for the degree when qualifying based on a combination of dollars and hours without posting a minimum of \$750.00 of earned and productively invested income

# FFA Degrees, Levels and Membership Cont.



- For the purposes of this subsection, productively invested is defined as any, all, or any combination of the following: amounts held in secured liquid financial investments, expenses paid for educational purposes, financial support of the immediate family, and/or that proportion of the purchase price of a motor vehicle which is equivalent to the proportion of the vehicle's normal usage which is used for transportation to, from, or in the conduct of educational and/or SAE activities.

## 6. Demonstrate leadership ability by:

- Performing ten procedures of parliamentary law OR demonstrate proficiency in parliamentary law as evidenced by passing a written examination prepared and administered by the local agriculture instructor;
- Giving a six-minute speech OR lead a group discussion for forty-minutes on a topic relating to agriculture or the FFA;
- Serving as an officer, committee chairperson, or participating member of a committee;
- Participating in at least five distinctly different FFA activities at the chapter level;
- Participating in at least two distinctly different non-FFA school activities which are conducted outside of normal class time;
- Participating in activities for community improvement as evidenced by participating in at least two distinctly different activities, to the extent of spending at least 25 hours of personal time, which seek to serve and/or improve the quality of life in the local community; and
- Being familiar with the provisions of the constitution of the State Association and National FFA Organization as certified by the local FFA advisor.

The scoring committee's decision regarding a candidate's worthiness may not be disputed or re-evaluated based on an applicant's complaint that pertinent information was omitted and/or misstated on the application form. A member who has received the State FFA Degree may apply for Star consideration at all levels provided he/she:

## 7. Have a 2.0 scholastic record as certified by the local principal or superintendent.

## 8. Have participated in the planning and completion of the Chapter Program of Activities.

## 9. Have participated in at least five FFA activities above the chapter level.

10. Written records of achievement, verified by the local advisor, shall be submitted to the state advisor by the local chapter's governing body at least two months prior to the State Leadership Conference. These written records shall be based on the member's own entries in the California Agricultural Education Record Book which is currently approved by the California state staff for Agricultural Education as the official record book for California Agricultural Education students. Such a record book is the only substantiation a member may use for the purpose of applying for advanced degrees and awards in this association. A committee appointed by the state advisor will then review the records and submit its findings to the state advisor, who will make his/her recommendations to the State Executive Committee. The Executive Committee will nominate and elect the candidates who have been found qualified to receive the degree. The state officers shall, at each region's special awards program, raise to the State FFA Degree those candidates who have been elected by the State Executive Committee.

# FFA Degrees, Levels and Membership Cont.



11. Must receive seventy percent (70%) of the possible points on his/her Record Book score.

12. It shall be the responsibility of the applicant, under the supervision of the local FFA advisor, to submit an application for the State FFA Degree, which is thorough, complete, and accurate. Information, which appears, on the application form that is submitted to the State FFA office shall be the primary information which the scoring committee shall consider in its evaluation of the candidate's worthiness for the degree. In the interest of providing maximum flexibility and fairness to all candidates, the regional supervisors of agriculture education shall be empowered under this section to make minor modifications to state degree application forms during the scoring and verification process.

13. There shall be four annual awards for the State FFA Degree recipients known as the California Star Farmer, California Star in Agribusiness, California Star in Agricultural Placement, and the California Star in Agriscience.

14. Is a Junior, Senior, or first year Graduate

15. Is an active FFA member in good standing at the time of application, and

16. Has an ongoing supervised occupational experience program, which has been continuously under the supervision of the local agriculture instructor.

Selection of the sectional and regional Stars will be selected in each region.

The California Star finalist shall be based on the Regional Star Winners in each region. The California Stars will then be evaluated and decided on three criteria: FFA Record book Score, State FFA Star Application Score, and Interview Score. In any given year a student may only apply and be considered for Star honors under one Star category.

**An Honorary State FFA Degree may be awarded to any person performing an outstanding service to the FFA organization.**



# FFA Degrees, Levels and Membership Cont.



**American:** The American FFA Degree is awarded to FFA members who have demonstrated the highest level of commitment to FFA and made significant accomplishments in their Supervised Agricultural Experiences (SAEs). Approximately 3,500 American FFA Degrees are handed out each year at the National FFA Convention. That number represents less than half of one percent of all FFA members, making it one of the organization's highest honors. In addition to their degree, each recipient receives a gold American FFA Degree key. The top American FFA Degree recipients from each state may also be nominated by for a Star Award.

FFA members who qualify for the American FFA Degree:

1. Have received a Greenhand FFA Degree, Chapter FFA Degree and State FFA Degree.
2. Have been FFA members for at least three years.
3. Have completed at least three years (540 hours) of high school agriculture classes, or 2 years of high school agriculture classes and one year of college agriculture classes (360 hours.)
4. Have graduated from high school one year prior to the National FFA Convention at which their degree will be awarded.
5. Have maintained detailed SAE records, which demonstrate outstanding planning, managerial and financial skills.
6. Have earned and productively invested at least \$7,500, or have earned and productively invested at least \$1,500 and worked 2,250 hours beyond scheduled school hours through their SAEs.
7. Have a record of outstanding leadership skills.
8. Have a record of participating in community service activities. Updated Community Service Requirements

Have maintained a "C" grade average or better.

**Honorary:** Individuals who have provided exceptional service to agriculture, agricultural education, or FFA are eligible for the Honorary FFA Degree.

**Alumni:** FFA Alumni play a very important part in keeping agricultural education and FFA programs in our local schools. FFA relies on its alumni to garner support for FFA from their local communities, raise funds for chapter activities and scholarships, assist at FFA leadership camps and conferences, and much more

**Collegiate:** Collegiate FFA provides a number of professional development opportunities to help students get an edge in today's job market. Whether you are looking for a career in education or industry, Collegiate FFA has what you need to jump-start your career!



# Judging Teams

**Vet Science:** The Veterinary Science event seeks to effectively prepare the students for the expectations of the animal health care and services (Veterinary Hospitals/Clinics, Grooming Facilities, Pet Stores, Kennels/Boarding Facilities, and Feed Stores) workplace. Workers seeking careers in the animal health care field must develop a high degree of knowledge, skill and ability to solve difficult problems. This event blends the testing of skills and knowledge required for careers in the animal science career pathway.

## **Livestock Judging:**

- To understand and to interpret the value of performance data based on industry standards.
- To measure the students' knowledge in the following categories:
  - To make accurate observations of livestock
  - To determine the desirable traits in animals
  - To make logical decisions based on these observations
  - To discuss and to defend their decisions for their placing
  - To instill an appreciation for desirable selection, management and marketing techniques
- To develop the ability to select and market livestock that will satisfy consumer demands and provide increased economic returns to producers. Provide positive economic returns to producers as well as meet the needs of the industry.
- To become proficient in communicating in the terminology of the industry and the consumer.
- To provide an opportunity for participants to become acquainted

**Agriculture Mechanics:** The agricultural mechanics event seeks to effectively prepare the students for the expectations of the agricultural mechanics workplace. Workers seeking careers in agricultural mechanics must not only develop a high degree of knowledge and skill they must also develop the ability to solve difficult problems. This event blends the testing of manipulative skills and knowledge required for careers in fabrication and construction.

**Best Informed Greenhand:** The objective of the Best Informed Greenhand contest is to understand the aims, purposes, history, and structure of the Local, State, and National FFA student organizations and know the opportunities it makes available as referenced in the current National FFA Manual and State Constitution.

**Farm Power & Machinery:** The contest shall be designed to test a student's mechanical skills and abilities relating to power equipment used in agriculture, and shall serve as a training forum for students interested in pursuing a career as an equipment technician.

# Public Speaking



**Creed:** The FFA Creed outlines the organization's beliefs regarding the agricultural industry, FFA membership and the value of citizenship and patriotism. The FFA Creed is recited by FFA members, as part of the requirements to earn the Greenhand Degree. The purpose of the Creed Speaking Career Development Event is to develop the public speaking abilities of 9<sup>th</sup> grade FFA members as well as develop their self-confidence and contribute to their advancement in the FFA degree program.

**Extemporaneous:** The FFA Extemporaneous Public Speaking Career Development Event is designed to develop the ability of all FFA members to express himself or herself on a given agricultural subject without having prepared or rehearsed its content in advance. This gives the FFA members an opportunity to formulate their remarks for presentation in a very limited amount of time. The event requires students to think on their feet, state their case quickly and persuasively, and to be able to answer relevant questions based upon their presentation.

**Prepared:** The purpose of the Prepared Public Speaking Career Development Event is to foster and develop the speaking abilities of FFA members as well as develop their self-confidence and contribute to their advancement in interpersonal skill attainment and leadership development.

**Impromptu:** The purpose of the Impromptu Public Speaking Career Development Event is to foster and develop the speaking abilities of FFA members as well as develop their self-confidence and contribute to their advancement in interpersonal skill attainment and leadership development. The intention of the Impromptu Contest is to offer a more realistic, practical speaking contest to better prepare our students for public statements, media coverage, and general questions about the FFA and Agriculture Industry. Students will develop the valuable speaking skills necessary to be professional, competent public representatives of the FFA Organization and Agriculture Industry.

**Opening & Closing Ceremonies:** The Opening & Closing Ceremonies contest is designed to develop the ability of all FFA members to memorize and deliver the official FFA Opening & closing Ceremonies. This gives the FFA members an opportunity to be aware of the official ceremonies used during FFA meetings. Students will develop the valuable speaking skills necessary to be professional, competent public representatives of the FFA Organization and Agriculture Industry.

**Job Interview Contest:** The Job Interview Career Development Event seeks to effectively prepare the students for the expectations of interviewing for available positions within the Agricultural Industry. Students seeking careers within the Agricultural Industry must not only develop a high degree of knowledge and skill; they must also develop the ability to interview through communication in both written and oral forms; and be able to complete a resume, cover letter and job application accurately.

