



# *Sunny Hills High School*

*Future Farmers of America*

*Est. 1960*

*2015-2016*

*Program of Activities*

*1801 Warburton Way  
Fullerton, CA 92833  
714.626.4374*





*Home of the  
Lancers*

# Table of Contents

Introduction.....	4
2014 – 2015 Chapter Officer.....	5-7
2014 – 2015 Calendar of Events.....	8-9
Agriculture Education.....	10
Chapter Officer Letter.....	11
Advisor’s Message.....	12
SHHS Administration & Sectional, Regional & State FFA Officers.....	13
Goals, Objectives & Plans.....	14-20
FFA Mission & Strategies.....	21
FFA Emblem.....	22
FFA Motto & Colors.....	23
FFA Creed.....	24
FFA Official Uniform.....	25-26
FFA Degrees, Levels & Membership.....	27-31
Competitive C.D.E Teams.....	32-34
Point Award System.....	35-37
Chapter Constitution .....	38-41
Sunny Hills FFA By-Laws.....	42-44
Courses Offered.....	45
Supervised Agriculture Experience.....	46
Proficiency Awards.....	47-52
Livestock Rules & Regulations.....	53
General SAE Rules.....	54
Student Project Policies.....	55-58
Sunny Hills Chapter Budget.....	59
Livestock Sample Budgets.....	60-61
Chapter History.....	62 – 67
Chapter Officer Application.....	68
Livestock Exhibitor Application.....	69 - 71
State FFA Conference Application.....	72 - 73

# 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)



## *2015-2016 Chapter Officers*



(Left to Right)

Emily Colby, Dolly Booher, Heather Hunt, Michelle Schade, Mikai Sun, Mary Matti

**President: Dolly Booher**  
**Vice President: Heather Hunt**  
**Secretary: Michelle Schade**  
**Treasurer: Mary Matti**  
**Reporters: Emily Colby**  
**Sentinel: Mikai Sun**

# 2015-2016

## Calendar of Activities

<b>Date</b>	<b>Event Time</b>	<b>Event Title</b>	<b>Event Location</b>	<b>Point Value</b>
<b>September</b>				
9/10	6:30pm	Back to AG Night	SHHS Ag. Dept.	1
9/14	4:30pm	Orange Section FFA & CATA Meeting	Fullerton High School	1
9/18	6:30pm	Chapter Social	AMF- Fullerton	1
9/29	9:00am	LA Fair Judging Contest	LA Fairgrounds	1
<b>October</b>				
10/9-10	4:00pm	Orange Section Lock-In (conference)	Buena Park HS	2
10/15	8:00am	FJUHSD Greenhand Conference	Buena Park Center	2
10/19	4:00pm	Opening/ Closing Contest	Covina High School	2
10/20	4:30pm	Perris Opening/ Closing Contest	Perris High School	2
10/24	10:00am	SHHS Fall Festival	SHHS Ag. Dept.	1
<b>November</b>				
11/13	6:30pm	Off Campus Chapter Social	TBD	1
11/16	4:30pm	Creed/ Impromptu Contest	SHHS Ag. Dept.	2
<b>December</b>				
12/5	8:00am	San Diego Field Day	Fallbrook High School	2
12/10	4:00pm	Orange Section B.I.G Contest	Westminster H.S.	2
12/12	8:00am	Heritage Field Day	Heritage H.S.	2
12/16	3:30pm	Chapter Meeting	SHHS Ag. Dept.	1
12/16	4:30pm	Chapter Holiday Event	SHHS Ag. Dept.	1
<b>January</b>				
1/16	9:00am	Orange Section Softball Game	Sunny Hills HS	2
1/23	8:00am	Norte Vista Field Day	Norte Vista H.S	2
1/30 – 31	1:00pm	MFE/ ALA Conference	Ontario	4
<b>February</b>				
2/16 – 20	Lunch	FFA Week	SHHS Quad	2-3
2/19	7:00pm	FFA Ice Skating	Anaheim Ice	1
2/25	3:30	Orange Section FFA Speech Contest	Sonora High School	2

<b>Date</b>	<b>Event Time</b>	<b>Event Title</b>	<b>Event Location</b>	<b>Point Value</b>
<b>March</b>				
3/8	4:30pm	Orange Section FFA & CATA Meeting	La Habra High School	1
3/10	3:30pm	Chapter Meeting	SHHS Ag. Dept.	1
3/19	1:00pm	Southern Region Banquet	Sonora High School	1
3/22	10:00am	Southern Region Speech Finals	Cal Poly Pomona	2
3/24	3:30pm	Chapter Social	SHHS Ag. Dept.	1
<b>April</b>				
10/9	7:30am	Cal Poly Pomona Field Day	Cal Poly Pomona	2
4/18 – 21	-	State FFA Conference	Fresno State	6
<b>May</b>				
5/12	3:30pm	Chapter Meeting & Officer Elections	SHHS Ag. Dept.	1
TBD	-	SHHS Awards Banquet	SHHS Ag. Dept.	2

# 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.





# Officer Letter

Dear Sunny Hills FFA Chapter Members,

We, the Sunny Hills FFA Chapter Officer Team, are extremely excited to serve you for the 2015-2016 school year. We are looking forward to working with our endlessly growing chapter and serving the members with the utmost quality events throughout the year.

This year, we get the privilege to welcome our new FFA Advisor, and Agriculture Educator, Ms. D., who will be working alongside Mr. Kim, who is going on his second year as a Sunny Hills FFA Advisor and Agriculture Educator. We have the honor of having two teachers for our program because of growth in the Sunny Hills Chapter's enrollment, due to the relentless recruitment done by Mr. Kim, and several student volunteers. We are very grateful to have two amazing advisors to work with this year who will continue to help with the expansion of our program.

Along with adding another advisor, the officer team has decided to make a few changes as to how and when our events are held throughout the year. We have decided to replace monthly Chapter Meetings with quarterly meetings, in order to assure that we put quality over quantity this year. In addition to the changes in the Chapter Meeting schedule, we are now having monthly socials, both on and off campus. The socials will rotate with every other month being off-campus. Both decisions were made in order to increase attendance and amusement at all chapter events.

At several executive meetings, the Sunny Hills Chapter Officer team, has chosen this year's theme "Dare to Do". We, the officer team, challenge all chapter members to push themselves to go beyond their comfort zones and "Dare to Do" what they may have not done before and become more involved in high school and in the FFA Organization. We hope that the upcoming year's theme can inspire and motivate our chapter members to improve upon themselves and grow as students and individuals.

The Sunny Hills FFA Chapter Officer team is looking forward to serving all of the Sunny Hills Chapter Members during the upcoming year. We thank you for giving us this opportunity and encourage all of you to go out and to "Dare to Do"!

Sincerely,

The 2015-2016 Sunny Hills FFA Chapter Officer Team

# Advisor's Message

Oprah Winfrey once said, "Passion is energy. Feel the power that comes from focusing on what excites you." Sunny Hills FFA members, get ready for an exciting year full of challenges, growth, self- discovery, and ultimately a time where you will be able to grow as individuals. We would like to welcome every new and returning member to the Sunny Hills FFA for the 2014-2015 school year. Once again, we are certain that the Sunny Hills FFA is going to continue it's success through the National Future Farmers of America Organization. The curriculum is on the cutting edge and our facilities rival many other school facilities and junior colleges only to compliment the already highly successful FFA Chapter.

