

Graduate Internship Report

AGED 539

Dinuba High School



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Dinuba Agriculture
Department Spring 2019

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1. Curriculum and Instruction

Quality Criterion 1A- Curriculum

The Dinuba High School Agriculture Department ensures that our program embodies the three circle model of agriculture education to encompass SAE, FFA, and strong classroom instruction components taught by three full-time, qualified instructors. Current offered agriculture pathways include: Animal Science, Ornamental Horticulture, Floral Design, and Agriculture Mechanics. Curriculum in all pathways is rigorous and structured around the state standards for Career and Technical Education for Agriculture and Natural Resources, as well as the Next Generation Science Standards. Courses fulfill the standards for each cluster, such as Agriculture Mechanics, Ornamental Horticulture, Animal Science, and Plant and Soil Science. All possible courses currently offered have been approved for University of California for A-G credit. Agriculture career options and exploration are taught in every agriculture course taught at Dinuba High School and Middle School courses taught at Washington Intermediate School.

All students enrolled in agriculture courses are expected to have, and maintain, a supervised agricultural experience project. SAEs represents 5 percent of the student's overall grade in each course. Students are required to maintain project-related information on AET, which will be periodically checked by the advisors. Overview of SAE projects, opportunities, and expectations are taught at the beginning of each semester as an introductory unit. Students and parents are asked to sign a document acknowledging the recognize the SAE component in each agriculture course. On-site facilities are available to help students conduct a wide variety of projects at school if the resources are needed.

Agriculture students are also required to participate in five FFA leadership activities each semester, as a portion of the overall grade. Students have access to over 30 activity opportunities each semester, including business meetings, post-meeting activities, social events, fundraising, community service, public speaking contests, program outreach, competitions, leadership

conferences, and many more. These activities allow for leadership development, personal growth, and career exploration in many facets. The five activities per semester account for 10 percent of the student's overall grade and is uniform across the department. This expectation is also reviewed during the introduction in each agriculture courses, as well as outlined on the syllabi and signature pages. Activity completion is tracked via Google Sheets, a format used by all teachers in the program.

Examples: Course Syllabi, Calendar of Events

Quality Criterion 1B- Course Syllabi

All courses taught in our department, from each pathway or stand alone course, has aligned standards from the California Career and Technical Education Model and Next Generation Science Standards. Agriculture science courses incorporate both sets of standards for Agriculture Biology, Ornamental Horticulture, Animal Science and Veterinary Science. All agriculture courses that are not aligned to NGSS are centered around CTE standards. Department course syllabi include an introduction to the course, instructor contact information, course outline or content topics, grading policies, and other rules and special considerations, including FFA and SAE requirements.

Examples: See Course Syllabi

Quality Criterion 1C- Career Pathways

The Dinuba Agriculture Department currently offers four recognized pathways for students to complete: Ag Mechanics, Floral Design, Ornamental Horticulture and Animal Science. The current pathways have been aligned with the new pathway requirements, set out by the California Department of Education, that designates concentrator and capstone courses for pathway completion. Our program reflects these updates and offers students the opportunity to complete at least one, if not multiple pathways.

At freshman recruitment events, all program pathways are presented and flyers are given to students to take to 9th grade class registration. Pathway flow charts are also available to all current students prior to class registration that identify all pathways and course sequences. Completed student course wishlists completed in class, photocopied for department records, then returned to students to use during registration. Wishlists allow students to identify the next sequential course in a pathway, or self direction in the program.

School counselors have a copy of the department pathways, including prerequisites, that they can use when registering and enrolling students, as well as using it as a tool when creating the campus master schedule. The Agriculture Department frequently discusses course information, requirements, and sequences with the counseling department to ensure proper enrollment for students to best meet their interests and needs.

Examples: Career Pathway Outline, Student Wishlist

Quality Criterion 1D- Course Sequences

Dinuba High School strongly encourages students to complete a least one pathway during their tenure. Upon entering high school, students are directed to pursue courses and pathways that align to their interests and career goals. Departments submit their pathway sequences to the counseling department that develops the master schedule that allows for the most number of students to complete program pathways.

Bimonthly, students receive Emperor Reports from the Counseling Department that notifies students of grades, attendance, as well as completed requirements and credits. This resource serves as a constant source of encouragement towards the student's graduation pursuit, higher education goals and career endeavors. Completing a pathway earns the students a pathway completion certificate and special recognition in the graduation ceremony program to highlight this achievement.

The Dinuba High School Counseling Department has an Academies and Pathway Selection Sheet that students are given at registration to designate the career pathway and courses they desire to complete. Prior to the finalization of this sheet, the Agriculture Department updates, reviews requirements, and submits an official pathways document to counselors. This document is used to prepare the selection sheet and master schedule, indicating course sequences for each grade level or entry point in the program. This same document is also shared with all current, and potential, students to preview opportunities for students prior to class registration. This allows for students to plan for, and self-advocate, for their classes and interests.

Examples: Academies/Pathways Selection Sheet and Emperor Report

Quality Criterion 1E- Agriculture Career Awareness

In each course outline for the Dinuba Agriculture Department, there is a portion of the curriculum for agriculture career exploration. The Agricultural Discovery courses that are taught at the Junior High will focus largely on careers. Within each course, students will research career opportunities, job skills, income potential and required education required for a variety of employment opportunities in various industries. Concentrator and capstone courses will focus on career opportunities within specific industries, including specializations, while introductory courses will be exposed to professional of various agricultural industries as a means of allowing students to explore individual interests.

Additional opportunities for students to explore agricultural careers includes class and program field trips, guest speakers, conferences, industry tours, and career development events. While learning about job opportunities, students learn about colleges, majors, and employment skills, including, but not limited to, specific tasks and soft skills of public speaking, professionalism and responsibility. All classes focus on the importance of what they are learning in the classroom and can tie that directly to employment opportunities within the industry.

Examples: See Course Syllabi and Sample Career Exploration Assignments

Quality Criterion 1F- Computer Hardware and Software

The Dinuba High School campus has been progressive in getting computer carts with student Chromebooks in every classroom. Both agriculture classrooms and the agriculture mechanics shop have a class set of over 30 laptops that are available for student use. The Agriculture Department staff utilizes the laptops to maintain AET (record books) for each student in conjunction with course content. All students have Google accounts which allows for email access, Google Classroom, and all Google programs for educational purposes. Google classroom, in particular, is utilized in all subject areas as a means of delivering instruction, researching career opportunities and agricultural issues, individual and group projects, as well as multiple means of assessment. Classroom is also utilized in Career Development Event practices.

All of our instructors use technology daily in the classroom through the use of PowerPoint, multimedia, video, virtual labs, and online resources. Students can also use computers to complete landscape design CAD plans, however, the new student laptops need to this software installed the prior to the Landscape Design course being taught next. Additional resources are available on the school campus, such as the school's library, Career Center, and printing outlets.

Since 2018, all agriculture classrooms have a Smart TV with a connected Chromebox. The Chromebox allows the instructor to log into all Google programs and access online resources instead of using a projector. The school is transitioning away from mounted projectors and screens to these television teaching aids. The Chromebox can store several user logins to accommodate the sharing of classrooms and resources amongst the agriculture instructors. All currently opened tabs and programs being ran is remembered and restored when the user is logged in, making transitioning teachers more prepared for bell-to-bell instruction.

Examples: See computer list, pictures of Chromecarts and Chromcast TVs

Quality Criterion 1G- Computer Aided Instruction

Currently the Dinuba Agriculture Department utilizes computer-aided resources in all aspects of our curriculum and courses. Chromebooks are regularly used within agricultural classes in the following ways: Career and college research, Google Documents, Google Sheets, Google Slides, Google Drawings, Google Classroom assignments and assessments, Quia online testing platform, accessing course notes, surveys, email, translating documents for English learners, species identification, floral design portfolios, landscape design elements, virtual field trips, resumes, cover letters, speech preparation, and science labs. For review purposes, online platforms, such as Quizlet, Kahoot, and STEMscopes. For Dual Enrollment courses, Schoology and Web Advisor are used for recording students information to earn college credit.

Additionally, computers are used in the instruction, supervision, and updating of student record books (AET). All students are required to maintain an active SAE project, while tracking project-related information on AET. Paper record books are no longer used within the department and all agriculture instructors are expected to use the Agriculture Experience Tracker.

Examples: Student Work, AET Print Out

Quality Criterion 1H- Recordkeeping

Maintaining a required SAE project is expected from all agriculture students and is implemented in all department courses. The Dinuba High School Agriculture Department is now utilizing AET in all classes. Five percent of each student's grade is represented by having a legitimate, quality project, as supervised by the instructor and record keeping on AET. Each instructor is responsible for teaching students how to establish an enterprise, update hours, monetary transactions, and all other project related information in AET. Students who previously had paper record books are required to transfer project information into AET in order to complete applications for awards and degrees.

All students will create sample projects in AET to practice data entry, or if they are a freshman, exploring the SAE opportunities. Students are expected to keep their record books up to date, with the instructor checking periodically. Students are to maintain calendars and activities at the chapter, sectional, regional and state levels.

Examples: Course Outlines, Student AET Print Out, SAE Explorer

Quality Criterion 1I- Maintaining Record Books

With the official adoption of AET in California, the Dinuba Agriculture Department no longer utilizes paper record books, meaning that all student projects are recorded on AET. All records will be maintained through the Agriculture Experience Tracker from updated student rosters. Currently, the department is moving towards having all students utilize AET in their classes to validate the five percent of the overall course grade. Last year, all enrolled students logged in and updated their personal information and explored AET.

Each instructor had varying assignments for record book completeness and updates previously. This upcoming school year, the instructors plan to get students set up on AET, complete a practice enterprise, create all planning documents, including journal financial entries, and FFA activities, as well as a more unified grading system. Students will be given more time in class to update record books throughout each semester in order to increase validity, accuracy, and responsibility in SAE projects.

All students who exhibit an animal at the Tulare County Fair are required to have a completed, accurate record book upon completion of their projects. Fair checks will not be received by the student until each portion of Agriculture Experience Tracker is completed, accurate, and approved by an advisor. AET workshops are hosted by the department to assist students in establish and updating project information.

Examples: Sample Student AET

Quality Criterion 1J- Alternative Credit

All courses offered within the Agriculture Department meet the requirements for graduation as either art, science, or elective credit while providing alternatives to traditional courses to meet the diverse needs and interests of our students. A majority of offered courses currently earn students a-g credit, or have been submitted for review to receive credit.

UC A-G Offered Courses:

Lab Science (d)

- Ag Biology
- Veterinary Science
- Animal Science (submitted for approval)
- Ornamental Horticulture (submitted for approval)

Visual Art (f)

- Floral 1
- Advanced Floral

Elective (g)

- Ag Mechanics 1
- Landscape Design

Examples: Course Description Catalogue, Elective Selection Sheet, Dinuba's A-G list

Introduction to Agriculture

Course Syllabus

Mrs. Wiltarding

Rm 601

Office Hours: 3:00 pm- 4:00 pm – after school

Course Objectives: Students will be able to demonstrate knowledge of central concepts, principles and basic factual material of the following topics: Major resources in California, leading agriculture commodities, areas of agriculture production, economic trends of production, plant and animal science and production skills, agriculture issues, leadership development, record keeping, SAE's and Careers in Agriculture.

Required Materials: Notebook
Paper
Writing Utensils (pencils, blue & black pens)

Course Outline:

Agriculture Commodities

Commodities by State and County (California)
Ag Resources
Ag Commodities Project
Produce Identification/Taste testing?

AET Record Books

Budget
Journal
Enterprise Agreement

FFA

History and Timeline including Project
Understanding the Emblem
Mission Statement
Creed
Motto
Opening and Closing Ceremonies
National FFA Organization- Membership by States
Official FFA Dress
Degree's received in the FFA
Parliamentary Procedure
SAE
CDE's available

Careers

Agriculture Careers
College options
Ag Pathways

Plant Science Introduction

Plant Parts

Root systems

Leaf

Leaf Margins

Veins

Stem

Xylem

Phloem

Plant Identification

Monocot vs. Dicot- Rag Doll, Bean bag, balloon atmosphere

Simple growth pattern of plants

Care

Germination

Flowers

Complete Vs. Incomplete

Asexual Vs. Sexual Reproduction-cuttings

Animal Science Introduction

Terms to know

Beef Unit

Sheep Unit

Swine Unit

Poultry Unit

Units will include:

Anatomy

Breeds

Ear notching

Scrapies

Ear Tattoos/brands

Diseases-major disease specific to species

Possible Additional Units of coverage:

Environmental Sciences

Water-Drought

Current issues in Agriculture

Farming History-Tulare County, California, USA

Animal Husbandry

Livestock evaluation

Livestock handling

Grading:

Grading Scale:	100-90%- A
	89-80%- B
	79-70%- C
	69-60%- D
	59% & Below- F

Categories for grading:

Notebook – 5%

Classwork - 25%
Labs/Projects- 25%
Tests/Quizzes- 30%
FFA- 10%
SAE 5%

** All assignments will be based on a point value

Late & Make up Work: Late assignments are not in good practice, however, if you turn in a late assignment you must deduct (5 points) per day the assignment is late up to 50% of total assignments value. Late assignments will not be accepted after the 6 week progress report deadline, unless previously discussed with the instructor. Check the make up box, ask a classmate, THEN ask the teacher.

Extra Credit: There will be many opportunities during the semester for extra credit. However, it is at the teacher's discretion. Attending additional FFA events will help you earn extra credit during each semester.

Cheating/Plagiarism/Penalty: Under no circumstances should you cheat or plagiarize your work. This includes tests, homework, classwork, projects, research papers journal writing, tests and etc. If caught, students will be given zero credit on the assignment and appropriate discipline will be assigned.

Student Sign and Date

Parent Sign and Date

Class Rules

Absences/ Tardies: If you have an excused absence it is your responsibility to make up any work missed during your absences. It is your responsibility to check the "extras" box for your class to receive the make up work. If no remaining copies are present then you need to come as the teacher. Excessive tardies will reflect your grade.

General Classroom Rules:

1. Sit in your assigned seat daily.
2. Be to class on time and prepared when the bell rings (have all materials ready at the start of class)
3. Bring all materials to class. Turn your homework in to the box unless directed otherwise by the instructor.
4. Keep your hands, feet and other objects to yourself.
5. Listen to instructions the first time they are given.
6. Foul language will not be acceptable
7. No personal grooming during class time. (Make up or Hair)
8. No hats are to be worn in the buildings
9. No food, drinks, gum and candy in the classroom. (Water is acceptable)
10. Raise your hand and wait for permission to speak.
11. Cheating on your assignments will result in a zero for that assignment and appropriate disciplinary actions will be taken.
12. No IPODS, cell phones or other electronic devices can be used during class time. If I see it, it will be taken away and you may pick it up at the end of the day in the AP's office.(Tape recorders are ok, but you must have teacher permission to use one)

FFA & SAE: By enrollment, you are a member of the FFA. As a part of your grade you are to participate in FFA activities. (Ex: Field trips, FFA meetings, fund-raisers, community service or fair) You will be required to keep a record book, as a part of your grade. You will need to participate in at least two activities a quarter to receive credit.

Hall Passes: You must raise your hand and ask me to use the restroom or go to your locker. Excessive hall passes will result in a loss of your privilege.

Attendance: You must attend all classes. In case of absences it is your responsibility to make up the work or take a zero on the assignments.

Always follow the Student Handbook and Code of Conducts.

Please sign the bullying agreement, both the parent/guardian(s) and students need to sign each agreement.

Student Sign and Date

Parent Sign and Date



Dinuba High School Agriculture Department

Ag Biology Syllabus

Instructor Information:

Mrs. Borba

Email: nicole.borba@dinuba.k12.ca.us

Rooms: 600 and 601

Course Description: This course is designed to provide students with a hands-on approach to biological science and the field of agriculture, while fulfilling their high school Life Science requirement. Learning will take place in the classroom, farm laboratory, and science laboratory environments. Using agriculture as a focus, the course emphasizes the biological principle and interrelationships among the following topics: the cellular aspects of life including growth and reproduction of plants and animals; genetic principles, evolution of species; ecological relationships and physiological principles including the function of major body systems. In addition, the inter-curricular FFA program supports and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an agriculture-based project, and keeping accurate records; all required parts of a successful agriculture program. This course will be using multiple sources of information including a textbook, online sources, and Google Classroom.

Course Outline:

Semester 1-

Unit 1: FFA

Unit 2: Science Principles: Lab Safety, Scientific Methods, Themes of Bio, Characteristics of Living Things

Unit 3: Ecology: Biotic & Abiotic Factors, Energy Flow, Ecosystems, Biodiversity, Cycles, Biomes, Communities, Populations, Succession, Symbiosis, And Conservation

Unit 4: Human Impact

Unit 5: Cells: Organelles: Functions & Types, Cycle, Membrane, Diffusion, Macromolecules, Enzymes, Cell Reproduction: Chromosomes, Mitosis, Meiosis, Processes: Photosynthesis, Respiration, Krebs Cycle

Semester 2-

Unit 6: DNA: Structure and Models, compare RNA, Replication, Transcription & Translation, Protein Synthesis, Recombinant DNA

Unit 7: Genetics & Heredity: Mendel, Punnett Squares, Recombination, Pedigrees, Sex-link, Laws: Segregation, Independent Assortment.

Unit 8: Evolution: Eras, Origins of Life, Darwin, Fossil Record, Adaptations, Selection (artificial vs natural), Evidence from Living Things, Classification, Evolutionary Causes, Speciation

Unit 9: Physiology: Animal Body Systems, Major Disease Project

Review All Units: Each Semester will have a final.

Grading Policy:

Classwork/Homework/Notebook	30%
Labs/Projects/Research/Presentations	30%
Quizzes/Tests	25%
FFA (5 Activities per semester)	10%
SAE/Record Book	5%

Special Considerations:

1. FFA Activities and involvement are **mandatory** for this course. You may earn up to 10% of your total course points towards your final grade, per semester, for attending FFA activities. Activities include, but are not limited to the following items: chapter meetings/activities, fundraisers, judging teams, conferences, sectional and state activities. These activities are not always during the school day. You may experience activities that occur after school, in the evenings, on weekends or on school vacations. You are required to attend **5 activities per semester** to receive full credit. Extra credit points can be earned up to 2 additional activities per semester for half credit. It is the student's responsibility to ensure they are completing this requirement.
2. Make up work is the responsibility of the students to obtain if they miss school. Excessive absences will impact your grade. You will need to ask your classmates and look through the makeup box for your missing handouts, but don't do it in the middle of class. If you have one *excused* absence you will have one day to make up the work for full credit. If work is turned in late, without an excused absence, you will automatically receive a 50% reduction of possible points for that assignment. After 3 class periods, the assignment will no longer be accepted for credit. If you are absent and miss a test, it is YOUR RESPONSIBILITY to may take them before school, lunch or after school within **2 DAYS** of your absence.
3. Labs: Specific labs can be made up for excused absences; however, if the lab uses perishable goods it cannot be made up. An alternate assignment will be given. Since this is a scientific course, you need to attend lab days; failure to do so will result in a lower grade.
4. Notebook: you are required to keep a spiral bound notebook, **3-Subject** size *minimum*, for this course. You will be required to turn this notebook in for class and lab participation credit throughout the school year. Notice may or may not be given for work submission, so it is the responsibility of the student to ensure notebooks are up-to-date at all times.
5. Other items you will **NEED** for this class: Pens, pencils, highlighters, and a glue stick

Keep your notebook up to date at all times! You never know when we will be having a random notebook check on top of the regular notebook checks.

Class Expectations and Rules: At all times, inside and outside, students are expected to be:

1. Respectful – courteous, considerate, mature, and respectable to others and their possessions. Be cooperative, ask permission to talk, or leave seat, and raise hand to be called on. Cheating and plagiarizing will not be tolerated and result in a zero score.
2. Responsible – prompt (being in your seat when the bell rings), prepared, self-directed, and ready to work. Self-motivated, attentive, and positive attitude. Obtain missed work, complete assignments on time, use the restroom outside of class time, and observe all rules and policies.
3. On task – participate, show effort, complete task at hand, working forward in topic when finished. Communicate, listen, use citizenship, try your best, and never give up.
4. Safe – Follow safety procedures including no horse play or negative behavior or actions. Be prepared, have a good work ethic, ask questions and for help, help others and be goal oriented. No food, drinks or gum will be allowed in the science lab.
5. Focused – **all electronics put away**, on silent, out of sight, unless needed for class work. Food and drinks are not allowed during class. Strive to improve academic achievement, do quality work, and

keep up with class pacing.

6. Additional Support- Students needing additional support will be invited to a weekly intervention

Student-Parent Agreement

By signing below, we agree to adhere to the above stated and agree to the class syllabus, outline, grading procedures, and I agree to these standards and requirements.

- I have read and agree to the information outlined in the course syllabus for Agriculture Biology.
- I understand that work in class will include labs, reviewing previous course work, notebook entries, bookwork and projects.
- I understand that my student will need to participate in at least 5 FFA activities per semester for a small portion of their grade.
- I understand that my student will need to participate in an SAE project, outside of scheduled class time, for a small portion of their grade.
- I understand that late work will be accepted for half credit only the day after the due date.

Students, after reading this syllabus, please sign this contract stating that you will abide by the rules and policies of the class and labs. Your parent or guardian will also need to read the syllabus and sign below. Then the student will need to return the signed sheet to the instructor and retain the syllabus in their notebook.

Students: I have read the requirements, rules, and procedures for the course as outlined in the syllabus and I understand them. I will honor these rules and procedures, and will participate in class to ensure my success.

Student Name (Print): _____ Period: _____

Student Signature: _____ Date: _____

Parents: My child has discussed the requirements, rules, and procedures for the course as outlined in the syllabus and I understand and support them.

Parent or Guardian Name (Print): _____

Parent or Guardian Signature: _____

Contact Information: Email Address- _____

Phone Number- _____



Dinuba High School

Agriculture Department

Ornamental Horticulture Syllabus

Instructor Information:

Mrs. Borba

Email: nicole.borba@dinuba.k12.ca.us

Room: 600

Course Description: This course is designed to provide students with a hands-on approach to the science of the Ornamental Horticulture field. Students will learning about the fundamentals of plants growth, soil science, pest management and sustainability as it relates to horticulture and natural resources. It will also develop skills needed for employment or continuing education in the field of nursery production, landscape maintenance, nursery production, ornamental horticulture. Practical biological science, plant care, reproduction, common plant identification, entomology, irrigation, fertilization, industry practices and other topics are covered. The course is rigorous and involves advanced laboratory activities. Students will also be introduced to environmental agencies, product development and marketing, as well as developing employment skills necessary for the industry. In addition, the inter-curricular FFA program supports and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an agriculture-based project, and keeping accurate records; all required parts of a successful agriculture program. This course will be using multiple sources of information including a textbook, online sources, and Google Classroom.

Course Outline: *

Topics to be covered include, but are not limited to:

1. FFA/Leadership
2. Careers Opportunities
3. Plant/Tools/Materials Identification
4. Human Impact on Horticulture and the Environment
5. Plant Classification/Taxonomy
6. Fundamentals of Plant Growth and Propagation
7. Fundamentals of Soil Science
8. Pests/Entomology
9. Sustainability
10. Product Marketing
11. Composting
12. Nursery Production and Landscaping Practices

Students will be expected to complete courses tasks inside and outside of the classroom including hands-on project and assignments.

*Subject to change upon instructor discretion

Grading Policy:

Classwork/Homework/Notebook	30%
Labs/Projects/Research/Presentations	30%
Quizzes/Tests	25%
FFA (5 Activities <u>per semester</u>)	10%
SAE/Record Book	5%

Special Considerations:

1. FFA Activities and involvement is **mandatory** for this course. You may earn up to 10% of your total course points towards your final grade, per semester, for attending FFA activities. Activities include, but are not limited to the following items: chapter meetings/activities, fundraisers, judging teams, conferences, sectional and state activities. These activities are not always during the school day. You may experience activities that occur after school, in the evenings, on weekends or on school vacations. You are required to attend **5 activities PER SEMESTER** to receive full credit. Extra credit points can be earned up to 2 additional activities per semester for half credit. It is the student's responsibility to ensure they are completing this requirement. NO exceptions or substitutions for this requirement.
2. Make up work is the responsibility of the students to obtain if they miss school. Excessive absences will impact your grade. You will need to ask your classmates and look through the makeup box for your missing handouts, but don't do it in the middle of class. If you have one *excused* absence you will have one day to make up the work and so on. If work is turned in late, without an excused absence, you will automatically receive a 50% reduction of possible points for that assignment. After 3 class periods, the assignment will no longer be accepted for credit. If you are absent and miss a test, it is YOUR RESPONSIBILITY to may take them before school, lunch or after school within **2 DAYS** of your absence unless otherwise specified by the instructor.
3. Labs: Specific labs can be made up for excused absences; however, if the lab uses perishable goods it cannot be made up. An alternate assignment will be given. Labs will be an integral part of this course, which may be within the classroom or outside on the farm laboratory. You need to attend lab days; failure to do so will result in a lower grade. Labs days may or may not be able to be made up; this is based on the nature of the lab and at the discretion of the teacher.
4. Notebook: you are required to keep a spiral bound notebook, **single subject** size *minimum*, for this course. You will be required to turn this notebook in for class and lab participation credit throughout the school year. Notice may or may not be given for work submission, so it is the responsibility of the student to ensure notebooks are up-to-date at all times.
5. Other items you will **NEED** for this class: Pens, pencils, highlighters, and a glue stick

Keep your notebook up to date at all times! You never know when we will be having a random notebook check on top of the regular notebook checks.

Class Expectations: At all times, inside and outside, students are expected to be:

1. Respectful – courteous, considerate, mature, and respectable to others and their possessions. Be cooperative, ask permission to talk, or leave seat, and raise hand to be called on. Cheating and plagiarizing will not be tolerated and result in a zero score.
2. Responsible – prompt, prepared, self-directed, and ready to work. Self-motivated, attentive, and positive attitude. Obtain missed work, complete assignments on time, use the restroom outside of class time, and observe all rules and policies.
3. On task – participate, show effort, complete task at hand, working forward in topic when finished. Communicate, listen, use citizenship, try your best, and never give up.
4. Safe – Follow safety procedures including no horse play or negative behavior or actions. Be prepared, have a good work ethic, ask questions and for help, help others and be goal oriented. No food, drinks or gum will be allowed in the science lab.

5. Focused – all electronics put away, on silent, out of sight, unless needed for class work. Food and drinks are not allowed during class. Strive to improve academic achievement, do quality work, and keep up with class pacing.
6. Additional Support- Students needing additional support will be invited to a weekly intervention

Student-Parent Agreement

By signing below, we agree to adhere to the above stated and agree to the class syllabus, outline, grading procedures, and I agree to these standards and requirements.

- I have read and agree to the information outlined in the course syllabus for Agriculture Biology.
- I understand that work in class will include labs, reviewing previous course work, notebook entries, bookwork and projects.
- I understand that my student will need to participate in at least 5 FFA activities per semester for a small portion of their grade.
- I understand that my student will need to participate in an SAE project, outside of scheduled class time, for a small portion of their grade.
- I understand that late work will receive 10% off each day it is late up to 50% off the total assignment.

Students, after reading this syllabus, please sign this contract stating that you will abide by the rules and policies of the class and labs. Your parent or guardian will also need to read the syllabus and sign below. Then the student will need to return the signed sheet to the instructor and retain the syllabus in their notebook.

Students: I have read the requirements, rules, and procedures for the course as outlined in the syllabus and I understand them. I will honor these rules and procedures, and will participate in class to ensure my success.

Student Name (Print): _____ Period: _____

Student Signature: _____ Date: _____

Parents: My child has discussed the requirements, rules, and procedures for the course as outlined in the syllabus and I understand and support them.

Parent or Guardian Name (Print): _____

Parent or Guardian Signature: _____

Contact Information: Email Address- _____



Dinuba High School Agriculture Department

Landscape Design Syllabus 2017-2018

Instructor Information:

Mrs. Borba

Email: nicole.borba@dinuba.k12.ca.us

Rooms: 216 / 217 / 600
(P1-2) (P3-4) (P7)

Course Description: This course is designed to provide students with a hands-on approach Landscape Design and the Ornamental Horticulture agricultural field. Learning will take place in the classroom, farm laboratory, and other laboratory environments. This course will explore career opportunities within the Landscape industry, in such areas as landscape design, construction, maintenance, as well as general nursery production practices while developing an understanding of practical biological knowledge, propagation, entomology, and industry practices. In addition, the inter-curricular FFA program supports and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an agriculture-based project, and keeping accurate records; all required parts of a successful agriculture program. This course will be using multiple sources of information including a textbook, online sources, and Google Classroom.

Course Outline: *

Topics to be covered include, but are not limited to:

1. FFA/Leadership
2. Careers Opportunities
3. Plant/Tools/Materials Identification
4. Plant Classification/Taxonomy
5. Propagation Methods
6. Landscape Design Principles
7. Hardscaping/Xeriscaping
8. Landscape Construction and Maintenance
9. Nursery Production Practices
10. Weeds and Insects
11. Soil Properties

Students will be expected to complete courses tasks inside and outside of the classroom including hands-on project and assignments.

*Subject to change

Grading Policy:

Classwork/Homework/Notebook	30%
Labs/Projects/Research/Presentations	30%
Quizzes/Tests	25%
FFA (5 Activities per semester)	10%
SAE/Record Book	5%

Special Considerations:

1. FFA Activities and involvement is **mandatory** for this course. You may earn up to 5% of your total course points towards your final grade, per semester, for attending FFA activities. Activities include, but are not limited to the following items: chapter meetings/activities, fundraisers, judging teams, conferences, sectional and state activities. These activities are not always during the school day. You may experience activities that occur after school, in the evenings, on weekends or on school vacations. You are required to attend **5 activities per semester** to receive full credit. Extra credit points can be earned up to 2 additional activities per semester for half credit. It is the student's responsibility to ensure they are completing this requirement.

2. Make up work is the responsibility of the students to obtain if they miss school. Excessive absences will impact your grade. You will need to ask your classmates and look through the makeup box for your missing handouts, but don't do it in the middle of class. If you have one *excused* absence you will have one day to make up the work and so on. If work is turned in late, without an excused absence, you will automatically receive a 50% reduction of possible points for that assignment. After 3 class periods, the assignment will no longer be accepted for credit. If you are absent and miss a test, it is YOUR RESPONSIBILITY to may take them before school, lunch or after school within **2 DAYS** of your absence.

3. Labs: Specific labs can be made up for excused absences; however, if the lab uses perishable goods it cannot be made up. An alternate assignment will be given. Labs will be an integral part of this course, which may be within the classroom or outside on the farm laboratory. You need to attend lab days; failure to do so will result in a lower grade. Labs days may or may not be able to be made up; this is based on the nature of the lab and at the discretion of the teacher.

4. Notebook: you are required to keep a spiral bound notebook, **1-Subject** size *minimum*, for this course. You will be required to turn this notebook in for class and lab participation credit throughout the school year. Notice may or may not be given for work submission, so it is the responsibility of the student to ensure notebooks are up-to-date at all times.

5. Other items you will **NEED** for this class: Pens, pencils, highlighters, and a glue stick

Keep your notebook up to date at all times! You never know when we will be having a random notebook check on top of the regular notebook checks.

Class Expectations: At all times, inside and outside, students are expected to be:

1. Respectful – courteous, considerate, mature, and respectable to others and their possessions. Be cooperative, ask permission to talk, or leave seat, and raise hand to be called on. Cheating and plagiarizing will not be tolerated and result in a zero score.
2. Responsible – prompt, prepared, self-directed, and ready to work. Self-motivated, attentive, and positive attitude. Obtain missed work, complete assignments on time, use the restroom outside of class time, and observe all rules and policies.
3. On task – participate, show effort, complete task at hand, working forward in topic when finished. Communicate, listen, use citizenship, try your best, and never give up.
4. Safe – Follow safety procedures including no horse play or negative behavior or actions. Be prepared, have a good work ethic, ask questions and for help, help others and be goal oriented. No food, drinks or gum will be allowed in the science lab.

5. Focused – all electronics put away, on silent, out of sight, unless needed for class work. Food and drinks are not allowed during class. Strive to improve academic achievement, do quality work, and keep up with class pacing.
6. 6. Additional Support- Students needing additional support will be invited to a weekly intervention

Student-Parent Agreement

By signing below, we agree to adhere to the above stated and agree to the class syllabus, outline, grading procedures, and I agree to these standards and requirements.

- I have read and agree to the information outlined in the course syllabus for Landscape Design.
- I understand that work in class will include labs, reviewing previous course work, notebook entries, bookwork and projects.
- I understand that my student will need to participate in at least 5 FFA activities for a small portion of their grade.
- I understand that my student will need to participate in an SAE project for a small portion of their grade.
- I understand that late work will receive 10% off each day it is late up to 50% off the total assignment.

Students, after reading this syllabus, please sign this contract stating that you will abide by the rules and policies of the class and labs. Your parent or guardian will also need to read the syllabus and sign below. Then the student will need to return the signed sheet to the instructor and retain the syllabus in their notebook.

Students: I have read the requirements, rules, and procedures for the course as outlined in the syllabus and I understand them. I will honor these rules and procedures, and will participate in class to ensure my success.

Student Name (Print): _____ Period: _____

Student Signature: _____ Date: _____

Parents: My child has discussed the requirements, rules, and procedures for the course as outlined in the syllabus and I understand and support them.

Parent or Guardian Name (Print): _____

Parent or Guardian Signature: _____

Contact Information: Email Address- _____

Phone Number- _____

Dinuba High School

Agriculture Department

Floral Design

Course Overview:

This course is designed to give students the basic knowledge of the art of floral design including, but not limited to basic mechanics, composition requirements, various design forms, flowers, foliage (plant) and tools identification. You will create, design, identify, explain and evaluate floral topics. Various projects planned for this course may include, but are not limited to: boutonnieres, corsages, wreaths, dried arrangements, fresh arrangements, seasonal and balloon arrangements.

Course Outline:

1. Safety in the Lab
2. History of Floral Art
 - a. Important Artists and their Impacts
 - b. Art History time periods
3. Elements and Principles of Design
 - a. Textures
 - b. Colors
 - c. Shapes/Forms
 - d. Balance
 - e. Proportion
 - f. Scale
 - g. Focal Point
 - h. Rhythm
 - i. Lines
 - j. Depth
4. Design Practicum
5. Flowers and Foliage
 - a. Identification
 - b. Care and Handling
 - c. Basic Horticulture and Production
 - d. Business Skills, Pricing and Marketing
6. Mechanics and Materials
7. Arrangements Styles and Techniques
8. Seasonal, Holiday and Occasional Design
9. Cultural Themes
10. Careers
11. FFA

Office Hours 3:10pm- 4pm
M-F by apt

Grading Policy:

Classwork/Homework/Notebook	30%
Labs/Projects/Research/Presentations	30%
Quizzes/Tests	25%
FFA (5 Activities per semester)	10%
SAE/Record Book	5%

Special Considerations:

1. FFA Activities and involvement is mandatory for this course. You may earn up to 5% of your total course points towards your final grade, per semester, for attending FFA activities. Activities include, but are not limited to the following items; Chapter Mtgs/activities, fundraisers, judging teams (Floriculture, speech contests etc) conferences, sectional and state activities. These activities are not always during the school day. You may experience activities that occur after school, in the evenings, on weekends or on vacations. You are required to attend 5 activities per semester to receive full credit. Extra credit points can be earned up to 2 additional activities per semester for half credit.
2. Make up Work is the responsibility of the students to obtain if they miss school. Excessive absences will impact your grade. You will need to ask your classmates and look through the makeup box for your missing handouts but don't do it in the middle of class. If you have one excused absence you will have one day to make up the work and so on. If you turn in late work I will deduct 10% each day it is late up to 50% of the total point value of the assignment. If you are absent and miss a test YOU may take them before school, lunch or after school within 2 DAYS of your absence.
3. Labs, unfortunately, cannot be made up due to the perishable nature of the products we will be working with. An alternative assignment will be given. Assignments will be at the teacher's discretion for substitution. You will only be allowed 5 substitution assignments in the year. Due to the nature of this class, missing a lab will mean you will be missing out on valuable lessons, points and artistic values.
4. Notebook: you are required to keep a notebook, 3-ring binder, for this course. You will be required to turn this notebook in at certain times during the year. You will need to have different sections in this notebook including: Notes, Assessments, Identification and rough draft portfolio. Photos of your lab work will be added to your portfolio at the student's expense. A rubric and guidelines page will be given to you for reference.
5. Other items you will NEED for this class: Pens, pencils (highlighter and colored pencils are helpful) Report/portfolio folder or separate plain 1 inch binder for your official portfolio project.

Materials and Cost

Although you do not have to pay for the cost of the materials for this class you will be required to pay for any unlawful or willful damage to the classroom, its occupants and including all materials contained in the classroom. If you misuse products in any way you will be responsible to pay for these materials. Stealing from the classroom is unacceptable and will be punished. Certain projects will be sold from the classroom, while others can be taken home for personal enjoyment. However, those projects taken home will not be taken in any glassware or certain other materials, as we are on a limited budget.

We have read and understand the above mentioned Class Syllabus. We therefore, sign and agree to adhere to the above stated.