# Chapter Constitution and Bylaws

## La Habra FFA Constitution



### **Article I: Names and Purposes**

Section A. The name of this organization shall be the La Habra FFA (Future Farmers of America) Chapter #CA0120

Section B. The Purposes for which this Chapter is formed are as follows:

1. To improve agriculture conditions and practices in and about Orange County.
2. To develop agricultural skills or prepare for leadership, cooperative attitudes and rural responsibility, in individuals preparing to enter an agricultural occupation.
3. To advance the cause of agriculture education and to encourage the FFA.
4. FFA makes a positive difference in the lives of students by developing their potential for: premier leadership, personal growth and career success through agriculture education.

### **Article II: Organization**

Section A. The Chapter of the Future Farmers of America is a chartered local entity of the Orange Section of the California Association, made up of local members.

### **Article III: Membership Organization**

Section A. Membership in this organization shall be active and honorary.

Section B. Membership is limited to students enrolled in Agriculture education at La Habra High School.

Section C. Membership of graduates is limited to students that were active members their Senior year and graduated from high school.

Section D. The La Habra FFA is a 100% affiliation Chapter with every student becoming a member of the FFA when they enroll in an agriculture class.

Section E. No students may participate in any FFA activities unless they are members in good standing.

Section F. The FFA Advisors at their own discretion have the right to dismiss any member from the La Habra FFA organization at any time.

Section G. Active work in this chapter shall be carried on by active members.

Section H. Award recipients must attend Chapter awards banquet to receive any chapter-level awards.

Section I. All members exhibiting livestock at fairs and shows must attend the fair awards ceremony with official show uniform.

Section J. High School members exhibiting at fairs and shows must attend regular chapter meetings and cannot miss more than two chapter meetings per year without a school approved absence to be eligible to show. All graduates are strongly encouraged to attend agricultural related meetings or activities.

# Chapter Constitution

## La Habra FFA Constitution



### Article IV: Officers

- Section A. The chapter officers for the La Habra FFA shall be President, Vice President, Secretary, Treasurer, Reporter, and Sentinel.
- Section B. All elected chapter officers shall hold office for one year after election or until successors are selected as described in Article IV, Section I.
- Section C. Application for chapter office shall be available two weeks prior to selection of officers via the chapter vote, application scoring, and interview.
- Section D. Members holding the FFA Greenhand Degree, or higher, are eligible to hold office.
- Section E. If an officer cannot fulfill their duties or is impeached, the remaining officers and advisors shall decide whether to hold a special election to fill the position or they will divide the duties of the vacated position amongst themselves.
- Section F. No officer may be impeached without due process as defined in Article VII.
- Section G. The Chapter members shall select the chapter officers candidate through a vote
- Section H. The potential officers will be graded among 3 components; Application, Interview, and student votes.
- Section I. Officers will be slated by the advisors.
- Section J. All FFA chapter officers who fall below a 3.0 grade average in the Agriculture class(es), or become academically ineligible, will be put on probation for a three week period. If by the end of the next three week period, the grade average has not improved to a 3.0 or above, or does not become academically eligible, they will be replaced by the manner described in Article IV, Section E.
- Section K. All newly elected officers are required to attend the Chapter Officer Leadership Retreat to be held the summer prior to the school year that they service as an officer as well as the fall Chapter Officer Leadership Conference (COLC). Officers who do not attend the conference, except for reasons beyond their control, i.e. severe illness, death in the family, will be replaced in the manner described in Article IV, Section E.

# Chapter Constitution

## La Habra FFA Constitution



### Article V: Duties of Officers

Section A. The duties and responsibilities of Chapter Officer shall be:

1. Attend all Chapter and Chapter Officer meetings.
2. Attend Chapter and Regional Officer Leadership Training Conference
3. Cooperate with advisors on all activities.
4. Be able to lead by example. Act and perform in a manner which is becoming of an FFA Chapter officer at all times.
5. Be willing to memorize their parts as prescribed in the Official FFA Manual for all official ceremonies.
6. Have a genuine interest in being part of a leadership **team**.
7. Be familiar with the Chapter constitution and bylaws.
8. Be willing to accept responsibility.
9. Be familiar with parliamentary procedure.

Section B. The duties and responsibilities of the President shall be:

1. Preside over and conduct meetings according to accepted parliamentary procedure.
2. Call special meetings if needed.
3. Keep members on the subject and within time limits.
4. Appoint committees and serve as a non-voting member of them.
5. Call other officers to the chair as necessary or desirable.
6. Represent the Chapter and speak on occasions.
7. Coordinate Chapter efforts by keeping in close touch with the other Officers and members, and the advisors.
8. Follow up Chapter activities and check on progress being made.
9. Keep Chapter activities moving in a satisfactory manner.
10. Prepare agenda for Executive and Chapter meetings with the secretary.
11. Coordinate the activities of the Chapter and keep in touch with the progress of activities.

# Chapter Constitution

## La Habra FFA Constitution



Section C. The duties of and responsibilities of the Vice-President shall be:

1. Assist the president.
2. Preside at meetings in absence of the president.
3. Be prepared to assume duties and responsibilities of the president.
4. In charge of ensuring that all committee work of the Chapter is completed satisfactorily.  
All committees will report to the Vice President.
5. Responsible for the invocation at the Greenhand/Chapter Farmer awards ceremony, annual awards banquet and at other times when needed.

Section D. Duties and responsibilities of the Secretary shall be:

1. Prepare and read the minutes of the past meetings.
  2. Have available for the President the list of business for each meeting.
  3. Attend to office correspondence of the Chapter.
  4. Prepare Chapter reports.
  5. Keep the permanent records of the Chapter in the agriculture office.
  6. Cooperate with the treasurer in keeping an accurate membership roster.
  7. Call meetings to order in the absence of a presiding officer.
  8. Read communication at meetings.
  9. Have on hand for each meeting the following:
    - a. Secretary's book and minutes of previous meeting.
    - b. Lists of committee and committee reports.
    - c. Copy of the Program of Activities.
    - d. The Official FFA Manual.
    - e. Copies of the Chapter Constitution and Bylaws.
  10. Prepare, post and distribute motions.
367525592. Work with the Chapter advisor to ensure the Chapter's Point Award system is current and up to date
367525593. Chair the Leadership Committee and work with the committee co-chair and advisors to execute the duties of the committee.

# Chapter Constitution

## La Habra FFA Constitution



Section E. Duties and Responsibilities of the Reporter shall be:

1. Gather and classify Chapter news.
2. Prepare news notes and articles for publication or broadcast.
3. Send news notes to the state reporter and to the FFA New Horizons.
4. Arrange for FFA participation in local radio and/or TV Programs.
5. Work with the Chapter advisor to ensure the Chapter website is maintained and current.
6. Ensure all news releases and articles are approved by the Chapter Advisors prior to being released.
7. Maintain the Chapter camera equipment and make certain it is available for use at each and every FFA activity during the year.
8. Ensure photographs and/or video is taken at all Chapter events/activities throughout the year and properly saved/cataloged.
9. Chair the Public Relations Committee and work with the committee co-chair and advisors to execute the duties of the committee.

Section F. Duties and responsibilities of the Treasurer shall be:

1. Receive and act as custodian of Chapter funds.
2. Assist in preparing an annual budget of estimated receipts and expenditures.
3. Keep the financial records of the Chapter.
4. Devise appropriate ways and means of financing chapter activities.
5. Organize and implement Chapter funds as authorized by the student body.
6. Prepare financial statements and reports as needed.
7. Encourage systematic saving—individual and Chapter thrift.
8. Build up chapter's financial standing.
9. Chair the Fundraising Committee and work with the committee co-chair and advisors to execute the duties of the committee.



# Chapter Constitution

## La Habra FFA Constitution



Section G. Duties and responsibilities of a Sentinel shall be:

1. Set-up the meeting room and care for chapter paraphernalia and equipment.
2. Attend to the door during meetings and welcome visitors.
3. See that the meeting room is kept comfortable.
4. Take charge of candidates for degree ceremonies.
5. Assist with entertainment features and refreshments.
6. Keep an accurate roll of those present at Chapter meetings.
7. Make arrangements with the custodial staff for microphones and audio equipment prior to their need.
8. Chair the Activities Committee and work with the committee co-chair and advisors to execute the duties of the committee.

### **Article VI: Impeachment**

Section A. Immediate Impeachment

The FFA advisors may at any time at their own discretion remove an officer who has repeatedly disregarded his/her duties by not fulfilling them to his/her best ability as outlined in the officer contract.

Section B. Steps of Impeachment

Step 1. Any FFA Chapter officer not fulfilling the duties as described by this constitution will be required to meet with fellow officers and the Advisor(s) to discuss a plan for improvement.

Step 2. A written plan of improvement will be drawn by the advisor based on the conversation of the meeting in Step 1, and will be confirmed and signed by the FFA President, Vice-President, and by the Officer in question.

Step 3. If the Officer in question still does not fulfill his/her duties, then a 2/3 vote of the Chapter officers and advisors will remove that Officer from office.

### **Article VII: Committees**

Section A. A member may serve on not more than two committees at any one time and may only be on one committee if he/she is a co-chairperson of that committee.

Section B. The committee co-chairperson is responsible to call committee meetings and to see that all work that committee is assigned is performed.

# Chapter Constitution

## La Habra FFA Constitution



Section C. That committee co-chairperson shall cooperate with the Chapter advisors and Chapter officers on all committee work.

Section D. That committee co-chairperson's report to the Chapter in writing will be the result of all work performed by his/her committee including financial implications for the Chapter.

Section E. No person having been co-chairperson on any committee shall be eligible to work on another committee until the final written report is made by the committee.

### **Article XIII: Meetings**

Section A. Chapter meetings shall be held once a month.

Section B. The president shall have the power to call special meetings as the need arises.

### **Article IX: Dues**

Section A. As long as incentive grant funds are available, dues shall be paid for all members through that source.