This year, the officers have chosen the theme: "Dare to Do." Fostering an environment where students are able to grow as students, grow as leaders, and grow the Sunny Hills FFA program by participating in the various Career Development Events and Supervised Agriculture Experience projects. As the advisors, we agree with the officers that it is vitally important to have FFA members actively involved in our program. This Program of Activities will serve as a guide, outlining the activities you can be a part of. Use it to participate in the numerous opportunities offered to you in this chapter and agriculture program. It would be impossible for the chapter officers to carry out the activities outlined in this program without the **cooperation from each and every member in this chapter**. The duty of the advisors are only to point the way, while the officers and committees actually lead the membership. **You**, the chapter members, will decide how active or successful the chapter will be this year by **your** participation. I would like this year to be the best year you ever had in school. The FFA program is the largest youth organization in the entire world and the Sunny Hills FFA Chapter continues to strive to become a highly recognized program not only within the California Association but also within the Nation.

We look forward to working with our chapter members to keep Sunny Hills FFA the best in the state!

Sincerely,

*Brian Kim*

Sunny Hills FFA Department Chair

*Robin D.*

Sunny Hills FFA Advisor

# Administration

Principal.....	Allen Whitten
Vice Principal, Instruction & Operations.....	Shelley Morris
Vice Principal, Instruction & Student Affairs.....	Kimberly Corbin
Vice Principal, Instruction & Pupil Services.....	Chad Freeman
Dean of Academic Services.....	Craig Weinrich

## Orange Section Officers

President.....	Julio Arranda, Buena Park High School
Vice President.....	Jordyn Rodriguez, Fullerton High School
Secretary.....	Joshua Gomez, Westminster High School
Treasurer.....	Heather Hunt, Sunny Hills High School
Sentinel.....	Eduardo Bribiesca, Sonora High School
Historian.....	Brenden Stanfill, Buena Park High School
Advisor.....	Jessica Fernandes, Buena Park High School

## Southern Region Officers

President.....	Sam Looper, Apple Valley High School
Secretary.....	Ray Rapue, Julian High School
Vice President- High Desert Section.....	Summer Call, Apple Valley High School
Vice President- Imperial Section.....	Paige Maring, Imperial High School
Vice President- Riverside Section.....	Angel Carillo, Perris High School
Vice President- San Diego Section.....	Sarah Drown, Ramona High School
Advisor.....	Jack Havens

## California State Officers

President.....	Joelle Lewis
Vice President.....	Sydney Sousa
Secretary.....	Breanna Holbert
Treasurer.....	Trevor Autry
Reporter.....	Danielle Diele
Sentinel.....	Tim Truax
Advisor.....	Josiah Mayfield

# 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. Christmas Party
- b. Dog Walking at Humane Society
- c. Flower Donations
- d. Fabrication Donations
- e. Ice Skating
- f. Volunteering at Sunny Hills City Museum
- g. Rake Up Boise/Nampa

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

4. Scholarship Activities that develop a positive attitude toward lifetime learning experiences. (Examples: scholarships, tutoring, FFA Scholarships, conference scholarships, honor roll)

#### Activities

- a. College and Fair Tours in California
- b. SAE Scholarship
- c. Honor Roll
- d. Cal Poly Pomona University Tour
- e. Chapter Sponsoring Trips

5. Agricultural career skills activities that develop agricultural occupation and career skills through a progressive learning environment. (Examples: career day, guest speakers, job shadows, career development events, computer literacy skills, mentor programs, international seminars and tours)

#### Activities and Responsibilities

- a. Chapter, Section, State, and National Career Development Events
- b. Job Shadows
- c. Guest Speakers
- d. Ag Classes

# 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. Auction At Community Appreciation Breakfast
- 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 BBQ

- e. Greenhouse Sales
- f. FFA Week
- g. End Of The Year Banquet
- h. School Announcements

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 agriculture 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

## Female Official Dress

- Black skirt.  
*Skirt is to be at least knee length, hemmed evenly across the bottom, with a slit no longer than 2 inches above the knee, excluding the kick pleat. Black slacks may be appropriate for traveling and outdoor activities.*
- White collared blouse and official FFA blue scarf.
- Black dress shoes with a closed heel and toe (No boots, sandals, open-toed shoes, or tennis shoes.)
- Black nylon hosiery.
- Official FFA jacket zipped to the top.

## Male Official Dress

- Black dress pants.  
(No jeans - blue or black, leather, pleather, etc.)
- White dress shirt and official FFA tie
- Black dress shoes with a closed heel and toe. (No boots, sandals, open-toed shoes, tennis shoes.)
- Black socks.
- Official FFA jacket zipped to the top.

## 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's 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.



**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.



**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
- 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.



5. 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:

6. Have a 2.0 scholastic record as certified by the local principal or superintendent.
7. Have participated in the planning and completion of the Chapter Program of Activities.
8. Have participated in at least five FFA activities above the chapter level.
9. 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.
10. Must receive seventy percent (70%) of the possible points on his/her Record Book score.
11. 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.
12. 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.
13. Is a Junior, Senior, or first year Graduate,
14. Is an active FFA member in good standing at the time of application, and
15. 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.

**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!



# Competitive Teams

The Sunny Hills FFA chapter encourages students to participate in at least one of the following judging or competitive public speaking teams. Students who participate on these teams dedicate their time after school and personal time to practice, rehearse, deliver, and prepare to compete at the local, sectional, regional, state and national level. These students have an opportunity to travel all across the state of California and even to Louisville, Kentucky to compete in a respective contest. These competitive teams help build a wide range of skills for students such as communication, time-management, social, academic skills and most importantly the ability to be more confident.

\*The following CDE's are those Sunny Hills FFA are/ or have participated in, but not limited too.

## Judging Teams

**Vegetable Crop Judging:** The purpose of the Vegetable Crop Judging Contest is to create interest and promote understanding in the vegetable crop industry by providing opportunities for recognition through the demonstration of skills and proficiencies. It is the intention of the contest to provide a venue for students to explore career opportunities, skills and proficiencies in the vegetable crop industry. The emphasis of this contest is to promote critical thinking, evaluation, oral and identification skills.

### **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

**Specialty Animal Judging:** The Specialty Animal 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, 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.



**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.

**Floriculture:** The Floriculture Career Development Event seeks to effectively prepare students for the expectations of the agricultural floral industry. The students seeking careers in the floricultural field must not only develop a high degree of knowledge and skill, they must also use critical thinking and oral communication skills. They will be able to demonstrate quality evaluation by judging potted foliage plants, cut flowers, flowering potted plants, and floral design classes. The students will identify the many cut flowers, potted plants, and tools and materials commonly used in the floral industry. Students will also construct a corsage and floral arrangement according to the floral industry standards.

## 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 inter-personal 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 inter-personal 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.

**Parliamentary Procedure:** The purpose of this contest is to encourage students to learn to effectively participate in a business meeting and to assist in the development of their leadership skills.

Objectives – Students will be able to:

- Use parliamentary procedure to conduct an orderly and efficient meeting.
- Demonstrate knowledge of parliamentary law.
- Present a logical, realistic and convincing discussion.
- Record complete and accurate minutes.