Students Name (please Print)

Student Signature

Date

Parent Name (please print)

Parent Signature

Date

Dinuba FFA Events Calendar

All Dates and Activities Subject to Change

August

- 9-10** Chapter Officer Boot Camp
- 23-** Chapter Meeting
- 25-** Fair Clean Up-Livestock Exhibitors
- 28-** Barn Clean Up
- 31-** Pre-Fair

September

- 10-16-** Tulare County Fair
- 20-** Chapter Meeting
- 21-** Greenhand Leadership Conference
- 22-** Chapter Officer Leadership Conference
- 29-** Raisin Day Festival

October

- 2-** Sequoia Sectional Activity @ McDermott Field House
- 6-** Alta Historical Society
- 10-** Opening/Closing Speech Contest
- 13-** Corcoran Cotton Contest
- 19-** Chapter Meeting
- 20-**MJC Cotton Contest
- 26-** Reedley College Freshman Field Day

November

- 1-** Hanford HS Cotton Contest
- 3-** Cotton Judging State Finals @ Fresno State
- 15-** Chapter Meeting
- 28-**Discover Leadership Conference
(7th/8th Graders)

December

- 1-** Christmas Parade
- 6-** Sequoia/Tulare Kings Sectional Banking Contest
- 14-** Chapter Meeting

January

- 4-5-** St. Helena HS Pruning Contest
- 5-** Porterville College Citrus Contest
- 12-** Dinuba HS Vine Contest
- 17-** Chapter Meeting
- 19-**Tulare Citrus Contest @ Tulare High School District Farm
- 19-** Selma HS Vine Contest
- 20-** Reedley Tree Pruning Contest @ Reedley High School
- 26-** Reedley College Field Day

February

- 2-** Mid-Winter Fresno State Finals
- 7-** Sequoia Sectional Speaking Contest @ Mission Oak HS
- 13-** World Ag Expo @ Tulare
- 15-16-** Made for Excellence and Advanced Leadership Academy Conferences @ Visalia
- 19-22-** National FFA Week (activities at lunch)
- 22-** Roses for Wrinkles Community Service Event
- 23-** San Joaquin Regional FFA Meeting @ Mission Oak HS

March

- 1-2-** UC Davis Field Day
- 15-** Regional Speaking Contest
- 16-** Dinuba HS Field Day
- 20-** Sectional Activity Sports Tournament @ Exeter HS
- 21-** Chapter Meeting
- 23-** MJC Field Day
- 30-** Reedley College Field Day
- 30-** Woodlake Floral

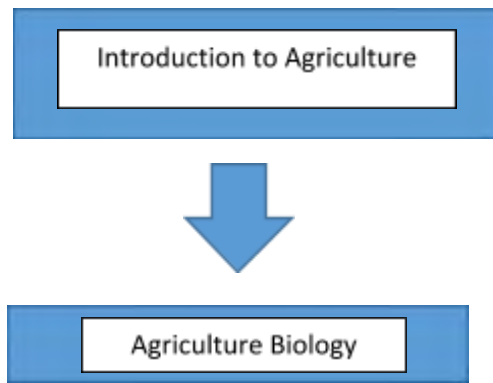
April

- 3-** Sequoia Section State Degree and Proficiency Banquet @ International Agricenter
- 6-** Clovis East HS Vet Contest
- 11-** Sectional Officer Elections
- 13-** Fresno State Field Day
- 24-** State Speaking Finals in Anaheim
- 24-** Chapter Meeting
- 26-29-** State FFA Leadership Conference

May

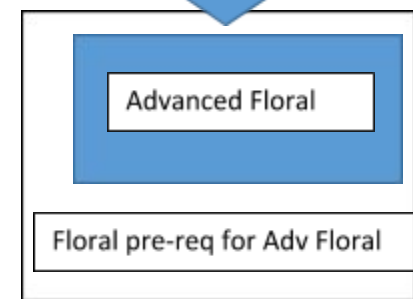
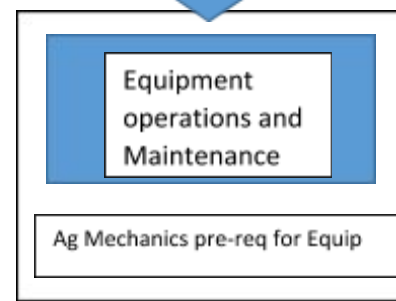
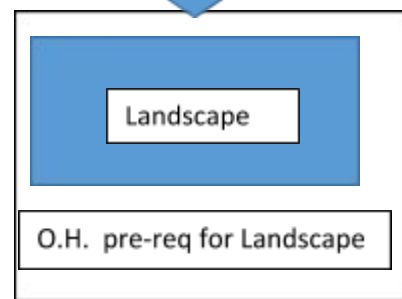
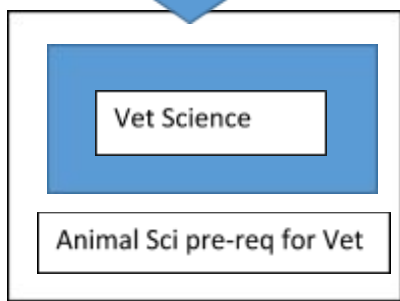
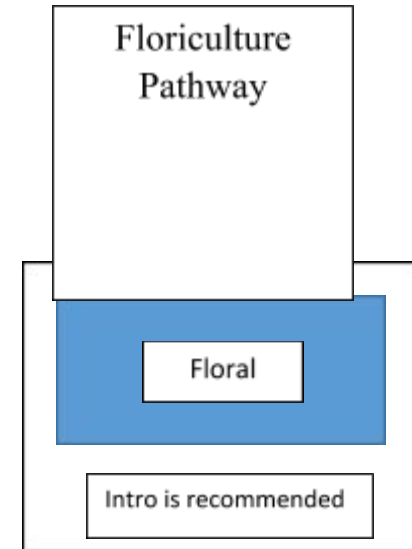
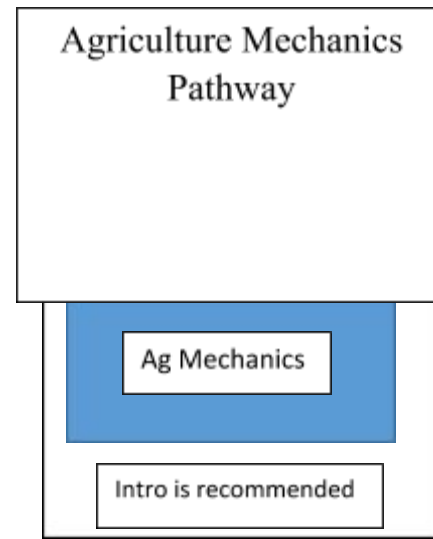
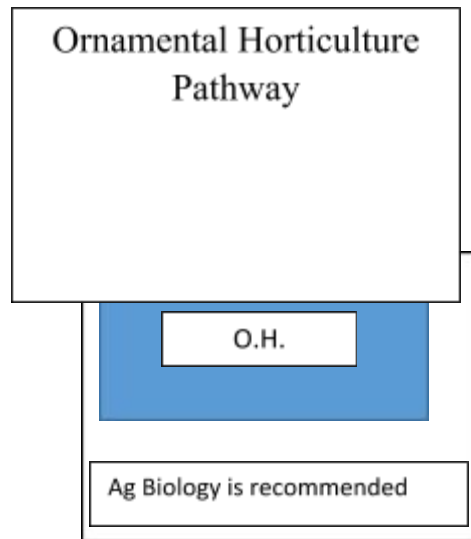
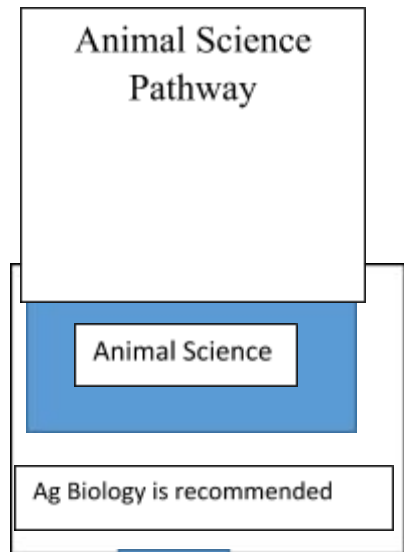
- 3-4-** State FFA Finals @ Cal Poly SLO
- 10-11-** Plant Sale @ Dinuba High School
- 17-** Chapter Awards banquet
- 25-** Point Award Trip

Agriculture Department Pathways



*Concentrators and Capstones can be concurrently taken with Intro to Ag and/or Ag Biology.
*Capstones- Pre-requisite is Concentrator

Credits: Ag Biology- Science Credit, Floral- Art Credit
Dual Enrollment: Floral (Other possible DE courses: OH, Animal Science, Ag Mech, Vet Science and Landscape-with COS and RC)





Dinuba Agriculture Department Class Sign ups

What pathway would you like to complete?

Animal Science

Ornamental Horticulture

Ag Mechanics

Floral

What is your next course to sign up for?

Intro to Ag

Ag Biology

Animal Science	Ornamental Horticulture (OH)	Ag Mechanics	Floral
<input type="checkbox"/> Animal Science	<input type="checkbox"/> O.H.	<input type="checkbox"/> Ag Mechanics	<input type="checkbox"/> Floral
<input type="checkbox"/> Vet Science	<input type="checkbox"/> Landscape Design	<input type="checkbox"/> Equipment Op/Mt	<input type="checkbox"/> Adv. Floral

*** Reminder Check the Recommendations and Pre-Requisites prior to enrollment/sign ups.

Student Signature: _____

Academies & Pathways for 2018-2019

Please check all that apply to you after graduation

ID# _____

Name _____

____ Attend a community college ____ Attend a 4-year university ____ Vocational Program ____ Go to work after graduating ____ Enter the military

I plan to complete the following pathways: 1. _____

2. _____

3. _____

AGRICULTURE & NATURAL RESOURCES

Agriculture Mechanics - 101

1. *Ag Mechanics **DE**
2. Farm Equipment Operations & Maint. **DE**
Ag Leadership and/or Ag Biology and/or Intro. to Agriculture Recommended

Animal Science - 103

1. *Animal Science **DE**
2. *Veterinary Science **DE**
Ag Leadership, Intro.to Ag, Ag Biology Recommended

Floral Design – 105A

1. *Floriculture **DE** (Ag students have priority)
2. *Advanced Floriculture
Introduction to Agriculture, Ag Biology, Ag Leadership Recommended

Ornamental Horticulture 105

1. Ornamental Horticulture **DE**
2. *Landscape Design **DE**
Intro to Ag, Ag Biology, Ag Leadership Recommended

ARTS, MEDIA, & ENTERTAINMENT

Video Production – 113B

1. *Introduction to Graphic Design & Multimedia
2. Broadcasting **DE**

Digital Photography

1. *Digital Photography 1 **DE** (Intro to Graphic Design & Multimedia)
2. Digital Photography 2

BUILDING & CONSTRUCTION TRADES

Residential & Commercial Construction - 123

1. *Construction 1
2. *Construction 2

BUSINESS & FINANCE

Financial Services- 180

1. Office Technology
2. Personal Finance
3. Recordkeeping /Accounting

EDUCATION, CHILD DEVELOPMENT, & FAMILY SERVICES

Child Development- 130

1. Life Management
2. Careers with Children 1 **DE**
3. Careers with Children 2 **DE** (11-12, 2 periods)
> AVID Tutor Recommended 11 or 12

Education- 132

1. Life Management
2. Intro to Teaching **DE** (2 periods)

ENGINEERING & ARCHITECTURE

Architectural Design - 150

1. *Architecture & Design 1 **DE**
2. *Architecture & Design 2 **DE**

1 must be taken before 2, 2 before 3

* = a-g course for four year college admission

DE=Dual Enrollment Course. Earns high school and college credit.

>=Take anytime. No prerequisites

Construction Management Academy (CMA)

- Grade 9 – *Engineering 1
Grade 10 – *Engineering 2 **DE** or Construction Management 2
Grade 11 – *Engineering 3 **DE** and Robotics or
Construction Management 3 and *Arch & Des 1 **DE**
Grade 12 – Engineering 4 **DE** or Construction Management 4 **DE**

HEALTH SCIENCE & MEDICAL TECHNOLOGY

Medical Enrichment Development Academy (MED)

- Grade 9 – MED Pathway 1
Grade 10 – *Biotechnology
Grade 11 – *Sports Anatomy and Physiology and *AP Psychology
Grade 12 – Essentials of Medicine (2 per) and AP Environmental Science

HOSPITALITY, TOURISM, & RECREATION

Food Service & Hospitality - 201

1. Culinary Arts 1 (10-12)
2. Culinary Arts 2 (11-12)

MANUFACTURING & PRODUCT DEVELOPMENT

Welding & Materials Joining- 213

1. Welding 1 **DE**
2. Welding 2 (2 periods)

PUBLIC SERVICES

Emergency Services - 233

1. Urban and Rural Firefighting **DE** (11-12) 2 periods @ Dinuba Fire Dept.

Emergency Services - 233

1. Wildland Firefighting **DE** (12, @ Reedley College) 2 Periods.

Public Safety - 232

1. *Criminal Justice ROP **DE** (10-12)
2. Crime Scene Investigation (**DE**, 11-12) OR

TRANSPORTATION

System Diagnostic Service & Repair - 221

1. Small Engines
2. Auto 1
3. Auto 2 **DE** (11-12, 2 periods, teacher recommendation)

Video Game Design – 114

1. Intro to Graphic Design & Multimedia
2. Video Game Design
3. *Advanced Video Game Design (pending)*

Graphic Design & Integration – 111A

1. Introduction to Graphic Design & Multimedia
2. Web Design & Computer Graphics
3. *Advanced Web Design & Computer Graphics*

Networking Pathway- 172

1. IT Essentials 1
2. Internet Engineering 1
3. Internet Engineering 2

Name: _____ ID _____ GD _____

Counselors: **A/ MED-Avila B-G - Arreola**
H-Ma/ AVID- Sanchez Mc-R - Halstead S-Z/ CMA- Shin

X next to your CORE classes

Subject Requirements

English <input type="checkbox"/> English 9P <input type="checkbox"/> Honors <input type="checkbox"/> English 10P <input type="checkbox"/> Honors <input type="checkbox"/> English 11P <input type="checkbox"/> English 12P ERWC <input type="checkbox"/> AP English Lit/Comp. <input type="checkbox"/> AP English Lang./Comp	Mathematics <input type="checkbox"/> Math 1 P <input type="checkbox"/> Honors Math 1 <input type="checkbox"/> Math 2 P <input type="checkbox"/> Honors Math 2 <input type="checkbox"/> Math 3 P <input type="checkbox"/> Honors Math 3 <input type="checkbox"/> Statistics P <input type="checkbox"/> AP Stats <input type="checkbox"/> AP Calculus <input type="checkbox"/> Recordkeeping/Acctng (11-12) <input type="checkbox"/> Personal Finance (11-12)
Science <input type="checkbox"/> Integrated Science P <input type="checkbox"/> Biology P <input type="checkbox"/> Ag Biology P <input type="checkbox"/> Chemistry P <input type="checkbox"/> Hon Chem P <input type="checkbox"/> Sports Anat/Physiology P <input type="checkbox"/> Energy Sci <input type="checkbox"/> Conc. Physics P <input type="checkbox"/> Veterinary Science P <input type="checkbox"/> AP Environmental (MED) <input type="checkbox"/> AP Biology <input type="checkbox"/> AP Physics	History <input type="checkbox"/> World History P <input type="checkbox"/> Honors Wrld P <input type="checkbox"/> AP European History <input type="checkbox"/> US History P <input type="checkbox"/> AP US History <input type="checkbox"/> American Government/ Econ P
PE (20) <input type="checkbox"/> PE 9 <input type="checkbox"/> PE 10 <input type="checkbox"/> Naval Science I, II, III, IV <input type="checkbox"/> Fitness and Conditioning	Other (check, no number) <input type="checkbox"/> Jazz Band (0 period) <input type="checkbox"/> 0 Period Fitness and Cond <input type="checkbox"/> Madrigals (0 period)

RANK your ELECTIVES #1 to #8

*Meets a-g requirements for college admission

DE Dual Enrollment Course, earns College Credit

- *Advanced Band P (play instrument. 10-12)
 - *Advanced Creative Writing P (10-12 / Creative Writing)
 - *Advanced Engineering
 - *Advanced Floral Design P ROP- (11-12, Floriculture, includes FFA)
 - *Advanced Guitar P (Guitar)
 - Advanced Leadership (Leadership)
 - *Advanced Women's Choir P (Audition/Teacher Rec.)
 - Ag Leadership (10,11,12 Teacher Approval, includes FFA Activities)
 - *Ag Mechanics P **DE** (includes FFA Activities)
 - *Animal Science P (10-12, includes FFA Activities)
 - *AP Biology (11-12)
 - *AP French (French 3)
 - *AP Physics
 - *AP Psychology (10-12)
 - *AP Spanish Language (Spanish 2 NS or Spanish 3)
 - *AP Spanish Literature (Spanish 2 NS or Spanish 3)
 - Architecture & Design I **DE ROP**
 - *Architecture & Design II P **DE ROP** (Arch & Design 1)
 - *Art 1 P
 - *Art 2 P (Art 1)
 - Auto 1 (Small Engines)
 - Auto 2 **DE** (Auto and Teacher Approval. 2 periods)
 - *Aviation Maintenance Tech/Flight Sci P **DE ROP** (11-12, 2P
- Reedley College)
- *AVID 10 P (AVID 9)
 - *AVID 11 P (AVID 10)
 - *AVID 12 P (AVID 11)
 - AVID Tutor (11th will tutor 9-10 12th will tutor 9-12)
 - *Beg. Guitar P (Must own a guitar)
 - *Biotechnology P (MED Academy 10th only)
 - Broadcasting PENDING A-G ROP DE ONE DAY (11-12, A or B in
- Eng./Teacher Approval)
- Building Trades DE (2 periods, 12th only, Construction 1)

- Careers with Children 2- **DE ROP** (11-12, 2 Per Careers w/Cldren 1)
- *Certified(Pre) Nursing Assist P ROP-2 per(12,2.5 gpa, valid ss card)
- *Conceptual Physics P (11-12)
- *Concert Choir P (Audition/Teacher Approval)
- *Construction 1 P
- Construction 2 10-12 (Construction 1)
- Construction Management 2 **DE** (Gr 10 Engineering-Const Emph)
- *Construction Management 3 P **DE**(Gr 11 Engineering-Const Emph)
- Construction Management 4 **DE** (Gr 12 Engineering-Const Emph)
- *Creative Writing P (10-12, A-B in English Classes)
- *Crime Scene Investigation P **DE ROP** (11-12, Criminal Justice)
- *Criminal Justice P ROP **DE** (10-12, Priority 11-12)
- Culinary Arts 1 (10-12)
- Culinary Arts 2 (11-12, Culinary Arts 1, 2 periods)
- *Digital Photography 1 P **DE ROP** (10-12)
- Digital Photography 2 (11-12, Dig Photo 1)
- *Drama P
- *Drama Production P (Drama or Teacher Approval)
- Essentials of Medicine ROP (12, MED Academy 2 Periods)
- Farm Equipment Operations & Maint. **DE**(11-12, includes FFA)
- *Floriculture P **DE** (10-12, Intro to Ag Recommended, includes FFA)
- Forensics (Speech and Debate)
- *French 1 P *French 2 P(French 1) *French 3 P(French 2)
- *Intermediate Band P
- *Internet Engineering 1 P **DE** (IT Essentials or Concurrent)
- Intro to Agriculture (includes FFA Activities)
- *Intro to Engineering P **DE**
- Intro to Graphic Design & Multimedia
- Intro to Teaching **DE ROP** (2 per, 11-12, Child Dev. or Car. w/children)
- IT Essentials I/II **DE ROP** (Good Math Student recommended)
- *Jazz Band P (0 period)
- *Landscape Design **P DE** (10-12, Includes FFA activities)
- Leadership (Application Required)
- Leadership Marketing (Application and teacher permission)
- Life Management ROP
- *Madrigals P (0 Period/Audition/Teacher Approval)
- *Men's Choir P (Audition/Teacher Approval)
- *Mexican American Heritage P
- Naval Sci. I Naval Sci II Naval Sci III Naval Sci IV
- Office Technology
- *Ornamental Horticulture P (11-12, includes FFA Activities)
- Percussion (Drummers in band select this instead of Adv Band)
- *Psychology P (10-12)
- Recordkeeping/Accounting (Pers. Finance./ or IM 2)
- Small Engines/Manufacturing
- *Social Issues Through Film P (9-12)
- *Sociology P (10-12)
- *Spanish 1P *Spanish 2P (Spanish 1) *Spanish 3P (Spanish 2)
- *Spanish 1 NS P *Spanish 2 NS P (Spanish 1 NS)
- *Speech & Debate P (10-12, Teacher Approval)
- *Sports Anatomy & Physiology P (MED Academy 11 or Bio/Chem)
- Stagecraft (Art 1 or Drama)
- *Urban/Rural Firefighting P **DE ROP**(11-12 Coun Approval. Per 5-6)
- *Veterinary Science P **PENDING ROP DE** (Ag Bio Rec, includes FFA Activities)
- Video Game Design
- *Web Design and Computer Graphics P (10-12, Comp Apps)
- Welding 1 **DE ROP**
- Welding 2 **DE ROP** (10-12, Welding, 2 periods)
- Wildland Firefighting **DE** (gr 12 ,2 Per. Urban/Rural ,Reedley)
- *Women's Choir P (Audition/Teacher Rec.)
- *World Geography P
- Yearbook (A/B in English/Teacher Approval)

Registration is complete after you enter into the Google Survey

1. Go to dhs.dinuba.k12.ca.us
2. Click on Registration Link
3. Enter identifying information

My Emperor Report

1. Grades

Period	Course	S1	S2	Teacher	Room
1.	PE 9				Gym
2.	Math 1				535
3.	Honors English 9 H				116
4.	Biology P				215
5.	Intro To Agriculture				600
6.	M.E.D. Pathway I				210
7.	Computer Applications				521
8.					
9.					

2. GPA / Rank / PowerSchool / Gmail

Current GPA = 2.57 Total Weighted GPA =
 Cal Grant GPA = Total Unweighted GPA =
 Class Rank = 63 out of 582
 PowerSchool: Go to DHS website dhs.dinuba.k12.ca.us
 User ID: Password:
 Gmail:

3. Graduation Credit Requirements

All graduates must complete = 260 credits

If you are a transfer and credits have been readjusted you need:

5. Current Credits = 0.0 Are you on track?

Grade 9=0 or more is on track Grade 11=120 or more is on track
 Grade 10=50 or more is on track Grade 12=190 or more is on track

7. Graduation Subject Requirements

Requirement	Credits Required	Completed
ENGLISH	40	0.0
ALGEBRA/INTEGRATED 1	10	0.0
MATH	20	0.0
WORLD HISTORY	10	0.0
US HISTORY	10	0.0
AMERICAN GOV/ECON	10	0.0
PHYSICAL SCIENCE	20	0.0
BIOLOGY	10	0.0
FINE ART or FOREIGN LANG.	10	0.0
PE	20	0.0
COMPUTER APPLICATIONS	5	0.0
FRESHMEN REQUIREMENTS	5	0.0
ELECTIVES	90-100	
CURRENT TOTAL=		0.0

9. Attendance Information

**21 negative attendance marks make you ineligible for sports and activities.

**51 negative attendance marks at the end of the year make you ineligible to walk at graduation.

**Through last Friday you have (1) negative attendance marks.

If you have 16 or more you should attend the next Saturday School on the schedule. You must have your notice and homework to enter.

10. Remaining Fall Saturday School Dates

September 16
 October 21
 December 2

4. Test Scores

PSAT:V=0.0 M=0.0 W=0.0 Fitness Testing =
 SAT:=0.0 EBRW=0.0 Math=0.0 Reading=0.0 Writing=0.0
 SAT:=0.0 EBRW=0.0 Math=0.0 Reading=0.0 Writing=0.0
 ACT:=0.0 2nd ACT:=0.0

EAP Math=0.0 EAP English=0.0

4.0=Ready for college level courses at CSU. No Placement test required.
 3.0=Conditionally Ready. Complete senior English/Math class with a C or better and no test is required.

1.0 or 2.0 =Must take CSU Placement test unless your SAT or ACT =
 SAT Math= 520+ OR ACT Math 20+. SAT Reading 510+ OR ACT 19+

6. Four Year College Admission(a-g completion)

Are you on track to be eligible for admission? No

a. History - 2 years World History, AP European History, US History, AP US History, Amer. Government

b. English - 4 years English 9P,10P,11P,12P, Honors 9P, Honors 10P
 AP English Lang, AP English Lit, ELD 4B

c. Mathematics - 3 years Algebra 1,2, Geometry, Trig, PreCal, AP Stats, AP Calculus, Math 1, 2, 3, Honors Integrated 1,2,3

d. Science - 2 years Biology, Biology, Ag Biology, Chemistry, Chemistry, AP Biology, AP Environmental, Sports Anatomy and Phys., AP Physics

e. Foreign Lang. - 2 years Spanish 1,2,3, Spanish I,2 NS, AP Spanish Lang. AP Spanish Lit, French 1,2,3, AP French

f. Visual/Perf.Arts -1 year Art 1, Drama, Floriculture, Web Design & Graphics Band, Men's Choir, Women's Choir, Concert Choir, Madrigals, Adv. Women's, Photography

g. Elective - 1 year Integrated Science, Integrated Science, Mexican American Heritage, World Geography, AP Psychology, Psychology, Vet. Science, Art 2, Creative Writing, Advanced Creative Writing, Economics, Sociology, Social Issues Through Film, Energy Science, Biotechnology, Speech and Debate.

8. College and/or Career Plans

My Career Goal is

I am completing the Pathway

I am also completing Pathway

Colleges I am thinking about are

Navigate Username:

Password:

TO THE PARENT/GUARDIAN OF:



Dinuba High School Library

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Check Out Items

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How do I... ?

[To Patron](#)
[To Department](#)
[To Location](#)
[By Class](#)
[To Teacher](#)

Find

Go

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[Find Item](#)

Only my patrons Only search

First Name

Only Active Patrons

[View Classes](#)

[Edit Patron](#)

BROWNE, ROY (Faculty: P 2600)

Checked Out Library: 1 / Textbooks: 65 / Resources: 41

Grade Level AG SCIENCE

Overdue Library: 1 (View Estimate) / Textbooks: 0 / Resources: 0

Homeroom 305

Holds Ready 0

Room (P2)

Fines Library: \$0.00 / Textbooks: \$0.00 / Resources: \$0.00
 Patron: \$0.00

Only today's check outs

[Print Receipt](#)

Items Out

Due Date	Resource Name	Price	Home Location	Checked Out	
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013956)		RM 600	5/15/2018	Lost Stolen
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013957)		RM 600	5/15/2018	Lost Stolen
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013958)		RM 600	5/15/2018	Lost Stolen
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013959)		RM 600	5/15/2018	Lost Stolen
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013960)		RM 600	5/15/2018	Lost Stolen
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013961)		RM 600	5/15/2018	Lost Stolen
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013962)		RM 600	5/15/2018	Lost Stolen
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013963)		RM 600	5/15/2018	Lost Stolen
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013964)		RM 600	5/15/2018	Lost Stolen
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013965)		RM 600	5/15/2018	Lost Stolen
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013966)		RM 600	5/15/2018	Lost Stolen
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013967)		RM 600	5/15/2018	Lost Stolen

5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013968)	RM 600	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013969)	RM 600	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013970)	RM 600	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013971)	RM 600	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013972)	RM 600	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013973)	RM 305	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013974)	RM 600	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013975)	RM 600	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013976)	RM 600	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013977)	RM 600	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013978)	RM 600	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013979)	RM 600	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013980)	RM 600	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013981)	RM 600	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013982)	RM 600	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013983)	RM 600	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013984)	RM 600	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013985)	RM 600	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013986)	RM 600	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013987)	RM 600	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013988)	RM 600	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>

5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013989)	RM 600	5/15/2018	<input type="button" value="Lost"/>
				<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013990)	RM 600	5/15/2018	<input type="button" value="Lost"/>
				<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C730E-C555-Celeron N2840 11.6" HD Laptop - 16 GB (Item: 00013991)	RM 600	5/15/2018	<input type="button" value="Lost"/>
				<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebox CX12-4GKM/ CDW #3747084 (Item: 00017637)	RM 600	2/21/2018	<input type="button" value="Lost"/>
				<input type="button" value="Stolen"/>
5/31/2019	AVerMedia AVerVision F30 P0C7A Document Camera (Item: 50002865)	Dinuba High School Library	8/29/2012	<input type="button" value="Lost"/>
				<input type="button" value="Stolen"/>
5/31/2019	Lenovo ThinkPad T460 20FN - Core i7 6600U 20FN002KUS/ CDW #3980394 Laptop (Item: 00015677)	RM 600	5/30/2018	<input type="button" value="Lost"/>
				<input type="button" value="Stolen"/>
5/31/2019	Vizio SmartCast Ultra HD E70-E3 / CDW #4402420 LED Television (Item: 00016934)	RM 600	2/22/2018	<input type="button" value="Lost"/>
				<input type="button" value="Stolen"/>
5/31/2019	Yes Cart Mini laptops YESMORGMPW4 36 charge cart (Item: 00014361)	RM 600	5/15/2018	<input type="button" value="Lost"/>
				<input type="button" value="Stolen"/>



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Renew

Holds/ILL

Fines

Copy Status

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Reset

How do I... ?

To Patron To Department To Location By Class To Teacher

Find

Go

Find Patron

Find Item

Only my patrons Only search

First Name

Only Active Patrons

View Classes

Edit Patron

BORBA, NICOLE (Faculty: P 9856)

Checked Out Library: 0 / Textbooks: 0 / Resources: 1

Grade Level

Overdue Library: 0 / Textbooks: 0 / Resources: 1

Homeroom

Holds Ready 0

Room (P2)

Fines Library: \$0.00 / Textbooks: \$0.00 / Resources: \$0.00
Patron: \$0.00

Only today's check outs

Print Receipt

Items Out

Due Date	Resource Name	Price	Home Location	Checked Out
5/31/2018	Lenovo ThinkPad T460 20FN - Core i7 6600U 20FN002KUS/ CDW #3980394 Laptop (Item: 00015676)		RM 600	11/15/2017

Renew

Lost

Stolen

Renew All



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[Check In Text](#)

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[Renew](#)

[Holds/ILL](#)

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[Copy Status](#)

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[Patron Status](#)

[Offline Circulation](#)

[Library Information](#)

[Textbook Information](#)

[Reset](#)

How do I...

[To Patron](#) [To Department](#) [To Location](#) [By Class](#) [To Teacher](#)

Find

[Go](#)

[Find Patron](#)

[Find Item](#)

Only my patrons Only search Only Active Patrons

WILTERDING, KARIANN (Faculty: P 2601)

[View Classes](#)

[Edit Patron](#)

Checked Out Library: 0 / Textbooks: 92 / Resources: 41

Grade Level

Overdue Library: 0 / Textbooks: 0 / Resources: 0

Homeroom 601

Holds Ready 0

Room (P2)

Fines Library: \$0.00 / Textbooks: \$0.00 / Resources: \$0.00
Patron: \$0.00

Only today's check outs

[Print Receipt](#)

Items Out

Due Date	Resource Name	Price	Home Location	Checked Out	
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009561)		Rm 601	5/15/2018	Lost Stolen
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009562)		Rm 601	5/15/2018	Lost Stolen
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009563)		Rm 601	5/15/2018	Lost Stolen
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009564)		Rm 601	5/15/2018	Lost Stolen
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009565)		Rm 601	5/15/2018	Lost Stolen
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009566)		Rm 601	5/15/2018	Lost Stolen
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009567)		Rm 601	5/15/2018	Lost Stolen
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009568)		Rm 601	5/15/2018	Lost Stolen
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009569)		Rm 601	5/15/2018	Lost Stolen
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009570)		Rm 601	5/15/2018	Lost Stolen
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009571)		Rm 601	5/15/2018	Lost Stolen
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009572)		Rm 601	5/15/2018	Lost Stolen

5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009573)	Rm 601	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009574)	Rm 601	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009575)	Rm 601	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009576)	Rm 601	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009577)	Rm 601	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009578)	Rm 601	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009579)	Rm 601	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009580)	Rm 601	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009581)	Rm 601	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009582)	Rm 601	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009583)	Rm 601	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009584)	Rm 601	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009585)	Rm 601	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009586)	Rm 601	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009587)	Rm 601	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009588)	Rm 601	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009589)	Rm 601	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009590)	Rm 601	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009591)	Rm 601	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009592)	Rm 601	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009593)	Rm 601	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>

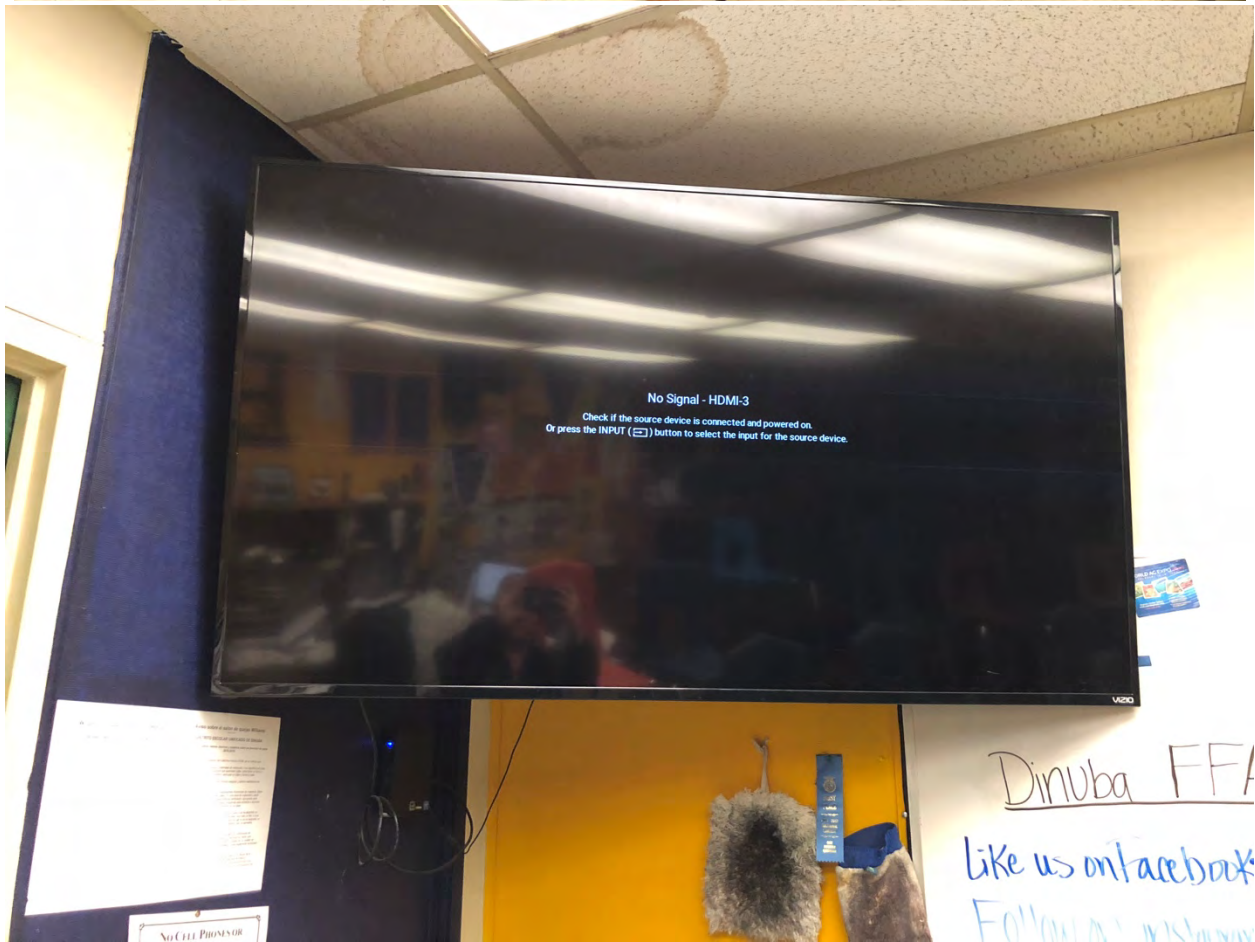
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009594)	Rm 601	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebook C720-2844/NX.SHEAA.004 11.6" Laptop (Item: 00009595)	Rm 601	5/15/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Acer Chromebox CX12-4GKM/ CDW #3747084 (Item: 00017636)	Rm 601	2/21/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Apple iPad w/Retina display, Wi-Fi + Cellular PD517LL/A Tablet (Item: 00005688)	Rm 601	12/29/2015	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	AVerMedia AVerVision F30 P0C7A Document Camera (Item: 50002877)	Dinuba High School Library	8/30/2012	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Conwin SKU: 84601 Dual Split-Second Sizer Inflator (Item: 50003484)	Rm 601	10/3/2017	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Lenovo ThinkPad T470 20JM00BUS/ CDW #4559083 14" Laptop (Item: 00017230)	Rm 601	11/15/2017	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>
5/31/2019	Vizio SmartCast Ultra HD E70-E3 / CDW #4402420 LED Television (Item: 00017640)	Rm 601	5/14/2018	<input type="button" value="Lost"/>	<input type="button" value="Stolen"/>

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Room 601












Room 600



DATE	INTEREST AREA	SAE TYPE	% COMPLETE	REPORT	DELETE
1/11/2018	Animal Systems	✗ Entrepreneurship	100%		✗
1/11/2018	Plant Systems	✗ Entrepreneurship	100%		✗
1/11/2018	Animal Systems	✗ Placement	100%		✗
1/11/2018	Plant Systems	✗ Placement	100%		✗
1/11/2018	Plant Systems	✗ Exploratory	100%		✗
1/11/2018	Leadership, Education & Career Planning	✗ Unpaid Placement	100%		✗
1/11/2018	Plant Systems	✗ Entrepreneurship	100%		✗
1/11/2018	Environmental Systems	✗ Placement	100%		✗
1/11/2018	Plant Systems	✗ Placement	100%		✗
1/11/2018	Plant Systems	✗ Exploratory	100%		✗
1/11/2018	Animal Systems	✗ Entrepreneurship	100%		✗
1/11/2018	Food Products & Processing	✗ Placement	75%	--	✗
1/11/2018	Plant Systems	✗ Unpaid Placement	100%		✗
1/11/2018	Animal Systems	✗ Placement	100%		✗
1/11/2018	Power, Structural & Technical Systems	✗ Placement	100%		✗
1/11/2018	Animal Systems	✗ Placement	100%		✗
1/11/2018	Animal Systems	✗ Entrepreneurship	100%		✗
1/11/2018	Plant Systems	✗ Unpaid Placement	100%		✗
1/11/2018	Plant Systems	✗ Research	100%		✗
1/11/2018	Power, Structural & Technical Systems	✗ Placement	100%		✗
1/11/2018	Environmental Systems	✗ Entrepreneurship	100%		✗
1/11/2018	Plant Systems	✗ Research	100%		✗
1/11/2018	Agribusiness Systems	✗ Placement	100%		✗
1/11/2018	Animal Systems	✗ Placement	100%		✗
1/11/2018	Animal Systems	✗ Entrepreneurship	75%	--	✗
1/11/2018	Animal Systems	✗ Unpaid Placement	75%	--	✗
1/10/2018	Food Products & Processing		50%	--	✗
1/10/2018	Animal Systems	✗ Entrepreneurship	75%	--	✗
1/10/2018	Animal Systems	✗ Placement	75%	--	✗
1/10/2018	Plant Systems	✗ Entrepreneurship	75%	--	✗
1/10/2018	Animal Systems	✗ Entrepreneurship	100%		✗
1/10/2018	Plant Systems		75%	--	✗
1/10/2018	Food Products & Processing	✗ Entrepreneurship	75%	--	✗
1/10/2018	Plant Systems	✗ Entrepreneurship	75%	--	✗
1/10/2018	Plant Systems	✗ Placement	75%	--	✗
1/10/2018	Plant Systems	✗ Entrepreneurship	75%	--	✗
1/10/2018	Plant Systems	✗ Unpaid Placement	75%	--	✗
1/10/2018	Plant Systems	✗ Entrepreneurship	100%		✗
1/10/2018	Animal Systems		75%	--	✗
1/10/2018	Animal Systems	✗ Unpaid Placement	100%		✗
1/10/2018	Plant Systems	✗ Research	75%	--	✗
1/10/2018	Plant Systems	✗ Research	75%	--	✗