### **Article X: Eligibility to Participate at Fairs and Judging Contests**

Any member of the La Habra FFA who wishes to participate in exhibiting livestock at local, regional, or state livestock shows must fulfill the following requirements:

**Section A.** First year exhibitor-Any member who has never exhibited livestock under the La Habra FFA Chapter.

1. Must maintain a "C" average in school, no "F's" in any of their agriculture courses.
2. A member cannot miss three (2) FFA meetings and still exhibit livestock (Only pre-approved excuses by the executive committee will be allowed).
3. Members must also keep an accurate, up to date record book.
4. All members must serve on an FFA committee or fundraiser in order to exhibit livestock.
5. All other school rules including the disciplinary policy must be followed.

# Chapter Constitution

## La Habra FFA Constitution



### **Section B.** 1<sup>st</sup> through 4<sup>th</sup> year exhibitors

1. Must maintain a “C” average in school, no “F’s” in their agriculture courses.
2. A member cannot miss three (2) FFA meetings and still exhibit livestock (Only pre-approved excuses by the executive committee will be allowed).
3. All members must serve on an FFA committee or fundraiser in order to exhibit livestock.
4. Member must keep and accurate, up to date record book.
5. If more than two (2) meetings are missed students must make up time with two (2) hours of work experience after school in the Ag. Department, for each missed meeting.
6. All students in high school that exhibit at the Orange County Fair must be enrolled in an Ag. Class that following year (shop or science).
7. Students that have graduated from the eighth grade and are enrolled in an Ag. Class (shop or science) is eligible to show at the Orange County Fair.
8. All program and other school rules including the disciplinary policy must be followed.
9. Student must be enrolled in an Agriculture class or have a bona fide breeding project in order to show and sell the Orange County Fair. If students are not enrolled in an agriscience class they must choose one or the other.

### **Article XI: Amendments**

Section A. To amend the Constitution, a 2/3 vote of the active members is required.

Section B. Amendments to the Chapter Constitution shall be submitted in writing at any regular meeting of the La Habra FFA Chapter of the FFA. These amendments must first be submitted in writing for the chapter officers for consideration. Amendments are then prepared for voting with recommendations. Amendments to this constitution may be adopted by a two-thirds vote of the total members.

Section C. At no time will the Constitution of the La Habra FFA Chapter be in conflict with the constitutions of the National or California State FFA Organizations. Should any part of this constitution conflict with the National FFA Constitution or California State FFA Constitution, amendments will be made without the vote of the membership in order to maintain continuity and accordance with the California and National FFA Constitutions.

# Chapter Constitution

## La Habra FFA Constitution



### **Article XII: Ratification of Constitution**

Section A. The Constitution will become effective when passed by  $\frac{2}{3}$  vote of the members voting.

### **Article XIII: Insignia and Emblems**

Section A. Insignias and Emblems used shall conform to those approved by the State Association.



# Courses Offered

<u>Class Title</u>	<u>Grade</u>	<u>Credit</u>
Agriculture Biology	9 <sup>th</sup> - 12 <sup>th</sup>	Life Science/ UC-CSU “d”
Ag Mechanics	9th-12th	
Metal tech	10th-12	
Fabrication & Const. 1&2	11th-12th	
Veterinary Science	11 <sup>th</sup> - 12 <sup>th</sup>	UC/CSU “d”
Floriculture	10 <sup>th</sup> -12 <sup>th</sup>	Fine Art/ UC-CSU “f”
Agriculture & Soil Chemistry	10 <sup>th</sup> – 12 <sup>th</sup>	UC/CSU “d”
Advanced Sustainable Ag	11th-12th	

## Recommended Educational Plan

### Freshman Year

- English 1
- Math
- Sustainable Ag Biology
- P.E.
- World Language
- Ag Mechanics/ Floral

### Sophomore Year

- English 2
- Math
- World Language
- Ag Soil Chemistry
- World History
- P.E.

### Junior Year

- English 3
- Math
- Adv. Sustainable Agriculture
- Ag Welding
- US history
- Floral

### Senior Year

- English 4
- Math
- Vet Science
- American Government
- Ag Fabrication and Cont.
- Elective

# Supervised Agriculture Experience



## **S.A.E:**

An agricultural education program is made up of three integrated parts: Classroom instruction, FFA and Supervised Agricultural Experience (SAE).

Students with an SAE learn by doing. With help from their agricultural teachers, students develop an SAE project based on one or more SAE categories:

## **Entrepreneurship**

Students can own and operate an agricultural business (e.g. a lawn care service, a pay-to-fish operation, holiday poinsettia production and sales.)

## **Placement**

Students can get a job or internship on a farm or ranch, at an agriculture-based business, or in a school or factory laboratory.

## **Research and Experimentation**

Students can plan and conduct a scientific experiment. (e.g. Determine whether the phases of the moon affect plant growth, or test and determine the efficacy of different welding methods.)

## **Exploratory**

Students can explore careers in agriculture by attending an agriculture career fair, or creating a report or documentary on the work of a veterinarian.

## **7 Areas of Supervised Agriculture Experience Areas**

1. CAREER AREA: Animal Systems
2. CAREER AREA: Business Systems
3. CAREER AREA: Environmental Service Systems
4. CAREER AREA: Food Products/Processing Systems
5. CAREER AREA: Natural Resources Systems
6. CAREER AREA: Plant Systems
7. CAREER AREA: Power, Structural & Technical Support

\*Specific SAE Activity Ideas can be found by visiting:  
[https://www.ffa.org/documents/learn/sae\\_ideas\\_studentAct.pdf](https://www.ffa.org/documents/learn/sae_ideas_studentAct.pdf)

# Proficiency Awards



## INTRODUCTION

Proficiency award areas do not define supervised agricultural experience (SAE) programs. Rather, proficiency awards are an outgrowth of students' SAE enterprises and learning activities conducted outside of regular class time. An SAE is a year-round developmental program that can be made up of multiple enterprises and activities, including entrepreneurial and/or placement enterprises, development of supplemental skills, learning activities and improvement projects impacting the student's SAE, home, school or community.

There are four categories of SAE programs:

□ Entrepreneurship - A student-owned enterprise where the student assumes responsibility for all financial and management decisions for the successful completion of the project or activity.

As students develop their long-range SAE plans they may engage in enterprises or activities that cross the four SAE categories, which could theoretically qualify for multiple proficiency awards.

When considering applying for proficiency award recognition, the focus of the enterprise, activities and/or skills developed determine the correct proficiency award area in which to apply.

If questions arise as to which is the appropriate category, the teacher will need to contact their state staff or national FFA staff with a detailed description of the student's SAE program. To contact National FFA staff, send all inquiries related to proficiency categories to [proficiency@ffa.org](mailto:proficiency@ffa.org)

## Proficiency Award Areas

**Agricultural Communications** – Entrepreneurship/Placement – Includes programs in which a student is placed at a newspaper or other agricultural print (such as magazines) facilities to obtain training and practical experience in writing and publicizing in preparation for a writing communications career. Programs may also be at radio, TV stations, fair media rooms, or other businesses requiring speaking skills and knowledge of agriculture. The student may also own and produce an agriculture related broadcast or show. This area also includes any use of technology (such as websites and blogs) aimed at communicating the story of agriculture.

**Agricultural Education** – Entrepreneurship/Placement – Related to education and extension, including, but not limited to: youth mentoring, agricultural education departmental assistants, PALS mentors and student coordinators, students developing and conducting informational materials and presentations for civic organizations and school aged youth, and students who are involved in SAEs surrounding educating the public about the broad topics of agriculture, agriculture education and the FFA.

**Agricultural Mechanics Design and Fabrication** – Entrepreneurship/Placement – Involves the design and construction of agricultural equipment, and/or structures or the structural materials selection, and/or implementation of plans for utilizing concrete, electricity, plumbing, heating, ventilation, and/or air conditioning into agricultural settings.

# Proficiency Awards



**Agricultural Mechanics Energy Systems (Ag. Power)** – Entrepreneurship/Placement – Involves the adjustment, repair, and maintenance of agricultural power systems including mechanical power, electrical power, chemical power, wind power, solar power and/or water power. NOTE: Electrical wiring for general construction, restoration of tractors, general engine repair is more appropriately covered in other agricultural mechanics proficiency award areas.

**Agricultural Mechanics Repair and Maintenance** – Entrepreneurship – Student owns an enterprise or business involving the repair and maintenance of agricultural equipment (including lawn equipment) and/or structures.

**Agricultural Mechanics Repair and Maintenance** – Placement – Student works for an employer or conducts research involving the repair and maintenance of agricultural equipment (including lawn equipment) and/or structures.

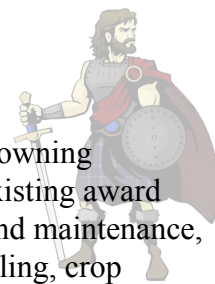
**Agricultural Processing** – Entrepreneurship/Placement – A student owns an enterprise or works for a business of assembling, transporting, processing, fabricating, mixing, packaging, and storing food and nonfood agricultural products. Programs may include processing meat, milk, honey, cheese, raisins and other dried fruits, maple syrup and/or other food processing. Nonfood products could include by-products processing such as meat, bone, fish and blood meal, tallow, making compost, hides, processing of wool & cotton, cubing & pelleting of forages, producing bird seed and other pet foods. NOTE: Processing of forest products is no longer part of the Agricultural Processing area. See: Forest Management and Products.

**Agricultural Sales-Entrepreneurship** – Student owns the enterprise or business, not covered in a more appropriate proficiency award category; may include enterprises such as: the sales of feed, seed, fertilizer, agricultural chemicals, agricultural equipment, machinery or structures. Enterprises may also include the merchandising (which is buying an item with the sole purpose to resell it in a short time frame) of crops, livestock, processed agricultural commodities, horticultural, floriculture (including quarry rock for decorative or landscape purposes), or forestry items at either the retail or wholesale level. NOTE: SAE's that include the production or processing of the previous items, it does not belong in this award area.