**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.

### **Other Career Development Events available to students:**

Agriculture Issues Forum	Agriculture Pest Control	Agriculture Sales
Agriculture Welding	Agriscience Fair	Agronomy
Citrus Judging	Computer Applications	Cotton
Dairy Cattle Judging	Farm Business Management	Farm Record Book
Forestry	Fruit Tree Judging	Fruit Tree Pruning
Grapevine Judging	Grapevine Pruning	Land Judging
Light Horse Judging	Marketing	Marketing Plan
Meat Judging	Milk Quality/ Dairy Foods	Natural Resources
Nursery/ Landscape	Poultry Judging	Program of Activities
Scrapbook	Small Engines	

# Point Award System

## 2015-2016 Point Awards Guide

### Chapter Officer

PRESIDENT	3 points
VICE PRESIDENT	2 points
SECRETARY	2 points
TREASURER	2 points
REPORTER	2 points
SENTINEL	2 points
HISTORIAN	2 points

### Sectional Officer

APPLICANT	1 points
SECTIONAL OFFICER	2 points

### Regional Officer

APPLICANT	2 points
REGIONAL OFFICER	3 points

### Chapter Activities

CHAPTER MEETINGS	1-3 points
------------------	------------

### Committees

COMMITTEE CHAIRMEN	1-3 points
--------------------	------------

### Delegate

SECTIONAL MEETING	1 points
REGIONAL MEETING	2 points
STATE CONVENTION	3 points
NATIONAL CONVENTION	4 points

**Field Days**

ATTENDANCE	1				
INDIVIDUAL	1	2	3	4	5
	2 pts.	1 pts.	1 pts.	1 pts.	1 pts.
TEAM	1		2		3
	2 pts.		1 pts.		1 pts.
COMPETE AT STATE FINALS	2 points				

**Opening & Closing**

Buena Park Invitational/ Orange Section Contest	2 points
First High Team @ Orange Section Contest	1 points

**CO-OP & BIG (COUNTED LIKE FIELD DAYS)****JOB INTERVIEW-PREPARED SPEECH-CREED-EXTEMPORANEOUS-IMPROMPTU****(SECTIONAL LEVEL)**

INDIVIDUAL	1	2	3	4	5
	2 pts.	1 pts.	1 pts.	1 pts.	1 pts.

**(REGIONAL LEVEL)**

INDIVIDUAL	1	2	3	4	5
	2 pts.	1 pts.	1 pts.	1 pts.	1 pts.

**(STATE LEVEL)**

INDIVIDUAL	1	2	3	4	5
	2 pts.	1 pts.	1 pts.	1 pts.	1 pts.

**PARLIAMENTARY PROCEDURE CONTEST****(SECTION LEVEL)**

TEAM	1	2	3
	2 points	1 points	1 points

**(REGIONAL LEVEL)**

TEAM	1	2
	2 points	1 points

**(STATE LEVEL)**

TEAM	1	2	3	4	5
	5 pts.	4 pts.	3 pts.	2 pts.	1 pts.

**LEADERSHIP CONFERENCES**

GREENHAND CONFERENCE	1 points
MADE FOR EXCELLENCE CONFERENCE	2 points
ADVANCED LEADERSHIP ACADEMY	2 points
SACRAMENTO LEADERSHIP EXPERIENCE	4 points
WASHINGTON LEADERSHIP CONF.	4 points
STATE CONVENTION	5 points
NATIONAL CONVENTION	5 points
CHAPTER OFFICER LEADERSHIP CONFERENCE	1 points
REGIONAL MEETING	1 points
SECTIONAL MEETING	1 points

# Chapter Constitution

## Sunny Hills FFA Constitution

### **Article I: NAME AND PURPOSE OF THE ORGANIZATION**

**Section A.** The name of this organization shall be the Sunny Hills Chapter of the Future Farmers of American.

**Section B.** The primary aim of the Sunny Hills Chapter is the development of agricultural leadership, knowledge, cooperation, and citizenship.

**Section C.** The Chapter shall cooperate with local educational governing agencies and teachers of agriculture in accomplishing these aims and purposes, which the governing body has determined to be appropriate within the framework of the Constitution and Chapter of the National Organization.

1. To build the confidence of students in themselves and their work by developing desirable work habits and the effective use of their time is learning to assume responsibilities.

2. To foster programs and activities, which develop leadership, character, scholarship and occupational pride, training for useful citizenship, patriotism, thrift, and improvement in community life by encouraging members to improve the home and its surroundings.

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

**Section D.** The advisor of local chapter must be a qualified vocational agriculture teacher currently teaching reimbursable vocational agriculture in the school.

### **Article II. MEMBERSHIP**

**Section A.** Type membership in this organization shall be four kinds (1) Active, (2) Alumni Membership, (3) Collegiate, and (4) Honorary. Honorary membership shall be limited to the Honorary Chapter Farmer Degree in the local chapter.

**Section B.** Active membership: Students who are regularly enrolled in all day or day-unit classes in vocational agriculture are entitled to become active members of a chartered FFA chapter in the school in which they are enrolled, upon payment of state dues. To retain active membership in a vocational agriculture course or must have completed all vocational agriculture courses offered at the school. Members may retain active membership until November 30 following the National FFA convention and their high school graduation.

Members still in high school, transferring to a local chapter in California from one state of the United States, who present satisfactory evidence of their good standings in that state shall be accredited as members in good standing in the California Association.

**Section C.** Alumni Membership: Membership shall be open to former active FFA and NFA members, collegiate or honorary FFA and NFA members, present and former professional vocational agricultural educators, parent of FFA members, and others interested in and supporting FFA.

**Section D.** Collegiate Membership: This may include all trainees preparing to teach vocational agriculture and former professional vocational agricultural educators, parents of FFA members, and others interested in and supporting the FFA.

**Section E.** Honorary Membership: Supervisors, school superintendents, principles, embers of boards of education, instructors, teachers of agriculture, businessmen, farmers, and other supporters who re helping us to advance vocational agriculture and the FFA, and who have rendered outstanding service, may be elected to honorary membership by a majority vote of the members present at any regular meetings or conference. Honorary membership will be limited to the Honorary Chapter Farmer Degree in the local chapter.

### **Article III. ACTIVE MEMEBRSHIP DEGREES AND PRIVILEGE'S**

**Section A** There shall be four degrees of active member ship based upon achievement. They are (1) Greenhand, (2) Chapter Farmer, (3) State Farmer, and (4) American Farmer. The National Organization shall set minimum qualifications for the degrees.

**Section B.** Greenhand Degree: On the meeting following qualifications, the Greenhand Degree may be conferred by the Chapter.

1. Be regularly involved in an educational course for an agricultural occupation and have satisfactory plans for a program of supervised occupation educational experience.

2. Learn and explain the FFA Creed, Motto, and salute.

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.

**Section C.** Chapter FFA Degree: On the meeting following minimum qualifications the Chapter Farmer Degree may be conferred by the Chapter.



1. Must have the Greenhand Degree and have records of satisfactory participation in the activities of the local Chapter.

2. Must have satisfactorily completed at least one year of instruction in vocational agricultural, have in operation an approved supervised farming and/or other agriculture class.

3. Be familiar with the purpose and programs of activities of the State Association and National Organization.

4. Be familiar with the provisions of the constitution of the local chapter.

5. Be familiar with Parliamentary Procedure.

6. Be able to lead a group discussion for 15 minutes.

7. Must have earned at least \$150 by his/her own efforts from their supervised agricultural occupation educational program, and have it productively invested or deposited in the bank, have worked 180 hours in their SAE.

8. Have satisfactory scholastic record in agricultural courses.

**Section D.** State FFA Degree: The qualifications for the State Awards shall be set forth in the State FFA Constitutions.

**Section E.** American FFA Degree: The qualifications for the American FFA Degree shall be those set forth in the National FFA Constitution.

## **Article V. OFFICERS**

**Section A.** Elected officers shall be elected annually by a majority vote of those present at any regular meeting. They shall be elected by secret ballot and assume office at the beginning of the next school year. Officers of the local chapter shall consist of president, vice president, secretary, treasurer, reporter, sentinel, and historian. Other offices may be designated if desirable. A regular meeting of the chapter shall elect officers of the local chapter annually. All vacancies may be filled by presidential appointment, with executive committee approval, until the next regular appointment, with executive committee approval, until the next regular election or if a special election is held.