DATE	INTEREST AREA	SAE TYPE	% COMPLETE	REPORT	DELETE
1/10/201	Plant Systems	✕ Placement	75%	--	✕
1/10/201	Animal Systems	✕ Entrepreneurship	100%		✕
1/10/201	Natural Resource Systems	✕ Unpaid Placement	75%	--	✕
1/10/201	Environmental Systems	✕ Unpaid Placement	75%	--	✕
1/10/201	Plant Systems	✕ Placement	75%	--	✕
1/10/201	Animal Systems	✕ Unpaid Placement	100%		✕
1/10/201	Animal Systems	✕ Exploratory	100%		✕
1/10/201	Plant Systems	✕ Unpaid Placement	75%	--	✕
1/10/201	Animal Systems	✕ Entrepreneurship	75%	--	✕
1/10/201	Animal Systems	✕ Unpaid Placement	100%		✕
1/10/201	Plant Systems	✕ Exploratory	75%	--	✕
1/10/201	Animal Systems	✕ Entrepreneurship	100%		✕
1/10/201	Plant Systems	✕ Research	100%		✕
1/10/201	Plant Systems	✕ Exploratory	100%		✕
1/10/201	Plant Systems	✕ Entrepreneurship	100%		✕
1/10/201	Leadership, Education & Career Planning	✕ Exploratory	100%		✕
1/10/201	Plant Systems	✕ Placement	100%		✕
1/10/201	Animal Systems	✕ Unpaid Placement	100%		✕
1/10/201	Plant Systems	✕ Unpaid Placement	100%		✕
1/10/201	Plant Systems	✕ Research	100%		✕
1/10/201	Agribusiness Systems	✕ Entrepreneurship	100%		✕
1/10/201	Food Products & Processing	✕ Placement	100%		✕
1/10/201	Animal Systems		50%	--	✕
1/10/201	Animal Systems	✕ Unpaid Placement	100%		✕
1/10/201	Plant Systems	✕ Research	100%		✕
1/10/201	Animal Systems	✕ Exploratory	100%		✕
1/10/201	Animal Systems	✕ Placement	100%		✕
1/10/201	Plant Systems	✕ Research	100%		✕
1/10/201	Animal Systems	✕ Entrepreneurship	100%		✕
1/10/201	Animal Systems	✕ Unpaid Placement	100%		✕
1/10/2018	Plant Systems	✕ Placement	100%		✕
1/10/2018	Agribusiness Systems	✕ Placement	100%		✕
1/10/2018	Animal Systems	✕ Entrepreneurship	100%		✕
1/10/2018	Animal Systems	✕ Entrepreneurship	100%		✕
1/9/2018	Plant Systems	✕ Placement	100%		✕
1/9/2018	Plant Systems	✕ Placement	100%		✕
1/9/2018	Plant Systems	✕ Exploratory	100%		✕
1/9/2018	Agribusiness Systems	✕ Placement	100%		✕
1/9/2018	Plant Systems	✕ Research	100%		✕
1/9/2018	Food Products & Processing	✕ Placement	100%		✕
1/9/2018	Power, Structural & Technical Systems	✕ Placement	100%		✕
1/9/2018	Food Products & Processing	✕ Entrepreneurship	100%		✕

DATE	INTEREST AREA	SAE TYPE	% COMPLETE	REPORT	DELETE
1/9/2018	Plant Systems	Entrepreneurship	100%		
1/9/2018	Plant Systems	Placement	100%		
1/9/2018	Food Products & Processing	Placement	100%		
1/9/2018	Plant Systems	Exploratory	100%		
1/9/2018	Natural Resource Systems	Placement	100%		
1/9/2018	Plant Systems	Entrepreneurship	100%		
1/9/2018	Plant Systems	Research	100%		
1/9/2018	Animal Systems	Exploratory	100%		
1/9/2018	Plant Systems	Research	100%		
1/9/2018	Animal Systems	Placement	100%		
1/9/2018	Plant Systems	Placement	100%		
1/9/2018	Animal Systems	Exploratory	100%		
1/9/2018	Animal Systems	Unpaid Placement	100%		
1/9/2018	Power, Structural & Technical Systems	Unpaid Placement	100%		
1/9/2018	Environmental Systems	Placement	100%		
1/9/2018	Agribusiness Systems	Placement	100%		
1/9/2018	Food Products & Processing	Unpaid Placement	100%		
12/19/2017	Plant Systems	Research	100%		
12/4/2017	Plant Systems	Entrepreneurship	75%	--	
12/4/2017	Plant Systems	Entrepreneurship	75%	--	
12/4/2017	Animal Systems	Exploratory	75%	--	
12/4/2017	Animal Systems	Placement	75%	--	
12/4/2017	Plant Systems	Unpaid Placement	100%		
11/29/2017	Animal Systems	Placement	100%		
11/29/2017	Natural Resource Systems	Entrepreneurship	100%		
11/29/2017	Animal Systems	Entrepreneurship	100%		
11/29/2017	Plant Systems	Entrepreneurship	100%		
11/29/2017	Animal Systems	Entrepreneurship	100%		
11/29/2017	Animal Systems	Entrepreneurship	100%		
11/29/2017	Leadership, Education & Career Planning	Entrepreneurship	100%		
11/29/2017	Agribusiness Systems	Placement	100%		
11/29/2017	Animal Systems	Entrepreneurship	100%		
11/29/2017	Food Products & Processing	Placement	100%		
11/29/2017	Animal Systems	Entrepreneurship	100%		
11/29/2017	Animal Systems	Entrepreneurship	75%	--	
11/29/2017	Plant Systems	Placement	100%		
11/29/2017	Plant Systems	Entrepreneurship	100%		
11/29/2017	Plant Systems	Placement	100%		
11/29/2017	Food Products & Processing	Entrepreneurship	100%		
11/29/2017	Plant Systems	Exploratory	100%		
11/29/2017	Plant Systems	Research	100%		
11/29/2017	Animal Systems	Exploratory	100%		

DATE	INTEREST AREA	SAE TYPE	% COMPLETE	REPORT	DELETE
11/29/2017	Plant Systems	✕ Entrepreneurship	100%		✕
11/29/2017	Animal Systems	✕ Placement	100%		✕
11/29/2017	Animal Systems	✕ Entrepreneurship	100%		✕
11/29/2017	Animal Systems	✕ Placement	100%		✕
11/28/2017	Animal Systems	✕ Entrepreneurship	75%	--	✕
11/28/2017	Animal Systems	✕ Entrepreneurship	100%		✕
11/28/2017	Power, Structural & Technical Systems	✕ Placement	100%		✕
11/28/2017	Animal Systems	✕ Placement	100%		✕
11/28/2017	Animal Systems	✕ Placement	100%		✕
11/28/2017	Animal Systems	✕ Placement	100%		✕
11/28/2017	Animal Systems	✕ Placement	100%		✕
11/28/2017	Animal Systems	✕ Placement	100%		✕
11/28/2017	Plant Systems	✕ Entrepreneurship	100%		✕
11/28/2017	Animal Systems	✕ Entrepreneurship	100%		✕
11/28/2017	Natural Resource Systems	✕ Entrepreneurship	100%		✕
11/28/2017	Animal Systems	✕ Entrepreneurship	100%		✕
11/28/2017	Agribusiness Systems	✕ Placement	100%		✕
11/28/2017	Animal Systems	✕ Entrepreneurship	100%		✕
11/28/2017	Plant Systems	✕ Entrepreneurship	100%		✕
11/28/2017	Plant Systems	✕ Placement	100%		✕
11/28/2017	Power, Structural & Technical Systems	✕ Placement	100%		✕
11/28/2017	Plant Systems	✕ Placement	100%		✕
11/28/2017	Animal Systems	✕ Entrepreneurship	100%		✕
11/28/2017	Plant Systems	✕ Entrepreneurship	100%		✕
11/28/2017	Agribusiness Systems	✕ Placement	100%		✕
11/28/2017	Animal Systems	✕ Placement	100%		✕
11/28/2017	Animal Systems	✕ Placement	100%		✕

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Welcome,
Dinuba



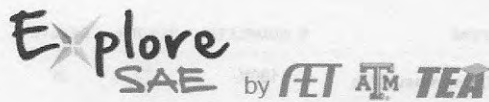
My SAE Explorer Assessments

Start New Experience

EDIT	DATE	INTEREST AREA	SAE TYPE	% COMPLETE	REPORT	SHARE RESULTS
	1/10/2018	Leadership, Education & Career Planning	Exploratory	100%		

SAE Explorer Statistics

	DINUBA Total: 156	CALIFORNIA Total: 15838	NATION Total: 71750
SAE TYPE	<ul style="list-style-type: none"> Placement Research Entrepreneurship Exploratory 	<ul style="list-style-type: none"> Entrepreneurship Exploratory Research Placement 	<ul style="list-style-type: none"> Placement Research Entrepreneurship Exploratory
AVAILABLE TIME PER WEEK	<ul style="list-style-type: none"> 3-6 Hours 6-10 Hours 10-20 Hours Over 20 Hours 	<ul style="list-style-type: none"> 3-6 Hours 6-10 Hours 10-20 Hours Over 20 Hours 	<ul style="list-style-type: none"> 3-6 Hours 6-10 Hours 10-20 Hours Over 20 Hours
INTEREST AREA	<ol style="list-style-type: none"> Animal Systems - 38.75% Plant Systems - 38.75% Food Products & Processing - 6.88% Agribusiness Systems - 5.00% Power, Structural & Technical Systems - 3.75% Natural Resource Systems - 2.50% Environmental Systems - 2.50% Leadership, Education & Career Planning - 1.88% 	<ol style="list-style-type: none"> Animal Systems - 44.67% Plant Systems - 14.25% Power, Structural & Technical Systems - 13.87% Leadership, Education & Career Planning - 8.60% Food Products & Processing - 7.69% Agribusiness Systems - 5.00% Environmental Systems - 3.87% Natural Resource Systems - 2.05% 	<ol style="list-style-type: none"> Animal Systems - 48.22% Power, Structural & Technical Systems - 15.85% Plant Systems - 8.87% Leadership, Education & Career Planning - 8.84% Food Products & Processing - 6.02% Agribusiness Systems - 5.40% Environmental Systems - 3.92% Natural Resource Systems - 2.88%



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SAE Explorer

Welcome Dinuba



Date Range: 6/1/2017 to 9/22/2018

SAE Explorer Statistics

	DINUBA Total: 156	CALIFORNIA Total: 7145	NATION Total: 27891
SAE TYPE	<ul style="list-style-type: none"> Placement Research Entrepreneurship Exploratory 	<ul style="list-style-type: none"> Entrepreneurship Exploratory Research Placement 	<ul style="list-style-type: none"> Placement Research Entrepreneurship Exploratory
AVAILABLE TIME PER WEEK	<ul style="list-style-type: none"> 3-6 Hours 6-10 Hours 10-20 Hours Over 20 Hours 	<ul style="list-style-type: none"> 3-6 Hours 6-10 Hours 10-20 Hours Over 20 Hours 	<ul style="list-style-type: none"> 3-6 Hours 6-10 Hours 10-20 Hours Over 20 Hours
INTEREST AREA	<ol style="list-style-type: none"> Animal Systems - 38.75% Plant Systems - 38.75% Food Products & Processing - 6.88% Agribusiness Systems - 5.00% Power, Structural & Technical Systems - 3.75% Natural Resource Systems - 2.50% Environmental Systems - 2.50% Leadership, Education & Career Planning - 1.88% 	<ol style="list-style-type: none"> Animal Systems - 45.40% Plant Systems - 15.86% Power, Structural & Technical Systems - 12.38% Food Products & Processing - 7.97% Leadership, Education & Career Planning - 7.76% Agribusiness Systems - 4.83% Environmental Systems - 3.89% Natural Resource Systems - 1.92% 	<ol style="list-style-type: none"> Animal Systems - 47.87% Power, Structural & Technical Systems - 16.38% Plant Systems - 9.66% Leadership, Education & Career Planning - 8.16% Food Products & Processing - 6.06% Agribusiness Systems - 5.44% Environmental Systems - 3.86% Natural Resource Systems - 2.57%



























Student SAE Assessments

DATE	INTEREST AREA	SAE TYPE	% COMPLETE	REPORT	DELETE
1/12/2018	Animal Systems	Exploratory	100%		
1/12/2018	Food Products & Processing	Placement	100%		
1/12/2018	Plant Systems	Research	100%		
1/12/2018	Plant Systems	Placement	100%		
1/11/2018	Plant Systems	Entrepreneurship	100%		
1/11/2018	Animal Systems	Entrepreneurship	100%		
1/11/2018	Animal Systems	Entrepreneurship	75%	--	

DATE	INTEREST AREA	SAE TYPE	% COMPLETE	REPORT	DELETE
1/11/2018	Animal Systems	✗ Entrepreneurship	100%		✗
1/11/2018	Plant Systems	✗ Entrepreneurship	100%		✗
1/11/2018	z Animal Systems	✗ Placement	100%		✗
1/11/2018	Plant Systems	✗ Placement	100%		✗
1/11/2018	Plant Systems	✗ Exploratory	100%		✗
1/11/2018	Leadership, Education & Career Planning	✗ Unpaid Placement	100%		✗
1/11/2018	Plant Systems	✗ Entrepreneurship	100%		✗
1/11/2018	alez Environmental Systems	✗ Placement	100%		✗
1/11/2018	Plant Systems	✗ Placement	100%		✗
1/11/2018	Plant Systems	✗ Exploratory	100%		✗
1/11/2018	z Animal Systems	✗ Entrepreneurship	100%		✗
1/11/2018	Food Products & Processing	✗ Placement	75%	--	✗
1/11/2018	Plant Systems	✗ Unpaid Placement	100%		✗
1/11/2018	Animal Systems	✗ Placement	100%		✗
1/11/2018	Power, Structural & Technical Systems	✗ Placement	100%		✗
1/11/2018	Animal Systems	✗ Placement	100%		✗
1/11/2018	Animal Systems	✗ Entrepreneurship	100%		✗
1/11/2018	Plant Systems	✗ Unpaid Placement	100%		✗
1/11/2018	Plant Systems	✗ Research	100%		✗
1/11/2018	Power, Structural & Technical Systems	✗ Placement	100%		✗
1/11/2018	Environmental Systems	✗ Entrepreneurship	100%		✗
1/11/2018	Plant Systems	✗ Research	100%		✗
1/11/2018	Agribusiness Systems	✗ Placement	100%		✗
1/11/2018	Animal Systems	✗ Placement	100%		✗
1/11/2018	Animal Systems	✗ Entrepreneurship	75%	--	✗
1/11/2018	Animal Systems	✗ Unpaid Placement	75%	--	✗
1/10/2018	Food Products & Processing		50%	--	✗
1/10/2018	Animal Systems	✗ Entrepreneurship	75%	--	✗
1/10/2018	Animal Systems	✗ Placement	75%	--	✗
1/10/2018	Plant Systems	✗ Entrepreneurship	75%	--	✗
1/10/2018	Animal Systems	✗ Entrepreneurship	100%		✗
1/10/2018	Plant Systems		75%	--	✗
1/10/2018	Food Products & Processing	✗ Entrepreneurship	75%	--	✗
1/10/2018	Plant Systems	✗ Entrepreneurship	75%	--	✗
1/10/2018	Plant Systems	✗ Placement	75%	--	✗
1/10/2018	Plant Systems	✗ Entrepreneurship	75%	--	✗
1/10/2018	Plant Systems	✗ Unpaid Placement	75%	--	✗
1/10/2018	Plant Systems	✗ Entrepreneurship	100%		✗
1/10/2018	Animal Systems		75%	--	✗
1/10/2018	Animal Systems	✗ Unpaid Placement	100%		✗
1/10/2018	Plant Systems	✗ Research	75%	--	✗
1/10/2018	Plant Systems	✗ Research	75%	--	✗

DATE	INTEREST AREA	SAE TYPE	% COMPLETE	REPORT	DELETE
1/10/201	Plant Systems	Placement	75%	--	X
1/10/201	Animal Systems	Entrepreneurship	100%		X
1/10/201	Natural Resource Systems	Unpaid Placement	75%	--	X
1/10/201	Environmental Systems	Unpaid Placement	75%	--	X
1/10/201	Plant Systems	Placement	75%	--	X
1/10/201	Animal Systems	Unpaid Placement	100%		X
1/10/201	Animal Systems	Exploratory	100%		X
1/10/201	Plant Systems	Unpaid Placement	75%	--	X
1/10/201	Animal Systems	Entrepreneurship	75%	--	X
1/10/201	Animal Systems	Unpaid Placement	100%		X
1/10/201	Plant Systems	Exploratory	75%	--	X
1/10/201	Animal Systems	Entrepreneurship	100%		X
1/10/201	Plant Systems	Research	100%		X
1/10/201	Plant Systems	Exploratory	100%		X
1/10/201	Plant Systems	Entrepreneurship	100%		X
1/10/201	Leadership, Education & Career Planning	Exploratory	100%		X
1/10/201	Plant Systems	Placement	100%		X
1/10/201	Animal Systems	Unpaid Placement	100%		X
1/10/201	Plant Systems	Unpaid Placement	100%		X
1/10/201	Plant Systems	Research	100%		X
1/10/201	Agribusiness Systems	Entrepreneurship	100%		X
1/10/201	Food Products & Processing	Placement	100%		X
1/10/201	Animal Systems		50%	--	X
1/10/201	Animal Systems	Unpaid Placement	100%		X
1/10/201	Plant Systems	Research	100%		X
1/10/201	Animal Systems	Exploratory	100%		X
1/10/201	Animal Systems	Placement	100%		X
1/10/201	Plant Systems	Research	100%		X
1/10/201	Animal Systems	Entrepreneurship	100%		X
1/10/201	Animal Systems	Unpaid Placement	100%		X
1/10/2018	Plant Systems	Placement	100%		X
1/10/2018	Agribusiness Systems	Placement	100%		X
1/10/2018	Animal Systems	Entrepreneurship	100%		X
1/10/2018	Animal Systems	Entrepreneurship	100%		X
1/9/2018	Plant Systems	Placement	100%		X
1/9/2018	Plant Systems	Placement	100%		X
1/9/2018	Plant Systems	Exploratory	100%		X
1/9/2018	Agribusiness Systems	Placement	100%		X
1/9/2018	Plant Systems	Research	100%		X
1/9/2018	Food Products & Processing	Placement	100%		X
1/9/2018	Power, Structural & Technical Systems	Placement	100%		X
1/9/2018	Food Products & Processing	Entrepreneurship	100%		X

DATE	INTEREST AREA	SAE TYPE	% COMPLETE	REPORT	DELETE
1/9/2018	Plant Systems	Entrepreneurship	100%		
1/9/2018	Plant Systems	Placement	100%		
1/9/2018	Food Products & Processing	Placement	100%		
1/9/2018	Plant Systems	Exploratory	100%		
1/9/2018	Natural Resource Systems	Placement	100%		
1/9/2018	Plant Systems	Entrepreneurship	100%		
1/9/2018	Plant Systems	Research	100%		
1/9/2018	Animal Systems	Exploratory	100%		
1/9/2018	Plant Systems	Research	100%		
1/9/2018	Animal Systems	Placement	100%		
1/9/2018	Plant Systems	Placement	100%		
1/9/2018	Animal Systems	Exploratory	100%		
1/9/2018	Animal Systems	Unpaid Placement	100%		
1/9/2018	Power, Structural & Technical Systems	Unpaid Placement	100%		
1/9/2018	Environmental Systems	Placement	100%		
1/9/2018	Agribusiness Systems	Placement	100%		
1/9/2018	Food Products & Processing	Unpaid Placement	100%		
12/19/2017	Plant Systems	Research	100%		
12/4/2017	Plant Systems	Entrepreneurship	75%	--	
12/4/2017	Plant Systems	Entrepreneurship	75%	--	
12/4/2017	Animal Systems	Exploratory	75%	--	
12/4/2017	Animal Systems	Placement	75%	--	
12/4/2017	Plant Systems	Unpaid Placement	100%		
11/29/2017	Animal Systems	Placement	100%		
11/29/2017	Natural Resource Systems	Entrepreneurship	100%		
11/29/2017	Animal Systems	Entrepreneurship	100%		
11/29/2017	Plant Systems	Entrepreneurship	100%		
11/29/2017	Animal Systems	Entrepreneurship	100%		
11/29/2017	Animal Systems	Entrepreneurship	100%		
11/29/2017	Leadership, Education & Career Planning	Entrepreneurship	100%		
11/29/2017	Agribusiness Systems	Placement	100%		
11/29/2017	Animal Systems	Entrepreneurship	100%		
11/29/2017	Food Products & Processing	Placement	100%		
11/29/2017	Animal Systems	Entrepreneurship	100%		
11/29/2017	Animal Systems	Entrepreneurship	75%	--	
11/29/2017	Plant Systems	Placement	100%		
11/29/2017	Plant Systems	Entrepreneurship	100%		
11/29/2017	Plant Systems	Placement	100%		
11/29/2017	Food Products & Processing	Entrepreneurship	100%		
11/29/2017	Plant Systems	Exploratory	100%		
11/29/2017	Plant Systems	Research	100%		
11/29/2017	Animal Systems	Exploratory	100%		

DATE	INTEREST AREA	SAE TYPE	% COMPLETE	REPORT	DELETE
11/29/2017	Plant Systems	✕ Entrepreneurship	100%		✕
11/29/2017	Animal Systems	✕ Placement	100%		✕
11/29/2017	Animal Systems	✕ Entrepreneurship	100%		✕
11/29/2017	Animal Systems	✕ Placement	100%		✕
11/28/2017	Animal Systems	✕ Entrepreneurship	75%	--	✕
11/28/2017	Animal Systems	✕ Entrepreneurship	100%		✕
11/28/2017	Power, Structural & Technical Systems	✕ Placement	100%		✕
11/28/2017	Animal Systems	✕ Placement	100%		✕
11/28/2017	Animal Systems	✕ Placement	100%		✕
11/28/2017	Animal Systems	✕ Placement	100%		✕
11/28/2017	Animal Systems	✕ Placement	100%		✕
11/28/2017	Animal Systems	✕ Placement	100%		✕
11/28/2017	Plant Systems	✕ Entrepreneurship	100%		✕
11/28/2017	Animal Systems	✕ Entrepreneurship	100%		✕
11/28/2017	Natural Resource Systems	✕ Entrepreneurship	100%		✕
11/28/2017	Animal Systems	✕ Entrepreneurship	100%		✕
11/28/2017	Agribusiness Systems	✕ Placement	100%		✕
11/28/2017	Animal Systems	✕ Entrepreneurship	100%		✕
11/28/2017	Plant Systems	✕ Entrepreneurship	100%		✕
11/28/2017	Plant Systems	✕ Placement	100%		✕
11/28/2017	Power, Structural & Technical Systems	✕ Placement	100%		✕
11/28/2017	Plant Systems	✕ Placement	100%		✕
11/28/2017	Animal Systems	✕ Entrepreneurship	100%		✕
11/28/2017	Plant Systems	✕ Entrepreneurship	100%		✕
11/28/2017	Agribusiness Systems	✕ Placement	100%		✕
11/28/2017	Animal Systems	✕ Placement	100%		✕
11/28/2017	Animal Systems	✕ Placement	100%		✕

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Dinuba

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[Sign Off](#)

Cash/Checking: \$-400

Current/Projects: \$400

Non-Current: \$0

Liabilities: \$0

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0 Unread Assessments

Project/Experience Manager (SAE)

Settings / Planning (#1)		Records (#2)			Reflection (#3)		
Settings (Active, Setup, Location)	Start Yr - Name / Type	Planning (SAE Plan, Budget)	Financial Entries	Journal Entries	Files / Photos	Current Value	Year-end Tools (Annual Review, Ending Inv., Usage, SCK, Report)
	2018 Beg.- 2018 Market Lamb EN - Sheep		5	23	0	\$395.00	
	2018 Beg.- J.J Plant Sale EN - Nursery Operations		1	1	0	\$5.00	
GRAND TOTAL			6	24	0	\$400 0 hrs	



- Dinuba Job
- Chapter Account
- Inbox
- Calendar
- Portfolio
- Scoreboard
- Sign Off

Cash/Checking: \$2,401
 Current/Projects: \$0
 Non-Current: \$0
 Liabilities: \$0

- Student Help
- Teacher Help
- AET Classroom
- Ask AET a Question

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Project/Experience Manager (SAE)

Settings / Planning (#1)		Records (#2)			Reflection (#3)			
Settings (Active, Setup, Location)	Start Yr - Name / Type	Planning (SAE Plan, Budget)	Financial Entries	Journal Entries	Files / Photos	Current Value?	Year-end Tools? (Annual Review, Ending Inv., Usage, SCK, Report)	
	2017 Beg.- 2017 Greenhouse Manager PL - Nursery Operations		1	0	0	\$1,410.00		
	2019 Greenhouse Manager PL - Nursery Operations		0	14	0	\$0.00		
	2018 Beg.- packing house PL - Food Service		1	0	0	\$245.30		
	2018 Beg.- 2018 Greenhouse Manager PL - Nursery Operations		5	119	0	\$658.00		
	2018 Beg.- JJ plant sale EN - Nursery Operations		2	19	0	\$0.00		
GRAND TOTAL							\$2,313 0 hrs	

Course Descriptions

AGRICULTURE

Ag Biology

Grade: 10-12

Prerequisite: Integrated Science/Intro to Ag recommended

Agricultural Biology is a laboratory science course that emphasizes detailed knowledge of the biological principles of the following areas: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, physiology, plant and animal diversity and principles of classification, ecological relationships, and animal behavior. This class meets the life science requirement for graduation as well as lab science for college admission.

Ag Leadership

Grade: 11-12

Prerequisite: 2 yrs. in Ag. Program or teacher permission

Leadership will focus on advanced agricultural topics and issues as well as individual training for agricultural careers and technology. Students will develop leadership skills through planning, executing community development events, speaking and job interviewing.

Ag & Natural Resources

Grade: 10-12

Prerequisite: Ag Biology

This course is designed to provide the student with theories and principles related to Agriculture and Natural Resources. Students will learn about the science in natural resources, conservation, soil, water, wildlife classification and habitat, forest species, air pollution, land quality, weather and climate, environmental impact on mineral use, sustainable agriculture system and waste management. This course is intended to successfully prepare students who plan on majoring in agriculture and natural resources at a four-year university.

Ag Mechanics

Grade: 9-12

Prerequisite: None

This course is designed to allow the student to learn many different skills related to the Agriculture Mechanics industry. The course will introduce the student to different careers, safety and hazards related to this industry. The course will cover different areas of the agriculture mechanic, including the following: Small Engines, plumbing, electricity, masonry, concrete, hand tools, fasteners, layout tools and procedures, measurements, math, tractor maintenance and operations.

Environmental Horticulture

Grade: 11-12

Prerequisite: Ag Biology preferred

This class will provide the student with theories and principles related to environmental horticulture science. It will also develop skills needed for employment or continuing education in the field of nursery production, landscape maintenance, greenhouse production, ornamental horticulture. Plant care, reproduction, indoor and outdoor plant identification, lawns and ground cover, irrigation, fertilization and other topics are covered. The course is rigorous and involves advanced laboratory activities. It meets the g requirement for college admission.

Floriculture

Grade: 10-12

Prerequisite: Previous Ag Class or with teacher permission

This is an introduction to floral design. Students will explore elements and principles of design, two and three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday, and occasional designs and propagation. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. This course meets the visual art requirement for graduation and college admission. This class is a dual enrollment course with Reedley College.

Introduction to Agriculture

Grade: 9-12

Prerequisites: None

This class is designed as an orientation/introduction to California Agriculture and the FFA program. Course of study includes animal and plant science, production agriculture, nursery technology, forestry and wildlife. A major emphasis is placed upon FFA participation.

Landscape Design

Grade:10-12

Prerequisite: Previous Ag. Class

This course will entertain the possibilities of a career in the Landscape Industry, in such areas as Landscape Architecture, Landscape Construction/Contracting, and Landscape Maintenance. Areas to be covered include site evaluation, plant identification, design, implementation and basic knowledge of Design and Plant Science.

Veterinary Science

Grade: 10-12

Prerequisite: Ag Biology or Biology or teacher approval.

This course will provide the student with practical knowledge, and the theories and principles related to veterinary science. This course is intended to successfully prepare those students who plan on majoring in agricultural or animal science at a four-year university. This class meet "g" requirement for college admission.

(/dashboard)

2018-19 A-G Course List

menu

▲ Hide advanced search

Filters applied **✕** Reset filters

Course ownership

All District courses

✓ School courses

Expiring online courses

✓ All courses

Expiring 2018-19

all a b c d e f g

2018-19 2017-18 2016-17 2015-16

School owned course District owned course

All subject areas by course title

Title	Transcript Abbreviation(s)	Course Details
Advanced Band P () f Music	Adv Band P	Classroom-based
Advanced Floral Design () f Visual Arts	adv floral	Classroom-based
Advanced Guitar () f Music	Adv Guitar	Classroom-based
Advanced Women's Choir () f Music	Advanced Women's Choir / 5036	Classroom-based
Agricultural Biology () d Biology / Life Sciences	Ag Biology P / 1035 Ag Biology / 1035	Classroom-based
Agricultural Mechanics () g Interdisciplinary	Ag Mechanics	Classroom-based
American Government P () a Civics / American Government	Am Govt/Econ P / 6585 Am Govt/Econ P Sheltered Government/Economics / 2935 American Government P / 6598	Classroom-based
Animal Science () d Biology / Life Sciences	Animal Sci	Classroom-based
AP Biology () <i>Adopted from: The College Board Advanced Placement Program</i> d Biology / Life Sciences	Biology AP AP Biology	★ UC Honors Classroom-based




Title	Transcript Abbreviation(s)	Course Details
AP Calculus AB () <i>Adopted from: The College Board Advanced Placement Program</i> c Calculus	Calculus AP / 4950 AP Calc AB Calculus AB AP / 4950	★ UC Honors Classroom-based
AP English Language and Composition () <i>Adopted from: The College Board Advanced Placement Program</i> b English	AP Eng Lang/Comp Eng Lang/Comp AP	★ UC Honors Classroom-based
AP English Literature and Composition () <i>Adopted from: The College Board Advanced Placement Program</i> b English	Eng Lang/Comp AP AP Eng Lit/Comp	★ UC Honors Classroom-based
AP Environmental Science () <i>Adopted from: The College Board Advanced Placement Program</i> d Interdisciplinary Sciences	AP Env Sci / 6050	★ UC Honors Classroom-based
AP European History () <i>Adopted from: The College Board Advanced Placement Program</i> a World History / Cultures / Historical Geography	AP Eur Hist / 6654	★ UC Honors Classroom-based
AP French Language and Culture () <i>Adopted from: The College Board Advanced Placement Program</i> e LOTE Level 4+	AP French / 3120 AP French Lang AP French III P / 3120 French III AP / 3120	★ UC Honors Classroom-based
AP Psychology () <i>Adopted from: The College Board Advanced Placement Program</i> g History / Social Science	AP Psychology / 6700 AP Psych / 6700	★ UC Honors Classroom-based
AP Spanish Language and Culture () <i>Adopted from: The College Board Advanced Placement Program</i> e LOTE Level 4+	AP Span Lang AP Spanish III H / 3021 Span Lang/Comp AP AP Spanish / 3021	★ UC Honors Classroom-based
AP Spanish Literature and Culture () <i>Adopted from: The College Board Advanced Placement Program</i> e LOTE Level 4+	AP Spanish Lit/Culture / 3022	★ UC Honors Classroom-based
AP Statistics () <i>Adopted from: The College Board Advanced Placement Program</i> c Statistics	AP Statistics / 4915	★ UC Honors Classroom-based
AP United States History () <i>Adopted from: The College Board Advanced Placement Program</i> a U.S. History	AP US History / 6574	★ UC Honors Classroom-based
Architecture & Design I () f Visual Arts	ArchDsgn I Construction Management 3B	Classroom-based
Art I P () f Visual Arts	Art I / 1535 Art I P / 1535	Classroom-based

Title	Transcript Abbreviation(s)	Course Details
Art II P () f Visual Arts	Art II P / 1540 Art 2 / 1540	Classroom-based
Aviation () <i>Adopted from: Valley ROP</i> g Interdisciplinary	Aviation Maint Tch/Flight Science	Classroom-based
AVID 10 () <i>Adopted from: AVID - Advancement Via Individual Determination</i> g Interdisciplinary	AVID 10 / 2491 AVID II / 2491	Classroom-based
AVID 11 () <i>Adopted from: AVID - Advancement Via Individual Determination</i> g Interdisciplinary	AVID 11 / 2492 AVID III / 2492	Classroom-based
AVID 12 () <i>Adopted from: AVID - Advancement Via Individual Determination</i> g Interdisciplinary	AVID Sr Seminar P / 2493 AVID 12 / 2493	Classroom-based
AVID 9 () <i>Adopted from: AVID - Advancement Via Individual Determination</i> g Interdisciplinary	AVID 9 / 2490 AVID I / 2490	Classroom-based
Beginning Guitar () f Music	Guitar	Classroom-based
Biology P () d Biology / Life Sciences	Biology P / 6032 Biology P Sheltered Biology P / 6021 Biology P / 6030	Classroom-based
Biotechnology () d Interdisciplinary Sciences	Biotechnology / 2497	Classroom-based
BITA 1 - Foundation of Residential and Commercial Construction () <i>Adopted from: Building Industry Technology Academy</i> g Interdisciplinary	Construction Management 2 / 4104	Classroom-based
BITA 2 - Study of Modern Craftsmanship and Infrastructure () <i>Adopted from: Building Industry Technology Academy</i> g Visual & Performing Arts	Construction Management 3A / 4105	Classroom-based
BITA 3 - Energy Efficiency and Advance Construction Techniques () <i>Adopted from: Building Industry Technology Academy</i> g Interdisciplinary	Construction Management 4A / 4107 Construction Management 4B / 4108	Classroom-based
Ceramics I () f Visual Arts	Ceramics	Classroom-based
Certified Nursing Assistant () <i>Adopted from: Valley ROP</i> g Interdisciplinary	Pre CNA	Classroom-based

Title	Transcript Abbreviation(s)	Course Details
Chemistry P () d Chemistry	Honors Chemistry P / 6046 Chemistry P Honors Chemistry P / 6043 Sheltered Chemistry P / 6023	Classroom-based
Concert Choir P () f Music	Con Choir P	Classroom-based
Criminal Justice ROP () <i>Adopted from: Valley ROP</i> g Interdisciplinary	Criminal Justice ROP / 6911	Classroom-based
CSU Expository Reading and Writing () <i>Adopted from: California State University (CSU) Early Assessment Program (EAP)</i> b English	English 12P ERWC / 2620	Classroom-based
Digital Photography () <i>Adopted from: Valley ROP</i> f Visual Arts	Photography	Classroom-based
Drama P () f Theater	Drama Drama I P / 2600	Classroom-based
Drama Production P () f Theater	Drama Production P	Classroom-based
Economics P () g History / Social Science	Economics P / 6599	Classroom-based
English 10 P () b English	Honors English 10H / 2730 English 10P / 2512 English 10 P	Classroom-based
English 11 P () b English	English 11 P	Classroom-based
English 12 P () b English	English 12 P	Classroom-based
English 9 P () b English	English 9 P / 2505 Sheltered English 9P / 2502 English 9 P English 9 P / 2504 Honors English 9 H / 2720	Classroom-based
French I P () e LOTE Level 1	French I P	Classroom-based
French II P () e LOTE Level 2	French II P	Classroom-based
French III P () e LOTE Level 3	French III P	Classroom-based

Title	Transcript Abbreviation(s)	Course Details
Honors English 10 H () b English	Honors English 10 H / 2730	★ UC Honors Classroom-based
Honors World History P () a World History / Cultures / Historical Geography	Honors World History P / 6653	★ UC Honors Classroom-based
Integrated Math 3A and 3B () <i>Adopted from: Cyber High</i> c Mathematics III	Integrated Math 3 A Integrated Math 3 B	Online-based UC approved through 2020-21
Integrated Science () g Laboratory Science – Integrated Science	Integrated Science / 6010	Classroom-based
Intermediate Band () f Music	Intermediate Band	Classroom-based
Intermediate ELD 3 () b English as a Second Language (ESL) / English Language Development (ELD)	Intermediate ELD 3 / 2980	Classroom-based
Jazz Band P () f Music	Jazz Band P	Classroom-based
Madrigals P () f Music	Madrigals P	Classroom-based
Math 1 () c Mathematics I	Integrated Math 1 / 4751 Integrated Math 1 Honors / 4770 Integrated Math 1 / 4752 Math 1 / 4751 Honors Math 1 / 4770	Classroom-based
Math 2 () c Mathematics II	Integrated Math 2 / 4762 Integrated Math 2 Honors / 4771 Math 2 / 4762 Honors Math 2 / 4771	Classroom-based
Math 3 () c Mathematics III	Integrated Mathematics 3 / 4763 Integrated Mathematics 3 Honors / 4764 Math 3 / 4763 Honors Math 3 / 4764	Classroom-based
Mexican American Heritage P () g History / Social Science	Mex/Amer Heritage Mexican/Amer Heritage P / 6591 MEX/AMER HERITAGE / 6591	Classroom-based
Mixed Choir P () f Music	Mixed Choir Men/Women Choir P / 5020 MIXED CHORUS / 5020 Men's Choir / 5025 Women's Choir / 5035	Classroom-based
Ornamental Horticulture () d Biology / Life Sciences	OH	Classroom-based

Title	Transcript Abbreviation(s)	Course Details
Principles of Engineering () <i>Adopted from: Project Lead the Way (PLTW)</i> g Interdisciplinary	Engineering 3B / 4204 Advanced Engineering	Classroom-based
Psychology P () g History / Social Science	Psychology P / 2635	Classroom-based
ROP - Careers with Children () <i>Adopted from: Valley ROP</i> g Interdisciplinary	Careers with Children 1	Classroom-based
ROP - Criminal Scene Investigation (CSI) () <i>Adopted from: Valley ROP</i> g Interdisciplinary	Crime Scene Invest.	Classroom-based
Social Issues Through Film () g History / Social Science	Social Issues Through Film / 6593	Classroom-based
Sociology () g History / Social Science	Sociology / 6597	Classroom-based
Spanish I for Native Speakers () e LOTE Level 1	Spanish I P NS / 3001	Classroom-based
Spanish I P () e LOTE Level 1	Spanish I P	Classroom-based
Spanish II for Native Speakers () e LOTE Level 2	Spanish I/II P SPAN I/II NS P / 3005 Spanish II NS P / 3002	Classroom-based
Spanish II P () e LOTE Level 2	Spanish II P	Classroom-based
Spanish III P () e LOTE Level 3	Spanish III P	Classroom-based
Sports Medicine () d Biology / Life Sciences	Sports Med & Anatomy / 2499 Sports Anatomy & Physiology / 2499	Classroom-based
The Art History of Floral Design () f Visual Arts	Floriculture / 1055	Classroom-based
The Art of Engineering Design with SolidWorks () <i>Adopted from: California Partnership Academies (CPA)</i> f Interdisciplinary Arts	Intro to Engineering Engineering 3 A	Classroom-based
U.S. History P () a U.S. History	U.S. History P Sheltered U.S. History / 2930	Classroom-based
Urban-Rural Fire Fighting () <i>Adopted from: Valley ROP</i> g Interdisciplinary	Urban/Rural Fire	Classroom-based
Veterinary Science () d Biology / Life Sciences	Veterinary Science / 1015	Classroom-based

Title	Transcript Abbreviation(s)	Course Details
Web Design & Computer Graphics () f Visual Arts	Web Design & Graphics / 2075	Classroom-based 
World Geography P () a World History / Cultures / Historical Geography	World Geography P / 6655	Classroom-based 
World History P () a World History / Cultures / Historical Geography	World History P / 6651 Honors World History P / 6653 Sheltered World History / 2940 World History P	Classroom-based 

2. Leadership and Citizen Development

Quality Criterion 2A- FFA Chapter

The Dinuba FFA chapter was chartered on March 1, 1937, which is a part of the California State FFA Association and National FFA Organization. The chapter number is CA0059. The original charter document is located in the agriculture office, although it tattered and reconstructed in a frame.