**Agricultural Sales-Placement** – Student works for an agriculture related business that is not covered in a more appropriate proficiency award category that includes sales of feed, seed, fertilizer or agricultural chemicals. Students may also work for businesses that involve the sales of agricultural equipment, machinery or structures. Activities may also include the merchandising (which is buying an item with the sole purpose to resell it in a short time frame) of crops, livestock, processed agricultural commodities, horticultural, floriculture, floriculture (including quarry rock for decorative or landscape purposes), or forestry items at either the retail or wholesale level. NOTE: SAE's that include the production or processing of the previous items, it does not belong in this award area.



# Proficiency Awards



**Agricultural Services – Entrepreneurship/Placement –** Category involves a student owning enterprises, or working in an agricultural business that is not covered in any of the existing award categories. The category includes enterprises such as: custom equipment operation and maintenance, agricultural management and financial services, animal breeding services, custom baling, crop scouting, implementing integrated pest management programs, horseshoeing, taxidermy services, auction services (including working at or owning the auction house), custom and contract feeding services or other appropriate services offered through agricultural enterprises. Students applying for placement in agricultural services must work for company or individual whose key function is to provide agricultural services. NOTE: Activities related to lawn care, landscaping, mowing or other landscape and care activities are not included in this area. Students with these types of enterprises or activities need to apply in other more appropriate areas related to turf care, horticulture or nursery landscape.

**Agriscience Animal Systems Research -** Research into the study of animal systems, including life processes, health, nutrition, genetics, management and processing through the study of small animals, aquaculture, livestock, dairy, horses and/or poultry

**Agriscience Plant Systems Research -** Research into the study of plant life cycles, classifications, functions, practices, through the study of crops, turf grass, trees and shrubs and/or ornamental plants.

**Agriscience Integrated Systems Research-** (Must fit one of the following descriptions)

- Diversified Research - Research studies in two or more of the Agriscience research areas.
- Environmental Service Systems/Natural Resource Systems Research - Research into the study of systems, instruments and technology used in waste management and their influence on the environment.
- Food Products and Processing Systems Research - Research into the study of product development, quality assurance, food safety, production, sales and service, regulation and compliance and food service within the food science industry.
- Power, Structural and Technical Systems Research - Research into the study of agricultural equipment, power systems, alternative fuel sources and precision technology, as well as woodworking, metalworking, welding and project planning for agricultural structures.
- Social Sciences Research - Research of leadership, personal growth and career success skills necessary for a chosen profession while effectively contributing to society. Beef Production- Entrepreneurship – Student owns the enterprise or business that uses the best management practices available to efficiently produce and market beef. This award area is for any beef animals, including miniature Herefords, Zebu, etc. Beef Production- Placement – Student works for a livestock producer applying the best management practices available to efficiently produce and market beef. This award area is for any beef animals, including miniature Herefords, Zebu, etc. Dairy Production- Entrepreneurship – Student owns an enterprise or business and applies the best management practices available to efficiently produce and market dairy cattle and dairy cattle products.

# Proficiency Awards



**Dairy Production- Placement** – Student works in the dairy cattle industry applying the best management practices available to efficiently produce and market dairy cattle and dairy cattle products.

**Diversified Agricultural Production** - Entrepreneurship/Placement- Involves the use of the best management practices available to produce and market a combination of two or more livestock and crop related proficiencies. Must include at least one livestock and at least one crop related proficiency.

**Diversified Crop Production** – Entrepreneurship – Student owns an enterprise or business that applies the best management practices available to efficiently produce and market crops from two or more of the crop related proficiencies areas such as: grain production, fiber/oil production, forage production, specialty crop production, vegetable production, or fruit production.

**Diversified Crop Production** – Placement – Student works for a crop producer that applies the best management practices available to efficiently produce and market crops from two or more of the crop related proficiencies such as: grain production, fiber/oil production, forage production, specialty crop production, vegetable production, or fruit production.

**Diversified Horticulture** – Entrepreneurship/Placement – Applies the best management practices available to efficiently manage an SAE program that includes two or more of the following proficiency areas: landscape management, nursery operations, or turf grass management, or the specific floriculture production accepted in specialty crop production.

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

**Emerging Agricultural Technology-** Entrepreneurship/Placement – Involves students gaining career experiences in new and emerging agricultural technologies, such as engineering, remote sensing, hand held device technology, precision agriculture, agrobotics and other new and emerging technologies that are not covered in any of the existing award categories.

**Environmental Science and Natural Resources Management** – Entrepreneurship /Placement – Students receive practical experience concerned with the principles and practices of managing and/or improving the environment and natural resources. Activities may include: management of agriculture waste, recycling of agriculture products, environmental cleanup, serving in the conservation corps, managing agricultural (not for building or maintaining) energy usage, multiple uses of resources, land use regulations pertaining to soil, water and air quality, preservation of wetlands, shorelines, and grasslands, wildlife surveys, erosion prevention practices, public relations and education concerning pollution.

# Proficiency Awards



**Equine Science- Entrepreneurship** – Student owns an enterprise or business providing experience in horse production, breeding, marketing, showing and other aspects of the equine industry. Programs may also include calf roping, barrel racing, rodeo, racing, training, riding lessons and therapeutic horseback riding if horses are owned and/or managed by the member. This also includes miniature horses (formerly in Specialty Animal Production prior to 2012).

**Equine Science- Placement** – Student works for an employer providing experience in horse production, breeding, marketing, showing and other aspects of the equine industry. Programs may also include calf roping, barrel racing, rodeo, racing, training, riding lessons and therapeutic horseback riding if horses that are owned and/or managed by the employer. This also includes miniature horses (formerly in Specialty Animal Production prior to 2012).

**Fiber and Oil Crop Production** – Entrepreneurship/Placement – Student owns the enterprise, works for a business that includes the best management practices available to efficiently produce and market crops for fiber and/or oil; such as, cotton, sisal, hemp, soybeans, sesame seed, flax, mustard, canola, castor beans, sunflower, peanuts, dill, spearmint, and safflower.

**Food Science and Technology** – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that provides experience in the applying microbiology and biochemistry or food product development to improve taste, nutrition, quality and/or value of food. Programs could include the development of new products, food testing, grading and inspecting. NOTE: Food Science is not processing of food products, marketing or sales of food products, or food preparation and/or service.

**Forage Production** – Entrepreneurship/Placement – Includes the best management practices available to efficiently produce and market crops for forage such as: sorghum not used for grain, alfalfa, clover, brome grass, orchard grass, grain forages, corn and grass silages, and all pastures.

**Forest Management and Products** – Entrepreneurship/Placement – Includes the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices as thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting, harvesting, Christmas tree farming, Forest Service, making and selling cedar shakes and firewood, and wood chips/mulch.

**Fruit Production** – Entrepreneurship/Placement – Includes the best management practices available to efficiently produce and market crops for fruit such as stone fruits, pome fruits, citrus fruits, pineapples, coconuts, berries, watermelon, grapes, nuts and all common fruits. (Pome Fruits include apples, mayhaws, and pears. Stone fruits include peaches, nectarines, plums, apricots and cherries).

**Goat Production** - Entrepreneurship/Placement Involves the use of the best management practices available to efficiently produce and market all goat products.

**Grain Production** – Entrepreneurship – Student owns an enterprise or business that applies the best management practices available to efficiently produce and market crops for grain production such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. Grain Production does not include any of the aforementioned crops with an intended use for forage.

# Proficiency Awards



**Home and/or Community Development** – Entrepreneurship/Placement – Activities that involve improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants and/or modernizing the home for better health and comfort through installation or improvement of water and sanitary facilities, heating and air conditioning or labor saving devices. Also includes community development activities such as volunteerism, community development and community betterment activities.

**Landscape Management** – Entrepreneurship/Placement – Includes experiences of planting and maintaining plants and shrubs, landscaping and outdoor beautification, grounds keeping, sprinkler installations and improvement of recreational areas.

**Nursery Operations** – Entrepreneurship/Placement – Provides students with job-entry experience in areas such as turf, plants, shrubs and/or tree production for the purpose of transplanting or propagation. This could include water garden plants if produced for sale.

**Outdoor Recreation** – Entrepreneurship/Placement – For students who strive to develop outdoor recreational activities as the primary land use. Some activities best suited to family use or as income-producing enterprises are vacation cabins and cottages, camping and/or picnic areas, fishing, hunting, water sports (not including indoor lifeguard activities), winter sports, shooting preserves, guide services, riding stables, trail rides, vacation farms and guest ranches, natural scenic or historic areas, and rodeo events where the member does not own or manage animals.

**Poultry Production** – Entrepreneurship/Placement – Includes the best management practices available to efficiently produce and market chickens, turkeys, domestic fowl such as ducks, geese and guinea, and their products.

**Sheep Production** – Entrepreneurship/Placement – Includes the best management practices available to efficiently produce and market sheep, sheep products and wool.

**Small Animal Production and Care** – Entrepreneurship/Placement – Includes the best management practices available to efficiently produce and market small pet animals such as rabbits, cats, dogs, mice, hedgehogs, guinea pigs, lizards, etc. and programs that typically provide a service in caring for the well-being of pets. Programs could include working at a pet shop, as a groomer, as a dog trainer, providing pet sitting services, working at a kennel, or preparing guide and assistance dogs.

**Specialty Animal Production** – Entrepreneurship/Placement – Applies the best management practices available to efficiently produce and market specialty animals within the U.S. Agriculture industry. Students in the specialty animal production proficiency area must demonstrate that they are producing and marketing specialty animals not covered in any of the existing award categories. Specialty animals can include the following: aquaculture, bees, mules, donkeys, mink, worms, ostriches, emus, alpacas or llamas. Placement experiences could include roles as a zoo worker or placement at any specialty animal facility. In their supervised work experience, students must participate in hands-on activities including feeding, inoculating, performing basic animal care, weighing, measuring, showing and possibly marketing animals in an entrepreneurial or work placement environment. NOTE: Goats are now in the Goat Production award area, and miniature horse have been reclassified and moved to Equine Science. All rabbits should be entered in small animal production.