**Section B.** There shall be an executive committee established by the Sunny Hills FFA Chapter consisting of the officer team, and one advisor.

**Section C.** Those that hold an office at the regional level shall not be eligible to be an officer at the local level.

**Section D.** Sectional Officers are eligible to be an officer at the local level.

## **Article VI. MEETINGS**

**Section A.** Emblems shall be uniform throughout the association and in recognized units thereof. All members shall be entitled to wear this emblem. All Greenhands are entitled to wear a bronze emblem pin. All chapter FFA degree recipients are entitled to wear a silver emblem pin. All members elected to the degree of American Farmer are entitled to wear the gold emblem key.

**Section B.** Local chapter may make local awards to their members irrespective of degrees held. The local chapter should adopt its own scorecard for determining the selection of members to receive awards.

**Section C.** The official FFA shows uniforms shall be worn by all FFA exhibitors and by helpers in individual and group classes while showing at fairs and livestock shows. If the rules state FFA dress you shall wear the following or you must wear what the rules state or your own choices if the rules don't state clothing guidelines. The uniform shall consist of white pants, white collard dress shirt (short or long sleeved), with official FFA necktie for boys and official FFA scarf for females. Hats are not to be worn with the official show uniform at anytime.

**Section D.** The official FFA dress for boys shall be the FFA jacket, zipped to the top, worn with a white collared shirt, official FFA neck tie, black slacks, black socks, black belt, and black dress shoes or boots. The Official FFA dress for girls shall consist of the Official FFA jacket, sipped to the top, Official FFA scarf, white collard dress shirt, knee length black skirt (appropriate slit is okay), neutral women's nylons, black closed toed shoes.

**Section E.** Parliamentary Procedure in all meetings of this organization shall be in accordance with Robert's Rules of Order.

# Sunny Hills FFA By-Laws

## **Article 1. Requirements for showing**

Any member of the Sunny Hills 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 Sunny Hills 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.

**Section B.** 2<sup>nd</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 other school rules including the disciplinary policy must be followed.
9. Student must be enrolled in an agriscience 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.

### **Section C.** 5<sup>th</sup> year or Graduate Exhibitors

1. A member must have been an active exhibiting livestock in their senior year to be eligible.
2. A member must be able to qualify for the Golden State Degree upon the completion of their fifth year.

**Section D.** Failure to maintain a clean animal and/or pen will result in a fine of \$5 per offense. The FFA advisors will determine infractions. All fines are required to be paid BEFORE sale of animals. If fines remain unpaid, student will be unable to sell at the show and possibly not be able to attend future shows.

## **Article 2. Elections**

### **Section A. Officers**

1. Officers will be elected according to Article V, Section A of the Sunny Hills FFA Constitution.
2. Requirements for holding chapter office are as follows:
  - A. Maintain a "C" average, no "F's" in any high school course.
  - B. The president and vice president must maintain a 2.5 grade point average.
  - C. The terms of office shall be held for one school year, from September to June.
  - D. Must not miss more than two (2) planned meetings and/or miss two (2) regular scheduled meetings.
  - E. If elected must attend a Chapter Officer Leadership Conference (COLC) during the elected year.
  - F. If above items are violated a special election will be held to replace the officer in question.
  - G. Chapter officers must realize they serve as role models for other members. Remember that what they do represents all students from their school. Any inappropriate activities will result in removal from office.

### **Section B. Delegates**

1. Delegates for the section meeting, regional meeting, and State Conventions shall be selected through an application that will be reviewed by the executive committee and the applicants will be interviewed by the advisory committee and selected by the advisory committee or voted on at a regular meeting.
  - A. Must be a sophomore, junior, or senior student.
  - B. Must attend all delegate meetings assigned to them.
  - C. Must maintain a "C" average, and no "F's" in any classes.
  - D. Any member that attends the State Convention must fill out an application and go through an interview.
  - E. Priority will be given to attend, in this order: delegates, award winners, then other members. The number of members attending the State Convention will be determined by applications, available transportation, and the available funding.

## **Article 3. Committees**

### **Section A. Executive Committee**

There shall be an executive committee consisting of the President, Vice President, Secretary, Treasurer, Reporter, Sentinel, Historian, and an advisor. The executive committee shall be empowered to perform all business of the chapter between monthly meetings.

## **Article 4 Awards**

Awards available to chapter members will be determined by the chapter officers. Chapter members will be selected for the following awards.

1. Star Greenhand
2. Star Chapter Farmer

# Courses Offered

<u>Class Title</u>	<u>Grade</u>	<u>Credit</u>
Agriculture Earth Science	9 <sup>th</sup> - 12 <sup>th</sup>	Physical Science/ UC "g"/ CSU "d"
Agriculture Biology	9 <sup>th</sup> - 12 <sup>th</sup>	Life Science/ UC-CSU "d"
Veterinary Science	11 <sup>th</sup> - 12 <sup>th</sup>	UC/CSU "d"
Ornamental Horticulture	11 <sup>th</sup> - 12 <sup>th</sup>	Elective
Floriculture	10 <sup>th</sup> - 12 <sup>th</sup>	Fine Art/ UC-CSU "f"
Agriculture Economics	12 <sup>th</sup>	UC/ CSU "g"

## Recommended Educational Plan

### Freshman Year

- Agriculture Earth Science or
- Agriculture Biology
- English 1
- Algebra or Geometry
- Geography/ Technology
- Physical Education
- Health/ Driver's ED
- Elective

### Sophomore Year

- Agriculture Biology or
- Agriculture Earth Science or
- Floriculture
- English 2
- Algebra/ Geometry/ Algebra 2
- Physical Education
- Foreign Language
- World History

### Junior Year

- Veterinary Science or
- Floriculture
- Ornamental Horticulture
- English 3
- US History
- Chemistry/ Physics
- Fine Arts
- Geometry or Algebra 2
- Elective

### Senior Year

- Agriculture Economics or
- Veterinary Science or
- Floriculture
- English 4
- Algebra 2 or Math Analysis
- Economics
- Physics
- Other Required Classes



# 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.

**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.

**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.

**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.

**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.

**Grain Production** – Placement – Student works for a crop producer or grain production related 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.

**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.

**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.

# Livestock Rules & Regulations

## *Rules to Raise and Exhibit a Fair Animal*

### Supervised Agriculture Projects 2014 - 2015

#### Project Choices

Poultry – Meetings: 1<sup>st</sup> Tuesday of every month @ 4:00pm

- Turkeys, Broilers, Laying Hens

Pigs- Meetings: 1<sup>st</sup> Tuesday of every month @ 5:00pm

- Market Pigs for OC Fair & Fall Locker Pigs

Rabbits- Meetings: 1<sup>st</sup> Wednesday of every month @ 4:00pm

- Meat Rabbits for OC Fair

Lambs & Goats- Meetings: 1<sup>st</sup> Wednesday of every month @ 5:00pm

- Market Lambs/ Market Goats for OC Fair

Steer- Meetings: 1<sup>st</sup> Thursday of every month @ 4:00pm

- Market Steers for OC Fair

Green Projects- Meetings 1<sup>st</sup> Thursday of every month @ 5:00pm

- Garden Plots, Greenhouse Plants, Shade House Plants, Potted Plants... basically any plants!