Example: Picture of charter

Quality Criterion 2B- Program of Activities

The Dinuba FFA Program of Activities is updated each year by the current chapter officers, overseen by the Vice President. This resource is developed each year with information for our students, staff, administration and community about our program and opportunities. The POA covered information about the teachers, department, courses, activities calendar, contracts, budgets, constitution and bylaws of the organization. After each officer planning retreat, officers review the activities, budget, and revise this document.

The Dinuba FFA POA traditionally has the president's welcome message, activities list, and a few minor updates done each year. In the 2017-2018 school year, the chapter Vice President and an advisor updated, reformatted, and added additional components to meet the guidelines set out in the curricular code. This has transitioned this resource into a more meaningful, complete and comprehensive document that can guide students, staff and the community members through the program. The 2018-2019 Vice President is tasked with improving the POA this year. A task list with deadlines is given to the officer to complete.

Example: POA

Quality Criterion 2C- Leadership Grading Criteria

As previously mentioned, all students enrolled in an agriculture course at Dinuba High School are required to participate in five FFA leadership activities each semester for 10% of their overall grade in each class. Students also have the opportunity to earn extra credit if they earn more than the required points each semester. This department requirement is explained at the beginning of each school year during the course introduction, outlined on all syllabi, with an acknowledgment form for both the student and parent to sign stating understanding of the expectations. Ag Discovery students at the feeder middle school are only required to attend one activity per semester.

A Google spreadsheet was created and shared amongst the instructors that is used for documenting activity participation, including totalling total activities per semester for grading purposes. This document is also used to determine the most active students of the school year for the annual Point Awards Trip. Some examples of FFA activities include chapter meetings, meeting activities, sectional and regional meetings, fundraising events, community service, public speaking contests, program outreach, competitions, and leadership conferences to name a few. Approximately 75% of the membership fulfills the five activities each semester.

Examples: FFA Activity Sheet, Activity Calendar in POA, Course Syllabi

Quality Criterion 2D-FFA Affiliation

Dinuba High School Agriculture courses have 100% affiliation with the State and National FFA Organizations. All students enrolled in an agriculture education course are affiliated with the FFA and hold FFA memberships. The R2 Roster is updated each year once class numbers are finalized. Since all students are affiliated with the State Association, they are accountable for participating in the outlined FFA participation requirement.

Examples: R2 roster

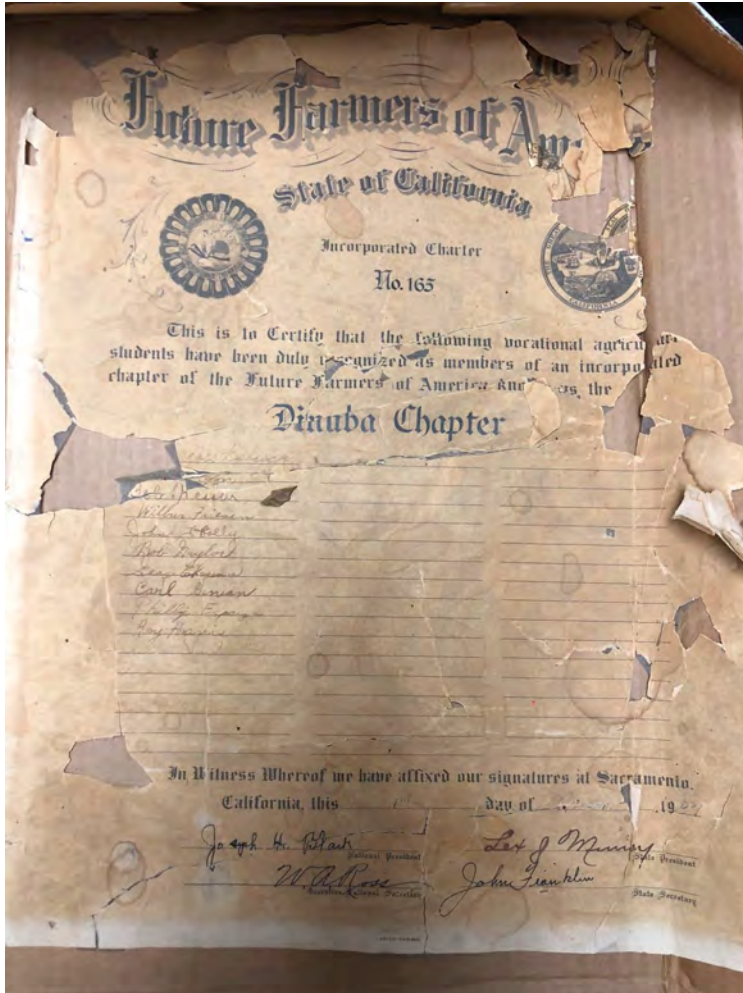
Quality Criterion 2E- FFA Activities

Each year the Dinuba Agriculture Education program fulfills, and surpasses, the 12 FFA activities outlined on the Agriculture Incentive Grant FFA Activities Checklist. Dinuba FFA is very active and involved in activities at the sectional, regional and state level for career and leadership development events. Advisors ensure that as many opportunities as possible are available to the students.

Example: Annual Chapter FFA Checklist

Quality Criterion 2F- Student Leadership Participation

Our program requires students to participate in five FFA leadership activities per semester, totalling a minimum of 10 activities annually for full credit. This documentation can be verified within the Dinuba High School Agriculture Department teacher activities lists found on a shared Google Spreadsheet. Our department offered 64 opportunities in the 2017-2018 school year for students to complete the activity requirement. Out of our 354 students, 296 students participated in at least 3 sponsored leadership activities a year. Roughly 84% of the Dinuba FFA membership participates in 3 leadership activities a year.



There's No End To Agriculture



Program of Activities

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Introduction to Dinuba FFA

The FFA Organization is an organization of, by, and for students studying agriculture in public secondary schools under the provision of the Vocational Education Act. The National FFA Organization envisions a future in which all agricultural education students will discover their passion in life and build on that insight to chart the course for their education, career and future.

As an integral part of agriculture education in the public school system of the United States, the FFA has become well known in recent years. No other national student organization enjoys greater freedom of self government under adult council and guidance than the FFA. Organized in 1928, it has served to motivate and vitalize the effective instruction offered to students of vocational agriculture and to provide further training in farmer citizenship and agricultural business.

The FFA is a non-profit, non-political agriculture youth organization, designed to take its place with other agents striving for the development of leadership, the advancement of agriculture technology, and improvement of agricultural life. The foundation upon which the FFA organization is molded includes leadership, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism.

The Dinuba FFA Chapter is part of the California FFA Association of the National FFA Organization. Dinuba FFA was chartered in 1937, nine years after the National FFA Organization was formed. Dinuba High School promotes three general career pathways: Animal Science, Floral Design, and Ornamental Horticulture. With almost 450 members, Dinuba FFA has made great strides here in our small agricultural community to build a reputable program and serve our own.

The Dinuba FFA Program of Activities is designed to serve as a guide for our members in all of their endeavors during the coming year. The Program of Activities or POA for short, contains information about leadership conferences, degree attainment, our chapter's constitution, by-laws, and much more. It is our hope that this document will guide all members and guests to greater success within our organization.

President's Message

Welcome to the 2017-2018 school year! Your officer team is very excited to welcome you to another fun filled year in the Dinuba FFA Chapter. Dinuba FFA has continually discovered new opportunities in this organization throughout our years and strive to make this program truly reflective of our members. This year we have seen an increase in membership, participation, and opportunities for you, Dinuba FFA members.

During the Chapter Officer retreat in July, the chapter officer team developed our theme for the 2017 - 2018 school year, "There is No End to Agriculture." We believe that this theme was a perfect choice for our chapter goals and vision. As a team, we decided we want to promote agriculture and the key roles that it plays into today's society. Our chapter is striving to make an impact on FFA members and the community, to educate everyone that there is truly no end to agriculture.

I am privileged to be serving as your president in such a dedicated chapter in the FFA, and it makes me proud to see each of our members growing and developing as young leaders in our organization. I am also grateful to be apart of such a wonderful officer team. I know they will bring nothing, but dedication to the team and to the chapter. Our FFA chapter has been demonstrating that "there is no end to agriculture" by continuing to show their leadership skills, having hands-on supervised agricultural experience projects, learning to grow inside and outside of the classroom environment, and competing in career development events. I cannot wait to see how Dinuba FFA will continue to prove how agriculture has no end and will continue to thrive in the future, just as our chapter grows.

Sincerely,

Madasen Gutierrez
2017-2018 Chapter President



2017-2018 Chapter Officer Team



Back Row: Jesus Aguilera (Treasurer), Jose Gutierrez (Vice President), Chase DeMasters (Historian), Jose Flores (Treasurer)

Front Row: Leslie Garcia (Reporter), Madasen Gutierrez (President), Shania Cardenas (Secretary)

President

Name: Madasen Gutierrez

Grade: 12

SAE: Market Hog

CDEs: Opening/Closing, Vine Pruning,
Veterinary Science



Vice President

Name: Jose Gutierrez

Grade: 12

SAE: Market Lamb, Gutierrez Cattle

CDEs: Opening/Closing, Cotton Judging,
Vine Pruning, Job Interview, Veterinary Science



Secretary

Name: Shania Cardenas

Grade: 12

SAE: Market Hog

CDEs: Opening/Closing, Job Interview
Floral



Treasurer

Name: Jose Flores

Grade: 10

SAE: Ornamental Horticulture

CDEs: Opening/Closing, Cottong Judging,
Impormptu, Nursery Landscape



Reporter

Name: Leslie Garcia

Grade: 11

SAE: Market Goat

CDEs: Opening/Closing, Floral



Sentinel

Name: Jesus Aguilera

Grade: 11

SAE: Market Lamb, Ornamental Horticulture

CDEs: Opening/Closing, Cotton Judging,
Job Interview, Nursery/Landscape



Historian

Name: Chase DeMasters

Grade: 12

SAE: Market Lamb, Ag Mechanics

CDEs: Opening/Closing, Cotton Judging,
Vine Pruning, Nursery/Landscape



Advisor's Message

Welcome to the Dinuba High School Agriculture Department!

Welcome to a new and exciting year at the Dinuba High School Agriculture Department and FFA Organization. We look forward to continuing the long tradition of success within our program and hope that each and every one of you will become involved in the many activities the chapter officers have planned for this year. Our chapter officers have planned a fun year for our students and we couldn't be more proud.

The mission of the Dinuba Agriculture Department and Dinuba FFA is to provide opportunities, help students, and guide them while providing a quality agriculture education that prepares students for higher education, career readiness, and to be productive citizens within our society. Our courses are designed to provide a rigorous, hands-on, applicable education that provides students with real-life experiences, unique to agriculture education.

Taking an agriculture course makes you a member of the largest youth leadership organization in the entire world; FFA. Students across our campus, section, region, state, and nation are reaping the benefits and growing as young leaders. You, too, can become a young leader and develop within the organization. Your FFA advisors, chapter officers, and fellow members want you to develop your potential for premier leadership, personal growth, and career success.

We look forward to working with all of our wonderful students and see all of your successes in the 2017-2018 school year!

Sincerely,

The Dinuba FFA Advisors

Roy Browne, Kariann Wilterding, and Nicole Borba

Introduction of Advisors



Mr. Roy Browne

Education:

BS in Agriculture Business from Cal Poly, Pomona.

Classes:

Intro. to Mechanics, Intro. to Agriculture, Veterinary Science

SAE's:

Market Sheep, Mechanics

CDE's:

Opening/Closing, Extemporaneous
Speaking, Vine
Pruning, Citrus,
Vet Science



Mrs. Kariann Wilterding

Education:

BS in Agriculture Education, Emphasis in
Animal Science from Fresno State

Classes:

Intro. to Agriculture, Floral Design

SAE's:

Market Goats, Market Beef, Market Hogs

CDE's:

Opening/Closing, Creed Recitation, Best Informed, Greenhand,
Floral



Mrs. Nicole Borba

Education:

BS in Agriculture Education, Emphasis in Animal Science from Fresno State,

Pursuing Masters in Agriculture Education from Cal Poly SLO

Classes:

Agriculture Biology and Landscape Design

SAE's:

Market Hogs and Horticulture

CDE's:

Opening/Closing, Cotton Judging, Impromptu, Job Interview, Nursery/Landscape

Advisory and District Staff

2017 – 2018 Dinuba Agriculture Advisory Committee

James Garcia	Stone Fruit / Orchard Labor
Dave Lopes	Reedley College Professor Emeritus
Kara Langley	Alumni, Floral
Ron Nishinaka	CSU, Fresno Hort. Lecturer, Past Nursery Owner
Jon Robson	Dairy Consultant, Ex Fresno State Professor
Steve Soria	Soria Trucking and Agriculture Products
Josh Terry	Plant Biologist
Rod Pomp	Farmer- nuts, hay
Tory Torosian	Torosian Organic Farms
Rhonda Watson	Watson's Nursery and Landscape

Board of Trustees

Joe Hernandez, Ed.D.
Superintendent

Marti Kochevar
Assistant Superintendent

Sandra Kizirian
Ron Froese
Bev Keel-Worrell
Mary Villarreal
Miriam Cendejas

Trustee Area 1
Trustee Area 2
Trustee Area 3
Trustee Area 4
Trustee Area 5

Administration and Staff

Dr. Roberts. Ed.D.
Adriana Baza
Marlena Celaya
Gina Melkonian
Eric Rodriguez

Principal
Assistant Principal
Assistant Principal
Assistant Principal
Assistant Principal

Department Information

Dinuba High School

340 E. Kern Ave
Dinuba, CA 93618
(559) 595-7220

Dinuba High School Agriculture Department

1131 E. Magnolia Way
Dinuba, CA 93618
(559) 595-7247

Course Room Locations

Intro to Agriculture - Room 600 and 601
Agriculture Biology - Room 216 and 217
Agriculture Mechanics - Room 305
Floral Design - Room 601
Veterinary Science - Room 600
Landscape - Room 601

Email Addresses

Mr. Browne- rbrowne@dinuba.k12.ca.us
Mrs. Borba- nicole.borba@dinuba.k12.ca.us
Mrs. Wilterding- kari.wilterding@dinuba.k12.ca.us

FFA Mission and Strategies

The FFA Mission and Strategies encompasses aiming to make a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. To accomplish this mission, the FFA:

- Develops competent and assertive agricultural leadership.
- Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
- Strengthens agriculture students' confidence in themselves and their work.
- Promotes the intelligent choice and establishment of an agricultural career.
- Encourages achievement in supervised agricultural experience (SAE) programs.
- Encourages wise management of the community's economic, environmental and human resources.
- Develops interpersonal skills in teamwork, communication, human relations and social interaction.
- Builds character and promotes citizenship, volunteerism and patriotism.
- Promotes cooperation and cooperative attitudes among all people.
- Promotes healthy lifestyles.
- Encourages excellence in scholarship.

Taken from the Official Manual of the National FFA Organization.

The FFA Emblem



The National FFA Emblem is a representative of the history, goals, and future of the Organization. Each of the five elements possesses a unique significance.

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

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

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

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

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

The words "**Agricultural Education**" and "**FFA**" signify the combination of learning and leadership necessary for progressive agriculture.

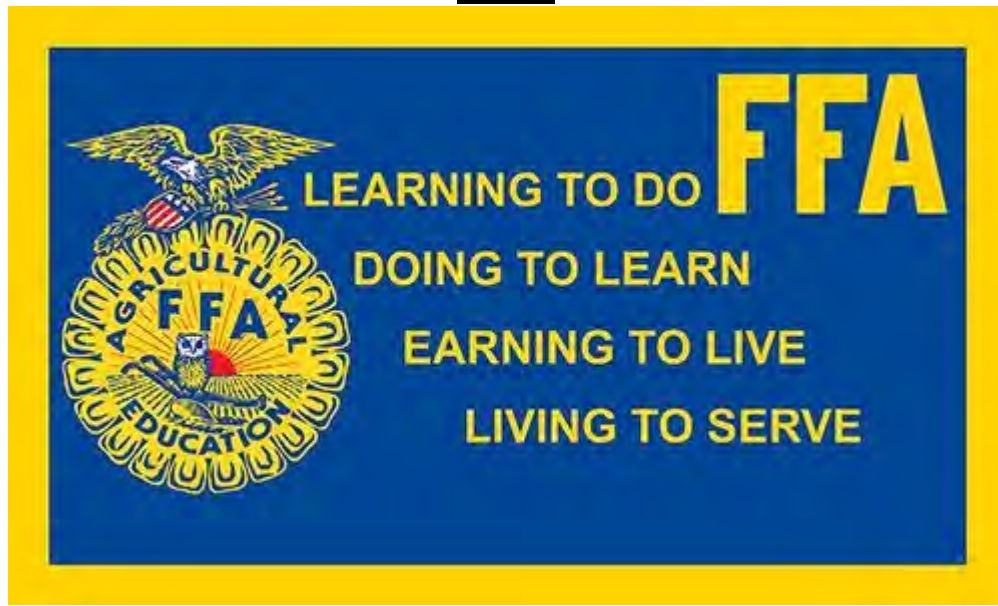
Taken from the Official Manual of the National FFA Organization

FFA Colors and Motto

Official Colors

In 1929, the Future Farmers of America voted to adopt National Blue and Corn Gold as the official FFA colors. National blue was selected since our national flag has a blue field while gold is represented by the golden fields of corn signifying unity across our country. National unity amongst our organizations marks it as the largest youth organization in the world, and we are all united by one factor: agriculture.

Motto



These 12 words gives members words to live by as they experience the FFA and agriculture education. FFA members should embody and embrace these words and carry this message in their hearts at all times.

FFA Salute, Official Dress and Proper Use of the Jacket

FFA Salute

The official salute of the National FFA Organization is the Pledge of Allegiance. Conducted during the closing ceremonies of an official meeting, those in attendance should face the flag, place the right hand over their heart, and repeat the following statement:

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

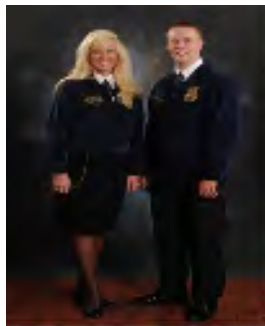


Official Dress

Female members are to wear a black skirt to the knees or longer, nylon stockings, white collared blouse, blue FFA scarf, black close-toed shoes, and official FFA jacket zipped to the top.

Male members are to wear black slacks, white collared shirt, black dress shoes, black socks, FFA tie, and official FFA jacket zipped to the top.

Show Uniform for FFA members consists of official FFA jacket, FFA scarf for females and FFA tie for males, white collared shirt, white pants, and appropriate shoes for the task.



Proper Use of the FFA Jacket

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

- 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 association 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 official FFA jacket.
- Members should refrain from use of tobacco and alcohol when underage and at all times when representing FFA. In addition, members should exhibit their leadership qualities when they encounter substances including tobacco and alcohol and serve to discourage others from inappropriate behavior.
- All chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket, with the exception of a single State FFA Degree charm or American FFA Degree key. These should be worn above the name or attached to a standard degree chain. No more than three medals should be worn on the jacket. These should represent 1.) the highest degree earned, 2.) the highest office held and 3.) the highest award earned by the member.

Taken from the Official Manual of the National FFA Organization

FFA Creed

Written by E. M. Tiffany

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

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

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

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

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.

FFA Degree Program

Greenhand Degree

1. Be enrolled in a Vocational Agriculture course.
2. Have, or have plans for a Supervised Agricultural Experience Project.
3. Demonstrate Knowledge of FFA History, Creed, Motto, and other leadership information by obtaining a score of 70% or higher on the FFA Leadership Exam.

Chapter Farmer Degree

1. Hold the Greenhand Degree.
2. Be enrolled in a Vocational Agriculture course.
3. Be actively involved in the workings of the chapter.
4. Have a Supervised Occupational Experience project.
5. Earn and invest at least \$150, or work at least 45 unpaid hours in a SAE.
6. Demonstrate knowledge of Parliamentary Procedure.

State Farmer Degree

1. Hold the Chapter FFA Degree.
2. Be an active member for at least 24 months.
3. Complete at least 2 years of agricultural course work.
4. Earn or invest at least \$1000, or work at least 300 unpaid hours in a SAE.
5. Demonstrate knowledge of Parliamentary Procedure.
6. Give a 6 minute speed on an agriculture topic.
7. Serve as an officer, committee chairperson, or a participating member of a committee.

American Farmer Degree

1. Hold the State FFA Degree.
2. Be an active FFA Member for at least 36 months.
3. Complete at least 3 years of agricultural course work.
4. Graduate from high school at least 12 months prior to receiving the degree.
5. Have in operation, with accurate records substantiating, an SAE.
6. Earn \$7500, or earn and invest \$1500 and work at least 2250 unpaid hours in the SAE.

Essentials of a Successful Chapter

The local chapter is the heart of FFA. Chapters that strive for success keep members active at all levels of the organization and provide students with many opportunities for leadership. Emphasizing the following 10 items will help ensure your chapter's success.

1. **FFA Knowledge-** Every member and chapter advisor needs to understand the functions and opportunities of FFA in order to fully reap the benefits. Detailed information can be found in the Official FFA Student Handbook, FFA.org or in other FFA publications.
2. **Diversity of Membership-** Agricultural education enrollment and FFA chapter membership should be representative of the diversity of the student body population. Serving this broad cross-section of students is an opportunity and a responsibility that includes every student in the agricultural education classes. Achieving this objective has many rewards, including greater service to students, parents and the community; a broader spectrum of community support; and a more creative program plan through diverse input.
3. **All Members Share Responsibilities-** When all members are active, the entire chapter benefits. Providing leadership should be everyone's role, not just that of the officers. The Program of Activities ensures that each member has specific duties in the chapter.
4. **Capable Officers-** Students nominated and elected to officer positions must have the talent and dedication necessary to lead the chapter. Chapters should hold open elections, and officers should serve as role models.
5. **Challenging Program of Activities-** A chapter should plan goals and activities that will utilize members' talents and meet the needs of the community. Every member is to be included in the POA.
6. **Workable Constitution and Bylaws-** These should provide flexibility to allow progress yet provide enough structure and support to give the chapter a firm foundation. All chapter decisions should be based upon its constitution and bylaws.

7. Proper Equipment and Records- The chapter should acquire the equipment necessary for officers and committee members to keep complete financial, historical, membership and other records.

8. Well-planned, Regularly Held Chapter Meetings- Monthly meetings, scheduled at a regular time and guided by a sound agenda, will provide the efficient transaction of business, promote chapter unity and encourage better attendance. Chapter meetings can be excellent learning and teaching tools.

9. Adequate Financing- Fundraising projects are essential in FFA. Yearly earnings will contribute to the creativity and growth of the chapter by funding important activities and projects.

10. School and Community Support- The chapter must strive to meet the needs of the community and work with the school system in which it operates. Since many chapter activities depend upon local support, public relations activities should be conducted in the community, such as the National Chapter Program and Food for America. An FFA Alumni affiliate can provide organized community support and service.

Chapter Goals

Every year, the newly elected officer team reflects on the past school year in order to plan for a more effective and successful program. In the 2017 summer, chapter officers went on a leadership retreat to Montana de Oro, CA to bond, plan, and prepare for the upcoming year. A portion of this leadership retreat is spent establishing goals for our chapter. Three goals the chapter officer team set are:

1. Increase Member Participation

- Increase attendance of chapter meetings, as well as activities that follow
- Increase participation in activities above the chapter level
- Expand opportunities for career development events for members
- Create new activities, fundraisers, and traditions
- Have more organized and meaningful chapter meetings
- Invite members to speak at chapter meetings about their experiences, rather than having officers give all the reports
- Increase SAE projects for all students program wide, including non-traditional experiences

2. Improve Recruitment and Retention

- Recruit at the feeder middle schools
- Implement a new Ag Discovery course at Washington Intermediate
- Give educational presentations to younger students and provide hands-on activities
- Utilize social media to promote chapter activities, successes, and classes

3. Improve and Expand SAE Projects

- Increase the amount of students with a legitimate SAE project
- Create a chapter SAE presentation competition
- Provide more on-campus SAE opportunities
- Work with community members to create work experience opportunities

2017-2018 Calendar of Activities

August

- 12-13 Chapter Officer Boot Camp
- 25- Chapter Meeting
- 26- Mandatory Fair Clean Up

September

- 1- Purchase FFA Shirt
- 6 - Barn Clean Up
- 7- Pre Fair
- 11-17- Tulare County Fair
- 21- Greenhand Leadership Conference
- 23- Chapter Officer Leadership Conference
- 23- Raisin Day Festival
- 28- Chapter Meeting

October

- 5- Sequoia Sectional Activity @ Adventure Park
- 6- Take out BBQ dinner fundraiser
- 7- Dinuba Tractor Supply Farmers Market
- 11- Opening/Closing Speech Contest
- 14- Corcoran Cotton Contest @ Corcoran High School
- 14- Dinuba Historical Society Dinner and Silent Auction
- 20- Chapter Meeting
- 27- Reedley Freshman Field Day @ Reedley College
- 28- Modesto Junior College Cotton Contest @ MJC

November

- 2- Hanford Cotton Contest @ Hanford High School
- 3- College of the Sequoias Freshman Field Day @ COS
- 4- Cotton Judging State Finals @

Fresno State

- 16- Chapter Meeting

December

- 2- Christmas Parade
- 7- Sequoia/Tulare Kings Sectional banking Contest @ El Diamante High School
- 14- Chapter Meeting
- 16- Exeter Citrus

January

- 6- St. Helena Pruning Contest
- 6- Fowler Vine Pruning Contest @ Fowler High School
- 13- Dinuba Vine Pruning Contest @ Dinuba High School
- 13- Golden West Citrus Contest @ Golden West High School
- 20- Tulare Citrus Contest @ Tulare High School District Farm
- 20- Reedley Tree Pruning Contest @ Reedley High School
- 26- Chapter Meeting
- 27- Reedley College Field Day @ Reedley College
- 29-9 Valentines Flowers fundraiser

February

- 3- Mid-Winter State Finals @ Fresno State
- 8- Sequoia Sectional Speaking Contest @ Mission Oak High School
- 13-28- Cookie Dough Sales
- 15- World Ag Expo Field Trip
- 16-17- Made for Excellence and Advanced Leadership Academy Conferences @ Visalia

- 18-23-** National FFA Week
- 23-** Chapter Meeting
- 24-** San Joaquin Regional FFA Meeting @ Mission Oak High School
- 28-** Sequoia Sectional Activity @ Roller Town

March

- 2-3-** UC Davis Field Day @ UC Davis
- 9-10-** Chico State Field Day @ Chico State
- 13-** Bouquets to Arts Exhibit (Floral Classes)
- 14-** Ag Career/College Expo @ International Agri Center
- 16-** Regional Speaking Contest
- 17-** Dinuba Vet and Floral Contest @ Dinuba High School
- 22-** Chapter Meeting
- 24-** Modesto Junior College Field Day @ MJC
- 31-** Reedley College Field Day

April

- 4-** Sequoia Section State Degree and Proficiency Banquet @ International Agricenter
- 6-7-** Pomona Field Day @ Cal Poly Pomona
- 9-** Sectional Officer Interviews
- 12-** Sectional Elections
- 19-** Chapter Meeting
- 21-** Fresno State Field Day @ Fresno State
- 22-25-** State FFA Leadership Conference
- 28-** Madera Floral @ Madera South
- 28-** Madera Liberty Vet @ Madera Liberty

May

- 4-5-** State FFA Finals @ Cal Poly SLO
- 10-11-** Plant Sale @ Dinuba High School
- 12-** Point Award Trip
- 14/15-** Chapter Officer Interviews
- 18-** End of the Year Banquet

Chapter Constitution and Bylaws

Article I Name and Purpose

Section A: The name of this organization shall be the “Dinuba FFA Chapters”.

Section B: The purposes for which this Chapter was formed are as follows:

1. To develop competent, aggressive, rural and agriculture leadership.
2. To create and nurture a love of country life.
3. To strengthen the confidence of students of agriculture in themselves and their work.
4. To create more interest in the intelligent choice of farming and other programs and establishment in agriculture.
5. To encourage members in the development of individual farming and other programs and establishment in agriculture.
6. To encourage members to appreciate the farm and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized recreational activities.

Article II Organization

Section A: The Dinuba Chapter of the FFA Organization is chartered by the National FFA Organization.

Section B: The Chapter accepts in full the provisions in the Constitution and By – laws of the California Association as well as those of the National FFA Organization.

Article III Membership

Section A: Membership in this Chapter shall be of three kinds: Active, Alumni, and Honorary, as defined by the National FFA Constitution.

Section B: The regular work of this Chapter shall be limited to the active membership.

Section C: Honorary Membership in this Chapter shall be limited to the Honorary Chapter Farmer Degree.

Section D: Active Members in good standing may vote on all business

brought before the Chapter. An Active member shall be considered in good standing when:

1. They attend 80% of Chapter Meetings held that year.
2. They show an interest in, and take part in, the affairs of the Chapter.
3. They pay all bills within 30 days.
4. They are a true representative of the FFA as perceived by the Chapter Executive Committee.
5. They are academically eligible to participate in activities according to the policy as established by the Dinuba Unified School District.

Section E: Names of applicant for membership shall be filed with the Chapter Secretary.

Article IV Emblems

Section A: The Emblem of the FFA shall be the Emblem of the Chapter.

Section B: Emblems used by members shall be designated by the National FFA Organization.

Article V: Degrees

Section A: There shall be four degrees of Active Membership in this Chapter.

These degrees are: Greenhand, Chapter Farmer, State Farmer, and American Farmer.

Section B: All “Greenhands” are entitled to wear the regulation bronze emblem pin, all Members holding the degree of “Chapter Farmer” are entitled to wear the regulation silver emblem pin, all members holding the degree of “State Farmer” are entitled to wear the regulation gold emblem pin, and all members holding the degree of “American Farmer” are entitled to wear the regulation gold emblem key.

Section C: Minimum qualifications for obtaining the four degrees of Active Membership shall be those listed in the National FFA Constitution.

Section D: Chapter Officers shall review the qualifications of members and make recommendations to the Chapter concerning degree advancement.

Article VI Officers

Section A: The Officers of the Chapter shall be as follows: President, Vice President, Secretary, Reporter, Sentinel, Treasurer, ASB Representative and Historian. The local Advisor(s) shall be the teacher(s) of agriculture in the school where the Chapter is located. The officers shall perform the following duties:

1. The president shall preside over and conduct meetings according to

accepted parliamentary procedure, call special meetings, keep members on the subject and within time limits, appoint committees and serve on them as an ex-officio member, call other officers to the Chair as necessary or desirable, represent the Chapter and speak on occasions, coordinate Chapter efforts by keeping in close contact with the other officers and Advisor(s), keep Chapter activities moving in a satisfactory manner, represent the Chapter to the Dinuba High School Student Council, and represent the Chapter at National Convention or designate a replacement.

2. The Vice President(s) shall assist the President when needed, have charge of committee work, preside at meetings in the absence of the President, be prepared to assume the duties and responsibilities of the President, and obtain reports from committee chairpersons.

3. The Secretary shall prepare and read minutes of meeting, have available for the President a list of business for each meeting, attend to official correspondence, send out and post notices, count and record votes when taken, prepare Chapter records, keep the permanent records of the Chapter, cooperate with the Treasurer in keeping accurate membership role, issue membership cards, call meetings to order in the absence of a presiding officer, read communications to the members at meetings, keep an updated point award chart with the assistance of the Advisor(s), and post the meeting agenda at least 24 hours in advance of meetings.

4. The Treasurer shall receive and act as custodian of Chapter funds with the assistance of the Advisor(s), assist Advisor(s) in collecting assessments, preparing Sectional, Regional, State, and National Dues, preparing an annual budget, keeping financial statements of the Chapter, paying out funds as authorized by the Chapter, preparing financial statements and reports building up the Chapter's financial standing, and submitting a financial report at each meeting.

5. The Reporter shall gather and classify Chapter news, prepare news notes and articles for publication or broadcast, contact local newspapers, send news to State or National Publication, arrange for FFA participation in local events, and assist the Historian in maintaining a Chapter Scrapbook. The Reporter shall submit the Chapter Scrapbook for judging at the Spring Regional Meeting.

6. The Sentinel shall set up the meeting room and care for Chapter Paraphernalia and equipment, attend the door during meetings and welcome visitors, see that the meeting room is comfortable, and take charge of candidates in degree ceremonies.

7. The Advisor(s) shall assist the Officers in running the Chapter and advise

them as the need arises. The Advisor(s) shall also assist the Chapter Secretary in preparing the Point Award Chart and assist the Chapter Reporter in preparing news releases.

8. The Historian shall take an active part in meetings and take charge of the Chapter Scrapbook. The Historian may also stand in for an officer, or be promoted into a higher office if the need should arise.

9. ASB Representative shall assist the Advisors with communications with the student body. This position shall attend ASB activity meetings with the Advisors, and report on such activities to the chapter at chapter meetings, and officer meetings, when necessary.

Section B: Officers of the Dinuba FFA Chapter shall be elected annually during the month of April and announced and sworn in at the Annual Awards Banquet in May. All Chapter Officer Applicants meeting the requirements to serve as a Chapter Officer will have their names placed on the ballot, as slated by the interview committee. The candidates will fill out an application and give to the Advisor(s) by the given deadline. Additionally, each candidate will be required to go through the interview process prior to being placed on the ballot. Active Members in good standing will have the opportunity to vote for one candidate representing each of the 8 offices.

Section C: To be eligible to run for Chapter Office the member must:

1. Hold the degree of Chapter Farmer, or be approved by the Advisor(s).
2. The Chapter Officer application must be filled out and turned in prior to the given deadline to a Chapter advisor.
3. Be in good standing with the Chapter as outlined in Article III, Section D of the Dinuba FFA Constitution.
4. Maintain a grade point average of 2.5 or better.

Section D: All officer vacancies during the term shall be appointed by the Advisor with the approval of the officer team, except for the President, who shall be filled by one to the 2 Vice Presidents.

Section E: Any Chapter Officer may be impeached by a 2/3 vote of the Chapter at a regularly scheduled chapter meeting. Possible reasons for impeaching may include but are not limited to: not fulfilling duties as outlined by the Constitution, not portraying the image of a FFA Member as established by the Chapter Officers and Constitution, losing respect for fellow Chapter Officers, members, Advisors, and/or Community.

Section F: An officer missing a meeting, leadership conference, or other mandated responsibility must provide a written explanation one day prior to the event, except uncontrolled circumstances or extreme emergencies. This explanation shall be brought before the officer team to be handled appropriately.

Section G: Any officer placed on academic probation shall, in writing, resign from office at the first appropriate Chapter Officer Executive Meeting. This vacant office shall be filled according to the Chapter Constitution.

Section H: The Committee Chair positions shall be appointed by the Advisors from the list of eligible candidates after elections of the 8 offices have taken place.