# Proficiency Awards



**Specialty Crop Production** – Entrepreneurship/Placement – Applies the best management practices available to efficiently produce and market crops not covered in any of the existing award categories, such as: native prairie plants, sugar beets, dry edible beans, gourds, tobacco, specialty corns (popcorn, white corn, Indian corn), all grass seed production, herbs and spices, mushrooms, sugar cane, hops, sorghum cane, confectionary sunflowers, production of crop seed, or specific floriculture production.

**Swine Production** – Entrepreneurship – Student owns an enterprise that applies - the best management practices available to efficiently produce and market swine.

**Swine Production** – Placement – Student works for an employer that applies the best management practices available to efficiently produce and market swine.

**Turf Grass Management** – Entrepreneurship/Placement – Involves the planting and maintaining of turf for outdoor beautification, providing a lawn-mowing service, improvement of recreational areas, sod produced for sale, and sport field or golf course management.

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

**Veterinary Science** – Entrepreneurship/Placement – Includes working with veterinarians in clinical practice, research facilities, colleges of veterinary medicine, animal health industry, or any other environment in which they assist veterinarians in performing duties related to the health of people and/or the health and welfare of large and small animals. This experience may include wage earning, entrepreneurial or exploratory activities not limited to: hands-on care of animals, management of business aspects of a veterinary practice, or working on legislation or regulations relating to animals.

**Wildlife Production and Management** – Entrepreneurship/Placement – Strives to improve the availability of fish and wildlife through practices such as land and water habitat improvement, development of new land and water habitat, trapping, or the stocking of fish and wild game. This proficiency includes activities conducted with the Fish & Wildlife departments, Forest Service, or Department of Natural Resources. The production of wild species for the stocking of ducks, geese, quail and pheasants are eligible if used as an income enterprise.



# General SAE Rules

1. Monthly Meetings are MANDATORY
2. Students will be required to update Project Record Books and submitted at every meeting.
3. Students are part of their projects ALL YEAR- NO changing projects.
4. Students with animal projects are fined \$5 up to 5 infractions for not completing their tasks. At 5 fines the project is asked to be removed from the facilities or removed from student. Beyond June 1<sup>st</sup>, the removal rule is negated and students continue to rack up fines which will be removed from fair checks or added to student's charges.
5. Students and parents must read and sign all animal rules and regulations, contracts to have an animal project.

# Livestock Contract



## GENERAL EXHIBITOR GUIDELINES:

As an exhibitor, the following guidelines are expected of you during the entire duration of this activity. Exhibitors and parents/guardians need to understand the importance and realize the responsibility of caring for livestock animals, and maintaining a level of behavior that is a credit to our FFA chapter. We have developed a set of guidelines for the students and parents/guardians to follow while involved with this activity.

Read these guidelines & sign at the bottom.

**This contract must be signed and returned to the advisor before the start of this project.**

Livestock projects are for educational purposes. Students taking on livestock projects are expected to exhibit at Orange County Fair representing La Habra FFA. La Habra FFA livestock projects may not be sold at any fairs other than the fair they are intended for at the beginning of the project. Students will be allowed to participate in non-exhibition livestock projects on a case-by-case basis (example: poultry for egg production, breeding projects, etc.). These projects are meant to teach students about the livestock industry. These animal projects are meant to be terminal projects. Many students grow attached to the animals, but it needs to be understood the purpose of these animals are to be sold and harvested.

## **In order to show livestock as a member of the La Habra FFA Chapter you must meet the following requirements:**

### **Grades**

- In order to exhibit an animal as a member of the La Habra FFA Chapter, you must be eligible. You may not be on the ineligibility list at the start of the project or any time before the end of the project. If you become ineligible, you may not show as a member of La Habra FFA. The sale and care of your animal is your responsibility.
- Members must have a 2.0 g.p.a., no grades below a C- in any agriculture class and no F's in any other class throughout the duration of the project. Semester 1 grades will be used to determine eligibility to begin a livestock project, with the exception of quarter 1 grades being used for steer exhibitors. Second Semester grades will be used to determine whether or not a student is eligible to exhibit their project at the Orange County fair.

### **Enrollment/FFA Membership and Involvement**

- For the purpose of this contract the "current school year" shall begin on the first day of school as set by the Fullerton Joint Union High School District Academic Calendar.
- Be enrolled in an Agriculture Class at La Habra High School in the current and prior semester.
  - Exception: Students wishing to exhibit as a La Habra FFA Member in the first semester of their freshmen year will only need to be enrolled in the current semester.
- Students may exhibit an animal from the year entering 9th grade up until the first day of the second school year following their graduation.
- **Attend the MANDATORY parent/guardian & exhibitor meeting set for \_\_\_\_\_.**
- Earn 30 FFA points in each semester of the current school year (60 FFA points total).
  - FFA points cannot be applied to a semester other than the one in which it was earned unless designated by the advisor prior to the activity date.
- Attend specified group meetings and/or project visits. May be species specific, showmanship practice, fair work, record book updates, etc.

Students and parents/guardians understand that exhibiting and selling an animal is a privilege and not a right.

Students and parents/guardians understand that if these guidelines are not followed that the FFA Advisor(s) may choose to not allow livestock to be entered in the fair.

# Livestock Contract



## Orange County Fair Dates

**Animal Ownership Start: Steers 120 days before fair. Sheep, swine, goats 60 days before fair. Rabbits 30 days before the fair. Poultry will be announced when the livestock rule book is released.**

**YQCA training at [yqca.org](http://yqca.org) by \_\_\_\_\_**

**Fair Entries/ Fair Entry Work Day TBA when the livestock rule book is released**

**Fair Set Up \_\_\_\_\_ (tentatively set)**

**Haul in begins \_\_\_\_\_ All animals must be in place by \_\_\_\_\_.**

**Haul out \_\_\_\_\_ . Haul out will not begin before \_\_\_\_\_.**

**FFA members have the opportunity to raise animal projects to exhibit at Orange County Fair. These projects require a student to take on a great deal of responsibility. In order for all students to learn and work together, the following requirements are expected of each exhibitor regardless of where the animal is housed or raised.**

**Cost expectation: Between the purchase of an animal, feed, medical care, and supplies, a student may expect that the cost of the project will be an average of \$650 for most large animal projects (more for steers), and \$150-200 for small animal projects.**

**Participating as a livestock exhibitor is a school activity. ALL school and fair rules and policies apply. Failure to follow the rules will prevent you from participating in all further exhibitor events (showing & selling of your project, entering in future livestock exhibitions) and potentially prevent you from auctioning your animal.**

**In the event that a student is not able to exhibit their animal(s) at the fair/sell at auction, the animal will remain the responsibility of the student (feeding, care of, maintenance, accommodations, etc) as well as financially until the termination of the project. All student projects must be off of the farm before we leave to go to the fair. This is the students/parents/guardians responsibility. If it is not off of the farm by this time, we will take the animal to a general livestock auction. The project will most likely lose money if this happens.**

## Pre-Project Duties: (paperwork and \$\$\$)

**Read and review the guidelines. Have them signed and turned in by \_\_\_\_\_.**

**All exhibitors are required to complete the mandatory Youth for the Quality Care of Animals (YQCA) at [yqca.org](http://yqca.org) by \_\_\_\_\_.**

**Money: The price of the animal will be paid upfront to pay the breeder (Checks only). Feed and bedding must be purchased through a feed store of your choosing (Kruse or Cantrells) on a weekly basis. We will have feed delivered one day a week. If a student does not place their order in time, they are responsible for picking up their own feed.**

**In the case of an animal death, the student is responsible for the financial loss. Funds will not be reimbursed.**

## Project Requirements:

**Attend all exhibitor meetings/practices – weighing, feeding, showmanship, etc.**

**Students are responsible for feeding and caring for their project animals at all times.**

**Students are responsible for all expenses that may arise during the course of this project.**

**Students are to keep accurate records of their project in the AET record book.**

**Animals are to be treated humanely and projects conducted ethically.**

**Students and parents/guardians are responsible for notifying the FFA Advisor when questions or problems arise with your project.**

**All spring animals are raised for the purpose of the Orange County Fair & Sale. All students raising an animal are encouraged to purchase a jacket & scarf or tie when the money and paperwork is due in February. Jackets will be**



# Livestock Contract



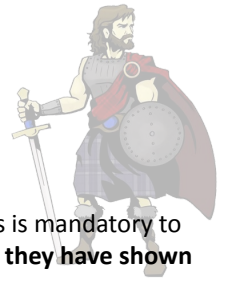
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- ordered by Mr. McDermott or Ms. Ferretti and received prior to the end of the school year.
- Farm hours: Students must be at the farm by 7am every morning. No later. Animals will need to be fed by 4pm in the afternoon. No earlier. Farm will be closed by 6pm every day. Students will earn a strike if they are not on time to feedings.