**All meetings are MANDATORY**  
**Please review the Project Rules**

**\*\*\*Students are on a three strike system- livestock or projects are subject to confiscated from students or asked to be removed from the agriculture facilities at any time.**



# 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.

# Student Project Policies

## All Species Sunny Hills Agriculture Department

1. I fully understand the general rules of having a project at the SHHS Ag. Dept.
2. As a student with an agriculture project, you are responsible to feed and clean your animal each day.
  - a. Animals should be fed in the morning before school starts.
  - b. No tardy passes will be given
  - c. Pens should be cleaned after school daily and animals should be fed again
  - d. Students will not be given time during class to tend to their animals
  - e. Students must feed their animals twice a day
  - f. Students must feed their animals on weekends as well
  - g. Students with livestock projects are the only people who are allowed to feed each other's animals
  - h. Parents, friends, guests ARE NOT allowed to feed for you
3. Failure to clean your pen or coop daily and feed your animal/s twice a day or take care of the livestock general area will result in a \$5 fine per infraction. This infraction will either be towards the individual student or an entire livestock "group." (IE: Steer group) Any student who receives fines 5 times will be told to remove their animal/s from the farm facility immediately or the SHHS Ag. Department will take possession of the animal if not completed within a 2 week time). Whereas, the SHHS Ag. Department is responsible for animals projects paid for via a loan, these animals will not be removed from the farm without prior payment of all monies owed American Ag Credit or FJUHSD.
4. Students are **encouraged** to make payments towards their feed bills each month as follows:
  - a. Chickens & Turkeys           \$20/ month
  - b. Pigs, Goats, Sheep           \$40/ month
  - c. Steers                           \$75/ month
5. Livestock Duties
  - a. Clean livestock pen/s everyday
  - b. Provide new and clean water everyday
  - c. Dumb wheel barrows left un-dumped
  - d. All tools of any kind are to be put away and hung up
  - e. Pick up any and all trash inside, outside and around your species barn.
  - f. Make sure hoses are rolled up neatly, water is turned off & pressure is released
  - g. Middle aisle and pens not being used must be cleaned at all times.
  - h. Close gates at all times
  - i. Rinse all drains and empty traps every day at night time
  - j. Rinse and wash down all aisle ways

6. The farm facility is to be used by students in the agriculture program only. All students are expected to have their morning chores done before they attend class. Evening chores are to be completed by 6:00pm.

- |                                  |  |
|----------------------------------|--|
| a. Monday – Friday (school days) | Morning Feeding- Before School<br>Night Feeding- Between 5-6pm |
| b. Weekends (Holidays/ Breaks)   | Morning Feeding- Before 8am<br>Night Feeding- Between 5-6pm    |

\*Feeding times are specific and placed here for the benefit of your animal's ability to gain weight, be healthy, and be successful. Not meeting feeding times are subject to infractions and fines.

7. If a student cannot fulfil the projects responsibilities to include, but not limited to, feeding, cleaning and any other management practices, the student will be allowed 2 weeks to remove his/her projects/s from the farm site upon notice from the agriculture teacher. After that the agriculture instructor has the rights/ responsibility to dispose of the project in any means they feel are in the best interest of the project (selling, processing, give to another student, etc.) **at the students expense.**

8. Consequences will be as follows:

First Offense: \$5 Fine, Warning

Second Offense: \$5 Fine, Call to Parents

Third Offense: \$5 Fine, Call to Parents and Administration

Fourth Offense: \$5 Fine, Call to Parents, Administration, and Notice to Remove Animal

Fifth Offense: \$5 Fine, Call to Parents, Administration, and 2 week notice to remove animal

9. If a student receives 5 fines after or their 5<sup>th</sup> fine after June 1<sup>st</sup> their animal will not be taken away. The student is required to finish the project. Fines will continue to be added up until the student participates in the Orange County Fair.

10. If a student receives 5 fines at any time (during their project or while at fair) they will not be allowed to raise an animal project the following year.

11. If a student quits their project prior to going to the Orange County Fair, they are still responsible financially but not able to earn any profited money from the project. (These students are still financially responsible for their livestock bills)

12. Manure is not to be placed in trashcans or left in wheelbarrows. Place all manure into the manure pit. Do not place paper and trash items into the pit.

13. Be proud of the farm. It is a privilege, not a right, to use the farm facilities to raise your animal. Keep the farm area neat and organized to insure the safety of all animals and persons on the premises.

14. Any broken or damaged equipment will be charged to the students of that project unless it is determined that a particular student is responsible in which case it will be charged to that student.

15. You are responsible for keeping track of all purchases (feed, vet supplies, equipment) and receipts in you record book.
16. Record books will be collected and reviewed at every monthly meeting.
17. Drugs, tobacco, alcohol, chemical substances, and firecrackers are not allowed on school grounds. This includes the school farm, classrooms, parking lots and sidewalks, In addition, these items cannot be consumed while participating in any activity in which you are representing the Sunny Hills Agriculture Department.
18. Any member who wishes to have an animal at the school farm must obtain the animal under the supervision of the Sunny Hills FFA Advisor.
19. In order to prevent potential disease outbreaks, no student may bring any animal onto the school farm. Only a Sunny Hills Agriculture Instructor may bring animals on the farm. (special circumstances by come up)
20. Fights, foul language, destruction of property or animals will lead to immediate removal of animal from student, termination of that project and removal of the student form the SHHS ag. Program.
21. Agriculture students who bring “friends” or “acquaintances” to the agriculture department are responsible for their actions and doings. Student will be help to the same consequences for their friend’s actions.
22. Livestock will be weighted every Friday at 3:30pm – Only the projects owner is allowed to weight their livestock.

#### ADDITIONAL SPRING PROJECT REQUIREMENTS

23. If any animal was determined to be a shower project and does not meet the specific expectations set for by the ag teacher, the animal will be represent the Sunny Hills FFA chapter at the livestock show.
24. Spring animal students selling at the OC FAIR are responsible for writing at least 10 buyer letters
25. If your student does not make enough money in the sale to cover their costs – the money is still owed! Students will be fined and help accountable for any unpaid dept.
  - a. Graduating seniors must have bills zeroed before graduation.
  - b. Graduating seniors must have bills zeroed before Mr. Kim signs off on the students gradation slip
  - c. Graduating seniors will have the additional feed/ fair bills taken out of fair checks.
26. All spring animals are raised for the purpose of the Orange County Fair & Sale. The Orange County Fair is in July approximately 45 days from the last day of school.
  - a. Families need to plan vacations accordingly

- b. Students are **STILL** responsible for feeding, cleaning, caring for livestock over the summer
- c. **ONLY** students are allowed to care for other student's projects

27. Students are expected to attend the Mandatory Fair Meetings

- a. Dates will be released before the school year ends

28. Show practices are mandatory

- a. Missing show practices will count as an infraction
- b. Practice Dates will be set during the first project meeting

29. Feed is ordered every other Thursday at the end of the academic school day. Feed will be delivered on Friday and is the students responsibility to remove the feed from the trailer or drop – off location.

- a. Feed that is ordered as a group (sheep, goats, pigs, chickens)- it is everyone's responsibility to help remove feed

The cost of feed will be approximately:

- a. \$10.50/ bag for chickens
- b. \$16.00/ bag for lambs & goats
- c. \$15.00/ bag for pigs
- d. \$50.00/ bag milk replacer for calves
- e. \$12.00/ bag grain for calves

\*Prices include school discounts. Purchasing feed yourself will result in an increase cost to you.