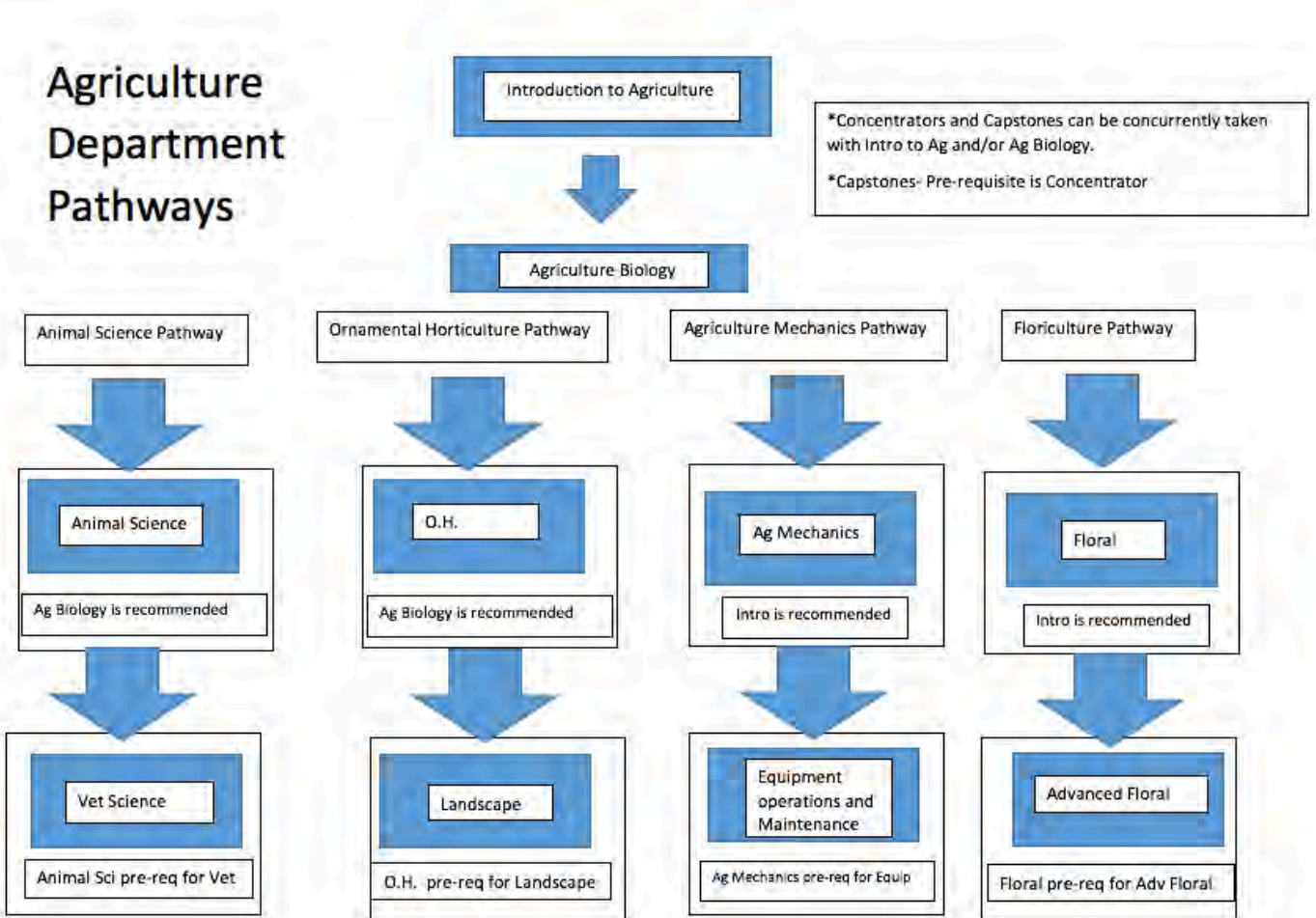
Committee Membership

Dinuba FFA members have many opportunities to get involved in chapter leadership besides serving as a chapter officer. Committees are a great way for students to get involved in planning and executing activities, fundraisers, and events. The objective of each committee and committee chair is to plan, organize, and implement the fundamentals of that activity to serve the students, chapter, and community.

Here are a few of the potential committees that a member can serve on:

- Aggie of the Month (Student)
- Animal Shelter Food Drive (Community)
- Banquet-Food (Chapter)
- Banquet- Invitations (Chapter)
- Banquet- Photo Booth (Chapter)
- Banquet- Set Up/Clean Up (Chapter)
- Banquet- Slideshow (Chapter)
- Canned Food Drive (Community)
- Cookie Dough Fundraiser (Chapter)
- Community Service (Community)
- Drive Thru BBQ-Tickets (Chapter)
- Drive Thru BBQ-Serving (Chapter)
- Fall Harvest (Student)
- Field Day- Floral (Chapter)
- Field Day- Vet Science (Chapter)
- Greenhand Banquet (Student)
- National FFA Week (Chapter)
- Plant Sale-Promotions (Chapter)
- Plant Sale-Set Up/Clean Up (Chapter)
- Plant Sale-Sales (Chapter)
- Recruitment (Student)
- Retirement Facility Plant Giveaway (Community)
- Scrapbook Committee (Chapter)
- SAE Competition (Student)
- Social Media (Chapter)
- Spring Fest (Chapter)

Dinuba Agriculture Pathways



Agriculture Courses

Advanced Floral

Grade: 10-12

Prerequisite: Floriculture

Advanced Floral provides students the opportunity to learn more about floral design elements building on the introductory course. Students will explore more elements and principles of design, arrangement styles, techniques, and design more floral pieces for school and community events. Students will be exposed to more career opportunities, plant physiology, and marketing. This course meets the elective requirement for graduation and college admission.

Ag Biology

Grade: 10-12

Prerequisite: Integrated Science/Intro to Ag recommended

Agricultural Biology is a laboratory science course that emphasizes detailed knowledge of the biological principles of the following areas: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, physiology, plant and animal diversity and principles of classification, ecological relationships, and animal behavior. This class meets the life science requirement for graduation as well as lab science for college admission.

Ag Leadership

Grade: 11-12

Prerequisite: 2 yrs. in Ag. Program or teacher permission

Leadership will focus on advanced agricultural topics and issues as well as individual training for agricultural careers and technology. Students will develop leadership skills through planning, executing community development events, speaking and job interviewing.

Ag Mechanics

Grade: 9-12

Prerequisite: None

This course is designed to allow the student to learn many different skills related to the Agriculture Mechanics industry. The course will introduce the student to different careers, safety and hazards related to this industry. The course will cover different areas of the agriculture mechanic, including the following: Small Engines, plumbing, electricity, masonry, concrete, hand tools, fasteners, layout tools and procedures, measurements, math, tractor maintenance and operations.

Animal Science

Grade: 10-12

Prerequisite: Ag Biology or Biology or teacher approval.

This course will provide the student with practical knowledge, and the theories and principles related to animal science and the livestock industry. Students will learn hands-on applications relating to nutrition, medical care, processing, and evaluation of various meat and dairy animals. This course is intended to introduce concepts of animal husbandry to those students who plan on majoring in agricultural or animal science at a four-year university. This class meet elective requirement for college admission.

Floriculture

Grade: 10-12

Prerequisite: Previous Ag Class or with teacher permission

This is an introduction to floral design. Students will explore elements and principles of design, two and three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday, and occasional designs and propagation. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. This course meets the visual art requirement for graduation and college admission. This class is a dual enrollment course with Reedley College.

Introduction to Agriculture

Grade: 9-12

Prerequisites: None

This class is designed as an orientation/introduction to California Agriculture and the FFA program. Course of study includes animal and plant science, production agriculture, nursery technology, forestry and wildlife. A major emphasis is placed upon FFA participation.

Landscape Design

Grade: 10-12

Prerequisite: Previous Ag. Class

This course will entertain the possibilities of a career in the Landscape Industry, in such areas as Landscape Architecture, Landscape Construction/Contracting, and Landscape Maintenance. Areas to be covered include site evaluation, plant identification, design, implementation and basic knowledge of Design and Plant Science.

Ornamental Horticulture

Grade: 11-12

Prerequisite: Ag Biology preferred

This class will provide the student with theories and principles related to environmental horticulture science. It will also develop skills needed for employment or continuing education in the field of nursery production, landscape maintenance, greenhouse production, ornamental horticulture. Plant care, reproduction, indoor and outdoor plant identification, lawns and ground cover, irrigation, fertilization and other topics are covered. The course is rigorous and involves advanced laboratory activities. It meets the g requirement for college admission.

Veterinary Science

Grade: 10-12

Prerequisite: Ag Biology or Biology or teacher approval.

This course will provide the student with practical knowledge, and the theories and principles related to veterinary science. This course is intended to successfully prepare those students who plan on majoring in agricultural or animal science at a four-year university. This class meet "g" requirement for college admission.

Chapter Applications

Greenhand Degree Application

Name: _____ Date: _____

Year in School (*circle one*) 9th 10th 11th 12th

Application Date: _____

FFA Activities:

School and Community Activities:

*Test Score _____ * *Must be 70% or higher to qualify for degree*

I have met or exceeded the requirements for obtaining my FFA Greenhand Degree as outlined in the Dinuba FFA Constitution.

Applicant Signature: _____ Date: _____

Chapter Farmer Degree Application

Name: _____ **Date:** _____

Year in School (circle one) 9th 10th 11th 12th

***Application Due** _____

You may attach additional sheets if necessary.

Please list all FFA activity participation:

Please list any school and/ or community involvement:

Please describe your SAE Project(s):

I have met or exceeded the Chapter Farmer Degree Requirements as outlined by the Dinuba FFA Chapter Constitution.

Applicant Signature: _____ **Date:** _____

Dinuba FFA Chapter Officer Application

Applicant's Name: _____

Applicant's Address: _____

City: _____ Zip: _____

Phone # _____ Grade: _____ Age: _____

Agriculture classes planned for the coming year:

Number 1 through 4 by preference, the offices you want to be considered for, if you are elected. (1 is your most desired spot and 4 is your least desired spot)

_____ President

_____ Reporter

_____ Vice President

_____ Sentinel

_____ Secretary

_____ Historian

_____ Treasurer

_____ ASB Representative

1. List all FFA leadership roles you have experienced. (officer, committees, etc.)
2. List all FFA Activities and Career Development Events (judging teams, speaking competitions, leadership meetings/conferences, etc.)
3. List any FFA awards or honors you have received.
4. List involvement in school and community activities outside of the FFA.
5. Describe leadership qualities you possess that would qualify you for a chapter officer.
6. List at least 3 new ideas for chapter activities for the coming year.
7. Explain your current or future SAE program or project.
8. Do you currently have accurate record books for your SAE project. If so, how many months?
9. Describe why you want to become a chapter officer.

10. Briefly state the qualities you possess that qualify you for a chapter office.
11. If you were elected to a chapter office, what would be your main goal for the chapter?
12. Describe your experiences speaking in front of large groups of students and people.
13. Select one of your personal qualities and explain how it will be of value to the chapter officer team.
14. What other commitments do you have in the year that would compete for your time.
15. What do you believe are the most important responsibilities of a chapter officer are?

I _____ hereby approve of my son/daughter, _____, running/becoming a Dinuba FFA Chapter Officer for the 2009-2010 school year. I realize that s(he) is responsible for their officer duties and will uphold them to the best of their ability. I further understand my child is required to be at all executive (officer) committee meetings, on time, and that they will be an active member in planning and conducting all chapter activities. I am aware that repeated absences from official officer functions will result in my student's early dismissal from the officer team. **Each officer is required to attend the officer retreat.**

Parent/Guardian Signature: _____ Date: _____

I understand I am responsible for my duties as a chapter officer and will uphold them to the best of my ability. I further understand that I am required to be at all executive (officer) committee meetings, on time, and that I will be an active member in planning and conducting all chapter activities. I am aware that repeated absences from required functions will result in my being dismissed from the officer team early. **I am required to attend the officer retreat.**

Applicant Signature: _____ Date: _____

Point Awards System

Dinuba FFA has established a points award system to monitor and recognize those members who are going above and beyond in participation to be an active member. Students enrolled in our agriculture education program are required to participate, and earn, a minimum of five activity points per semester, which represents 10% of their overall grade in their agriculture course. Each activity outlined below earns the member 1 point per activity. To reward the most active students for their participation in our program, the top 25 students will be recognized. The opportunities to earn points are as follows:

Chapter Level:

Chapter Meetings:

Fall Chapter Meetings	5 Activity Points
Fall Meeting T-shirts	5 Activity Points
Spring Chapter Meetings	4 Activity Points
Spring Meeting T-shirts	4 Activity Points
Meeting Activities or Supplies	1 Activity Point Per Item Max 2/Meeting
National FFA Week Activities	1 Activity Point for 2 Lunchtime Activities

Special Events:

Chapter T-shirt Purchase	1 Activity Point
Barn Clean Up	1 Activity Point
Pre Fair	1 Activity Point
Tulare County Fair Exhibitor	1 Activity Point
Raisin Day Festival	1 Activity Point
Dinuba Christmas Parade	1 Activity Point
Valentines Day Flowers Fundraiser	1 Activity Point
BBQ Dinner Fundraiser	1 Activity Point
Tractor Supply Farmers Market	1 Activity Point Per Event
Field Day Volunteer	1 Activity Point Per Event
World Ag Expo	1 Activity Point
Alta Historical Society Dinner	1 Activity Point
Cookie Dough Fundraiser	1 Activity Point
Ag Career Expo	1 Activity Point

Conferences:

Greenhand Leadership Conference	1 Activity Point
Made for Excellence Conference	1 Activity Point
Advanced Leadership Academy	1 Activity Point
State Leadership Conference	1 Activity Point
Sacramento Leadership Experience	1 Activity Point

Career Development Event Contestant:

Cotton	1 Activity Point
Banking	1 Activity Point
CoOp	1 Activity Point
Vine Pruning	1 Activity Point
Citrus Judging	1 Activity Point
Best Informed Greenhand	1 Activity Point
Floriculture	1 Activity Point
Nursery/Landscape	1 Activity Point
Veterinary Science	1 Activity Point

Sectional Level:

Opening/Closing Ceremonies	1 Activity Point
Speaking Contest	1 Activity Point
Fall Activity	1 Activity Point
Spring Activity	1 Activity Point
Sectional Officer Elections	1 Activity Point
Awards Banquet	1 Activity Point

Regional Level:

Speaking Contest	1 Activity Point
Regional Meeting	1 Activity Point

FFA Chapter Budgets

Activities Budget 2017-2018

Estimated Receipts

Drive Thru Fundraiser	\$2,000
Shirts	\$200
Concession Stand	\$1000
Club Fair	\$100
Tri Tip Sandwiches	\$1,400
Pancake Breakfast	\$1,300
Donations	\$1,000

Total \$ 7,000.00

Estimated Expenses

CDE Contests	\$ 1000.00
Conferences	\$ 1000.00
FFA Awards Banquet	\$ 2000.00
Meeting Activities	\$ 1000.00
Section & Region Mtgs	\$ 500.00
Scrapbook/Photography	\$ 500.00
Officer Retreat	\$ 800.00
Member Jackets	\$ 200.00

Total \$ 7,000.00

Estimated Net Profit \$0

Livestock Project Budgets

Market Swine Project

Estimated Expenses

Purchase Price	\$250.00
Feed	\$250.00
Vet. & Misc. Supplies	\$ 25.00
Entry Fees	\$ 30.00

Total \$ 555.00

Estimated Receipts

Sale of Animal	250lbs. @ \$3.00/lb.	\$ 750.00
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Total \$ 750.00

Estimated Net Profit \$ 195.00

Market Lamb Project

Estimated Expenses

Purchase of Animal	\$ 200.00
Feed	\$ 80.00
Vet. & Misc. Supplies	\$ 30.00
Entry Fees	\$ 10.00

Total \$ 320.00

Estimated Receipts

Sale of Lamb	130 lbs. @ 4.00/lb.	\$ 520.00
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Total \$ 520.00

Estimated Net Profit \$200.00

Market Goat Project

Estimated Expenses

Purchase of Animal	\$ 150.00
Feed	\$ 80.00
Vet. & Misc. Supplies	\$ 30.00
Entry Fees	\$ 30.00

Total \$ 290.00

Estimated Receipts

Sale of Goat	90 lbs. @ 4.00/lb.	\$
360.00		

Total \$ 360.00

Estimated Net Profit \$70.00

Market Steer Project

Estimated Expenses

Purchase of Animal	\$1,400.00
Feed	\$1,200.00
Vet. & Misc. Supplies	\$70.00
Entry Fees	\$30.00

Total \$2,700.00

Estimated Receipts

Sale of Steer	1200 lbs. @ 3.00	\$3,600.00
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Total \$3,600.00

Estimated Net Profit \$900



Dinuba

CA0059

Complete Student Enrollment

Grad Year	Account Type	Years in Ag	FFA ID	FFA Inv Code
2018	Member	1		\$VFZ3T
2021	Member	1		752AXE
2018	Member	1		4FBHRP
2018	Member	2		\$DRSH@
2021	Member	1		PLFMBY
2021	Member	1		B6@S87
2020	Member	1		6CXNH
2019	Member	1		VFFT
2020	Member	2		LDZ4A
2018	Member	1		5DZ8RV
2020	Member	1		TX69P
2018	Member	1		SW782W
2020	Member	1		EX\$GS8
2019	Member	1		GQEYR
2020	Member	2		MUFLV
2018	Member	3		GSJ@WF
2019	Member	2		CLF2Z
2021	Member	1		FAFXJV
2021	Member	1		L\$Y\$5J
2021	Member	1		V4JTY
2019	Member	3		G8IJ30
2019	Member	1		ZY23U5
2019	Member	2		2DUH6L
2016	Member	5		U5W1B
2021	Member	1		Y\$CST
2020	Member	2		B9Q6SJ
2020	Member	2		3GSETR
2019	Member	1		HDP68T
2021	Member	1		H3ELWD
2019	Member	2		PP44\$A

2021	Member	1	@9N@ZT
2020	Member	2	FDB6R
2019	Member	3	WAP6PH
2020	Member	1	LM3@Y9
2019	Member	3	DNZQ!
2018	Member	3	U9VLWN
2021	Member	1	JGWHC
2015	Member	6	HIKJAN
2018	Member	4	JHSD0X
2018	Member	4	G@7VME
2021	Member	1	F6\$LJ@
2021	Member	1	G@FR3C
2020	Member	2	H5L91K
2020	Member	2	A3M5E
2018	Member	4	
2020	Member	2	BDC!P5
2021	Member	1	PZP4JE
2018	Member	1	X3V5DF
2018	Member	3	2EFHDV
2018	Member	1	AMQX5
2020	Member	1	AHEW7W
2019	Member	3	GW1JSJ
2021	Member	1	\$UTBVN
2020	Member	1	SRG\$H4
2018	Member	4	SK857
2021	Member	1	5CP8CG
2021	Member	1	\$@G4Z
2021	Member	1	33@7WW
2019	Member	1	@2CJAB
2021	Member	1	DHXTB
2018	Member	3	@TXWBQ
2019	Member	3	NJLWWK
2018	Member	4	5FB6HA
2020	Member	2	V0AYR6
2020	Member	1	S\$W9AW
2019	Member	3	3X94KH

	2019	Member	3	QL4AAD
	2020	Member	2	88EUY
	2019	Member	3	U\$8PM@
	2020	Member	1	5G83WZ
	2020	Member	2	5YXHK0
	2020	Member	2	81F\$SR
	2018	Member	2	
	2020	Member	1	U5HEE8
	2021	Member	1	VKZHMx
	2021	Member	1	S84AR\$
	2021	Member	1	GY\$6CJ
	2019	Member	2	DKYM4C
	2020	Member	2	A4\$Q6
	2020	Member	1	REGAA@
	2021	Member	1	T\$YQ3L
	2018	Member	4	6XM1Q7
	2020	Member	1	EK25V
	2018	Member	1	R4W49N
	2020	Member	2	U1YPL
	2020	Member	2	G5QWXX
	2020	Member	2	NCAHWQ
	2019	Member	3	B3QIHE
	2021	Member	1	8UQWBU
	2018	Member	1	2TZ4SK
	2020	Member	1	U54L87
	2021	Member	1	LXKF87
	2018	Member	3	E3DJGN
	2018	Member	1	B@Z3\$C
	2019	Member	2	1@U60O
	2020	Member	1	U9V6DE
	2019	Member	3	VGB77J
	2018	Member	1	\$SCV7
	2020	Member	1	T7Y5D8
	2019	Member	2	EN00H2
	2018	Member	1	U8FTJB
	2018	Member	1	CM7XVH
	2018	Member	1	BMJJJS

	2021	Member	1	U6XK@J
	2021	Member	1	85RWWJ
	2020	Member	2	XO0JBT
	2020	Member	1	4UWY9V
	2020	Member	1	YM6@T
	2020	Member	1	JZN@WB
	2020	Member	2	EL\$OK
	2021	Member	1	VMD\$39
	2019	Member	1	DX\$WFM
	2020	Member	2	LB!A67
	2018	Member	4	LUE50Q
	2020	Member	1	7T6N3V
	2021	Member	1	8D\$NHH
	2021	Member	1	LP\$N\$H
	2020	Member	2	46@1RR
	2020	Member	2	\$1QHUG
	2021	Member	1	@TRZFC
	2020	Member	1	Y@48JC
	2016	Member	3	YOGK4!
	2018	Member	1	L338PV
	2021	Member	1	6HG55@
	2019	Member	2	2X0CH1
	2020	Member	2	JJGPY0
	2016	Member	3	!06WWB
	2019	Member	1	BVC2CC
	2020	Member	2	@\$5OJP
	2019	Member	2	C8M0VK
	2021	Member	1	WXZV2
	2020	Member	1	VF56V3
	2018	Member	4	@8BSF\$
	2018	Member	4	N0H3\$2
	2021	Member	1	YHWE3X
	2018	Member	1	B3LQ@Z
	2019	Member	5	01XQL4
	2018	Member	3	4EWCVF
	2021	Member	1	MKCJQ3
	2020	Member	1	3FRH55

2020	Member	1	BXTJUL
2020	Member	1	8WDV2
2020	Member	3	S2AJJK
2020	Member	1	RTQN@9
2020	Member	2	LGQ\$HX
2020	Member	1	S3MT6U
2020	Member	1	HA5DQ
2021	Member	1	BDD8R4
2020	Member	1	SR8BHN
2020	Member	2	U1HKMM
2018	Member	4	D4V@4Q
2018	Member	4	A6NY3X
2020	Member	2	!GTOW
2020	Member	2	4XL1RE
2020	Member	1	W3QYNF
2020	Member	2	EQBLSG
2019	Member	1	6XDZHM
2021	Member	1	F7PU8W
2019	Member	3	X@57DG
2020	Member	2	\$7EI78
2019	Member	1	PTFDQE
2021	Member	1	QCPEPR
2018	Member	1	M6FNB4
2021	Member	1	NVYDVU
2020	Member	1	ZGFVW2
2020	Member	1	7VRQUG
2021	Member	1	L\$H4XV
2020	Member	2	L3HI5F
2017	Member	3	M3FN47
2020	Member	1	LQ\$6K2
2018	Member	3	GLZKTZ
2021	Member	1	UBK4W9
2021	Member	1	R\$7NBJ
2020	Member	1	VS55AY
2020	Member	2	8UTLUJ
2019	Member	1	S6JG7F
2020	Member	1	SZ2@3V

2019	Member	3	HQ3QWU
2021	Member	1	3HBMU
2019	Member	3	8IG3LV
2018	Member	2	
2020	Member	3	YULBU
2018	Member	4	IYNQ8N
2019	Member	2	1E0H@0
2021	Member	1	HPA5WP
2020	Member	1	87\$8S7
2020	Member	1	H4FNZ8
2018	Member	3	DJQK\$W
2020	Member	1	BH434B
2017	Member	2	
2020	Member	1	U6X56@
2018	Member	2	XZ6S8C
2020	Member	2	OWXTEL
2018	Member	4	@V1XTO
2021	Member	1	JF63CJ
2019	Member	2	VL8II
2021	Member	1	9456B
2018	Member	1	BU\$\$AF
2020	Member	2	\$8Z9TA
2020	Member	2	6DZIMK
2018	Member	3	2MYP9Y
2020	Member	2	3BGR@H
2019	Member	3	CHL5D!
2021	Member	1	CXFQZX
2020	Member	1	8B5PS9
2021	Member	1	XK4XB6
2020	Member	2	ZLFRB1
2021	Member	1	VF4KW7
2020	Member	2	P!NDMK
2019	Member	1	LVVQYG
2021	Member	1	W\$7FZW
2020	Member	1	L8PN7D
2018	Member	1	XCDNJ
2021	Member	1	KER5Z5

2020	Member	2	U6\$Q00
2018	Member	3	GVOF56
2020	Member	1	NM7WP
2020	Member	1	9XK54M
2020	Member	1	N983V9
2021	Member	1	JVLCNS
2019	Member	1	92FAQB
2021	Member	1	9SAK6X
2021	Member	1	NCGASC
2020	Member	2	VZMF29
2021	Member	1	ES5WWF
2020	Member	2	F\$FGCM
2021	Member	1	9TEXTT
2020	Member	1	\$MFLHX
2020	Member	2	35JHY9
2020	Member	1	E96W@W
2018	Member	1	RLZEV
2021	Member	1	XDCGL@
2018	Member	4	WAU4T1
2020	Member	2	Y0O\$@F
2020	Member	2	V9GJ3\$
2019	Member	1	X5R26
2021	Member	1	B9865T
2019	Member	1	DEZ9A7
2021	Member	1	FHY3SZ
2021	Member	1	GSVJY4
2020	Member	2	!Q\$7T0
2018	Member	4	V!NEOU
2020	Member	1	BUMPEH
2020	Member	1	A6J@RV
2018	Member	4	X6WR73
2020	Member	2	!PXS73
2019	Member	3	Q5@RVX
2021	Member	1	BAMN9K
2020	Member	2	LE\$C17
2021	Member	1	\$QWEMG
2020	Member	2	FTG9I5

2021	Member	1	@98JC
2018	Member	1	\$\$@@X
2020	Member	2	@YY8NK
2018	Member	1	\$M3QL
2021	Member	1	S4UEX
2021	Member	1	ZG7H@R
2021	Member	1	V9LBS5
2021	Member	1	S4\$E5V
2019	Member	1	95L48H
2021	Member	1	GESLW8
2019	Member	2	W791HQ
2021	Member	1	C9VXT2
2020	Member	2	T96YZE
2019	Member	1	Q@THQG
2021	Member	1	55H585
2019	Member	3	\$Z7SNI
2020	Member	2	PKFG35
2021	Member	1	MLFVZ
2021	Member	1	W59KYE
2020	Member	1	WZHQH8
2021	Member	1	AYVETS
2021	Member	1	S7B37W
2021	Member	1	VJ2NQ9
2018	Member	3	VEH7TG
2020	Member	1	ELPUAD
2021	Member	1	S@743T
2020	Member	1	SY8P45
2021	Member	1	4XL\$GC
2021	Member	1	63@FGD
2020	Member	2	8UTG21
2019	Member	1	GKLOUD
2021	Member	1	@@46NV
2018	Member	2	CPLHHC
2021	Member	1	R6E8GZ
2019	Member	1	2ZBF5G
2020	Member	2	1D88I8
2021	Member	1	EWCKJW

2018	Member	1	CZ8QEA
2020	Member	2	WT4KIS
2020	Member	2	C2D0
2018	Member	3	VC69D!
2018	Member	1	C8RWA
2021	Member	1	5PK2DC
2020	Member	2	9XQA45
2019	Member	2	@8CWJ7
2020	Member	2	F9Q!!I
2021	Member	1	ZXFB3J
2019	Member	3	5534A1
2021	Member	1	8FXTZB
2021	Member	1	T5B37W
2021	Member	1	RNM\$K@
2020	Member	1	TCM68
2021	Member	1	K4HZXF
2021	Member	1	CEU4A3
2018	Member	3	V6VFGF
2019	Member	2	V@IOCP
2021	Member	1	59SM9B
2018	Member	1	9LDVX3
2020	Member	2	AAUM00
2018	Member	1	5PSR93
2020	Member	1	ZV64G4
2021	Member	1	JXJUB
2021	Member	1	DZEZ3P
2020	Member	1	8PYWS8
2021	Member	1	QEKXH
2020	Member	2	08@WF!
2020	Member	2	!TWSW1
2020	Member	1	MRKT94
2019	Member	2	LLD@EG
2018	Member	3	FGMG\$N
2021	Member	1	DZ3YQA
2019	Member	2	ER7DNC
2020	Member	1	AM28XS
2018	Member	2	8FE2!W

2018	Member	4	F2C5KJ
2020	Member	1	KDECR@
2020	Member	1	EVQY9Q
2017	Member	5	\$9XL5R
2019	Member	1	XB8YGT
2020	Member	2	PLCMME
2021	Member	1	D\$3ZED
2021	Member	1	ZEN56
2021	Member	1	H3AJD2
2020	Member	2	B57YBU
2021	Member	1	YS75PS
2021	Member	1	PNB7\$K
2020	Member	2	PFI\$@J
2020	Member	1	JGEUZM
2019	Member	1	P5R\$RQ
2020	Member	2	DYRAV!
2017	Member	5	L\$1IIF
2017	Member	5	NIIH\$Z
2021	Member	1	NYRSHY
2021	Member	1	87CS7W
2021	Member	1	BAV\$7
2021	Member	1	7A6CSJ
2020	Member	2	E6OBD8
2020	Member	1	U5JD85
2019	Member	1	LP2MU\$
2020	Member	1	MZRJHF
2020	Member	2	00ENL
2020	Member	2	JD5OS
2018	Member	1	3HARUU
2019	Member	3	F!@2M

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Year 17-18 School Dinuba High School

Must meet at least 12 areas

ACTIVITY	NUMBER OF PARTICIPANTS
Attended the following:	
Greenhand Conference	20
Made For Excellence Conference	18
Advanced Leadership Academy	4
Chapter Officer Leadership Conference	7
Spring Region Meeting	7
State Leadership Conference	26
National Convention	0
Submitted the following:	
State Degree Application	5
American Degree Application	0
Proficiency Award Application - Section	0
Chapter Award Application - State	0
Scholarship Application - State	1
Participated in the following:	
Opening and Closing Contest - Section	66
Best Informed Greenhand Contest - Section	5
Co-Op Marketing Quiz - Section	0
Creed Recitation - Section	7
Extemporaneous Speaking - Section	0
Job Interview - Section	5
Impromptu Speaking - Section	4
Prepared Speaking - Section	0
Parliamentary Procedure - Section	0
County/District Fair/Show	30
Career Development Teams (other than those identified above)	
1 Vet Science	8
2 Nursery/Landscape	7
3 Floral	6
Other Activity Above the Chapter Level (Leadership Events/Additional CDE Teams)	
1 Impromptu-Regional	1
2 Banking	12
3 Vine Pruning	12
4 Cotton Judging	12
5	
TOTAL AREAS MET	21

3. Practical Application of Agriculture Skills

Quality Criterion 3A- SAE Grading Criteria

Each student in the Dinuba Agriculture Education program is expected to develop and maintain an SAE that is reported in their record book (AET). SAE projects and AET are graded components of the agriculture program at Dinuba High School, representing five percent of the student's overall class grade each semester. Project related information must be concurrent with data entered into AET. Advisors are expected to teach the new AET in all courses, including periodic grading with designated class time for students to update their experience tracker.

Many students have experience that would qualify as a Supervised Agriculture Experience project that they might not initially recognize. We are striving to have each student involved in a legitimate SAE project department wide. Numerous opportunities and facilities are available for students to utilize to complete projects such as livestock facilities for swine, goat, sheep, beef, and poultry projects. Many students have livestock projects with approximately 20-30 students exhibiting each year. The greenhouse, shadehouse, orchard, and raised garden beds are also available for student horticulture or supervisory projects. Other options for current students are projects based at their personal residence, research, or placement SAEs such as employment or an internship.

SAEs are evaluated and graded on AET by the instructor. Grading is based on completeness, updated information, and validity of project verified by uploaded pictures and project visitation. New students complete SAE plans to indicate their intended SAE projects while returning students are evaluated periodically SAE reports or assignments.

Example: SAE Plan, SAE Project Competition Assignment

Quality Criterion 3B- First Year Students' SAE Project

First year students are required to complete an SAE plan unless they have an established project when entering the program. During the first semester, students are introduced to agriculture education, including supervised agricultural experiences. Students are directed to explore SAE in class through AET, in addition to class conversation, research, and complete an “SAE Explorer Assessment” to complete and submit to aid in directing them to a project that fits their interests and situations. This assessment provides students with information on types, hours invested, money involved, and categories for potential projects. This tool is used to help first year students explore, and create, a plan for a valuable project.

Example: SAE Explorer Assessment, SAE Plan, Dinuba, CA, National Explorer Numbers

Quality Criterion 3C- Continuing Students' Participation

All agriculture students are expected to maintain a supervised agricultural experience project outside of class time to fulfill the program requirement. This criterion is an area that needs to be improved on, as a whole, within the department. We have a portion of students exhibiting livestock, involved in horticulture projects, or working directly in the industry. This is an area that the instructors have identified as needing improvement to become a more balanced and comprehensive agriculture education program. There have been numerous improvements made to assist in validating and improving the SAE at Dinuba High School.

Starting in 2017, department facilities were being utilized more efficiently and productively to accommodate student projects on campus. Livestock projects were diversified by adding additional facilities such as a poultry coop, beef pen, and addition of market goats to the livestock program. Student horticulture projects have been opened to the growing and selling of plants at the annual sale, as well as having raised garden bed projects year-round. Opportunities such as greenhouse and orchard student manager positions also help to add size and scope to projects. A work credit program will begin in the 2018-2019 school year to assist students in having legitimate projects with a direct tie to agriculture with supervised activities and responsibilities on campus facilities.

With the 100% adoption of AET, this allows for a more frequent review of student progress in SAE projects by instructors. More teacher tools are planned to be used in the upcoming year to increase the amount and validity of student projects to improve our SAE program. Our goal is to also provide more SAE supervision and increase degree and proficiency recipients.

Examples: Work Credit Sheet, SAE Report, Pictures of Facilities

Quality Criterion 3D- SAE Visitation

Our department is fortunate enough to have agriculture facilities on campus for students to utilize. Livestock, horticulture, or placement project visits are both formal and informal. Project visits are completed by all advisors to review student progress, provide guidance, or assist when needed. Livestock and some horticulture projects are kept on campus and are reviewed more frequently due to proximity and nature of the project. Project visitation forms are available when conducting formal project visits that outline the specifications of the interaction, but not currently used consistently or frequently.

Under “Teacher Activities” on AET there is a “SAE Visit Manager” tool that allows the advisor to complete a digital visitation form that is logged under the program and student accounts. With the adoption of AET, this is a direction the department can move towards with the integration of this new record book system. Other ideas include digitizing our current visitation form to be Google compatible. Each agriculture instructor is responsible for visiting their students who have SAE projects at least once a semester or based on the project's duration.

Example: Project visitation form

Quality Criterion 3E- School Vehicles

The Dinuba Agriculture Department has two vehicles that are available for use at all times. A 2001 Chevrolet Silverado and a 2016 Chevrolet Express Van are used by the three agriculture teachers for all FFA activities, SAE visits and department needs. If a vehicle is needed for department business, the teacher would request a vehicle at the weekly department meeting. A shared department calendar located in the agriculture office would also be updated with the day, vehicle needed and its use to ensure availability. Additional vehicles are needed for department business, a transportation request can be submitted for a van or bus. If needed must use a personal vehicle for school needs, a reimbursement form may be submitted to the district.

Example: Picture of Truck and Van, Transportation Request Form

Name: _____

Supervised Agriculture Experience Planning Sheet

Directions: Complete the following questions in regards of your intended SAE project. Write answers in a **different, easy to read color, besides black.**

Review the project areas below before completing your project.

Do you already have something that can be an SAE project at home? If yes, what is it?

What is your intended, 50 hour, SAE project for this year?

How does this relate to future career and/or hobbies?

When are you planning on starting your SAE?

Explain the hour break down for your SAE, such as hours per week, month or season

What do you think you project will consist of as far as responsibilities?

Why did you select the SAE(s) that you did?

Are you wanting to earn your Chapter degree this year? If so, by when do you need to complete your hours?

Continue On Back Side

Name: _____

What are the potential project areas?

Highlight the area in yellow

Animal Systems

Livestock, wildlife, companion animals, aquaculture, poultry, equine

Business Systems

Sales, service, farm and ranch management, economics

Environmental Service Systems

Pollution prevention, water and air quality, waste management, health and safety

Food Products/Processing Systems

Product development, processing, packaging, health and safety

Natural Resource Systems

Habitat conservation, forest products, park and recreations, mining, fisheries, soil conservation

Plant Systems

Agronomy, horticulture, forestry, turf, viticulture, soils, harvesting

Power, Structural, & Technical Systems

Power, structure, controls, GPS/GIS, computers, electronics, hydraulics

Supervised Agriculture Experience Project Competition Required Assignment

Your Ag Project (SAE) is a showcase of your hands-on learning in an agriculture-related position over the past months in Ag. Now you have an opportunity to show off what you have done with others. You may pick any project type or area to complete your 50 SAE hours (advisor approved). Facilities and resources will be available on campus if necessary. Your project must fall into the award categories below.

Note: If you are planning on applying for your chapter degree this year, you must have 50 hours BEFORE the January meeting to qualify for your degree. You may complete a separate SAE for the purposes of your degree or this project.

Due date: Tuesday, April 24, 2018 (Boards and record books are due to Mrs. Borba)

NO LATE SUBMISSIONS ACCEPTED FOR ANY REASON

Awards will be given to students in the following project areas:

- *Animal Science*
- *Plant Science*
- *Ag Mechanics*
- *Entrepreneurship / Ag Business*
- *Placement*
- *Food Processing*
- *Natural Resources*

Students will be required to showcase their project using the following format:

1. 5 **distinctively different** photos of you working with your project. Your face must be visible!
2. A tri-fold bulletin board with at least the following information
 - a. Description of your project
 - b. Number of hours worked in total
 - c. A minimum of 5 skills you learned (explained)
 - d. Photos (5 distinctly different photos with your face visible)
 - e. Money Earned and Spent
 - f. A Reflection of your project – what was good, bad, and what you would do differently. (2 paragraph, minimum)
 - g. *The board should be colorful, have eye appeal, and be easy to read***
3. Your name must be located on the back of the tri-fold board with class and period
4. Artifacts from your project (if applicable)

A maximum of **100 Points** will be earned for this project which will be based on the following

- *50 points* for the project competition presentation
 - Followed the format of the project guidelines
 - Effort was put in to the presentation
- *50 points* for completion of the project
 - 50 hours was completed over a 3-4 month period
 - Agriculture related
 - Students will turn in a “single project report” from AET and have it available with your board. This will be used in verification

Note: A zero score for the project will be earned for not having a completed record book or proficiency application. Record books will be done on AET.