## **Pre-Fair Duties:**

- **Other Shows:** Showing at least one other livestock show before the OC Fair is mandatory for all students except for pigs. Steer students will have the opportunity to show at Sunny Hills Winter Classic (TBA). All other students have the opportunity to show at Imaginology (TBA) and the Citrus Fair (TBA)
- **Time expectation:** Students are expected to spend at least 1 hour and 15 minutes per day with their animals. This includes morning and evening feedings, training, cleaning, providing maintenance care.
- **Parent/Guardian help:** While we encourage the involvement of parents/guardians, this is a student project that counts for a portion of the student's classroom grade and it is expected that the students care for animals. This includes cleaning pens, feeding, training, ensuring medical and hygienic care, etc. When a student cannot feed and clean, they are to ask another student in the same project to help. Parents should not be cleaning animal pens or feeding the animals when the student is not there.
- **Preparation of animals:** It is your responsibility to properly care for your animal from the start of the project to the completion. You must own your animal for a minimum required amount of days before exhibition; dependent upon species and exhibition rules. You should have a receipt as proof from your breeder or seller of the animal. Before transporting your animal to the exhibition, be sure that your animal is clean, shorn, clipped, etc. PRIOR to haul in date. If an animal is sick, is prolapsing, has fungus, or any other problem that will not enable a student to show (as set by the exhibition) then it is the student's responsibility to care for and take responsibility of animal(s).
- Students and parents/guardians are aware that animals must be of an adequate weight, pass a health inspection and be deemed "market ready" by the judge in order to sell at auction. (See livestock rules for each individual exhibition on their respective website)
- **Housing:** All animals will be kept at the farm for the entire duration of the project. If the student is asked to remove their animal from the farm, their project is over and they will receive a failing grade for their SAE Project. Special permission will be given to students to house animals at their own house. If asked to leave the farm, the student has 1 week to remove the animal from the farm before it is taken to the general livestock auction.
- **Equipment:** Have all specified (as stated by advisor) tack and show supplies, soap, halters, show sticks, towels, feeders, water buckets, etc. ready prior to getting your animal and it is your responsibility to get it to the exhibition. Minimal equipment is available to borrow from the chapter, therefore it is recommended that exhibitors purchase their own equipment.
- **Feed and Bedding:** You are responsible for the feed for your animal. Order any needed grain and/or hay needed for the exhibition. Bedding is the responsibility of the student. All large species will need shavings or straw depending on the species.
- **Meetings:** You must attend all exhibitor meetings called by the advisor. These will occur during the school year, during summer, and at the fair as well. During the summer, we will have practices twice a week to prepare for the fair. The students must attend these Mandatory meetings and practices for general information on their animals and to prepare them for the fair. A schedule will be given to the students towards the beginning of summer when the fair schedule comes out. If more than three meetings are missed, the student will not be eligible to show at the fair.
- **Entries**
  - o La Habra FFA will host an entry workshop night prior to each exhibition to help you complete your entries.
  - o It is the responsibility of the student to make sure that their entries are completed and turned in by the deadline. Failure to do so will result in the animal not going to the exhibition and losing the opportunity to sell at auction.
- **Buyers/Letters:** It is not the responsibility of the advisors to find a buyer for your animal. It is the student's responsibility to secure a buyer. Students are required to write at least 10 buyer letters. If you do not find a buyer you are at risk of losing money. Be willing and ready to discuss your project with some members of the

# Livestock Contract



- agricultural community. Put together a buyer's gift.
- **Livestock Show:** Attendance and participation in the livestock show AND showmanship class is mandatory to auction an animal. **Students will not be allowed to sell an animal at any fair auction unless they have shown in a market and showmanship class for that species at that fair.**
- **Transportation:** Transportation of animals is the responsibility of the students. If the animals are housed at the school, transportation of animals to the exhibition is provided. Please be sure to make arrangements prior to the haul in date and tell the advisors your plans to ensure that all animals get to the exhibition. Be sure to have rides to the exhibition grounds every day to care for your animals and meet the responsibility requirements set.
- **Summer Vacations:** Students need to notify their species advisor 2 weeks prior to their planned vacation with a typed schedule of who is taking care of their animal morning and afternoon and dates they will be gone. Any vacations lasting longer than a week must be approved. By missing practices you are receiving a strike. After three strikes you will not be able to show at the fair.

## During Fair

- Students are responsible for being at the fair at the designated time everyday of the fair market week. Exceptions will be made for summer school only on certain days. Students can not miss weigh in of their animal or their market and showmanship classes. They are also responsible for their barn duty times being present and on time.
- **Clothing/FFA Uniform:** Wear appropriate clothing during loading, exhibiting and loading out at the fair (long pants, short sleeve or long sleeve shirt, socks and closed toe, closed back shoes). School dress code must be followed. Have a complete FFA show uniform (FFA jacket, FFA tie/scarf, white pants, white collared shirt, black or brown shoes and a black or brown belt).  
\*The uniform will be worn for market classes, showmanship classes and at the auction (for the duration of your species sale, example for the entire lamb, goat, or hog sale).
- If an animal needs to be removed from the fair for any reason the student must make arrangements for transportation, housing and feeding of the animal. In addition, the student must be willing to find an outside buyer for the animal.
- Students and parents/guardians must maintain a high level of professionalism when involved with this project. Including, but not limited to:
  - o Good sportsmanship
  - o Assisting with all fair activities (Including, but not limited to all Workdays, Show-days, Auction, and Clean-Up)
  - o Supporting fellow FFA members and helping all exhibitors (FFA, 4-H, independent) at exhibitions
- Students and parents/guardians understand that the primary responsibility of the FFA advisors is the classroom and that it will take precedence over livestock exhibition.
- Students are responsible for maintaining their assigned pen, feeding their animals and helping to maintain their species exhibit. Students understand that they will be assigned and present for barn duty at the fair.
- Attend all exhibitor meetings/practices during fair.
- Daily meetings: Daily meetings will be held at 7:00am and 5:00pm each day of the Orange County Fair. Students are required to attend both meetings. If they miss more than 1 meeting, they will be scratched from showing their animal.
- **Feeding and Barn Duty:** You must be present at required feeding times and scheduled barn duty times. During barn duty you are to complete all required responsibilities. You will be assigned to your barn duty after the set up and settle in of animals and display at the fair. Keep personal areas as well as the chapter area clean and swept at all times. If you are late to any of the barn duties, miss a barn duty, or are not being responsible during your barn duty, you will be given more barn duties throughout the week, possibility of not raising another animal, and/not being able to sell through the auction.
- **Exhibition classes:**
  - o **Show Day:** Watch the show speed. **Be in uniform and have your animal ready at least one hour before your class is scheduled to show.**
  - o As per the fair rules, an animal must be exhibited in a market class to be eligible for auction.
  - o Showmanship is an opportunity to demonstrate knowledge of your project. You are required to participate in showmanship. Students will not be allowed to sell an animal at auction unless they participated in showmanship for that species.

# Livestock Contract



- **Etiquette:** You are a representative of the FFA, your school, community and the agriculture industry. Be sure to be a positive representative. Be courteous and respectful to fair patrons, fellow exhibitors and guests at the fair. **Inappropriate behavior will not be tolerated;** this includes, but is not limited to swearing, drug or tobacco use or inappropriate dress. All school rules apply at the fair.
- **Chapter Group:** Chapter group is an opportunity to exhibit five animals in each species. The animals that will be selected to be exhibited in the chapter group category will be determined by the advisor. The selection will be based on uniformity and quality of the animals. If the chapter chooses to do Chapter Group, **ALL students must be present to aid in showing the group and to provide support.**
- **Auction:**
  - o **Auction Day:** Be at the fairgrounds by 6:30am.
  - o Watch the auction speed. Be in uniform and have your animal ready at least one hour before your animal is scheduled to sell.
  - o **No Animal Accessories:** No glitter, paint, flowers, etc. on your animal.
- **Thank You Letters:** You will write a thank you note(s) to your buyer(s) when you leave the auction ring and turn it/them into your species advisor before the end of the day. Checks are turned over by the Orange County Fair to advisors in June. In order to receive your check, you must complete and turn in thank you letters.

## Post-Fair:

- **Record Books:** All students who show animals are expected to work toward their California State FFA Degree. You are required to update your record book with all transactions after the fair is over and provide an updated accounting journal to your advisor to receive your fair auction check.
- **Facilities Clean Up Days:** Every exhibitor is to attend the School Farm clean-up day on the Monday after the fair at 8am to completely clean out and sanitize their pen before the start of and at the end of the project. Students who fail to FULLY participate in the complete farm clean-up will not be able to house their animals on school property.
- **Fair Clean Up:** You must help with the tear-down and clean-up of La Habra FFA fair exhibition areas on the Sunday after the Auction and participate in the storage of fair exhibition tools and materials at the school farm.
- **Checks from fair:** Students will receive checks from the fair approximately 1-2 months after the fair. These checks will be distributed to the students after thank you notes have been written to buyers and people who donated awards to them.

## **School Farm Housing Information:**

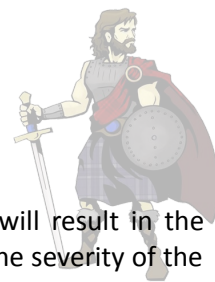
- Students and parents/guardians understand that the use of the school farm is a privilege and not a right.
- Students and parents/guardians understand that animals kept at the school farm may be used as teaching tools for educational purposes in La Habra High School Agriculture courses.
- Students will attend a mandatory farm work day to prepare the pens for the animal's arrival and to perform farm clean up on a date after the fair (to be announced later).
- Students are expected to spend at least 1 hour and 15 minutes per day with their animals. This includes morning and evening feedings, training, cleaning, and maintenance care.
- Students will maintain their assigned pen. There may be two animals assigned to each pen. You will need to work together.
- School farm pens are small. Students will be responsible for cleaning and removing manure from the pen twice a day.
- Students will be sure that their project is checked at least one time per day by them.
- Students and parents/guardians understand that not following any of the above guidelines will result in their livestock project having to be removed from the farm in 7 days of notice or being seized by La Habra FFA and being sent to the auction.