30. Livestock insurance for all animals is a required fee: Steers - \$125/ All others - \$25



# Sunny Hills FFA Budget

2015- 2016 Planned Budget

## Planned Income

2014-2015 Income	\$200
Sponsorship Dinner	\$500
Fall Festival	\$1000
Tri-Tip BBQ Dinner	\$1000
Car Wash	\$200
Plant Sales	\$1000
Pumpkin Sales	\$2000
Strawberry Sales	\$100
Floral Arrangements	\$1000
Wreaths	\$2000
Sponsors and Donations	\$2000

Total Planned Income.....\$11,000

## Planned Expenses

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

Total Planned Expenses.....\$4,600

# Livestock Sample Budget

## *Livestock Project Budgets*

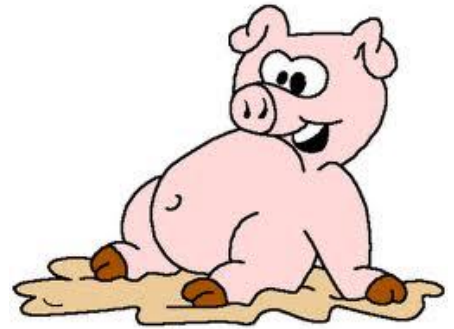
### **Market Hog Project Plan Sheet**

#### ESTIMATED EXPENSES:

Cost of Hog	250.00
Feed	225.00
Show Supplies	30.00
General Supplies	15.00
Vet Supplies	10.00
Entry Fees	20.00
Insurance 6.5%	16.25

#### TOTAL ESTIMATED EXPENSES

566.25



#### ESTIMATED RECEIPTS:

Sale of 250 lb. Market Hog at \$2/lb.	\$750.00
---------------------------------------	----------

#### TOTAL ESTIMATED RECEIPTS

750.00

#### TOTAL ESTIMATED EXPENSES

566.25

#### ESTIMATED NET INCOME

\$183.75

### **Market Steer Project Plan Sheet**

#### TOTAL ESTIMATED EXPENSES

Cost of Steer	1,200.00
Feed	800.00
Veterinary	20.00
Equipment	50.00
Entry Fee	20.00
Insurance 6.5% Max. 1500	19.50

2109.50

#### TOTAL ESTIMATED RECEIPTS:

Sale of 1275 lb. steer at \$2.50/lb.	\$3825.00
--------------------------------------	-----------

#### TOTAL ESTIMATED RECEIPTS

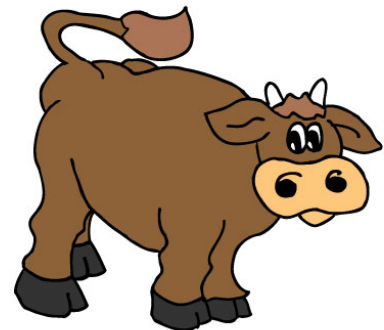
\$3,187.50

#### TOTAL ESTIMATED EXPENSES

\$2,109.50

#### RETURN ON INVESTMENT

\$1078.00





## **Market Lamb Project Plan Sheet**

### ESTIMATED EXPENSES:

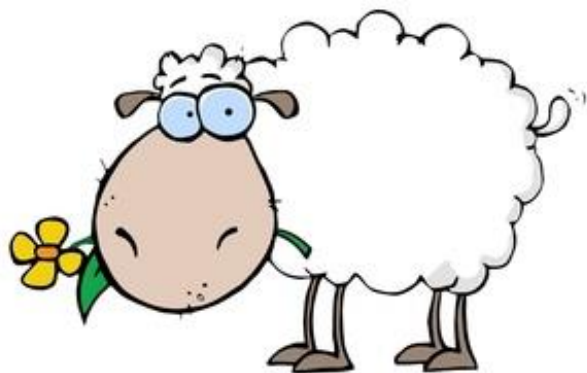
Cost of Animal	300.00
Feed (grain & hay)	150.00
Veterinary (shots & wormer)	10.00
Halter	10.00
Straw (bedding-home & fair)	15.00
Entry Fee	20.00
Insurance 5.5%	16.50

TOTAL ACTUAL EXPENSES \$521.50

### ESTIMATED RECEIPTS:

Sale of 150 lb. Market Lamb at \$5/lb.	\$750.00
TOTAL ESTIMATED RECEIPTS	750.00
TOTAL ESTIMATED EXPENSES	521.50

ESTIMATED NET INCOME \$228.50



## **Market Goat Project Plan Sheet**

### ESTIMATED EXPENSES:

Cost of Animal	250.00
Feed (grain & hay)	40.00
Veterinary (shots & wormer)	10.00
Halter	10.00
Straw (bedding-home & fair)	15.00
Entry Fee	20.00
Insurance 5.5%	16.50

TOTAL ACTUAL EXPENSES \$361.50

### ESTIMATED RECEIPTS:

Sale of 125 lb. Market Goat at \$4/lb.	\$500.00
TOTAL ESTIMATED RECEIPTS	500.00
TOTAL ESTIMATED EXPENSES	361.50

ESTIMATED NET INCOME \$138.5



# Chapter's History

2003-2004

1<sup>st</sup> Place High Individual- Chelsye Deboor- Specialty Animal Judging- Norte Vista Field Day  
5<sup>th</sup> Place High Individual- Erin McLendon- Specialty Animal Judging- Norte Vista Field Day  
8<sup>th</sup> Place High Individual- Danielle Gheen- Specialty Animal Judging- Norte Vista Field Day  
**9<sup>th</sup> Place High Individual, Cody Hamilton-** Specialty Animal Judging- Norte Vista Field Day  
Hanna Chong – State Degree Recipient  
Tien Nguyen – State Degree Recipient  
Shaun Riley– State Degree Recipient  
Alison Whipple – State Degree Recipient  
2<sup>ND</sup> Place Novice Opening/ Closing Competition  
4<sup>th</sup> Place Advanced Opening/ Closing Ceremonies Competition  
5<sup>th</sup> Place Advanced Opening/ Closing Ceremonies Competition  
2<sup>nd</sup> Place High Individual- Brian Kim- Creed Recitation  
3<sup>rd</sup> Place High Individual- Chelsye Deboor- Creed Recitation  
1<sup>st</sup> Place High Individual- Sarah Farahoni- Extemporaneous Public Speaking  
1<sup>st</sup> High Team- Novice Parliamentary Procedure Team  
1<sup>st</sup> High Team –Advanced Parliamentary Procedure Team  
3<sup>rd</sup> High Team- Sectional B.I.G Contest

2004-2005

5<sup>th</sup> Place High Individual- Erin McLendon- Novice Prepared Public Speaking  
4<sup>th</sup> Place High Individual- Jon Challacomb- Novice Extemporaneous Public Speaking  
3<sup>rd</sup> Place High Individual- Sarah Farahani- Advanced Extemporaneous Public Speaking  
4<sup>th</sup> High Team –Advanced Parliamentary Procedure Team  
4<sup>th</sup> Place Scrapbook  
Cameron Bruce – State Degree Recipient  
Michael Fischer – State Degree Recipient  
Kevin Hicks – State Degree Recipient  
Aileen Kim – State Degree Recipient  
Joey Lutfi – State Degree Recipient  
Amy Seamna – State Degree Recipient  
Joey Lutfi- Ag Mechanics Design Repair and Maintenance Proficiency Winner  
Jacob Traer- Ag Mechanics Design & Fabrication Proficiency Winner  
Anthony Roberts- Ag Sales Proficiency Winner  
Megan McInnis- Beef Production Proficiency Winner  
Megan McInnis- Diversified Livestock Production Proficiency Winner  
Corinne Lane- Equine Science Proficiency Winner  
Skylar Kurita- Home and/ or Community Development Proficiency Winner  
Shaun Riley- Landscape Management Proficiency Winner  
Kevin Hicks- Nursery Operations Proficiency Winner  
Steven Mitchell- Small Animal Production & Care Proficiency Winner  
Shaun Riley- Turf Grass Management Proficiency Winner  
3<sup>rd</sup> Place High Team- Novice Opening Closing Ceremonies  
2<sup>nd</sup> Place High Team- Advanced Opening/ Closing Ceremonies