**Dinuba High School Agriculture Department
Work Credit Contract**

On this day, _____, 20_____, I _____, the student, agree to follow all directions, listen to instructions, work safely at all times, and follow the guidelines presenting by the Agriculture Department and Advisors. The student will be compensated at a rate of \$5.00 per hour of work on the Agriculture Department facilities and/ learning laboratories, to be repaid through FFA or Agriculture expenses that the student may need to pay. Due to high school education regulations, the student will not be compensated in any monetary way, but the Dinuba Agriculture Department or FFA Chapter may pay any incurred registration fees, charges, or payments requested by the student.

It will be the responsibility of the student to seek work and confirm opportunities, complete a work log, and get hours signed off daily by an advisor to verify completion. The student will turn in a log with the date, beginning and ending work times, description of work accomplished, and total minutes worked. Total work time will need to be submitted in 15 minute increments. The record of hours will be turned in at least once a month by the 1st day of the following month, if not more often. I understand that submitting worked time late may result in a delay in updating credit account.

Date	Student Name Printed	Student Signature
------	----------------------	-------------------

Date	Parent Name Printed	Parent Signature
------	---------------------	------------------

Date	Advisor Name Printed	Advisor Signature
------	----------------------	-------------------



The livestock barn accommodates 24 lambs or goats, 4 beef cattle, and 32 hogs. Students can house their livestock projects here during school and summer, if facilities are not available at their residence. A storage and supplies shed is also available for student use.



A dirt show arena is located within the barn for student use. The show ring is utilized during formal practices and independent practice times.



Three enclosed wash racks are located in the barn for lambs, goats, and hogs. When there are cattle projects, a shoot is set up next to wash racks for livestock owners to use.



There are three storage sheds located behind the agriculture department. The first shed is used to house small tools, equipment, containers, and other horticultural related products. The second shed is a floral shed that contains various floral supplies, vases, and foam that cannot be stored in the classroom. The last shed is used to raise mice and rats for feeding the department reptiles.



The traditional greenhouse is used in various classes including Ornamental Horticulture, Landscape Design and Introduction to Agriculture. This facility is also available for plant propagation, production, and other plant-based SAE projects.



Students SAE projects in the greenhouse include various forms of propagation, maintenance, and plant care.



There are nine raised garden beds available next to the Agriculture Department. Raised beds are used for classes, as well as student-grown projects. Students who are utilizing the raised beds are given a key to access their plants on weekends and after hours.



A brand new greenhouse is currently in the process of being built. This greenhouse will be used to start a hydroponics program at Dinuba High School. The greenhouse will contain concrete, raised tables, fans, and a heater.



Student SAE Assessment Report

Jose
Dinuba

Date of Visit: **10/23/2018**

SAEs Assessed: **2018 Beg.- 2018 Greenhouse Manager**

Rating: **9**

Teacher Evaluation:

Evaluated watering of greenhouse and shade house plants. Plants needed deeper watering, demonstrated more desirable watering techniques. Greenhouse temperature was too cool, adjusted for the upcoming fall and winter weather.

Teacher Recommendation:

Plants showing signs of deficiencies so it was recommended students fertilizer with 16-16-16 all purpose quick release fertilizer within 1 week.

Profile

Accounts

Tracker

Reports

- Dinuba
- Inbox
- Portfolio
- Scoreboard
- Explore SAE
- Classroom Resources
- Sign Off

- 2018-2019
 - SAEs: 11
 - Jrn Entries: 187
 - Jrn Hours: 605
 - Fin Entries: 16
 - Active Students: 10

- Student Help
- Teacher Help
- AET Classroom
- Ask AET a Question

SAE Assessments



Step 3: Evaluate the student's SAE

Teacher:

Date of Visit:

Extended Contract Hours: In-Contract Hours: Miles Traveled:

Evaluation:

Recommendation:

Rating:

Photos from Visit:

- Send email notification to student with SAE Assessment Report
- Send email notification to parent(s)/guardians(s) with SAE Assessment Report
- Add entry into Teacher Journal

SAE Visit Form

Name: _____

Project: _____

Location of Project: _____

Date of Visit: _____

Purpose of Visit:

General Progress:

Project Scope:

Goals of Project:

Evaluation:

Recommendation:

Student Name (print): _____

Student Signature: _____

Advisor Name (print): _____

Advisor Signature: _____

2016 Chevrolet Express



2001 Chevrolet Silverado





Request ID	Submission Date
1542	05/31/2018
1541	07/01/2018
1542	07/01/2018
1543	07/31/2018
1544	07/31/2018
1545	07/31/2018
1546	07/31/2018
1547	07/31/2018
1548	07/31/2018
1549	07/31/2018

Request#: 13641 - Ticket(s) Issued

Requesting School/Org: Activity Request for Competitive Event?

Stop Type	Location	Address	City	State	Zip	MapSource
Pickup	Diablo High School	147 E Main Ave	Diablo	California	93618	Google
Dropoff	Tulare County Fairgrounds	500 S W St	Tulare	California	93274	Google
Dropoff	Diablo High School	147 E Main Ave	Diablo	California	93618	Google

Intermediate Stops

Stop Type	Destination	Address	City	State	Zip	Delete
			Diablo	California	93618	X

Start Date Time: 09/10/2018 12:00 PM

End Date Time: 09/10/2018 07:10 PM

Overnight Trip: Yes No

Students #: 30

Total No. of Passengers: 32

Drivers(s) furnished by Transportation?: Y N

Vehicle(s) furnished by District?: Y N

Requestor: Karlaann Wiltterding

Trip Supervisor's Email (max 512 characters):

Special Instructions:

Adults #: 3

Referrals/Referrals #:

Drivers #:

Vehicles #:

Trip Supervisor:

Trip Supervisor's Phone:

Special Instructions:

Action:

Last Modified By: Karlaann Wiltterding at 7/31/2018 9:07:56 PM

Request ID	Submission Date	Status	Action
1542	05/31/2018	Accepted for Processing	
1541	07/01/2018	Ticket(s) Issued	
1542	07/01/2018	Ticket(s) Issued	
1543	07/31/2018	Ticket(s) Issued	
1544	07/31/2018	Ticket(s) Issued	
1545	07/31/2018	Ticket(s) Issued	
1546	07/31/2018	Accepted for Processing	
1547	07/31/2018	Accepted for Processing	
1548	07/31/2018	Accepted for Processing	
1549	07/31/2018	Accepted for Processing	

4. Qualified and Professional Personnel

Quality Criterion 4A- Appropriate Credentials

All agriculture teachers at Dinuba High School are appropriately credentialed for the courses that they teach. All three full time agriculture educators hold clear Single Subject teaching credentials in Agriculture as well as clear Specialist Instruction credentials in agriculture.

Example: Teacher Credential Copies

Quality Criterion 4B- Professional Development Activities

Each agriculture teacher attends more than the required professional development activities each year, whether this is through Dinuba High School, Dinuba Unified School District, CATA, or individually. Agriculture teachers attend educational and professional development events hosted by Dinuba Unified at the beginning of each school year. Each agriculture instructor attends all Sequoia CATA Section Meetings, San Joaquin Regional Meetings and Regional Roadshows to continue their growth as an educator as well as remaining up-to-date on industry directions and needs. Additional events attended by department members include the New Professionals Institute, CATA Agriskills, and National Association of Agricultural Educators. Weekly, the agriculture instructors collaborate with other career technical education teachers and/or the Science Department on the Dinuba High School campus to continue educational and curriculum development. Weekly collaboration time is built into the

Examples: AIG Inservice Activities Document

Quality Criterion 4C- Department Meeting Schedule

The Dinuba Agriculture Department allocates time weekly for formal department meetings, outside of the school required collaboration time. Informal meetings also occur as needed to accomplish various tasks. Traditionally, the weekly meeting schedule is every Monday at lunch to discuss upcoming events, planning activities, coordination and collaboration, making department decisions, reflections or any other additional events that make occur.

Quality Criterion 4D- Department Meeting Minutes

The Dinuba High School Agriculture Department meets weekly to discuss upcoming events, collaborative planning or other issues that affect the department or agriculture education program. Digital copies of agendas and minutes are kept in a shared Google Drive folder named “Department Workings” for easy and convenient reference for department members.

Examples: Ag Dept Meeting Minutes

Quality Criterion 4E- Teacher's Reimbursement

Dinuba High School Agriculture Teachers are reimbursed for personal expenses incurred while participating in educational, FFA or SAE related activities. Instructors are also reimbursed for expenses incurred at CATA conferences or other professional development events. Our department is very fortunate to have a Cal Credit Card available to cover expenses with funds from the Agriculture Incentive Grant, Perkins, and FFA ASB accounts. Any expenses used on this card must have accompanying receipts and be coded to be paid from the appropriate account.

Examples: Payment Request Form, ASB Accounts Overview

New Search Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment page](#).

Last Name:
 First Name:
 Middle Name:

Last Known County of Employment:

Note: Please verify County of Employment is current. If no flag, review Status field under the All Documents tab to view any adverse action taken if flag displayed, click the Adverse and Commission Actions tab.

Current Document All Documents Adverse and Commission Actions

Document Number	Document Title	Term	Issue Date	Expiration Date	Original Issue Date	Status	Grade	Special Grade
180177465	Single Subject Teaching Credential	Clear	7/23/2018	8/1/2023	6/10/2016	Valid		
180130909	Single Subject Teaching Credential	Preliminary	6/10/2016	7/1/2021	6/10/2016	Valid		
160130911	Specialist Instruction Credential (Agriculture)	Clear	6/10/2016	7/1/2021	6/10/2016	Valid		
140177100	Certificate of Clearance		9/17/2014	10/1/2019	9/17/2014	Valid		

Authorization/Subjects

Authorization Code	Subject Code	Authorization Description	Subject Description	Major/ Minor	Added Authorization Date
R1S	AGRI	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults. The following instructional services may be provided to English learners within the content area(s) listed on this document: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students. This English learner authorization also covers classes	Agriculture	MAJ	
ELAS	NONE			MAJ	

New Search Note: If you have any questions, please view the [CTC Online - Written Instructions for Application and Payment page](#).

Last Name: BROWNE
 First Name: ROY
 Middle Name: OWEN

Last Known County of Employment:
 Adverse and Commission Actions Indicator:

Note: Please verify County of Employment is current if flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Current Document

All Documents Adverse and Commission Actions

Document Number	Document Title	Term	Issue Date	Expiration Date	Original Issue Date	Status	Grade	Special Grade
070358169	Crosscultural, Language and Academic Development Certificate	Clear	8/24/2007	8/24/2007	8/24/2007	Valid		
160038010	Specialist Instruction Credential (Agriculture)	Clear	7/1/2016	7/1/2021	6/26/1996	Valid		
160038009	Single Subject Teaching Credential	Clear	7/1/2016	7/1/2021	10/24/1995	Valid		

Authorization/Subjects

Authorization Code	Subject Code	Authorization Description	Subject Description	Major/ Minor	Added Authorization Date
S12	NONE	This certificate, when held in conjunction with a prerequisite credential or permit specified in Education Code Section 44253.3, authorizes the holder to provide the following services to limited-English-proficient pupils: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults, except when the prerequisite credential or permit is a designated subjects adult education teaching credential, a children's center instructional permit, or a children's center supervision permit, in which case instruction for English language development is limited to the programs authorized by that credential or permit; and (2) specially designed content		MAJ	

New Search

Note: If you have any questions, please view the [CFC Online - Written Instructions for Application and Payment page](#).

Last Name: WILTERDING
 First Name: KARIANN
 Middle Name: LOUISE

Last Known County of Employment: FRESNO COUNTY OFFICE OF Adverse and Commission Actions Indicator.

Note: Please verify County of Employment is current. If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Current Document

All Documents Adverse and Commission Actions

Document Number	Document Title	Term	Issue Date	Expiration Date	Original Issue Date	Status	Grade	Special Grade
150100979	Specialist Instruction Credential (Agriculture)	Clear	7/1/2015	7/1/2020	1/18/2008	Valid		
150100980	Single Subject Teaching Credential	Clear	7/1/2015	7/1/2020	1/18/2008	Valid		

Authorization/Subjects

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

Renewal Requirements 1 - 2 of 2

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

Renewal Code Renewal Description

Additional Description

To ensure this credential stays valid, you must submit an application and fee to the Commission no later than 30 months

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENT

CRITERIA 4.B

School Year

17-18

School

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

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES				
	Borba	Browne	Wilterding		
Fall Region Meeting	X	X	X		
Region In-service Day	X	X	X		
Spring Region Meeting	X	X	X		
Section In-service*	X	X	X		
Section In-service*	X	X	X		
Section In-service*	X	X	X		
Section In-service*	X	X	X		
Summer Conference	X	X	X		
University AgEd Skills Week	X				
Professional Development **					

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than the Development:

1 AET Inservice Event-Borba, Browne, and Wilterding

2

3

4

5

DINUBA AG. DEPARTMENT

September 24, 2018

AG Department room 601

Meeting called by: R.Browne Type of meeting: Department Meeting
: _____

Attendees: Kari Wilterding, Nicole Borba, Rod Weaver (did not attend)

Please read: _____

Please bring: _____

AGENDA ITEMS

Topic

- ✓ Dual Enrollment Meeting- Wednesday Sept 26. Bring copies of syllabus from Reedley College. Fabrizio will walk us through the class sign up, attendance, and observations. 4pm in Sanger
- ✓ Program Review; Nicole finished review binder. Department will clean up outside and inside to prepare. Tory Torosian and Dr. Roberts will meet Mr. Parker at 1pm. Roy to put in sub Request for WIS classes
- ✓ To Clean Up- Put away fair tack and equipment, Trash all around and dump, Kari will finish her shelving units, need to clean up Construction debris
- ✓ Cotton Contests- discussed dates and would would be driving. Orosi- Kari, Corcoran-Roy, MJC-Roy, Hanford-Roy
- ✓ Roster- Kari and Roy will complete rosters Tuesday, Nicole will Complete Wednesday.
- ✓ Raisin Day- Roy will have sign ups available tomorrow morning for shifts. Will begin clean up at 5pm. Petting zoo will have snakes, turtles, sheep, goats, and rabbits.
- ✓ T-Shirts- Sale ends this friday. Need T-Shirt guy info from Ulices for creating a PO. Shirt sales not going very well. Need to promote more.
- ✓ Drive Thru BBQ Fundraiser- Start selling Tuesday. Tickets all cut, stapled, and numbered. Can begin to check out tickets tomorrow. Roy will pick up meat Oct 11th

OTHER INFORMATION

Any concerns?????

Our students may not remember what we taught them but they will remember the way we treated them.



Dinuba Unified School District
 1327 East El Monte Way
 Dinuba, CA 93618

Personal Expense Claim Form

Name _____

Address _____ City _____, CA Zip _____

School _____ Date of Governing Board Approval _____

Conference Name _____ Business Purpose _____ City of Event _____
Attach conference form to this expense claim i.e. Staff Development, Chaperone Students, etc

USE DISTRICT CREDIT CARD

Registration: Dates Inclusive of Conference _____ - _____ Reg Fees \$ _____ N/A

Meals included in Conference? Yes No

Lodging: No of Nights _____ amount per Night \$ _____ Total per Lodging \$ _____ N/A
(Attach Lodging receipts to this expense claim)

DISTRICT OFFICE

Meals: \$46 Claimed Meal Costs (no receipts required)

Date _____	Day 1	<input type="checkbox"/> Breakfast \$10	<input type="checkbox"/> Lunch/\$12	<input type="checkbox"/> Dinner /\$24	=\$ _____
Date _____	Day 2	<input type="checkbox"/> Breakfast \$10	<input type="checkbox"/> Lunch/\$12	<input type="checkbox"/> Dinner /\$24	=\$ _____
Date _____	Day 3	<input type="checkbox"/> Breakfast \$10	<input type="checkbox"/> Lunch/\$12	<input type="checkbox"/> Dinner /\$24	=\$ _____
Date _____	Day 4	<input type="checkbox"/> Breakfast \$10	<input type="checkbox"/> Lunch/\$12	<input type="checkbox"/> Dinner /\$24	=\$ _____

Total of Meals Receipts \$ _____
Parking \$ _____

Parking _____
(Attach receipts)

Miscellaneous:

Description _____ Misc \$ _____
 Description _____ Misc \$ _____

(Attach Miscellaneous Receipts to this expense form)

Mileage: _____ X 0.545 ¢ (attach a google/mapquest map) **Total Mileage \$ _____**

Account Code: _____ **TOTAL REIMBURSEMENT: \$ _____**

Keep a copy of this form and a copy of your receipts for your files

The above expenses were actual and necessary in the performance of my official duty. No tips, alcohol, or expenses for a family member or other non-district affiliated person(s) are included in this request. No part of the above claim has been paid by the District or reimbursed by other entities.

I hereby declare under penalty of perjury that the foregoing statements are true and correct.

Dated this _____ day of _____, 20 _____

Employee Signature

Principal/Administrator: _____ Date _____

Director of Business Services: _____ Date _____

Clarification of Meal Reimbursement Procedures

Meals: The Cost of meals shall be reimbursed at the following rate:

Breakfast	\$10.00
Lunch	\$12.00
Dinner	\$24.00

Reimbursements will not be made for tips, guests, or alcoholic beverages or when costs of meal(s) are included in workshop fee or airfare.

1 Meal = Amount spent or maximum per meal rate, whichever is less

2 Meal = Breakfast & Lunch, Amount spent or the maximum reimbursement of \$22.00, whichever is less

= Lunch & Dinner, Amount spent or the maximum reimbursement of \$36.00, whichever is less

Reimbursements will not be made for tips, guests, or alcoholic beverages or when costs of meal(s) are included in workshop fee or airfare, the total per diem allowance is reduced for each meal included according to the rates shown above:

When Travel Begins

Prior to	&	Ends After	These Meals May Be Claimed
6:30 A.M.		9:00 A.M.	Breakfast
6:30 A.M.		2:00 P.M.	Breakfast & Lunch
11:00 A.M.		2:00 P.M.	Lunch
11:00 A.M.		7:00 P.M.	Lunch & Dinner
5:00 P.M.		7:00 P.M.	Dinner
6:30 A.M.		7:00 P.M.	Breakfast/Lunch/Dinner

5. Facilities, Equipment and Materials

Quality Criterion 5A- Special Population Modification

Within the last several years, the Dinuba High School Agriculture Department has made several modifications to our facilities and school farm to accommodate a larger number of students with varying interests, abilities, and populations to provide more opportunities for student who are socioeconomically disadvantaged. The horticulture facilities have been, and are currently in the process of, being upgraded to provide more project opportunities for many of our students. The on campus livestock barn, orchard, vineyard, and raised garden beds also provide hands-on experiences. The department would like to continue to make improvements/upgrades to ensure that facilities and their access are adequate for all student populations

Accommodations are made for all students that need special assistance, especially outdoor facilities for those that are physically disabled. The Dinuba Agriculture Department communicated with the Special Education department to have a working relationship with teachers and aids on campus to support the varying needs of our students. We currently have various Special Day Class students enrolled in Introduction to Agriculture. Large screen televisions, with additional speakers, are found in agriculture classrooms to assist those are visually impaired or visual learners. Aids are available in classes, as well as extra curricular activities to help those students.

Examples: Pictures of Facilities

Quality Criterion 5B- Adequate Storage

The Dinuba Agriculture Department has an adequate storage space for materials, records, equipment, and supplies. Both agriculture science rooms have storage cabinet around the room, including free standing shelves, filing cabinets as well as a teacher desk with locking drawers. Laboratory supplies and materials are kept in our classrooms in cabinets or stored in the agriculture office. Additional supplies and records are stored in the agriculture office. Horticulture supplies and equipment are stored and located in a shed located behind the shadehouse. Floral supplies and equipment is stored in room 601, the floral shed, or the floral cooler. A small animal storage shed is also located near our agriculture department. A livestock shed is located at the barn for student storage of personal equipment, supplies, and sign in sheets. The agriculture mechanics equipment and materials are located in our shop, which is currently being shared with another CTE class. The Agriculture Department and CTE Department work closely together to have adequate, identified and safe storage of all materials and safety provisions.

Behind our classrooms there are also three large storage containers that also used as supplemental storage for larger items and fair equipment. All outdoor storage facilities have locking capabilities for security purposes. All agriculture facilities and laboratories are surrounded by chain linked fence with locks, barbed wire, with additional privacy panels and plants.

Example: Pictures of Facilities

Quality Criterion 5C- Laboratory Facilities

Our Agriculture Department takes pride in providing numerous school-based laboratory facilities for students to conduct SAE project on campus. All of the following facilities are available to accommodate students with the SAE projects:

- Livestock Facility
 - Pens for hogs, sheep, goats, and beef
 - Chicken coop
 - Practice show ring
 - Pen flush system
- Greenhouse
 - Located behind agriculture classrooms
 - Propagation tables
- Shadehouse
 - Outdoor shaded growing area
 - Propagation area
 - Manual sprinklers
- Growing Area
 - 8 Raised garden beds
 - Vineyard
 - Stone fruit and citrus orchard (renovating Spring 2019)
- Agriculture Shop
 - Mechanic project construction (no welding ability)

Examples: See facilities pictures

Quality Criterion 5D- E-mail

Our Agriculture Department has email capabilities for all agriculture instructors. Each instructor has a district email address that is accessible from any internet location. All agriculture teachers have a district issued laptop, with Roy Browne and Kariann Wilterding additionally having desktop computers with accompanying printers. Each classroom also has a Chromecart with a class set of student laptops which also have internet and email accessibility.

Roy Browne: rbrowne@dinuba.k12.ca.us

Kari Wilterding: kari.wilterding@dinuba.k12.ca.us

Nicole Borba: nicole.borba@dinuba.k12.ca.us

Quality Criterion 5E- Facility Neatness

Agriculture advisors, students, and officers strive to maintain facilities regularly. An effort is made to keep facilities presentable to students, visitors, and staff. Clean-up and work days are periodically held for advisors and students to clean the facilities to meet department standards. This allows for pride in facilities to have student investment in tidiness and organization. Community events are also hosted throughout the year so cleanliness is necessary in community relations.

Quality Criterion 5F- Facility Maintenance

Department facilities and laboratories are regularly maintained, repaired, or replaced as the needed arises. We are currently in the process of building a new hydroponics greenhouse to add to the horticulture program. Facilities are maintained to ensure appropriate condition for student use in classes or SAE projects. Regular cleaning and work days are established to maintain facilities to ensure cleanliness, organization, and safety to all students, staff and exhibitors.

With facilities such as ours that are utilized all year long, we have a constant need for repair and replacement of equipment and supplies. If anything is broken, damaged, or beyond department capabilities, a work request can be submitted to the district maintenance department for assistance. Work orders are completed based on priority or emergency level.

Example: Facilities Request Page

Maintenance Request

MAINTENANCE/GROUNDS REQUESTS

To submit your request complete the following form. If you have any questions please contact your Site Administrator.

Step 1 Please be yourself, click here if you are not Nicole Borba

First Name

Nicole

Last Name

Borba

Email

nicole.borba@christie.k12.ca.us

Phone

[Redacted]

Pager

Mobile Phone

Step 2 Location

Orinda High School

Area

Ag Shop

Area/Room Number

600

Yes, remember my area entries for my next few request entry.

Step 3 Select Problem Type:

Maintenance Help Desk: Click on the problem type below that best describes your issue.

Air Conditioning	Alarm	Audio/Visual	Electrical
Fence Repair	General Maintenance	Glass/Window Repairs	Graffiti
Grounds	Heating/Ventilation /Air Conditioning	Lighting	Telephone Service

Step 4 Please describe your problem or request.

[Empty text area]

Step 5 Submittal Password

[Password field] [Forgot Password?](#)

Step 6 Submit

NOTE: You will receive the following notifications.
You will be notified receipt of your request.
You will be notified if this request is completed.
You will be notified if this request is declined.
You will be notified when this request has been duplicated.

Legend

Required Information

6. Community, Business, and Industry Involvement

Quality Criterion 6A- Advisory Committee Membership

The current Dinuba Agriculture Department Advisory Committee consists of 10 individuals who represent various agriculture sectors within our local community, with a passion for agriculture education. We seek to invite individuals based on profession or agriculture specialty. Our goal is to have a diverse representation of industry sectors to provide information about industry needs, trends, and directions. We hope to add additional members this next school year from other agriculture business such as Gar Tootelian Inc, Wilgenburg Greenhouses, and Fresno State.

Example: Ag Advisory Committee Membership List

Quality Criterion 6B- Advisory Committee Minutes

The Dinuba Agriculture Advisory Committee meets annually twice a year; once a semester. We invite all current committee members, potential committee members, advisors, and administration to our dinner and meetings. The meetings occur at the Agriculture Department. Current chapter officers conduct an introductory presentation at the Fall advisory meeting introducing themselves, the program and upcoming events. Recently, we have been utilizing meeting times to discuss updates on the new high school and facilities as we submit an application for the CTEFP grant to be a financial source of funding for new buildings, facilities, and equipment.

Example: Committee Minutes

Quality Criterion 6C- Advisory Committee Assistance

The Dinuba Agriculture Advisory Committee is beneficial in providing information in the development of our comprehensive program plan. Each fall committee meeting, the committee members are provided with our current program plan and provide insight into helping us develop program pathways, goals, and direction. Their guidance ensures that we are offering courses and providing hands-on experiences that meet industry standards. After looking at our facilities, they offer support and advice for utilizing our facilities in different ways, as well as how we can provide more experiences for students. Advisory members also help us set up placement sites for students with various SAE projects, and internships, with a current student working directly for a committee member.

The Ag Advisory board has assisted our program recently with providing insight from an industry standpoint for laying out rooms and buildings and designing learning lab facilities. With the application for the CTEFP grant, a requirement is that advisory or industry members review our design and make recommendations. The advisory members have also written letters to be included with our application to show our strong industry partnership.

The program plan is shared with the committee including an overview of all of our current classes, course outlines, budget and 5 year plan. The advice given at the meeting is taken back to guide our program to meet the needs of the local industry as shared by the committee. We use this to reflect on our program and create a plan to achieve these new goals. Our next program plan will be able for review at the next advisory meeting.

Example: Committee Meeting Minutes

Quality Criterion 6D- Advisory Committee Chair Information

The contact information for the Dinuba Agriculture Advisory committee chair is provided on the Agriculture Incentive Grant application checklist. Committee membership includes various local agriculture leaders representing ornamental horticulture, plant science, community college, Fresno State, engineering and technology, alumni, and animal science.

Example: AIG Checklist Cover

Agriculture Advisory Committee Roster

Tory Torosian
Viticulture/Committee Chair
Tory Farms



Ron Nishinaka
Horticulture/Education
CSU Fresno/Tree Fresno/SCCCD



Joshua Terry
Diversified Agriculture/Alumni
Terry Farms



Dave Lopes
Animal Science/Education
Reedley College



Kara Langley
Floral/Alumni
Alumni/Floral Business



Mary Villarreal
Agriculture Business
Warren and Baerg Manufacturing Inc



Rhonda Watson
Horticulture/Alumni
Watson's Nursery and Landscape



Carlos Murrieta
Agriculture Business
Mechanical Raisin Harvesting



Mike Naylor
Diversified Agriculture
Naylor Organics



Steve Soria
Agriculture Business
Valley Soil and Forest Products



**Dinuba High School Ag. Department
Advisory Committee Meeting Minutes
November 5, 2018
Started 6:43pm**

Welcome: By Mr. Tory Toroian Ag. Advisory Chair And Roy Browne

Introductions of Ag Advisory Members: Present: Torosian, Browne, Layne, Robison, Wilterding, Borba, R. Watson, Nishinaka, J. Terry, Lopes, western milling, Villarreal, Naylor

Introduction of Teachers: Roy Browne:
Kari Wilterding
Nicole Borba

Approval of Minutes: Did not do this meeting

Introduction of FFA Officers: all officers were present to introduce themselves. Gave a brief synopsis on their involvement in the FFA.

- Nate spoke about the Tulare County Fair exhibits
- Karen spoke about the Officer Retreat
- Jesus G. spoke about the Alta Historical Society Community Service Event
- Itzel spoke about the Raisin Day Community Service Petting Zoo and Informational booth
- Ulices spoke about fundraisers: BBQ dinner, Flower Pen Sales, Cookie Dough Sales
- Leslie spoke about the Opening/Closing Contest and included the Discovery Students
- Jose spoke about cotton judging team.
- Jesus A. Spoke about Lions Club and the Sunrise Rotary Club
- Steven spoke about the Chapter Meetings that we have the students participate in.

Call Warren and Baerg for buyers of Hogs next year.

Introduction of Puppy GDB--Vancouver was introduced and that we have 7 kids waiting for puppies and finish their trainings.

Update on activities: Browne went over the upcoming events
Winter CDE: Cotton, Vine Pruning: Contest schedule for January 16
Spring CDE: Landscape Design: Floriculture: Vet. Science: Landscape Design : Contest here- March 16th
State conference- April 25-28th, 2019 in Anaheim, Ca.

Up and coming events:

Chapter meeting: Nov 15 – game night and potluck

Cookie Dough sales

Up-date on classes: Browne explained what graduation credits each class and what dual enrollment courses are. Nishinaka said students at Sanger in the dual enrollment program received their AA at the commencement ceremonies. Planning on expanding to other schools the same model.

Classes on the schedule now for next year:

Vet Science- CSU, Graduation (science), Dual Enrollment

Floriculture- CSU, graduation (fine arts), Dual Enrollment

Ag. Biology- CSU, graduation (Science)

Intro to Ag

Landscape design: CSU, Dual Enrollment

Ag Leadership

Ag and Natural Resources

Ornamental Horticulture- CSU Graduation (Science) Dual Enrollment

Floriculture II, Dual Enrollment

Animal science- CSU, Graduation (Science) Dual Enrollment

Classes at Washington Intermediate School. Ag Discovery- 2 periods that Browne teaches. heavily into plant unit: building greenhouse, self watering pots, plant reproduction and propagation, improving their “Ag Farm” , Beginning of the year Big career unit, introduced our Discovery Officer Team that will work with the Chapter officers on events and the banquet at the end of the year. Exciting to see how it will grow and the excitement about learning.

Pathways and Science Flow Charts- Browne showed flow chart of science and pathways the students can go through to get their pathway complete. Wilterding the only one we cannot complete is the physical science but we would like to do that with our intro to ag course.

11 Elements of High Quality CTE Programs- Looking for your help in the following area’s:

What do we want our program to be: We want to provide our students with the skills to be successful in a college and or in career?

How do we accomplish this ?

Help locate jobs for our students

Internships

Job Shadowing

Field Trips

Industry Certification

Work Based Learning

Notes: Browne- IN these type “jobs” they will be covered by the schools insurance, Robison asked about average hours- Browne says 3-5 hours a week Villareal- looking at just hours like the engineering we did with visalia and will be doing with Orosi they did it during the summer and 2 weeks on break. Browne- working with manjeet in meetings but we are looking for different options for our students Robison we can do something with producers Dairy- they would be willing, ill give you contact info.

Browne- if you can go back to your company and see what they can do to help us out with these items

Nishinaka- does it have to be in this region

Browne- No

Nishinaka- central coast has lots of growers that i can help you get in contact with to set those up.

Torosian- Sarkis can hook us up with winery tours, main products grapes in our area. Distilling is coming back

Nishinaka- Certified California nursery growers.

Borba- looked last year never got a response

Nish- pilot program at merced this year so hoping they will expand to HS

Browne- Connections to paramount or large companies here

Villareal- will ask windle spray? brother used to work at paramount

Torosian- Sun Pacific

Layne- well what would you want from them

Browne- Tours, classroom visitations, make ag world more viable to them, maybe future jobs or internships.

Community Partnerships Chart- Just a visual of everything we have done for the community, how many hours we have participated in, and what they have done for us

Ag Incentive: 361 students this year up from 354 last year

Review from Mr. Parker State Staff- Where can we improve ??? Your ideas are welcome.

Browne- enclosed is our annual review with parker, spent the afternoon with, We are working on some of these items so we can see improvement. He then worked through the incentive checklist

Need to work on: 1F- more kids with a project on AET

2G- 80% in leadership events

3 D- 80% engaged in SAE projects verified by ag records

3E- SAE projects visited by advisors

5B- Appropriate storage space

7C- progress towards student certification

10A- Shop classes have no more than 22 (we think he is going off last year because this year all classes except junior high didnt)

11B- project supervision period in addition to a prep period

12 A- program meets program achievement

Browne- always looking for improvement please give us your feedback, comments, opinions etc to help us improve.

Facilities:

Horticulture Facility- New Greenhouse on its way. Hydroponics/ commercial

Animal Facility:

Ag Mechanics: Lost the battle we are down to 1 class period this year 18 kids, because of the different pathways (IT) there is not a draw to offer for our kids. the pathway was dwindling with second class and this years first class numbers have decreased, Brought in Weaver to teach the class and enrollment went from 2-3 periods to 1 period. Even though we are loosing this we have a strong 3 pathways and we would like to increase enrollment and increase pathways. Jr. High would like to get a full time ag teacher.

Nish- would you be able to bring ag mech back?

Browne- we would have to jump through a lot of hoops to get it back largest thing would be the competition. but because of the other IT taking over we can no longer support it. So we may never get it back.

Other concerns:

Update on New High School: New Area for Ag department, Lab rooms, Farm – 5 acres ETC.

Torosian- Saw some tree's down are they starting with it..

Villarreal- We are in line to get funding but governor wont do anything so we are contacting CTE, we are under hardship- paying down our debts but could get out of debt, but we just need the bonds sold, drawings are approved, calling our legislators, working hard on the different cfo and board work days etc.

Questions, Comments, Concerns, Advice=

Set the next advisory meeting (will be a joint meeting with Perkins then we will do a short Ag meeting) March 4th, 2019 @6:30pm

Send a save the date in January Reminder

Borba-Update on OH from changes discussed

Reached out to Birchall will donate new fruit trees' and re-do the irrigation

New greenhouse is build

Local greenhouse supply company is donating the whole shade house cloth will come out and take measurements.

Watson's nursery donations

Diversification from cuttings and mother plants

Ordered new succulent plants for xmas boxes

Purge sale tomorrow to make room for large succulent order

kids run, create bills of sales, pulling orders etc.

Thank you for coming and for your support.

Meeting Adjourned 7:51pm

Respectfully prepared by Kariann Wilterding

CALIFORNIA DEPARTMENT OF EDUCATION

AGRICULTURAL EDUCATION INCENTIVE GRANT CHECKLIST

SCHOOL Dinuba DATE 10/19/17

AG DEPARTMENT CHAIR Roy Browne

QUALITY CRITERIA 1 - 9

Failure to meet any part of a Quality Criteria may result in the loss of 10% of the incentive funds up to a maximum of 25%.

Loss of funds can be avoided with an approved variance request which may be granted for one year on any Quality Criteria 1-9.

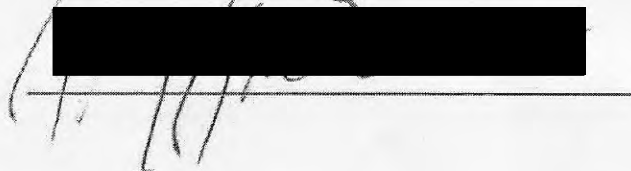
QUALITY CRITERIA 10, 11 or 12

Failure to meet either Quality Criteria 10, 11 or 12 (when applied for) will result in the loss of the funds applied for in that criteria.

Department Head Signature


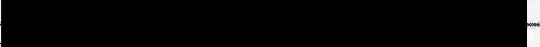
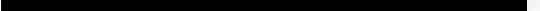


Advisory Committee Chairperson Signature
(for programs conducting Advisory Committee Reviews)



Regional Supervisor Signature

Advisory Committee Chair Contact Information

Name TORY TAROSIAN
Address 
City 
Phone 

Zip 93618

7. Career Guidance

Quality Criterion 7A- Student Career Counseling

Before students select their courses at Dinuba High School, there is a campus hosted event that allows all incoming 9th graders to be presented with program information, including a pathway fair in which students can explore and talk to teachers. Prior to class registration, each agriculture teacher plans time to counsel students in their classes, including graduation requirements, course sequencing, course overview and pathway completion. We take the time to discuss student career goals and aim to align their to our current pathways. Ag class wishlists are also given to students at this time to complete so it can use utilize when registering. Each instructor also imbeds career exploration into course curriculum, including employment opportunities with various levels of training and education. Focus lessons are also provided by the counseling department, by grade level, that also review courses, careers and pathways.

Examples: See Ag Class Wishlist

Quality Criterion 7B- Student Data Career Planning Sheet

In previous years students would complete a formal paper copy of the student data sheet. Now, students register their personal information on calaged.org This is done every school year in September once rosters are more solidified. Career planning tools found on AET are also utilized in classes to provide student independent exploration of career opportunities in agriculture. Informal student sheets and conversations happen inside and outside of class in order for teachers to provide advice on college and career opportunities.

Quality Criterion 7C- Articulation Agreements

Currently, we have one course that is aligned for dual enrollment through Reedley College, which is Floral Design. A majority of the students who successfully complete all components of Floral design earn college credit at this junior college while fulfilling the visual art graduation requirement. In the 2018-2019 school year, the department will be seeking articulation for Ornamental Horticulture and Animal Science through Reedley College. If released by the local community college, we hope that we can also get Dual Enrollment courses through College of the Sequoias. We hope to get these courses approved in order to provide our students with the opportunity to earn college credits.