# Livestock Contract



- Students should not be eating in the animal or feed areas. Students are encouraged to eat in front of the farm facility/classrooms.
  - 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 Ag. Instructor.
1. Animals on the farm will be purchased from approved breeders by the advisor only and will not have entry and exit privileges to prevent disease acquisition and transmission.
  2. Students may use Ag Advisor approved feeds only.
  3. Proper attire must be worn on the farm. No Sandals are to be worn when around animals. Clothing requirements are pants/sweats, a t-shirt that follows school clothing requirements that covers mid-drifts and closed toed shoes.
  4. Students will not be allowed to provide general, daily care during school hours. This must be completed before and after school.
  5. Animal projects must be fed and managed according to the approved practices of the agriculture advisor.
    - a. Goats, sheep, hogs, steers, poultry, rabbits: twice a day between the hours of 6:30-7:30am and 4-6pm.
  6. Projects must be of reasonably good quality and considered to be educationally beneficial, or they will not be approved.
  7. Species specific equipment is to be used on the animals. This includes FEED, FEEDERS, SHOW SUPPLIES, SCOOPS, STANDS, etc. Contact the appropriate advisor if you need to use other equipment.
  8. All farm equipment must be put back where it belongs, including wheelbarrows, shovels, rakes, and brooms. Hoses must be turned off and rolled up after every use.
  9. Sick, diseased, or unhealthy animals will not be allowed on the school farm or to be exhibited.
  10. Any disciplinary problem concerning the student and his/her project, the school, or the school farm will be grounds for revocation of the project privileges and will be asked to remove the students animal from the farm. The student will not be able to show through La Habra FFA.
  11. Barn duty tasks can include but are not limited too:
    - a. Dump any wheelbarrows left un-dumped
    - b. All tools of any kind are to be put away and hung up in the tool shed neatly.
    - c. Pick up any and all trash inside, outside and around your specific barn.
    - d. Make sure the hoses are rolled up neatly, water is turned off & pressure is released.
    - e. Middle aisle and pens not being used must be cleaned at all times.
    - f. Lock all gates by 6pm every day of the week.
    - g. Rinse all drains and empty traps every day at night time.
    - h. Rinse and wash down aisles.
    - i. Check on all animals in your barn – do they have water, feed, etc. (make a note or call Mr. McDermott or Ms. Ferretti when there is a problem).
  12. The student must uphold all responsibilities connected with the privilege of keeping projects at the school farm.
    - a. Proper feeding and watering of the animals.
    - b. Proper cleanliness of project area and project animals.
    - c. Making arrangements for care of the project before absence.
    - d. Maintenance of school equipment and structures connected with the project area.
    - e. Maintaining health and sanitation standards and medicating livestock when necessary.
    - f. Doing student's fair share of work on the farm- this is expected of all project holders.
  13. **Strike Policy:** The strike policy will be strictly adhered to with projects at the school farm. **Once a student receives three strikes, the student will be considered an unfit owner of an animal and the student will need to find transportation of the animal off of the farm within 7 days. If the animal is not off the farm in 7 day, the animal will be taken to the auction. The student will not be allowed to show an animal for the next school year.** A strike notice will be written when this contract is broken. A parent/guardian will be contacted, and the policy will be signed.

# Livestock Contract



## Strikes can be received for:

- Abuse of animal
    - There is a ZERO TOLERANCE policy for abuse of animals. Willful abuse will result in the immediate surrender of the animal to the La Habra FFA. Depending upon the severity of the abuse, the animal may be seized by advisors on the first strike. Students whose animal is seized due to abuse will be ineligible to participate in an animal-based SAE for the remainder of their high school career.
  - Neglect of animal
    - There is low or no water, animals are not fed, pens are not clean.
    - Feeding should be consistent, same time every day, before 8:00am and after 4:00pm **EVEN ON WEEKENDS.**
    - When the student is out of town, they must make arrangements for the care of their animal with another student that has the same species..
  - Neglect of project
    - The student must personally check on their animal at **LEAST** once a day, if they do not go out to the farm at least once a day, they will receive a strike.
    - If there is medical need, the student must care for their animal.
  - Neglect of equipment/property
    - The student must keep the pens clean, area trash free, water trough clean, equipment organized.
    - Facilities and property are to be respected. Damage to facilities by willful or negligent behavior will not be tolerated. The student will be fined for any broken equipment or damages to facility.
  - Not following advisor directions
  - Feeding, care, working of animal
    - Weighing of animals will be done once every week. The student must attend the species-specific meetings.
  - Not reporting problems
    - If something does not look or seem right with your or any other animal, then you must notify an advisor immediately by phone call or text.
  - Breaking any other rules/expectations stated on this contract as well as the school rules or expectations set by the advisors.
  - Failure to pay fees/bills at the feed store or to the breeder.
  - Not attending mandatory monthly meetings. Every meeting missed during the year will go towards the students' grade. Every meeting/practice missed during summer will be a strike.
1. Proper records must be kept on all projects.
  2. All rules of the school and the agriculture department will be strictly adhered to and obeyed.
  3. Only FFA members in good standing and actively enrolled in the La Habra High School Agriculture Program will be allowed to keep their projects on the school farm.
  4. In the event that an animal dies, the student, parent/guardian and advisor will determine what to do with the animal. The financial loss will be the responsibility of the student. Students are required to insure their animals if they are housed at the school farm.
  5. In the event of personal injury, please call 911. The school will be released of any liability. Act wisely, be careful. Each person will be responsible for their own actions.
  6. Upon completion of the project, the student is required to work on the school farm/barn to ensure proper sanitation and repair of project-related facilities, and check out with the agriculture advisor.

**The National FFA Organization classifies a Supervised Agricultural Experience Project as valid only if it is supervised by an FFA Advisor. The advisors reserve the right to refuse or terminate supervision of a project.**

# Livestock Contract

## La Habra FFA School Farm Strike Policy Sheet



Warning Date: \_\_\_\_\_

Reason/Infraction: \_\_\_\_\_  
\_\_\_\_\_

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

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

Strike 1 Date: \_\_\_\_\_

Reason/Infraction: \_\_\_\_\_  
\_\_\_\_\_

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

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

Strike 2 Date: \_\_\_\_\_

Reason/Infraction: \_\_\_\_\_  
\_\_\_\_\_

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

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

Strike 3 Date: \_\_\_\_\_

Reason/Infraction: \_\_\_\_\_  
\_\_\_\_\_

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

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

Parent Contact  
Date  
Who I spoke with  
Spoke about/strike #  
Advisor name

# Plant Project Policies

La Habra High School  
Agriculture Education Department  
Greenhouse Policy



1. Students are to purchase the soil, seeds, and plant labels for 16-24 plant pots. The Ag Program will supply Pots, tray, water, and a greenhouse for the students project. Students are required to follow all project guidelines and instructions given by the Ag Instructor including: how frequently to water, when and how to clean the greenhouse, when to move plants out of the greenhouse and into the shade house, and what plants the student is allowed to grow.
2. Be proud of the greenhouse. It is a privilege to use the greenhouse for your project.. When finished using the tools, be certain to return them to their appropriate location. Make sure to roll up any hoses that you may have used. Keeping the farm neat and safe should be one of your main priorities. If these requirements are not made you may lose privileges ie: water, hoses etc. and or fined.
3. You will be assigned a bench in the greenhouse, to keep your project on, so that it is elevated off the ground. Projects done at home must be approved by an advisor and documented frequently.
4. You are responsible to keep track of all of your watering, work days, movement of plants, and any project hours in your Agriculture Education Record Book (AET).
5. As a student with a plant project, you are responsible for watering your plant everyday and keeping accurate records of its growth through pictures or writing in a journal. Work will not be done during class. No tardy passes will be given.
6. During mandatory work days, you will be asked to pull weeds, sweep, clean the garden areas. You must attend one meeting per month on the dates given to you by an advisor.
7. You are required to create and distribute a marketing poster for each of your plant projects. Your posture must have the following; the name of the plant or plants, water requirements, season, nutrient requirements, soil requirements, and sunlight requirements.
8. **Daily project responsibilities cannot be completed by the parent.** REMEMBER: This is part of the student's classroom grade and their responsibility. If the student cannot fulfill the project responsibilities, the student will receive a zero for their SAE Project.
9. Any student stealing another student's plants, or sabotaging someone else's project will be removed from the project and earn a Zero for the project. NO EXCEPTIONS.
10. If the plant project is acceptable by the Ag Advisors, the plant will be sold at the Annual Plant and Bake Sale. Students will be required to work a minimum of 2 hours during the sale to help set up, work during the sale, and clean up.
11. The farm facility is to be used by the student in the Agriculture program ONLY. Loitering at the farm after this time is not recommended.
12. Students should not be eating in the project areas. Students are encouraged to eat in front of the farm facility/classrooms.
13. In the event that you are unable to abide by the above stated rules, the Ag. Instructors have the right/responsibility to dispose of the project in any means they feel are in the best interest of the project. (Selling, processing, giving to another student, Etc.)
14. If a project can not be completed by the student or the project is taken away from the student, by not meeting the project requirements, then the student will forfeit any money earned or invested into the project.



# La Habra FFA Budget

2020- 2021 Planned Budget

## Planned Income

2019-2020 Income	\$200
Fall Festival	\$2000
Tri-Tip BBQ Dinner	\$1000
Plant Sales	\$1000
Cookie Dough	\$4000
Sponsors and Donations	\$2000

Total Planned Income.....\$12,000

## Planned Expenses

Travel	\$1000
Registrations Fee's	\$1000
Supplies	\$500
Freshman Ice Cream Social	\$100
Fall Festival	\$300
FFA Week Supplies	\$100
State Convention Fees	\$500
Officer Expenses	\$200
Chapter Banquet	\$300
Chapter Meetings	\$200
Misc. Items	\$500