4<sup>th</sup> Place High Team- Advanced Opening/ Closing Ceremonies  
1<sup>st</sup> Place High Individual – Novice Prepared Public Speaking  
1<sup>st</sup> Place High Individual- Jonathan Challacomb – Novice Extemporaneous Public Speaking  
2<sup>nd</sup> Place High Individual- Robin Nagele – Novice Extemporaneous Public Speaking  
2<sup>nd</sup> Place High Individual – Sarah Farahani- Advanced Extemporaneous Public Speaking  
1<sup>st</sup> Place High Team- Novice Parliamentary Procedure Team  
1<sup>st</sup> Place High Team- Advanced Parliamentary Procedure Team  
5<sup>th</sup> Place High Individual- Eric Choi- BIG  
2<sup>nd</sup> Place High Team- Sectional BIG

#### 2005-2006

1<sup>st</sup> Place High Individual- Erin McClendon- Specialty Animal- Norte Vista Field Day  
3<sup>RD</sup> Place High Individual- Chelsye Deboor- Specialty Animal- Norte Vista Field Day  
1<sup>st</sup> Place High Team- Specialty Animal – Norte Vista Field Day  
1<sup>st</sup> Place High Team- Opening Closing Team  
6<sup>th</sup> Place High Team – Opening Closing Team  
Victoria Pena- Outstanding Advanced Opening/ Closing Secretary  
Alex Restrepo- Outstanding Advanced Opening/ Closing Sentinel  
Anthony Roberts- Outstanding Advanced Opening/ Closing Historian  
1<sup>st</sup> Place High- Robin Nagele – Advanced Extemporaneous Public Speaking  
2<sup>nd</sup> Place High – Brian Kim – Advanced Extemporaneous Public Speaking  
1<sup>st</sup> Place High Team- Novice Parliamentary Procedure Team  
2<sup>nd</sup> Place High Team- Advanced Parliamentary Procedure Team

#### 2006-2007

1<sup>st</sup> Place High Individual- Chelsye Deboor- Specialty Animal- San Diego Field Day  
6<sup>th</sup> Place High Individual- Chelsea Cassidy- Specialty Animal- San Diego Field Day  
6<sup>th</sup> Place High Individual- Megan Herr- Specialty Animal- San Diego Field Day  
2<sup>nd</sup> Place High Team- Specialty Animal- San Diego Field Day  
3<sup>rd</sup> Place High Team- Section BIG  
12<sup>th</sup> Place High Team- Advanced Opening/ Closing  
13<sup>th</sup> Place High Team- Advanced Opening/ Closing  
1<sup>st</sup> Place High Individual –Chelsye Deboor- Job Interview  
1<sup>st</sup> Place High Individual- Brian Kim- Advanced Extemporaneous Public Speaking  
2<sup>nd</sup> Place High Individual- Robin Nagele Advanced Extemporaneous Public Speaking  
1<sup>st</sup> Place High Team- Advanced Parliamentary Procedure  
2<sup>nd</sup> Place High Individual- Brian Kim – COOP Quiz  
Chelsye Deboor- Agriculture Education Proficiency Winner  
Brian Kim – Beef Production Proficiency Winner  
Danelle Gheen – Diversified Livestock Production Proficiency Winner  
Samantha Hamblem – Emerging Ag Technology Proficiency Winner  
Anthony Roberts- Nursery Operations Proficiency Winner  
Leilani Hernandez- Sheep Production Proficiency Winner  
Erin Bruce- Small Animal Production Proficiency Winner  
Erin Bruce- State Degree Recipient  
Chelsye DeBoor State Degree Recipient  
Leilani Hernandez State Degree Recipient  
4<sup>th</sup> Place High Individual- Chelsea Deboor- Job Interview  
3<sup>rd</sup> Place High Scrapbook

## 2007-2008

8<sup>th</sup> Place High Individual – Ornamental Horticulture – San Diego Field Day  
4<sup>th</sup> Place High Team - – Ornamental Horticulture – San Diego Field Day  
3<sup>rd</sup> Place High Individual- Chelsea Cassidy- Specialty Animal- San Diego Field Day  
6<sup>th</sup> Place High Individual- Meagan Herr- Specialty Animal- San Diego Field Day  
9<sup>th</sup> Place High Individual- Leilani Hernandez- Specialty Animal- San Diego Field Day  
2<sup>nd</sup> High Team - Specialty Animal- San Diego Field Day  
2<sup>nd</sup> High Team - Specialty Animal- Warner Springs Field Day  
2<sup>nd</sup> Place High Individual- Megan Herr- Specialty Animal- Warner Springs Field Day  
3<sup>rd</sup> Place High Individual- Chelsea Cassidy- Specialty Animal- Warner Springs Field Day  
2<sup>nd</sup> Place High Team – Section BIG  
3<sup>rd</sup> Place Advanced Opening Closing Team  
Alex Restrepo – 1<sup>st</sup> Place Job Interview  
Leilani Hernandez – 3<sup>rd</sup> Place Advanced Extemporaneous Public Speaking  
Alex Johnson- 1<sup>st</sup> Place Novice Extemporaneous Public Speaking  
COOP Quiz:

1<sup>st</sup> High: Megan Herr  
3<sup>rd</sup> High: Meagn Williams  
4<sup>th</sup> High: Leilani Hernandez  
7<sup>th</sup> High: Victoria Pena  
1<sup>st</sup> High Team

Brianna Swanson- Ag Sales Proficiency Winner  
Chelsea Kassidy- Beef Production Proficiency Winner  
Leilani Hernandez- Diversified Livestock Production Proficiency Winner  
Cody Wallace- Landscape Management Proficiency Winner  
Leilani Hernandez- Sheep Production Proficiency Winner  
Erin Bruce- Small Animal Production Proficiency Winner  
Victoria Pena- Swine Production Proficiency Winner  
Cody Wallace- Turf Grass Management Proficiency Winner  
Vanessa Gheen- Vegetable Production Proficiency Winner  
Chelsea Cassidy- State Degree Recipient  
Kristina Fetter - State Degree Recipient  
Vanessa Gheen- State Degree Recipient  
Peter Hernandez- - State Degree Recipient  
Megan Herr - State Degree Recipient  
Brianna Swanson - State Degree Recipient

## 2009-2010

4<sup>th</sup> Place High Individual – Katie Moore- BIG  
3<sup>rd</sup> High Team- Sectional BIG  
6<sup>th</sup> Place High Team – Advanced Opening Closing  
Marlisa Nordstrom- Outstanding Advanced Reporter  
Nicolette Lee- 2<sup>nd</sup> Place Creed Recitation  
4<sup>th</sup> Place High Individual – Peter Hernandez – Nursery Landscape- Norte Vista Field Day  
6<sup>th</sup> Place High Individual – Leslie Rivera - Nursery Landscape - Norte Vista Field Day  
9<sup>th</sup> Place High Individual – Kiersten Gier - Nursery Landscape - Norte Vista Field Day  
5<sup>th</sup> Place High Individual – Desiree Gonzalez – Specialty animal – Norte Vista Field Day  
4<sup>th</sup> Place High Team – Specialty Animal – Norte Vista Field Day  
1<sup>st</sup> High Individual – BIG