Examples: Floral Agreements

Course Name : EH37_Wilterding

Course Section #: Period 5

College (FCC or RC): RC

Instructor: Wilterding

	Student First Name	Last Name	College ID
1	Jesus	[REDACTED]	[REDACTED]
2	Diego	[REDACTED]	[REDACTED]
3	Shania	[REDACTED]	[REDACTED]
4	Ann	[REDACTED]	[REDACTED]
5	Elizabeth	[REDACTED]	[REDACTED]
6	Ricardo	[REDACTED]	[REDACTED]
7	Jesus	[REDACTED]	[REDACTED]
8	Leslie	[REDACTED]	[REDACTED]
9	Bianca	[REDACTED]	[REDACTED]
10	Bertha	[REDACTED]	[REDACTED]
11	Bethany	[REDACTED]	[REDACTED]
12	Genessee	[REDACTED]	[REDACTED]
13	Jennifer	[REDACTED]	[REDACTED]
14	Madasen	[REDACTED]	[REDACTED]
15	Fatima	[REDACTED]	[REDACTED]
16	Jennifer	[REDACTED]	[REDACTED]
17	Ashley	[REDACTED]	[REDACTED]
18	Gerardo	[REDACTED]	[REDACTED]
19	Mercedes	[REDACTED]	[REDACTED]
20	Wendy	[REDACTED]	[REDACTED]
21	Daisy	[REDACTED]	[REDACTED]
22	Marlen	[REDACTED]	[REDACTED]
23	Jenifer	[REDACTED]	[REDACTED]
24	Gisel	[REDACTED]	[REDACTED]
25	Alexis	[REDACTED]	[REDACTED]
26	Mandi	[REDACTED]	[REDACTED]

8. Program Promotion

Quality Criterion 8A- Recruitment Brochure

The Dinuba High School Agriculture Department brochure is utilized at numerous recruitment events held throughout the year. Brochures are distributed to middle school students, parents, counselors, and community members to provide information about the program, courses, pathways and extra-curricular activities available through FFA membership. This promotes younger students to follow an agriculture pathway of interest, including taking our newly offered courses at the junior high school. We hope to update our brochure to include Ag Discovery activities as our first year of this course unfolds.

Example: Recruitment Brochure

Quality Criterion 8B- Financial Alternatives

The Dinuba Agriculture Department makes every possible effort to cover costs of events for students when possible. Payment plans are available for students who need this option and is overseen, and approved, by the department. We currently do not have an Ag Boosters group to support any additional costs for events. Other opportunities for financial alternatives are applying student debt cards on student accounts to be repaid later to ASB as well as loans for SAE projects. Each year, the Dinuba FFA chapter applies for FFA jackets through the Gift of Blue program, in addition two jackets are given out at the end of the year banquet in memoriam of two students who lost their life in a car accident. We also encourage students who seek an FFA jacket, and are financially needed, to apply for the Tulare County Farm Bureau Blue Jacket Bonanza in which students can apply, and interview, for the opportunity to earn a free personalized FFA jacket. We traditionally have one student earn this award each year.

In 2018, the Agriculture Department is offering a work credit program to provide students the opportunity to earn “FFA credit” towards leadership events. Under this program, students are supervised by advisors to work on maintain facilities in exchange for earning hours towards their SAEs. Students can request the department to cover the financial costs that the student may incur after submitting time cards.

Example: Give the Gift of Blue Application, Blue Jacket Bonanza

Quality Criterion 8C- Recruitment Activities

Our department participates in numerous recruitment events throughout the school year, including those hosted by the high school, feeder schools and community events. At the annual club fair, students are encouraged to join clubs, so the FFA has a booth explaining about the FFA, our courses, extracurricular activities, and hands-on activities. When incoming 8th graders are brought to campus to be introduced to the high school, expectations explained, pathways and opportunities promoted, they have the chance to meet teachers, become introduced to programs and participate in activities to explore the classes they want to take, prior to class registration that evening. We highlight our Ag Mechanics, Floral, Horticulture and Animal Science pathways with activities, and highlight leadership opportunities with officers in official uniforms and current Guide Dogs present to talk about SAE opportunities. Washington Intermediate School invited the agriculture department to have a booth at their annual “Choices” night in which students can learn about courses being offered next year as electives. With our Ag Discovery course being added to the master schedule, officers, animals, and paraphernalia were taken to the classes to introduce students to agriculture available for 7th and 8th graders. Additional recruitment opportunities include petting zoos at feeder elementary schools, a petting zoo at the annual Raisin Day Festival, and other community service events.

Example: Wishlist, Brochure

Classroom

Welcome to the Agriculture Department at Dinuba High School. We have the unique opportunity to offer classes that allow our students to experience the "learning by doing" model through our career and tech education program. We strive to develop student potential for **premier leadership, personal growth, and career success.**

Courses Available

Freshman Courses

Intro to Agriculture
Intro to Mechanics

Sophomore Courses

Ag Biology

Junior/Senior Courses

Floral 1
Advanced Floral
Animal Science
Vet Science
Ornamental Horticulture
Landscape Design
Ag Leadership



SAE

A Supervised Agricultural Experience project is a component of agriculture courses and offers the student a chance to gain realistic, hands-on experience by operating and managing their own business or work experience. This requirement of the course is done outside of class time, under the supervision of an advisor. Students can choose any SAE project they want. Here a few SAEs suggestions:

- Guide Dogs
- Market Beef Project
- Market Goat Project
- Market Hog Project
- Market Lamb Project
- Dairy Cattle Project
- Poultry Production
- Rabbit Production
- Dairy Goat Production
- Greenhouse Management
- Plant Production and Propagation
- Floral Design Management
- Ornamental Horticulture
- Landscape Management
- Tree Fruit Production
- Vegetable Production

The options are limitless!



FFA

The FFA is a National Organization that provides opportunities for students to grow personally, professionally, and develop their leadership abilities. Learning about and participating in the FFA is a required component of the agriculture education program and agriculture courses. Students will have numerous opportunities to participate and take advantage of all of the benefits this organization has to offer.

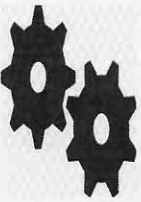
- Monthly FFA Chapter Meetings
- Greenhand Leadership Conference
- Community Service Projects
- Made for Excellence Conference
- Advanced Leadership Conference
- Sacramento Leadership Conference
- Washington Leadership Experience
- State Leadership Convention
- National Leadership Convention
- Career Development Events
- Public Speaking Events
- Leadership Development Events
- Parliamentary Procedure Events
- Scholarships
- Proficiency Awards
- Year End Point Award Trip
- Tulare County Fair
- World Ag Expo
- Agriculture Career Day



Facilities

Agricultural Mechanics Shop

Students have access to the mechanics and woodworking shop when enrolled in mechanics classes where students can learn advanced skills that can be used for SAE projects, FFA activities, and



Horticulture Laboratory

Students have the opportunity to utilize a working, hands-on horticulture facility, including greenhouses, garden beds, and a stone fruit and citrus orchard. Students also can work with working in a floral facility that develops their experience in a floral industry including floral sales and service.



Livestock Barn

Animal facilities allow for students to work directly with animals through a hands-on approach. SAE projects can also be housed on campus, allowing students to get involved in projects, regardless of person's

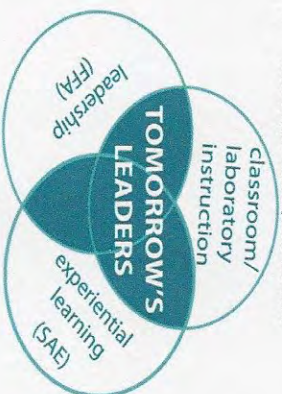


Benefits of Agricultural

Students enrolled in agriculture courses will receive a rigorous education while earning credit approved for CSU and UC colleges. Agriculture students have the opportunity to learning in a hands-on approach that is applicable to real life situations.

Other Benefits:

- Travelling
- Compete
- Awards
- Scholarships
- Conference
- Meet new people
- Earn money
- Career exploration
- College campus tours



Advisors

- Mr. Roy Browne
- Mrs. Kariann Wilterding
- Mrs. Nicole Borba



Dinuba High School



Agriculture
Education
Program
340 E. Kern
Dinuba, CA 93618



GIVE THE GIFT OF BLUE DASHBOARD

Nominate

Applications Submitted

There are no applications

Applications Pending Funding

FFAID	First Name	Last Name	Email	Advisor Approval Date	Submitted by
[REDACTED]	Brandon	[REDACTED]	[REDACTED]	9/5/2018	Nominator - Nicole Borba

Applications Ordered

FFAID	First Name	Last Name	Email	Jacket Order Date	Submitted by
[REDACTED]	Israel	[REDACTED]	[REDACTED]	3/30/2018	Nominator - Nicole Borba
[REDACTED]	Karen	[REDACTED]	[REDACTED]	3/30/2018	Nominator - Nicole Borba
[REDACTED]	Jocelyn	[REDACTED]	[REDACTED]	3/30/2018	Nominator - Nicole Borba
[REDACTED]	Alfredo	[REDACTED]	[REDACTED]	1/24/2017	Nominator - Nicole Borba
[REDACTED]	Diego	[REDACTED]	[REDACTED]	1/20/2017	Nominator - Nicole Borba

**Tulare County Farm Bureau
Education and Scholarship Fund**



REQUIREMENTS

The Blue Jacket Bonanza Program was organized to provide FFA students the opportunity to earn their own FFA Blue Jacket.

The jackets are awarded based upon need, community service activities, leadership skills, and a commitment to the FFA program. A jacket will be awarded on a one time basis per student.

The requirements for the **Blue Jacket Bonanza** scholarship are:

1. Written applications for **Blue Jacket Bonanza** must be completed and returned to the Tulare County Farm Bureau by 5:00 pm on October 15, 2018, postmarked applications received after the deadline may not be considered. Applications may be mailed to PO Box 748, Visalia, CA, 93279; faxed to 559-732-7029 or delivered to 737 N. Ben Maddox Way in Visalia.
2. Applicant must be currently enrolled in a high school FFA program and be a student in good standing.
3. Eligible students must:
 - Be a resident of Tulare County and/or attend school in Tulare County.
 - Submit a completed application
 - Participate in a personal interview
 - Complete 10 hours of community service (verified by their parent/teacher/principal).
 - Submit a letter of reference
4. A Committee of 3 members, appointed by the TCFB Education and Scholarship Fund will review the applications, set interviews and determine the recipients. Interviews will take place in early November at the TCFB Office.
5. Send application packets to:

By Mail:
Tulare County Farm Bureau
P. O. Box 748
Visalia, CA 93279

Drop Off:
Tulare County Farm Bureau
737 N. Ben Maddox Way
Visalia, CA 93292

By Fax:
559-732-7029

For questions, please contact the Farm Bureau office at 559-732-8301.

Tulare County Farm Bureau Education and Scholarship Fund



NAME: _____
FIRST MIDDLE LAST Male Female

ADDRESS: _____
STREET OR P.O. BOX CITY
STATE ZIP PHONE #

E-MAIL: _____

HOW DID YOU FIND OUT ABOUT THIS PROGRAM? _____

WHAT HIGH SCHOOL ARE YOU CURRENTLY ATTENDING?

HIGH SCHOOL _____
NAME
ADDRESS CITY/STATE/ZIP
PHONE # GRADE LEVEL

FFA ADVISOR _____
NAME E-MAIL

FFA CHAPTER NAME _____

FFA CHAPTER # _____ JACKET SIZE _____

STYLE # _____ Boys/Girls

FFA MEMBERSHIP # _____

APPLICANTS ARE REQUIRED TO DO **10 HOURS OF COMMUNITY SERVICE** TO BE ELIGIBLE FOR A JACKET. THIS CAN BE DONE AS AN INDIVIDUAL OR WITH A GROUP (I or G). PLEASE LIST YOUR COMMUNITY SERVICE EXPERIENCE. INDICATE IF IT WAS DONE INDIVIDUALLY OR WITH OTHERS.

SERVICE DATES I G HOURS

SERVICE DATES I G HOURS

SERVICE DATES I G HOURS

PLEASE DESCRIBE THE REASONS FOR YOUR APPLICATION AND WHAT THE BLUE JACKET MEANS TO YOU. YOU MAY ATTACH AN ADDITIONAL PAGE. (1,000 CHARACTER LIMIT)

PLEASE DESCRIBE YOUR CAREER GOALS AND HIGHER EDUCATION PLANS AND WHAT YOU WOULD LIKE YOUR LEGACY TO BE. YOU MAY ATTACH AN ADDITIONAL PAGE. (1,000 CHARACTER LIMIT)

SIGNATURES OF RECOMMENDATION:

PLEASE HAVE YOUR (1) FFA ADVISOR, (2) PRINCIPAL AND (3) A PARENT OR GUARDIAN SIGN BELOW.

1. _____
2. _____
3. _____

PLEASE SUBMIT A LETTER OF REFERENCE FROM SOMEONE OTHER THAN THE THREE REQUIRED SIGNATURES LISTED ABOVE. PLEASE REFRAIN FROM USING OTHER AG TEACHERS/FFA ADVISORS.

SIGNATURE _____ **DATE** _____

All applications must be completed and submitted no later than October 15th.

9. Program Accountability and Planning

Quality Criterion 9A- Comprehensive Program Plan

The Dinuba Agriculture Department Program Plan is filed annually with the San Joaquin Regional Supervisor, Charles Parker. A digital copy of the program plan is kept with the department chair. Each year, the Comprehensive Program Plan is updated to become a useful resource within the department.

Our Agriculture Advisory Committee reviews the plan each year at the first meeting of each school year. These individuals have contributed to developing parts of the plan while aiding instructors on the needs of the local agriculture community, industry, and students. The various industry areas are represented at our meetings and guide instructors to the growing needs and changes happening within each sector. The Comprehensive Program Plan will continue to be updated annually following any changes and resubmitted as appropriate.

Example: Comprehensive Program Plan

Quality Criterion 9B- Updates

Documents included in the Comprehensive Program Plan are reviewed, edited, and updated over the summer as well as during department collaboration meetings. The Comprehensive Program Plan is presented to our Agriculture Advisory Committee at the first committee meeting of each school year to review and contribute. If any updates are needed, they are submitted to the Regional Supervisor by the outlined deadline. Items include the Five Year Acquisition Schedule, Chart of Staff Responsibilities, FFA Program of Activities, Committee Roster, and Advisory Committee Minutes.

Examples: Comprehensive Program Plan and Agriculture Incentive Grant Application

Quality Criterion 9C- Graduate Follow Up System

There is no official graduate follow up survey form currently used through the Dinuba Agriculture program. It would be very beneficial for our program to develop a digitalized follow survey that would be available for students to complete, including online and social media sources. Information is collected through personal interactions, phone calls, and project visits which allows for a formal form to be completed. All three advisors are responsible for collecting information. All students who are planning to pursue higher degrees within the FFA are kept on our R2. A formal graduate survey will be created and distributed next year

On the newly created graduate follow up survey, information to be collected, but will not be limited to:

1. Higher Education
 - a. 2-year, 4-year, or Trade School
 - b. Intended Major
 - c. Intended Career
2. Current Employment
3. How has the program prepared you for higher education?
4. How has the program prepared you for a career?
5. What classes were most beneficial for you and your future goals?
6. What classes were not offered during your time that you believe would have been beneficial for your future goals?
7. In what ways can our Agriculture Program be improved for future students?

Example: Current Graduate Follow Up Survey

Quality Criterion 9D- Graduate Data

As evident in our R2 report, graduate data is collected annually. This information is gathered from personal outreach and contacted knowledge rather than collected from a formal survey. We currently have a low number of fifth year members, however these individuals are active in showing livestock, assisting with coaching or assisting members in other ways. Information is submitted by the October 15 deadline.

Example: See R2 Roster

Quality Criterion 9E- Strategies for Retention

Traditionally, retention rates have not been systematically calculated and tracked each year. Looking at our retention rates from the 2017-2018 school year to the 2018-2019 school year, our retention rate is approximately 48%. We have struggled with retention rates over the past few years due to the number of concentrator and capstone courses offerings available on the master schedule that do not conflict with the number of instructors and class schedule. Starting in the 2018-2019 school year, Dinuba High School reduced the number of class periods from seven to six. In addition, the schedule went to a straight six period day rather than a modified block.

This change in the master schedule reduced elective options for all students school-wide, especially those moving into their sophomore and junior years. Students were directly impacted by having to use traditional elective course space to complete graduation and A-G requirements. We are able to retain students their 9th and 10th grade years, especially since students earn science credit in our department, but students leave the department during their 10th and 11th grade years to meet other graduation and college requirements outside of the department. We are working towards offering more sections of upper level courses to help with retention rates. We are asking for conflicting upper division classes to be offered at different times to allow for more student enrollment in high-demand agriculture courses. We hope that with an increase in interest and retention, the department will be able to add a 4th instructor in the future.

Example: Course Descriptions, Old and New School Schedules

Quality Criterion 9F- Reports Due

All Agriculture Incentive Grant materials are turned into the Regional Supervisor each year by the deadline. Items include the R2, AIG Expenditure Report and FFA Roster.

Example: R2 Report, AIG Application

Comprehensive Program Plan

Dinuba High School



DHS Agriculture Education Program Plan

I. Introduction

A. Job Market

B. Targeted Occupations

C. Total Program Goals and Objectives

D. Program Descriptions of Included Courses, SAE and Leadership

E. Program and/or Course Subject Matter Content Outline

F. Program Completion Standards

G. Descriptions of Facilities and Major Equipment

H. Five Year Facility and Equipment Acquisition

I. Staff Assignments

J. FFA Program of Activities

K. School and/or Department Policies

L. Proficiency Standards for Program Completers

M. Teacher Data Sheet for Each Teacher

N. Roster of Agriculture Advisory Committee

O. Advisory Committee Minutes

P. Current Year Budget

Q. Signed Articulation Agreement and/or Evidence of Articulation

R. Graduate Follow-up System

S. List of Active Placement Sites

T. Recruitment Activities and Materials

U. Staff In-service Record

V. Staff Minutes

W. Department Inventory

I. Introduction

Dinuba FFA History

The Dinuba FFA was chartered in 1937, just 9 years after the National Organization was formed. In 1937, there were only 162 active chapters in the state of California as compared to 311 at present. The number of active members was a mere 7,790 in 1937.

Today in California, there are over 60,000 FFA members and over 500,000 nationally. Dinuba has over 300 FFA members in the chapter this year.



Community Overview

Dinuba is a small agricultural community located on the east central side of the San Joaquin Valley. Crops surrounding the area include a vast amount of tree fruits comprised mainly of peaches, plums, and nectarines. Crops such as citrus, a large amount of table grape and raisin vines, persimmons, kiwi, apples, and olives – to mention a few – can be noticed in and around the surrounding areas. Down any road you may travel, you will see agriculture at it's purest.

The population of the community of Dinuba has an ever-growing support for its FFA. In turn, the Dinuba FFA is greatly involved with the community. From petting zoos to safety lessons, the Dinuba FFA members have enjoyed assisting the community in promoting good will, safety, and agricultural literacy.

It is the belief of the Dinuba FFA that agricultural education is the key to the survival of a strong agriculture industry, which lies at the heart of the community. From crops to livestock to mechanics, each plays an important role in keeping the community healthy, and each bears strong ties to agriculture. Many jobs are directly related to the agricultural industry here in Dinuba, but many areas are also indirectly related. Young children and new residents must be made aware of this importance, and educated accordingly.

We are proud of our agriculture program, the Dinuba FFA, and our community. We will continue to build and preserve our integrity, our pride, and our accomplishments through updating our courses, building on new technologies to keep education current, and above all encouraging all students to set and strive for their goal, and to succeed.

A. Job Market

Job Market Description

Agriculture is the most important industry in the United States with California being the number one state in production and the San Joaquin region its most important area. As the look of agriculture in this area changes, it is vital that the education facilities keeps pace with this by supplying students prepared to enter this vast job market.

Dinuba is located in North East Tulare County. The climate is on of limited rainfall during the winter and the summers are hot and dry. The winter months bring foggy days and nights with mild and cold weather. The extremes have brought freezing temperatures that have caused crop damage.

The Dinuba area is blessed with outstanding agricultural base. Many jobs are generated in the agriculture industry in the immediate Dinuba area. Crop production dominates the area yet there is also livestock production. Agriculture enterprises include, hay, citrus, peaches, apricots, nuts, table and wine grapes, dairy, beef and melons. The city of Dinuba is the home of Ruiz Foods, many packing plants and other large agriculture related industries.

Because of the number of students who seek employment it is important that they be taught the necessary skills to make them marketable. These skills are hands on vocational skills. Agriculture job skills are taught because that is where the jobs are in our area. A student who has been properly trained but doesn't have any higher education can still get a job. Such job areas are mechanics, small engine repair, farm manager, maintenance, landscaping, as well as others. It is the job of the Agriculture program to provide these students with the vocational skills necessary for successful employment.

B. Targeted Occupations

Plant Science:

Occupation requiring less than a Bachelor's Degree:

- Garden Store Manager
- Nursery Technician
- Landscaper
- Florist
- Tree Pruner
- Cut Flower Wholesaler
- Potted Plant, Foliage, and Cut Flower Production
- Turf Grass Management
- Horticulture

Occupational requiring a Bachelor's Degree:

- Soil Scientist
- Viticulture
- Arborist
- Environmentalist
- Botanist
- Plant researcher
- Biotechnology
- Plant breeder
- Integrated Pest Management
- Cooperative Extension Researcher
- County Agriculture Inspector

Industry Recognized certifications, Licenses, Credentials related to this pathway:

- Landscape contractor license
- American Institute of Floral Designers accreditation
- Pest Control Advisor-Certified
- Agriculture Educator Credential

Animal Science:

Occupations requiring less than a Bachelor's degree:

- Veterinarian Assistant or Technician
- Pet Store Owner/Manger
- Purebred Animal Breeder
- Rancher
- Small Animal Care
- Pet Grooming and Sitting Services
- Agriculture Journalist
- Sales/Promotional Developer
- Feed Sales
- Artificial Insemination Technician

Occupations requiring a Bachelor's degree:

- Veterinarian
- Animal Research Technician
- Cell Culture Specialist
- Genetic/Biotechnology Developer
- USDA Inspector
- Commercial Researcher/Product Developer
- Molecular Biologist
- Food Scientist
- Nutritionist

Industry Recognized certifications, Licenses, Credentials related to this pathway:

- Vet Technician
- Agriculture Educator Credential
- Pet Grooming Certification

C. Total Program Goals and Objectives

DINUBA HIGH SCHOOL PROGRAM GOALS AND OBJECTIVES

Agriculture Education Goals

Agriculture Education is organized instruction, which prepares individuals for employment in agriculture and may also prepare them for advanced training, leading to an agricultural career requiring education at a post secondary level.

Purposes of Agriculture Education

1. To assist individuals in making an informed choice of an agricultural occupation.
2. To prepare individuals for employment in agricultural occupations.
3. To prepare individuals for advanced training in agriculture.
4. To ensure an adequate supply of trained and skilled individuals for employment in the agricultural industry.

Agriculture Education Objectives

1. All Agriculture students will develop a career program, which will include the sequence of high school agriculture courses, a description of a planned Supervised Agriculture Experience Program, and a description of planned FFA activities.
2. All Agriculture students will engage in a supervised agriculture experience as part of their instructional program.
3. All Agriculture students will be members of the FFA and participate in its integral activities to promote leadership within agriculture.
4. Seventy-five percent of program completers will have met the proficiency standards in that program area.

Agriculture Mechanics Goals and Objectives

1. Supply agriculture students with the knowledge and skills required for entry into successful progress in those agricultural mechanics occupations that do not require education beyond the secondary level.
2. Prepare students for the advanced post-secondary level vocational education in agriculture mechanics.
3. Assist the students to make informed career choices in the field of agriculture mechanics.
4. Enable all students to acquire an understanding of the economic and social impact of the agriculture mechanics industry.
5. Provide the Agriculture mechanics industry with the appropriate numbers of persons adequately prepared for successful employment in those occupations, which presently exist and which are developing in the industry.

Animal Science Goals and Objectives

1. Supply agriculture students with the knowledge and skills required for entry into successful progress in those animal science occupations that do not require education beyond the secondary level.
2. Prepare students for the advanced post-secondary level vocational education in animal sciences.
3. Assist the students to make informed career choices in the field of animal science.
4. Enable all students to acquire an understanding of the economic and social impact of the animal science industry.
5. Provide the animal science industry with the appropriate numbers of persons adequately prepared for successful employment in those occupations, which presently exist and which are developing in the industry.

Ornamental Horticulture Goals and Objectives

1. Supply agriculture students with the knowledge and skills required for entry into successful progress in those ornamental horticulture occupations that do not require education beyond the secondary level.
2. Prepare students for the advanced post-secondary level vocational education in ornamental horticulture.
3. Assist the students to make informed career choices in the field of ornamental horticulture.
4. Enable all students to acquire an understanding of the economic and social impact of the ornamental horticulture industry.
5. Provide the ornamental horticulture industry with the appropriate numbers of persons adequately prepared for successful employment in those occupations, which presently exist and which are developing in the industry.

Agriculture Business Goals and Objectives

1. Supply agriculture students with the knowledge and skills required for entry into successful progress in those agriculture business occupations that do not require education beyond the secondary level.
2. Prepare students for the advanced post-secondary level vocational education in agriculture business.
3. Assist the students to make informed career choices in the field of agriculture business.
4. Enable all students to acquire an understanding of the economic and social impact of the agriculture business industry.
5. Provide the agriculture business industry with the appropriate numbers of persons adequately prepared for successful employment in those occupations, which presently exist and which are developing in the industry.

Annual Department Goals:

- Increase retention of agriculture students in every ag career pathway
- Increase the awareness campus wide about the FFA and agricultural program
- Strengthen and maintain active and productive SAE projects while increasing project numbers
- Publicize our agricultural program to our community through publications, events, presentations, and service
- Continue to build new structures and facilities to better aide our students and their endeavors through grants, donations, and fundraising
- Create an articulation agreement with COS and Reedley College focusing on the Landscape Design course
- Build up college bound student numbers majoring in an agricultural field by promoting a college going atmosphere in our department
- Increase the number of students applying for officer positions at the sectional and regional level
- Increase number of State Degrees and Proficiency winners

D. Program Description of
Included Courses, SAE
and Leadership

Course Descriptions

AGRICULTURE

Ag Biology

Grade: 10-12

Prerequisite: Integrated Science/Intro to Ag recommended

Agricultural Biology is a laboratory science course that emphasizes detailed knowledge of the biological principles of the following areas: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, physiology, plant and animal diversity and principles of classification, ecological relationships, and animal behavior. This class meets the life science requirement for graduation as well as lab science for college admission.

Ag Leadership

Grade: 11-12

Prerequisite: 2 yrs. in Ag. Program or teacher permission

Leadership will focus on advanced agricultural topics and issues as well as individual training for agricultural careers and technology. Students will develop leadership skills through planning, executing community development events, speaking and job interviewing.

Ag & Natural Resources

Grade: 10-12

Prerequisite: Ag Biology

This course is designed to provide the student with theories and principles related to Agriculture and Natural Resources. Students will learn about the science in natural resources, conservation, soil, water, wildlife classification and habitat, forest species, air pollution, land quality, weather and climate, environmental impact on mineral use, sustainable agriculture system and waste management. This course is intended to successfully prepare students who plan on majoring in agriculture and natural resources at a four-year university.

Ag Mechanics

Grade: 9-12

Prerequisite: None

This course is designed to allow the student to learn many different skills related to the Agriculture Mechanics industry. The course will introduce the student to different careers, safety and hazards related to this industry. The course will cover different areas of the agriculture mechanic, including the following: Small Engines, plumbing, electricity, masonry, concrete, hand tools, fasteners, layout tools and procedures, measurements, math, tractor maintenance and operations.

Environmental Horticulture

Grade: 11-12

Prerequisite: Ag Biology preferred

This class will provide the student with theories and principles related to environmental horticulture science. It will also develop skills needed for employment or continuing education in the field of nursery production, landscape maintenance, greenhouse production, ornamental horticulture. Plant care, reproduction, indoor and outdoor plant identification, lawns and ground cover, irrigation, fertilization and other topics are covered. The course is rigorous and involves advanced laboratory activities. It meets the g requirement for college admission.

Floriculture

Grade: 10-12

Prerequisite: Previous Ag Class or with teacher permission

This is an introduction to floral design. Students will explore elements and principles of design, two and three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday, and occasional designs and propagation. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. This course meets the visual art requirement for graduation and college admission. This class is a dual enrollment course with Reedley College.

Introduction to Agriculture

Grade: 9-12

Prerequisites: None

This class is designed as an orientation/introduction to California Agriculture and the FFA program. Course of study includes animal and plant science, production agriculture, nursery technology, forestry and wildlife. A major emphasis is placed upon FFA participation.

Landscape Design

Grade:10-12

Prerequisite: Previous Ag. Class

This course will entertain the possibilities of a career in the Landscape Industry, in such areas as Landscape Architecture, Landscape Construction/Contracting, and Landscape Maintenance. Areas to be covered include site evaluation, plant identification, design, implementation and basic knowledge of Design and Plant Science.

Veterinary Science

Grade: 10-12

Prerequisite: Ag Biology or Biology or teacher approval.

This course will provide the student with practical knowledge, and the theories and principles related to veterinary science. This course is intended to successfully prepare those students who plan on majoring in agricultural or animal science at a four-year university. This class meet "g" requirement for college admission.

E. Program and/or Course
Subject Matter Content
Outline

Program and/or Course Subject Matter Content Outline

2017-2018 Changes

- Environmental Horticulture name changed to Ornamental Horticulture
- New Courses Submitted: Animal Science, Advanced Floral Design
- Ornamental Horticulture, Animal Science, Landscape Design, Advanced Floral submitted to school for UC a-g approval

2018-2019 Changes

- Animal Science-Approved for UC a-g Lab Science Credit (d)
- Ornamental Horticulture-Approved for UC a-g Lab Science Credit (d)
- Landscape Design-Approved for UC a-g Elective Credit (g)
- Advanced Floral Design- Approved for UC a-g Visual Arts (f)
- Animal Science and Ornamental Horticulture DUal Enrollment through Reedley College (pending)

F. Program Completion Standards

To be considered a “program completer” at Dinuba High School, students must have taken 4 years of agriculture courses with a passing grade, meet the minimum FFA participation of 5 activities per semester, and have a satisfactory SAE record. The high school, and the agriculture department, strongly advise students to be a pathway completer by taking a concentrator and capstone course sequentially in the same pathway. Additional recognition with FFA cords will be given to graduating seniors who are 4 year program completers and have earned the State FFA Degree. Graduation program denote pathway completers as well as State Degree recipients.

G. Descriptions of Facilities & Major Equipment



The livestock barn accommodates 24 lambs or goats, 4 beef cattle, and 32 hogs. Students can house their livestock projects here during school and summer, if facilities are not available at their residence. A storage and supplies shed is also available for student use.



A dirt show arena is located within the barn for student use. The show ring is utilized during formal practices and independent practice times.



Three enclosed wash racks are located in the barn for lambs, goats, and hogs. When there are cattle projects, a shoot is set up next to wash racks for livestock owners to use.



There are three storage sheds located behind the agriculture department. The first shed is used to house small tools, equipment, containers, and other horticultural related products. The second shed is a floral shed that contains various floral supplies, vases, and foam that cannot be stored in the classroom. The last shed is used to raise mice and rats for feeding the department reptiles.



The traditional greenhouse is used in various classes including Ornamental Horticulture, Landscape Design and Introduction to Agriculture. This facility is also available for plant propagation, production, and other plant-based SAE projects.



Students SAE projects in the greenhouse include various forms of propagation, maintenance, and plant care.



There are nine raised garden beds available next to the Agriculture Department. Raised beds are used for classes, as well as student-grown projects. Students who are utilizing the raised beds are given a key to access their plants on weekends and after hours.



A brand new greenhouse is currently in the process of being built. This greenhouse will be used to start a hydroponics program at Dinuba High School. The greenhouse will contain concrete, raised tables, fans, and a heater.

Department Inventory

Machinery

- Tractor (1)
- 2016 GMC Express Van (1)
- 2001 Chevrolet Truck (1)
- Livestock Trailer (1, small)
- Shipping Container (3)

Animal Husbandry

- Chicken Coop (1)
- Hog Feeders (20)
- Hog Boards (4)
- Sheep/Goat Stanchions (2)
- Beef Stanchion (2)
- Blowers (2)
- Beef Equipment (various)
- Sheep Equipment (various)
- Goat Equipment (various)
- Electronic Livestock Scale (3)
- Upright Tack Boxes (3)
- Flat Tack Box (1)
- Hanging Tack Box (1)
- Wheelbarrows (4)
- Wash Racks (3)
- Show ring (1)
- Livestock Storage Shed (1)
- Dog Washing Sink (1)
- Dog Drying Stand (1)
- Dog Blower (1)
- Guide Dog Supplies (various)

Horticulture

- Traditional Greenhouse (1)
- Greenhouse Tables (18)
- Hydroponics Greenhouse (1)
- Shade House (1)
- Outdoor Growing Tables (10)
- Raised Garden Beds (10)
- Orchard and Vineyard (plan to replace in 2019)
- Hand Garden Tools (various)

- Heated Seed Propagation Mats (10)
- Soil Bin (1)
- Tool Storage Shed (1)
- Floral Shed (1)
- Horticulture Storage Shed (1)
- Gravel Bin (1)

Food/Serving Items

- Catering Utensils (various)
- Refrigerator (1)
- Freezer (1)
- Ice Chest (1)
- Igloo Coolers (3)
- Food Warmer (4)
- Microwave (1)

Classrooms

- Classrooms (3)
- Teacher Desks (3)
- Chromecarts (2)
- Chromebooks (70)
- Student Chairs (90)
- Office Chair (4)
- Filing Cabinets (6)
- TV with Chromebox (3)
- Teacher Laptop (3)
- Teacher Desktop (2)
- Compound Microscopes (various)
- Veterinary Science Supplies (various)
- Floral tools and equipment (various)
- Horticulture tools and equipment (various)
- Sink (2)

H. Five Year Facility &
Equipment Acquisition
Schedule

DINUBA HIGH SCHOOL
AGRICULTURE DEPARTMENT
FIVE-YEAR PLAN

Year 1: 2018-2019

1. Upgrade shade area, clothe
2. New Animal trailer
3. build shelving in storage sheds
4. Renovate the Orchard
5. New Ag Truck

Year 2: 2019-2020

1. upgrade lighting in greenhouse
2. purchase new glazing for greenhouse
3. Add tar to roof of C-Trains
4. Develop ornamental tree area
5. Renovate propagation (mist) House

Year 3: 2020-2021

1. Develop a outside potting area
2. purchase additional livestock trailer
3. new laptops for computer lab & staff & printer
4. Add more hydroponics/Aquaponics
5. Add lights to shed in the livestock area.

Year 4: 2021-2022

1. outside potting area
2. create outdoor mother stock area for horticulture
3. Add another raised bed
4. Add feed containers in the livestock area.

Year 5: 2022-2023

1. purchase smaller greenhouse
2. purchase walk in floral cooler
3. Purchase soil sterilizer
4. Purchase soil mixer

I. Staff Assignments

Staff Assignments

Project supervision of various types, facilities management and FFA Advisor responsibilities are divided between all three Advisors. The agriculture teachers work collaboratively to ensure the best possible experience for students to maximize the impact of resources available on campus. Non-teaching responsibilities are outlined on the Chart of Responsibilities. Course assignments are as follows:

Nicole Borba

- Agriculture Biology
- Landscape Design
- Ornamental Horticulture

Roy Browne

- Ag Discovery
- Animal Science
- Introduction to Agriculture
- Veterinary Science

Kariann Wilterding

- Advanced Floral Design
- Floral Design I
- Introduction to Agriculture

**Dinuba High School Agriculture Department
Chart of Responsibilities 2018– 2019**

Assignment	Date	Roy Browne	Kari Wilterding	Nicole Borba
Leadership Advising				
Officer Team Advisor	All Year	XX	X	X
Officer Retreat	July	XX	X	X
Opening Closing Ceremonies	October	Officer Team	Novice Teams	Open Teams
Sectional Officer Team Officer	All Year			
Sectional Activities	All Year	X	X	X
Judging Teams				
Creed Speaking	Fall-Spring	X	XX	X
Cooperatives	February	XX		
Banking Quiz	December		XX	
Cotton Judging CDE	Sept – Nov			XX
Vine Pruning CDE	Winter	XX		
Citrus Judging CDE	Winter	X	X	
Prepared speaking	Spring		X	XX
Extemporaneous Speaking	Spring	XX	XX	X
Job Interview	Spring		XX	X
Veterinary Science CDE	Spring	XX		
Impromptu	Spring	X		XX
Best Informed Greenhand	Spring	X	XX	
Landscape Design- CDE	Spring			XX
Veterinary Science – CDE	May -Oct	XX		
Floriculture CDE			XX	
GUIDE DOGS		X	XX	X
Department / Reports				
Department Head	All Year	XX		
R2 – Roster	October	XX	X	X
Program of Activities	Fall	X		XX
Requisitions	All Year	XX	X	
Transportation Forms	All Year		XX	
Advisory Committee Meetings	All year	XX	X	X
Advisory Committee Minutes	All year		XX	
Grants	All Year	X	X	X
Student Teachers observer			XX	X
CATA				
State Conference	June	X	X	X
Road Show Prof. Dev.	December	X	X	X
Fall Sectional Meeting	September	X	X	X
Spring Sectional Meeting	May	X	X	X
Fall Regional Meeting	November	X	X	X
Spring Regional Meeting	February	X	X	X
Summer Regional Meeting	June	X	X	X
Proficiency Application Scoring	February	X	X	X
Record Book Scoring	January	X	X	X

Sectional Officer Position	All Year	X	X	X
Leadership Conferences				
Chapter Officer Lead. Conf.	October		X	X
Greenhand Leadership Conf.	November		X	
Made for Excellence Conf.	February	X	X	X
Advanced Leadership Academy	February	X	X	X
State FFA Convention	April	X	X	X
National FFA Convention Trip	October	XX		
FFA Meetings				
Aug. Mtg. – Groovy meeting	August	X	X	X
Sept. Mtg- Pool party	September	X	X	X
Oct. Mtg. – Halloween Movie	October	X	X	X
Nov. Mtg. – Thanksgiving	November	X	X	X
Dec. Mtg. – Chapter / GH Degree	December	X	X	X
Jan. Mtg. –	January	X	X	X
Feb. Mtg. - Softball Night	February	X	X	X
Mar. Mtg. - Chapter Degree	March	X	X	X
Apr. Mtg. – Park - Games	April	X	X	X
May Mtg. - Banquet Awards	May	XX		
May Mtg. - Banquet Food	May			XX
May Mtg. - Banquet Program, Decor & Certificates	May		XX	
Community Service				
Thanksgiving Baskets	November	X	X	X
Raisin Day Petting Zoo	September	XX		
Grand View Carnival Petting Zoo	October	XX		
Women’s Club Mtg.	October		XX	
Christmas Float	December	X	X	X
Pet Food Drive	January	XX	X	X
Valentine Roses	February		XX	
Rose/Carnations for the Elderly	February	X	XX	X
Earth Day - Tree Planting	March			XX
Pet therapy	November		X	X
		X		
SAE Projects				
Sheep	May –Sept.	XX		
Swine	May – Sept.			XX
Goats	Mar – Sept.		XX	
Beef	Jan - Sept		XX	
Tulare County Fair	September	X	X	X
Plant Sales – Fall / Spring	Nov. / May			XX
Bare Root Trees	Jan – May			X
Vegetable Plots	Mar – Jun	X	X	X
Small Animals	All year	XX		
Orchard/Vineyard	All year	X		XX
Open Shop Projects	All year	X		
Poultry at the Jr. High	All year	X		
Ag Sci & Animal Proficiencies	Spring	XX		

Ag Mech & Landscape Prof.	Spring			XX
Sales, Floral & Horticulture Prof.	Spring		XX	X
Pre-Fair	Fall	X	X	X
State/Am. Degree Applications	Winter	X	X	X
Officer Duties				
Chapter Officer Applications	March	X	XX	X
Regional Officer Applications	February	X	XX	X
Sectional Officer Applications	April	X	XX	X
State Conference Applications	January		XX	
MFE-ALA Applications	November		XX	
Fundraisers				
Drive Thru BBQ	Fall	XX	X	X
Shirt Orders	All Year	X	XX	X
Cookie Dough	November	XX	X	X
Smencils		XX		
Other				
World Ag Expo		X	X	X
National FFA Week	February	X	X	X
Officer Meetings	All Year	XX	X	X
Dual Enrollment Classes	All Year	X	XX	X
Reedley Showmanship Day	November			
XX = lead advisor				
X = assistant advisor				

J. FFA Program of Activities

There's No End To Agriculture



Program of Activities 2017-2018

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Introduction to Dinuba FFA

The FFA Organization is an organization of, by, and for students studying agriculture in public secondary schools under the provision of the Vocational Education Act. The National FFA Organization envisions a future in which all agricultural education students will discover their passion in life and build on that insight to chart the course for their education, career and future.