Total Planned Expenses.....\$4,700



# Livestock Budgets



## Market Swine Project

**Purchase Price: \$350**

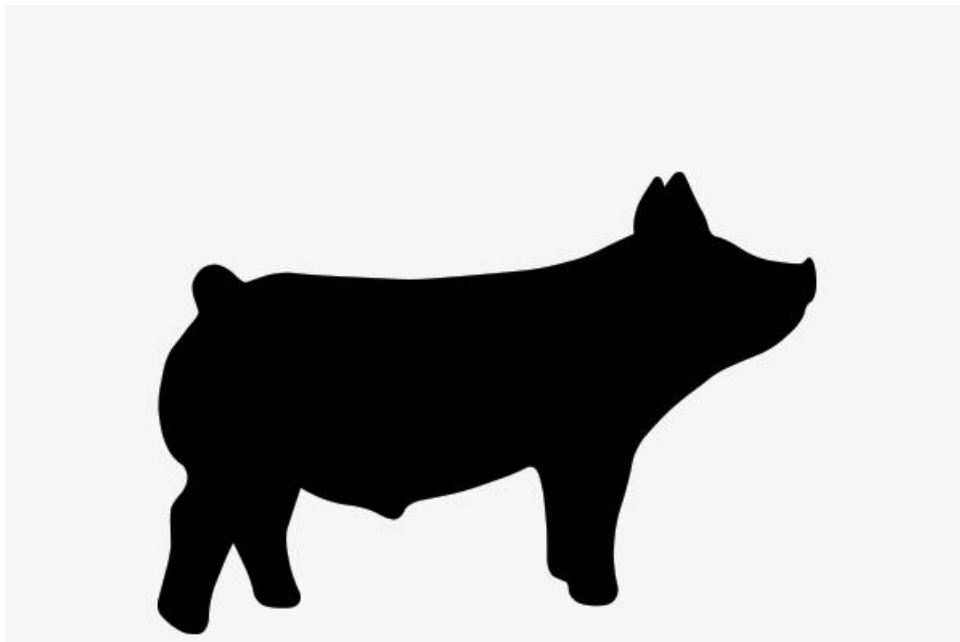
**Total Feed Cost: \$364**

-\*14- 50lb Bags of Showstring Pig @ \$26 Per bag

**Insurance: \$22.00**

**Supplies (Halter, Soap): \$20.00**

**Total Estimate: \$756**



# Market Steer Project



**Purchase Price:\$ 2000**

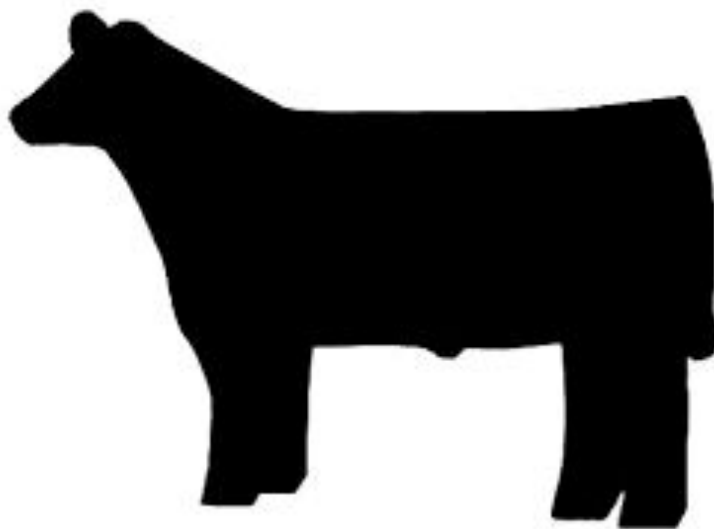
**Total Feed Cost: \$ 1500**

**Insurance: \$100**

**Supplies (Halter, Soap): \$50**

**Total Estimate: \$ 3650**

**Project Time: 9 month project**





## **Market Lamb Project**

**Purchase Price: \$300-350**

**Total Feed Cost: \$211.55**

-\*9- 50lb Bags of Showstring Lamb @ 19.95 Per bag  
=179.95

-2 Bales of Alfalfa @ \$16.95 =\$ 32.10

**Insurance: \$22.00**

**Supplies (Halter, Soap): \$20.00**

**Total Estimate: \$546.55-\$600.00**





## Market Goat Project Budget

**Purchase Price: \$300-350**

**Total Feed Cost: \$191.70**

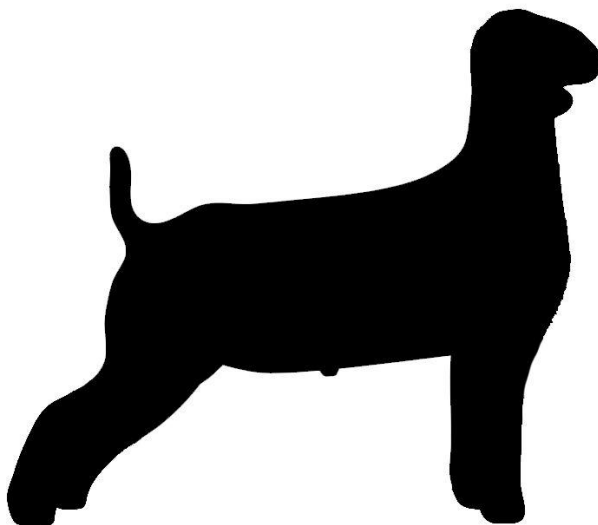
-\*8- 50lb Bags of Showstring Goat @ 19.95 Per bag  
=159.60

-2 Bales of Alfalfa @ \$16.95 =\$ 32.10

**Insurance: \$22.00**

**Supplies (Halter, Soap): \$20.00**

**Total Estimate: \$533.70-583.70**



# Advisory Board Roster



**La Habra High School  
Agriculture Department  
Advisory Board Members  
2019/2020**

**Wes Alcott, Feed Store  
Manager  
Kruse Feed and Supply  
2300 E. Lambert Road  
La Habra, CA 90631  
562-690-6998  
wesalcott@prodigy.net**

**Glen and Caroline Pyne,  
DVMs  
Paws “N” Claws Veterinary  
Office/Clinic  
19762 Yorba Linda Blvd. Suite  
D  
Yorba Linda, CA 92886  
714-693-3800  
cpyne@sbcglobal.net  
pawsnclaws@sbcglobal.net**

**Wolfgang Arnold  
Span-O-Matic, Incorporated  
825 Columbia St.  
Brea, CA 92821  
714-256-4700  
warnold@spanomatic.com**

**Skip Larson  
Nursery Expert  
15845 Ocean Ave.  
Whittier, CA 90604  
805-377-4653  
[KidsDaySkip@verizon.net](mailto:KidsDaySkip@verizon.net)**

**Dana Hutchinson  
Wind Tunnel Genetics  
11756 Tioga Ct.  
Mira Loma, CA 91752  
951-217-1007**

**Nancy Merlino  
Cal Poly Pomona  
Agriculture Business  
18560 White Oak Dr.  
Yorba Linda, CA 92886  
namerlino@cpp.edu**

# Advisory Board Minutes



La Habra High School  
Agriculture Department  
Advisory Committee Meeting  
December 10th, 2019

## PRESENT:

Glen and Caroline Pyne, DVMs  
Paws “N” Claws Veterinary Office/Clinic

Skip Larson  
Sierra Cascade Nursery

Dr. Kavanaugh  
Saddleback Animal Hospital

Jaimee Rojas  
Agriculture Instructor

Jeremy McDermott  
Agriculture Instructor

The meeting was called to order at 6:01 PM. Introductions were made.

Plans of the new Pig barn were introduced to the members. Pictures of current construction were presented, as well as further plans such as new pens, feeders, waters, and hoses.

Plans to modernize the farm were discussed. New paneling for the two pastures and updating our shade house to better suit our plant SAE’s and students.

Skip Larson will continue to donate Strawberry plants this year to be distributed among the ag program in the district.

Goats breeding was brought up and the success of labs and hands on instruction was talked about, such as dehorning, castrating, ear tagging, weight monitoring, and supplementation for mom and kids.

Possible internship class to fulfil new pathway.

Redoing agriscience pathway with:  
Agriscience Pathway:

Ag Mechanics Pathway

1. Ag Biology
2. Ag Soil Chemistry
3. Adv. Sustainable Agriculture
4. (Not part of pathway) Vet Science

1. Intro to Ag Mechanics
2. Ag Metal Technology
3. Ag Fabrication and Construction 1
4. Ag Fabrication and Construction 2

We discussed a date for the next meeting.  
The meeting was adjourned at 7:26 PM.

# Advisory Board Minutes



La Habra High School  
Agriculture Department  
Advisory Committee Meeting  
February 11th, 2020

## PRESENT:

Wes Alcott  
Kruse Feed and Supply

Skip Larson  
Sierra Cascade Nursery

Jaimee Rojas  
Agriculture Instructor

Dr. Kavanaugh  
Saddleback Animal Hospital

Jeremy McDermott  
Agriculture Instructor

The meeting was called to order at 6:03 PM. Introductions were made.

First topic of discussion was facilities. Pig barn is almost complete. Pictures were shown to members. Still waiting on roll down hose reels and feeders.

Cookie Dough Fundraiser was a huge success. Sold 927 tubs, which brought in roughly \$6,500. This money goes straight into our ASB Account to be used for all students. We will continue to use this fundraiser.

Drive Thru- BBQ Fundraiser date set for March 19th. Students have already begun selling individual meals and family meals.

Ag Mechanics shop improvements. With the addition of the Virtual welders and Learning modules, the district will be purchasing 7 new welding booths to be installed later this year. The idea of internships for students was mentioned. Talk to local welding and fabricating shops.

Last order of business is future projects to modernize the farm. New poultry barn was discussed. Cages from Kruse Feed and supply were discussed, but we would like something bigger and more industry recognized.

We discussed a date for the next meeting.  
The meeting was adjourned at 6:58 PM.

# 5 Year Plan

La Habra High School  
Agriculture Department  
Five Year Plan



## Year 1 2020-2021

1. Replace school/farm tractor
2. Purchase equipment for trellis for grapevines and orchard irrigation
3. Purchase Overhead for the Livestock Scale
4. Purchase vet science models

## Year 2 2021-2022

1. Purchase Flatbed Trailer
2. Replace shop safety equipment
3. Build shed for storage
4. Purchase Popper

## Year 3 2022-2023

1. Replace storage barn
2. Repair/replace clippers
3. Purchase supplies to update steer barn
4. Replace air compressor and pressure washer

## Year 4 2023-2024

1. Upgrade Floral cooler
2. Upgrade storage refrigerator
3. Replace mobile welder used for repairs on farm
4. Upgrade plasma cam in welding shop

## Year 5 2024-2025

1. Replace Shade house
2. Update Greenhouse
3. Update Sheep and Goat Barn
4. Purchase rabbit pens