1<sup>st</sup> High Team – BIG  
2<sup>nd</sup> High Team- Advanced Opening Closing  
Robert Carpio- Outstanding Reporter  
Cody Wallace – 3<sup>rd</sup> Place Job Interview  
Kiersten Gier – 5<sup>th</sup> Place Job Interview  
Felice Silva- 1<sup>st</sup> place Prepared Public Speaking  
Alex Johnson- 1<sup>st</sup> Advanced Extemporaneous Public Speaking  
Amber Flley- 5<sup>th</sup> Advanced Extemporaneous Public Speaking.  
Marlisa Nordstrom – Agriculture Sales Proficiency Winner  
Tonia Doupey – Agricultural Sales Proficiency Winner  
Aeden Valle – Floriculture Proficiency Winner  
Cody Hass – Home and/ or community development Proficiency Winner  
Cody Wallace – Landscape Management Proficiency Winner  
Kiersten Fier- Nursery Operations Proficiency Winner  
Aimee Ahn – Small Animal Production Proficiency Winner  
Vanessa Gheen – Vegetable Production Proficiency Winner  
Kiersten Gier – State Degree Recipient  
Marlisa Nordstrom – State Degree Recipient  
Leslie Rivas – State Degree Recipient  
Cody Wallace – State Degree Recipient

#### 2010-2011

1<sup>st</sup> Place High Individual – Alex Johnson – Farm Records – San Diego Field Day  
3<sup>rd</sup> Place High Individual – Amber Foley – Farm Records – San Diego Field Day  
1<sup>st</sup> Place High Team – Farm Records – San Diego Field Day  
3<sup>rd</sup> Place High Individual – Alex Johnson – Farm Records – Norte Vista Field Day  
4<sup>th</sup> Place High Individual – Amber Foley – Farm Records – Norte Vista Field Day  
8<sup>th</sup> Place High Individual – Brian Valera – Farm Records – Norte Vista Field Day  
10<sup>th</sup> Place High Individual – Shelby Fajnor – Farm Records – Norte Vista Field Day  
1<sup>st</sup> Place High Team – Farm Records – Norte Vista Field Day  
5<sup>th</sup> Place High Individual – Shelby Fajnor- Job Interview  
2<sup>nd</sup> Place High Individual – Alex Johnson – Advanced Extemporaneous Speech

#### COOP Quiz

1<sup>st</sup> High: Alex Johnson  
2<sup>nd</sup> High: Shirley Lee  
3<sup>rd</sup> High: Brian Valera  
4<sup>th</sup> High: Amber Foley  
5<sup>th</sup> High: Krystal Letcher  
1<sup>st</sup> High Team

Alex Johnson- Agriculture Communication Proficiency Winner.  
Marlisa Nordstrom- Agriculture Sales Proficiency Winner  
Marlisa Nordstrom- Agriculture Processing Proficiency Winner  
Sasha Heavrin- Dairy Production Proficiency Winner  
Alex Johnson- Environmental Science Proficiency Winner  
Sasha Heavrin – State Degree Recipient  
Alex Johnson – State Degree Recipient  
Samuel Olsen – State Degree Recipient  
Brian Valera – State Degree Recipient  
Zachary Winstel – State Degree Recipient

Alex Johnson – 2<sup>nd</sup> Place Advanced Extemporaneous Speech

2011-2012

4<sup>th</sup> Place High Individual – Melissa Russell

Coop Quiz:

3<sup>rd</sup> High: Sean Qureshi

5<sup>th</sup> High: Victoria uffman

3<sup>rd</sup> High Team

Marlisa Nordstrom – American Degree Recipient

Cody Wallace – American Degree Recipient

Sasha Heavrin- Dairy Production Proficiency Winner

Katie Moore- Diversified Agricultural Proficiency Winner

Owen Hemming- Nursery Operation Proficiency Winner

Katie Moore- Sheep Production Proficiency Winner

Sherry Shin- Small Animal Production Proficiency Winner

Katie Moore – State Degree Recipient

Casey Moore – State Degree Recipient

Maddison Petty – State Degree Recipient

Melissa Russell – State Degree Recipient

Victoria Williams – State Degree Recipient

2013-2014

7<sup>th</sup> High Individual- Yadira Mendoza- Livestock Judging- San Diego Field Day

4<sup>th</sup> High Team – Veterinary Science – Heritage Field Day

8<sup>th</sup> High Individual – Livestock Judging – Norte Vista Field Day

4<sup>th</sup> High Team – Veterinary Science – Norte Vista Field Day

Heather Hunt – 4<sup>th</sup> High – Creed

Josiah Tang – 2<sup>nd</sup> High – Advanced Prepared Public Speaking

Dolly Booher – 3<sup>rd</sup> High – Impromptu

Sophia Conzalez – State Degree Recipient

Adrian Pacheco – State Degree Recipient

Josiah Tang – State Degree Recipient

Josiah Tang – 2<sup>nd</sup> Regional Prepared

2014-2015

1<sup>st</sup> Place- Novice Opening Closing Contest – Perris Invitational

1<sup>st</sup> Place – Advanced Opening/ Closing Contest – Perris Invitational

3<sup>rd</sup> High Team – Vegetable Crop Judging – Heritage Field Day

Christopher Oh – 6<sup>th</sup> High Individual Vegetable Crop Judging

Gaby Rounds – 10<sup>h</sup> High Individual Vegetable Crop Judging

1<sup>st</sup> Place – BIG – Heritage Field Day

Aimee Marquez – 1<sup>st</sup> High Individual – BIG

Emily Colby – 2<sup>nd</sup> High Individual – BIG

Amanda Chang – 3<sup>rd</sup> high Individual – BIG

1<sup>st</sup> High Team – BIG – Norte Vista Field Day

Emily Colby – 3<sup>rd</sup> High Individual

Aimee Marquez – 4<sup>th</sup> High Individual

Gabriel Solis- 5<sup>th</sup> High Individual

Amanda Chang – 7<sup>th</sup> High Individual

5<sup>th</sup> High Team- Sectional BIG  
Aimee Marquez – 5<sup>th</sup> High Individual  
4<sup>th</sup> Place High Team – Novice Opening Closing Contest  
3<sup>rd</sup> Place High Team – Advanced Opening Closing Contest  
Mikai Sun – 2<sup>nd</sup> Place- Creed Recitation  
Aimee Marquez – 4<sup>th</sup> Place – Creed Recitation  
Amanda Chang – 6<sup>th</sup> Place – Creed Recitation  
Breanna Uyeno – 1<sup>st</sup> Place – Prepared  
Gaby Rounds – 3<sup>rd</sup> Place – Prepared  
Sandy Dye – State Degree Recipient  
Yadira Mendoza – State Degree Recipient  
Christopher Oh – State Degree Recipient  
Natalie Quintanilla – State Degree Recipient  
Michelle Schade – State Degree Recipient  
Teresa Urbano – State Degree Recipient  
Zach Winstel – American Degree Recipient  
Mikai Sun – 1<sup>st</sup> Place Regional Creed  
Breanna Uyeno – 8<sup>th</sup> Place Regional Prepared  
Brian Moran – Grand Champion Pen of Market Rabbits  
Heather Hunt – Reserve Grand Champion Market Beef  
Gabriel Rounds – Reserve Grand Champion Market Calf  
Emily Miramontes – Grand Champion Market Goat  
Heather Hunt – 1<sup>st</sup> place Advanced Beef Showmanship  
Christopher Oh – 1<sup>st</sup> place Advanced Calf Showmanship  
Micaela Yoon – 1<sup>st</sup> place Novice Calf Showmanship  
Heather Hunt – 1<sup>st</sup> place Advanced Master Showmanship  
Christopher Oh – 5<sup>th</sup> place Advanced Master Showmanship  
Micaela Yoon – 3<sup>rd</sup> place Novice Master Showmanship