As an integral part of agriculture education in the public school system of the United States, the FFA has become well known in recent years. No other national student organization enjoys greater freedom of self government under adult council and guidance than the FFA. Organized in 1928, it has served to motivate and vitalize the effective instruction offered to students of vocational agriculture and to provide further training in farmer citizenship and agricultural business.

The FFA is a non-profit, non-political agriculture youth organization, designed to take its place with other agents striving for the development of leadership, the advancement of agriculture technology, and improvement of agricultural life. The foundation upon which the FFA organization is molded includes leadership, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism.

The Dinuba FFA Chapter is part of the California FFA Association of the National FFA Organization. Dinuba FFA was chartered in 1937, nine years after the National FFA Organization was formed. Dinuba High School promotes three general career pathways: Animal Science, Floral Design, and Ornamental Horticulture. With almost 450 members, Dinuba FFA has made great strides here in our small agricultural community to build a reputable program and serve our own.

The Dinuba FFA Program of Activities is designed to serve as a guide for our members in all of their endeavors during the coming year. The Program of Activities or POA for short, contains information about leadership conferences, degree attainment, our chapter's constitution, by-laws, and much more. It is our hope that this document will guide all members and guests to greater success within our organization.

President's Message

Welcome to the 2017-2018 school year! Your officer team is very excited to welcome you to another fun filled year in the Dinuba FFA Chapter. Dinuba FFA has continually discovered new opportunities in this organization throughout our years and strive to make this program truly reflective of our members. This year we have seen an increase in membership, participation, and opportunities for you, Dinuba FFA members.

During the Chapter Officer retreat in July, the chapter officer team developed our theme for the 2017 - 2018 school year, "There is No End to Agriculture." We believe that this theme was a perfect choice for our chapter goals and vision. As a team, we decided we want to promote agriculture and the key roles that it plays into today's society. Our chapter is striving to make a impact on FFA members and the community, to educate everyone that there is truly no end to agriculture.

I am privileged to be serving as your president in such a dedicated chapter in the FFA, and it makes me proud to see each of our members growing and developing as young leaders in our organization. I am also grateful to be apart of such a wonderful officer team. I know they will bring nothing, but dedication to the team and to the chapter. Our FFA chapter has been demonstrating that "there is no end to agriculture" by continuing to show their leadership skills, having hands-on supervised agricultural experience projects, learning to grow inside and outside of the classroom environment, and competing in career development events. I cannot wait to see how Dinuba FFA will continue to prove how agriculture has no end and will continue to thrive in the future, just as our chapter grows.

Sincerely,

Madasen Gutierrez
2017-2018 Chapter President



2017-2018 Chapter Officer Team



Back Row: Jesus Aguilera (Treasurer), Jose Gutierrez (Vice President), Chase DeMasters (Historian), Jose Flores (Treasurer)

Front Row: Leslie Garcia (Reporter), Madasen Gutierrez (President), Shania Cardenas (Secretary)

President

Name: Madasen Gutierrez

Grade: 12

SAE: Market Hog

CDEs: Opening/Closing, Vine Pruning,
Veterinary Science



Vice President

Name: Jose Gutierrez

Grade: 12

SAE: Market Lamb, Gutierrez Cattle

CDEs: Opening/Closing, Cotton Judging,
Vine Pruning, Job Interview, Veterinary Science



Secretary

Name: Shania Cardenas

Grade: 12

SAE: Market Hog

CDEs: Opening/Closing, Job Interview
Floral



Treasurer

Name: Jose Flores

Grade: 10

SAE: Ornamental Horticulture

CDEs: Opening/Closing, Cottong Judging,
Impormptu, Nursery Landscape



Reporter

Name: Leslie Garcia

Grade: 11

SAE: Market Goat

CDEs: Opening/Closing, Floral



Sentinel

Name: Jesus Aguilera

Grade: 11

SAE: Market Lamb, Ornamental Horticulture

CDEs: Opening/Closing, Cotton Judging,
Job Interview, Nursery/Landscape



Historian

Name: Chase DeMasters

Grade: 12

SAE: Market Lamb, Ag Mechanics

CDEs: Opening/Closing, Cotton Judging,
Vine Pruning, Nursery/Landscape



Advisor's Message

Welcome to the Dinuba High School Agriculture Department!

Welcome to a new and exciting year at the Dinuba High School Agriculture Department and FFA Organization. We look forward to continuing the long tradition of success within our program and hope that each and every one of you will become involved in the many activities the chapter officers have planned for this year. Our chapter officers have planned a fun year for our students and we couldn't be more proud.

The mission of the Dinuba Agriculture Department and Dinuba FFA is to provide opportunities, help students, and guide them while providing a quality agriculture education that prepares students for higher education, career readiness, and to be productive citizens within our society. Our courses are designed to provide a rigorous, hands-on, applicable education that provides students with real-life experiences, unique to agriculture education.

Taking an agriculture course makes you a member of the largest youth leadership organization in the entire world; FFA. Students across our campus, section, region, state, and nation are reaping the benefits and growing as young leaders. You, too, can become a young leader and develop within the organization. Your FFA advisors, chapter officers, and fellow members want you to develop your potential for premier leadership, personal growth, and career success.

We look forward to working with all of our wonderful students and see all of your successes in the 2017-2018 school year!

Sincerely,

The Dinuba FFA Advisors

Roy Browne, Kariann Wilterding, and Nicole Borba

Introduction of Advisors



Mr. Roy Browne

Education:

BS in Agriculture Business from Cal Poly, Pomona.

Classes:

Intro. to Mechanics, Intro. to Agriculture, Veterinary Science

SAE's:

Market Sheep, Mechanics

CDE's:

Opening/Closing, Extemporaneous
Speaking, Vine
Pruning, Citrus,
Vet Science



Mrs. Kariann Wilterding

Education:

BS in Agriculture Education, Emphasis in
Animal Science from Fresno State

Classes:

Intro. to Agriculture, Floral Design

SAE's:

Market Goats, Market Beef, Market Hogs

CDE's:

Opening/Closing, Creed Recitation, Best Informed, Greenhand,
Floral



Mrs. Nicole Borba

Education:

BS in Agriculture Education, Emphasis in Animal Science from Fresno State,

Pursuing Masters in Agriculture Education from Cal Poly SLO

Classes:

Agriculture Biology and Landscape Design

SAE's:

Market Hogs and Horticulture

CDE's:

Opening/Closing, Cotton Judging, Impromptu, Job Interview, Nursery/Landscape

Advisory and District Staff

2017 – 2018 Dinuba Agriculture Advisory Committee

James Garcia	Stone Fruit / Orchard Labor
Dave Lopes	Reedley College Professor Emeritus
Kara Langley	Alumni, Floral
Ron Nishinaka	CSU, Fresno Hort. Lecturer, Past Nursery Owner
Jon Robson	Dairy Consultant, Ex Fresno State Professor
Steve Soria	Soria Trucking and Agriculture Products
Josh Terry	Plant Biologist
Rod Pomp	Farmer- nuts, hay
Tory Torosian	Torosian Organic Farms
Rhonda Watson	Watson's Nursery and Landscape

Board of Trustees

Joe Hernandez, Ed.D.
Superintendent

Marti Kochevar
Assistant Superintendent

Sandra Kizirian
Ron Froese
Bev Keel-Worrell
Mary Villarreal
Miriam Cendejas

Trustee Area 1
Trustee Area 2
Trustee Area 3
Trustee Area 4
Trustee Area 5

Administration and Staff

Dr. Roberts. Ed.D.
Adriana Baza
Marlena Celaya
Gina Melkonian
Eric Rodriguez

Principal
Assistant Principal
Assistant Principal
Assistant Principal
Assistant Principal

Department Information

Dinuba High School

340 E. Kern Ave
Dinuba, CA 93618
(559) 595-7220

Dinuba High School Agriculture Department

1131 E. Magnolia Way
Dinuba, CA 93618
(559) 595-7247

Course Room Locations

Intro to Agriculture - Room 600 and 601
Agriculture Biology - Room 216 and 217
Agriculture Mechanics - Room 305
Floral Design - Room 601
Veterinary Science - Room 600
Landscape - Room 601

Email Addresses

Mr. Browne- rbrowne@dinuba.k12.ca.us
Mrs. Borba- nicole.borba@dinuba.k12.ca.us
Mrs. Wilterding- kari.wilterding@dinuba.k12.ca.us

FFA Mission and Strategies

The FFA Mission and Strategies encompasses aiming to make a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. To accomplish this mission, the FFA:

- Develops competent and assertive agricultural leadership.
- Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
- Strengthens agriculture students' confidence in themselves and their work.
- Promotes the intelligent choice and establishment of an agricultural career.
- Encourages achievement in supervised agricultural experience (SAE) programs.
- Encourages wise management of the community's economic, environmental and human resources.
- Develops interpersonal skills in teamwork, communication, human relations and social interaction.
- Builds character and promotes citizenship, volunteerism and patriotism.
- Promotes cooperation and cooperative attitudes among all people.
- Promotes healthy lifestyles.
- Encourages excellence in scholarship.

Taken from the Official Manual of the National FFA Organization.

The FFA Emblem



The National FFA Emblem is a representative of the history, goals, and future of the Organization. Each of the five elements possesses a unique significance.

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

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

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

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

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

The words "**Agricultural Education**" and "**FFA**" signify the combination of learning and leadership necessary for progressive agriculture.

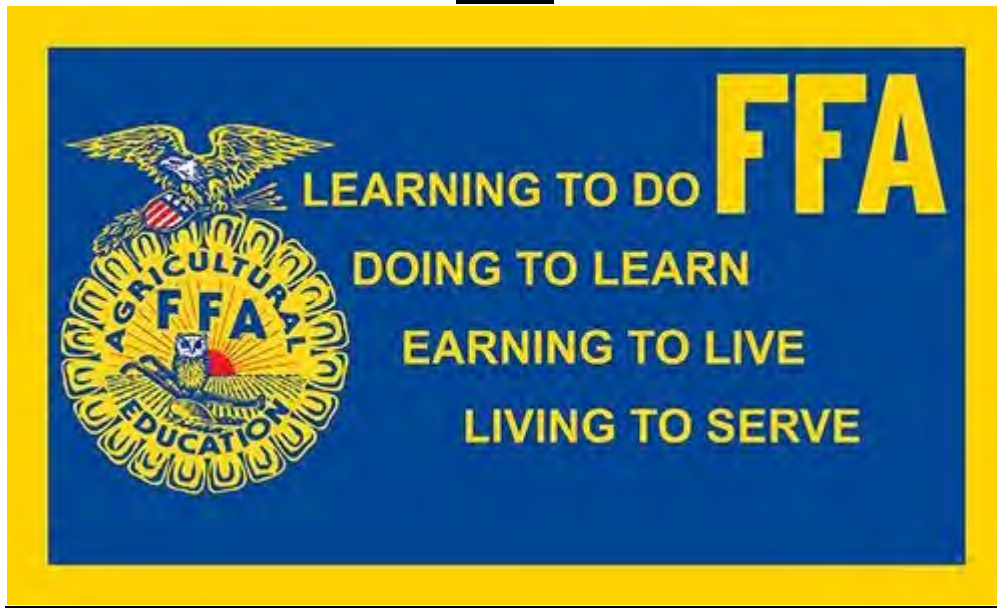
Taken from the Official Manual of the National FFA Organization

FFA Colors and Motto

Official Colors

In 1929, the Future Farmers of America voted to adopt National Blue and Corn Gold as the official FFA colors. National blue was selected since our national flag has a blue field while gold is represented by the golden fields of corn signifying unity across our country. National unity amongst our organizations marks it as the largest youth organization in the world, and we are all united by one factor: agriculture.

Motto



These 12 words gives members words to live by as they experience the FFA and agriculture education. FFA members should embody and embrace these words and carry this message in their hearts at all times.

FFA Salute, Official Dress and Proper Use of the Jacket

FFA Salute

The official salute of the National FFA Organization is the Pledge of Allegiance. Conducted during the closing ceremonies of an official meeting, those in attendance should face the flag, place the right hand over their heart, and repeat the following statement:

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

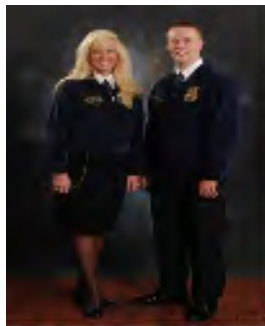


Official Dress

Female members are to wear a black skirt to the knees or longer, nylon stockings, white collared blouse, blue FFA scarf, black close-toed shoes, and official FFA jacket zipped to the top.

Male members are to wear black slacks, white collared shirt, black dress shoes, black socks, FFA tie, and official FFA jacket zipped to the top.

Show Uniform for FFA members consists of official FFA jacket, FFA scarf for females and FFA tie for males, white collared shirt, white pants, and appropriate shoes for the task.



Proper Use of the FFA Jacket

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

- 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 association 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 official FFA jacket.
- Members should refrain from use of tobacco and alcohol when underage and at all times when representing FFA. In addition, members should exhibit their leadership qualities when they encounter substances including tobacco and alcohol and serve to discourage others from inappropriate behavior.
- All chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket, with the exception of a single State FFA Degree charm or American FFA Degree key. These should be worn above the name or attached to a standard degree chain. No more than three medals should be worn on the jacket. These should represent 1.) the highest degree earned, 2.) the highest office held and 3.) the highest award earned by the member.

Taken from the Official Manual of the National FFA Organization

FFA Creed

Written by E. M. Tiffany

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

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

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

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

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.

FFA Degree Program

Greenhand Degree

1. Be enrolled in a Vocational Agriculture course.
2. Have, or have plans for a Supervised Agricultural Experience Project.
3. Demonstrate Knowledge of FFA History, Creed, Motto, and other leadership information by obtaining a score of 70% or higher on the FFA Leadership Exam.

Chapter Farmer Degree

1. Hold the Greenhand Degree.
2. Be enrolled in a Vocational Agriculture course.
3. Be actively involved in the workings of the chapter.
4. Have a Supervised Occupational Experience project.
5. Earn and invest at least \$150, or work at least 45 unpaid hours in a SAE.
6. Demonstrate knowledge of Parliamentary Procedure.

State Farmer Degree

1. Hold the Chapter FFA Degree.
2. Be an active member for at least 24 months.
3. Complete at least 2 years of agricultural course work.
4. Earn or invest at least \$1000, or work at least 300 unpaid hours in a SAE.
5. Demonstrate knowledge of Parliamentary Procedure.
6. Give a 6 minute speed on an agriculture topic.
7. Serve as an officer, committee chairperson, or a participating member of a committee.

American Farmer Degree

1. Hold the State FFA Degree.
2. Be an active FFA Member for at least 36 months.
3. Complete at least 3 years of agricultural course work.
4. Graduate from high school at least 12 months prior to receiving the degree.
5. Have in operation, with accurate records substantiating, an SAE.
6. Earn \$7500, or earn and invest \$1500 and work at least 2250 unpaid hours in the SAE.

Essentials of a Successful Chapter

The local chapter is the heart of FFA. Chapters that strive for success keep members active at all levels of the organization and provide students with many opportunities for leadership. Emphasizing the following 10 items will help ensure your chapter's success.

1. **FFA Knowledge-** Every member and chapter advisor needs to understand the functions and opportunities of FFA in order to fully reap the benefits. Detailed information can be found in the Official FFA Student Handbook, FFA.org or in other FFA publications.
2. **Diversity of Membership-** Agricultural education enrollment and FFA chapter membership should be representative of the diversity of the student body population. Serving this broad cross-section of students is an opportunity and a responsibility that includes every student in the agricultural education classes. Achieving this objective has many rewards, including greater service to students, parents and the community; a broader spectrum of community support; and a more creative program plan through diverse input.
3. **All Members Share Responsibilities-** When all members are active, the entire chapter benefits. Providing leadership should be everyone's role, not just that of the officers. The Program of Activities ensures that each member has specific duties in the chapter.
4. **Capable Officers-** Students nominated and elected to officer positions must have the talent and dedication necessary to lead the chapter. Chapters should hold open elections, and officers should serve as role models.
5. **Challenging Program of Activities-** A chapter should plan goals and activities that will utilize members' talents and meet the needs of the community. Every member is to be included in the POA.
6. **Workable Constitution and Bylaws-** These should provide flexibility to allow progress yet provide enough structure and support to give the chapter a firm foundation. All chapter decisions should be based upon its constitution and bylaws.

7. Proper Equipment and Records- The chapter should acquire the equipment necessary for officers and committee members to keep complete financial, historical, membership and other records.

8. Well-planned, Regularly Held Chapter Meetings- Monthly meetings, scheduled at a regular time and guided by a sound agenda, will provide the efficient transaction of business, promote chapter unity and encourage better attendance. Chapter meetings can be excellent learning and teaching tools.

9. Adequate Financing- Fundraising projects are essential in FFA. Yearly earnings will contribute to the creativity and growth of the chapter by funding important activities and projects.

10. School and Community Support- The chapter must strive to meet the needs of the community and work with the school system in which it operates. Since many chapter activities depend upon local support, public relations activities should be conducted in the community, such as the National Chapter Program and Food for America. An FFA Alumni affiliate can provide organized community support and service.

Chapter Goals

Every year, the newly elected officer team reflects on the past school year in order to plan for a more effective and successful program. In the 2017 summer, chapter officers went on a leadership retreat to Montana de Oro, CA to bond, plan, and prepare for the upcoming year. A portion of this leadership retreat is spent establishing goals for our chapter. Three goals the chapter officer team set are:

1. Increase Member Participation

- Increase attendance of chapter meetings, as well as activities that follow
- Increase participation in activities above the chapter level
- Expand opportunities for career development events for members
- Create new activities, fundraisers, and traditions
- Have more organized and meaningful chapter meetings
- Invite members to speak at chapter meetings about their experiences, rather than having officers give all the reports
- Increase SAE projects for all students program wide, including non-traditional experiences

2. Improve Recruitment and Retention

- Recruit at the feeder middle schools
- Implement a new Ag Discovery course at Washington Intermediate
- Give educational presentations to younger students and provide hands-on activities
- Utilize social media to promote chapter activities, successes, and classes

3. Improve and Expand SAE Projects

- Increase the amount of students with a legitimate SAE project
- Create a chapter SAE presentation competition
- Provide more on-campus SAE opportunities
- Work with community members to create work experience opportunities

2017-2018 Calendar of Activities

August

- 12-13 Chapter Officer Boot Camp
- 25- Chapter Meeting
- 26- Mandatory Fair Clean Up

September

- 1- Purchase FFA Shirt
- 6 - Barn Clean Up
- 7- Pre Fair
- 11-17- Tulare County Fair
- 21- Greenhand Leadership Conference
- 23- Chapter Officer Leadership Conference
- 23- Raisin Day Festival
- 28- Chapter Meeting

October

- 5- Sequoia Sectional Activity @ Adventure Park
- 6- Take out BBQ dinner fundraiser
- 7- Dinuba Tractor Supply Farmers Market
- 11- Opening/Closing Speech Contest
- 14- Corcoran Cotton Contest @ Corcoran High School
- 14- Dinuba Historical Society Dinner and Silent Auction
- 20- Chapter Meeting
- 27- Reedley Freshman Field Day @ Reedley College
- 28- Modesto Junior College Cotton Contest @ MJC

November

- 2- Hanford Cotton Contest @ Hanford High School
- 3- College of the Sequoias Freshman Field Day @ COS
- 4- Cotton Judging State Finals @

Fresno State

- 16- Chapter Meeting

December

- 2- Christmas Parade
- 7- Sequoia/Tulare Kings Sectional banking Contest @ El Diamante High School
- 14- Chapter Meeting
- 16- Exeter Citrus

January

- 6- St. Helena Pruning Contest
- 6- Fowler Vine Pruning Contest @ Fowler High School
- 13- Dinuba Vine Pruning Contest @ Dinuba High School
- 13- Golden West Citrus Contest @ Golden West High School
- 20- Tulare Citrus Contest @ Tulare High School District Farm
- 20- Reedley Tree Pruning Contest @ Reedley High School
- 26- Chapter Meeting
- 27- Reedley College Field Day @ Reedley College
- 29-9 Valentines Flowers fundraiser

February

- 3- Mid-Winter State Finals @ Fresno State
- 8- Sequoia Sectional Speaking Contest @ Mission Oak High School
- 13-28- Cookie Dough Sales
- 15- World Ag Expo Field Trip
- 16-17- Made for Excellence and Advanced Leadership Academy Conferences @ Visalia

- 18-23-** National FFA Week
- 23-** Chapter Meeting
- 24-** San Joaquin Regional FFA Meeting @ Mission Oak High School
- 28-** Sequoia Sectional Activity @ Roller Town

March

- 2-3-** UC Davis Field Day @ UC Davis
- 9-10-** Chico State Field Day @ Chico State
- 13-** Bouquets to Arts Exhibit (Floral Classes)
- 14-** Ag Career/College Expo @ International Agri Center
- 16-** Regional Speaking Contest
- 17-** Dinuba Vet and Floral Contest @ Dinuba High School
- 22-** Chapter Meeting
- 24-** Modesto Junior College Field Day @ MJC
- 31-** Reedley College Field Day

April

- 4-** Sequoia Section State Degree and Proficiency Banquet @ International Agricenter
- 6-7-** Pomona Field Day @ Cal Poly Pomona
- 9-** Sectional Officer Interviews
- 12-** Sectional Elections
- 19-** Chapter Meeting
- 21-** Fresno State Field Day @ Fresno State
- 22-25-** State FFA Leadership Conference
- 28-** Madera Floral @ Madera South
- 28-** Madera Liberty Vet @ Madera Liberty

May

- 4-5-** State FFA Finals @ Cal Poly SLO
- 10-11-** Plant Sale @ Dinuba High School
- 12-** Point Award Trip
- 14/15-** Chapter Officer Interviews
- 18-** End of the Year Banquet

Chapter Constitution and Bylaws

Article I Name and Purpose

Section A: The name of this organization shall be the “Dinuba FFA Chapters”.

Section B: The purposes for which this Chapter was formed are as follows:

1. To develop competent, aggressive, rural and agriculture leadership.
2. To create and nurture a love of country life.
3. To strengthen the confidence of students of agriculture in themselves and their work.
4. To create more interest in the intelligent choice of farming and other programs and establishment in agriculture.
5. To encourage members in the development of individual farming and other programs and establishment in agriculture.
6. To encourage members to appreciate the farm and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized recreational activities.

Article II Organization

Section A: The Dinuba Chapter of the FFA Organization is chartered by the National FFA Organization.

Section B: The Chapter accepts in full the provisions in the Constitution and By – laws of the California Association as well as those of the National FFA Organization.

Article III Membership

Section A: Membership in this Chapter shall be of three kinds: Active, Alumni, and Honorary, as defined by the National FFA Constitution.

Section B: The regular work of this Chapter shall be limited to the active membership.

Section C: Honorary Membership in this Chapter shall be limited to the Honorary Chapter Farmer Degree.

Section D: Active Members in good standing may vote on all business

brought before the Chapter. An Active member shall be considered in good standing when:

1. They attend 80% of Chapter Meetings held that year.
2. They show an interest in, and take part in, the affairs of the Chapter.
3. They pay all bills within 30 days.
4. They are a true representative of the FFA as perceived by the Chapter Executive Committee.
5. They are academically eligible to participate in activities according to the policy as established by the Dinuba Unified School District.

Section E: Names of applicant for membership shall be filed with the Chapter Secretary.

Article IV Emblems

Section A: The Emblem of the FFA shall be the Emblem of the Chapter.

Section B: Emblems used by members shall be designated by the National FFA Organization.

Article V: Degrees

Section A: There shall be four degrees of Active Membership in this Chapter.

These degrees are: Greenhand, Chapter Farmer, State Farmer, and American Farmer.

Section B: All “Greenhands” are entitled to wear the regulation bronze emblem pin, all Members holding the degree of “Chapter Farmer” are entitled to wear the regulation silver emblem pin, all members holding the degree of “State Farmer” are entitled to wear the regulation gold emblem pin, and all members holding the degree of “American Farmer” are entitled to wear the regulation gold emblem key.

Section C: Minimum qualifications for obtaining the four degrees of Active Membership shall be those listed in the National FFA Constitution.

Section D: Chapter Officers shall review the qualifications of members and make recommendations to the Chapter concerning degree advancement.

Article VI Officers

Section A: The Officers of the Chapter shall be as follows: President, Vice President, Secretary, Reporter, Sentinel, Treasurer, ASB Representative and Historian. The local Advisor(s) shall be the teacher(s) of agriculture in the school where the Chapter is located. The officers shall perform the following duties:

1. The president shall preside over and conduct meetings according to

accepted parliamentary procedure, call special meetings, keep members on the subject and within time limits, appoint committees and serve on them as an ex-officio member, call other officers to the Chair as necessary or desirable, represent the Chapter and speak on occasions, coordinate Chapter efforts by keeping in close contact with the other officers and Advisor(s), keep Chapter activities moving in a satisfactory manner, represent the Chapter to the Dinuba High School Student Council, and represent the Chapter at National Convention or designate a replacement.

2. The Vice President(s) shall assist the President when needed, have charge of committee work, preside at meetings in the absence of the President, be prepared to assume the duties and responsibilities of the President, and obtain reports from committee chairpersons.

3. The Secretary shall prepare and read minutes of meeting, have available for the President a list of business for each meeting, attend to official correspondence, send out and post notices, count and record votes when taken, prepare Chapter records, keep the permanent records of the Chapter, cooperate with the Treasurer in keeping accurate membership role, issue membership cards, call meetings to order in the absence of a presiding officer, read communications to the members at meetings, keep an updated point award chart with the assistance of the Advisor(s), and post the meeting agenda at least 24 hours in advance of meetings.

4. The Treasurer shall receive and act as custodian of Chapter funds with the assistance of the Advisor(s), assist Advisor(s) in collecting assessments, preparing Sectional, Regional, State, and National Dues, preparing an annual budget, keeping financial statements of the Chapter, paying out funds as authorized by the Chapter, preparing financial statements and reports building up the Chapter's financial standing, and submitting a financial report at each meeting.

5. The Reporter shall gather and classify Chapter news, prepare news notes and articles for publication or broadcast, contact local newspapers, send news to State or National Publication, arrange for FFA participation in local events, and assist the Historian in maintaining a Chapter Scrapbook. The Reporter shall submit the Chapter Scrapbook for judging at the Spring Regional Meeting.

6. The Sentinel shall set up the meeting room and care for Chapter Paraphernalia and equipment, attend the door during meetings and welcome visitors, see that the meeting room is comfortable, and take charge of candidates in degree ceremonies.

7. The Advisor(s) shall assist the Officers in running the Chapter and advise

them as the need arises. The Advisor(s) shall also assist the Chapter Secretary in preparing the Point Award Chart and assist the Chapter Reporter in preparing news releases.

8. The Historian shall take an active part in meetings and take charge of the Chapter Scrapbook. The Historian may also stand in for an officer, or be promoted into a higher office if the need should arise.

9. ASB Representative shall assist the Advisors with communications with the student body. This position shall attend ASB activity meetings with the Advisors, and report on such activities to the chapter at chapter meetings, and officer meetings, when necessary.

Section B: Officers of the Dinuba FFA Chapter shall be elected annually during the month of April and announced and sworn in at the Annual Awards Banquet in May. All Chapter Officer Applicants meeting the requirements to serve as a Chapter Officer will have their names placed on the ballot, as slated by the interview committee. The candidates will fill out an application and give to the Advisor(s) by the given deadline. Additionally, each candidate will be required to go through the interview process prior to being placed on the ballot. Active Members in good standing will have the opportunity to vote for one candidate representing each of the 8 offices.

Section C: To be eligible to run for Chapter Office the member must:

1. Hold the degree of Chapter Farmer, or be approved by the Advisor(s).
2. The Chapter Officer application must be filled out and turned in prior to the given deadline to a Chapter advisor.
3. Be in good standing with the Chapter as outlined in Article III, Section D of the Dinuba FFA Constitution.
4. Maintain a grade point average of 2.5 or better.

Section D: All officer vacancies during the term shall be appointed by the Advisor with the approval of the officer team, except for the President, who shall be filled by one to the 2 Vice Presidents.

Section E: Any Chapter Officer may be impeached by a 2/3 vote of the Chapter at a regularly scheduled chapter meeting. Possible reasons for impeaching may include but are not limited to: not fulfilling duties as outlined by the Constitution, not portraying the image of a FFA Member as established by the Chapter Officers and Constitution, losing respect for fellow Chapter Officers, members, Advisors, and/or Community.

Section F: An officer missing a meeting, leadership conference, or other mandated responsibility must provide a written explanation one day prior to the event, except uncontrolled circumstances or extreme emergencies. This explanation shall be brought before the officer team to be handled appropriately.

Section G: Any officer placed on academic probation shall, in writing, resign from office at the first appropriate Chapter Officer Executive Meeting. This vacant office shall be filled according to the Chapter Constitution.

Section H: The Committee Chair positions shall be appointed by the Advisors from the list of eligible candidates after elections of the 8 offices have taken place.

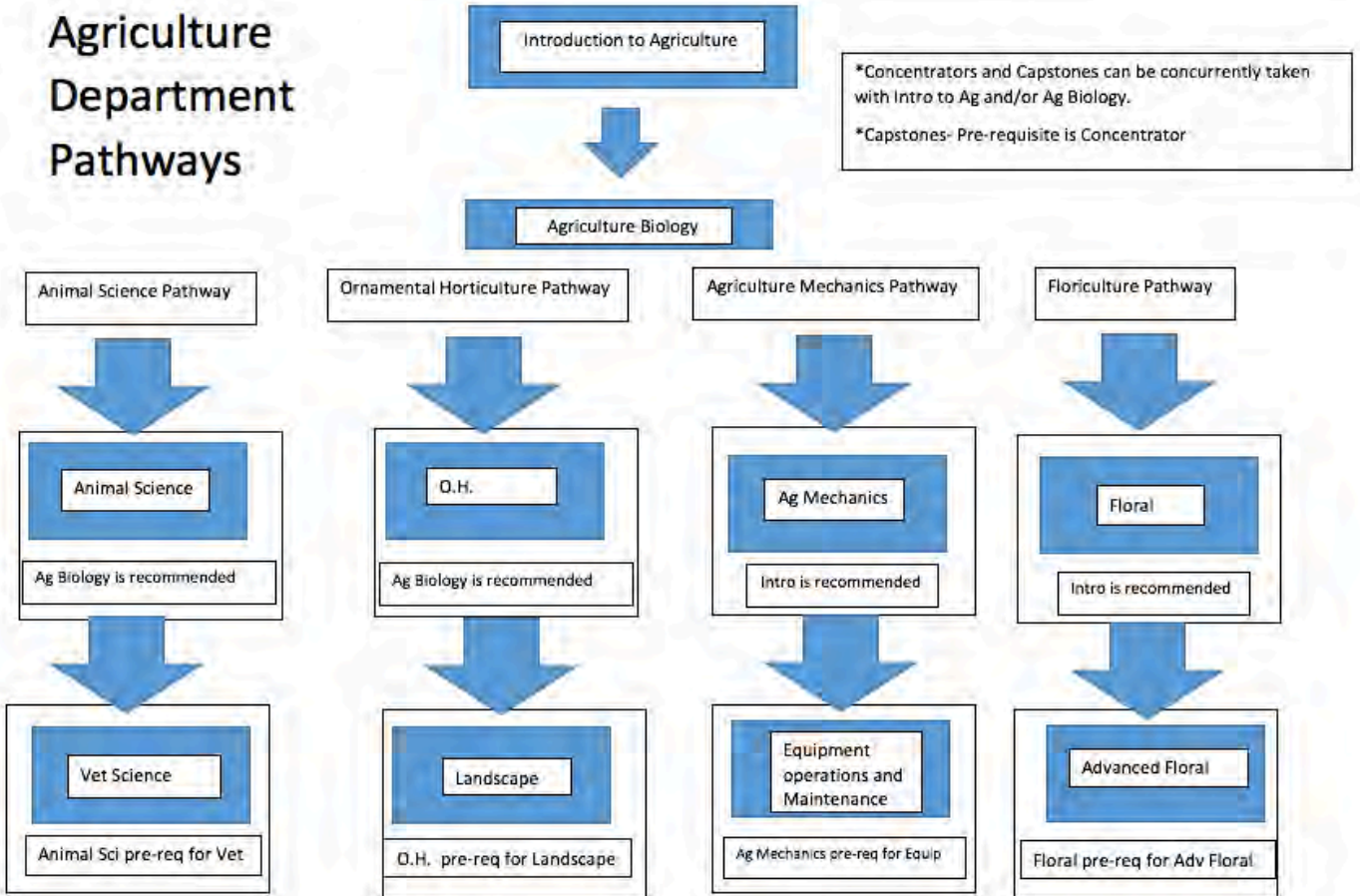
Committee Membership

Dinuba FFA members have many opportunities to get involved in chapter leadership besides serving as a chapter officer. Committees are a great way for students to get involved in planning and executing activities, fundraisers, and events. The objective of each committee and committee chair is to plan, organize, and implement the fundamentals of that activity to serve the students, chapter, and community.

Here are a few of the potential committees that a member can serve on:

- Aggie of the Month (Student)
- Animal Shelter Food Drive (Community)
- Banquet-Food (Chapter)
- Banquet- Invitations (Chapter)
- Banquet- Photo Booth (Chapter)
- Banquet- Set Up/Clean Up (Chapter)
- Banquet- Slideshow (Chapter)
- Canned Food Drive (Community)
- Cookie Dough Fundraiser (Chapter)
- Community Service (Community)
- Drive Thru BBQ-Tickets (Chapter)
- Drive Thru BBQ-Serving (Chapter)
- Fall Harvest (Student)
- Field Day- Floral (Chapter)
- Field Day- Vet Science (Chapter)
- Greenhand Banquet (Student)
- National FFA Week (Chapter)
- Plant Sale-Promotions (Chapter)
- Plant Sale-Set Up/Clean Up (Chapter)
- Plant Sale-Sales (Chapter)
- Recruitment (Student)
- Retirement Facility Plant Giveaway (Community)
- Scrapbook Committee (Chapter)
- SAE Competition (Student)
- Social Media (Chapter)
- Spring Fest (Chapter)

Dinuba Agriculture Pathways



Agriculture Courses

Advanced Floral

Grade: 10-12

Prerequisite: Floriculture

Advanced Floral provides students the opportunity to learn more about floral design elements building on the introductory course. Students will explore more elements and principles of design, arrangement styles, techniques, and design more floral pieces for school and community events. Students will be exposed to more career opportunities, plant physiology, and marketing. This course meets the elective requirement for graduation and college admission.

Ag Biology

Grade: 10-12

Prerequisite: Integrated Science/Intro to Ag recommended

Agricultural Biology is a laboratory science course that emphasizes detailed knowledge of the biological principles of the following areas: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, physiology, plant and animal diversity and principles of classification, ecological relationships, and animal behavior. This class meets the life science requirement for graduation as well as lab science for college admission.

Ag Leadership

Grade: 11-12

Prerequisite: 2 yrs. in Ag. Program or teacher permission

Leadership will focus on advanced agricultural topics and issues as well as individual training for agricultural careers and technology. Students will develop leadership skills through planning, executing community development events, speaking and job interviewing.

Ag Mechanics

Grade: 9-12

Prerequisite: None

This course is designed to allow the student to learn many different skills related to the Agriculture Mechanics industry. The course will introduce the student to different careers, safety and hazards related to this industry. The course will cover different areas of the agriculture mechanic, including the following: Small Engines, plumbing, electricity, masonry, concrete, hand tools, fasteners, layout tools and procedures, measurements, math, tractor maintenance and operations.

Animal Science

Grade: 10-12

Prerequisite: Ag Biology or Biology or teacher approval.

This course will provide the student with practical knowledge, and the theories and principles related to animal science and the livestock industry. Students will learn hands-on applications relating to nutrition, medical care, processing, and evaluation of various meat and dairy animals. This course is intended to introduce concepts of animal husbandry to those students who plan on majoring in agricultural or animal science at a four-year university. This class meet elective requirement for college admission.

Floriculture

Grade: 10-12

Prerequisite: Previous Ag Class or with teacher permission

This is an introduction to floral design. Students will explore elements and principles of design, two and three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday, and occasional designs and propagation. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. This course meets the visual art requirement for graduation and college admission. This class is a dual enrollment course with Reedley College.

Introduction to Agriculture

Grade: 9-12

Prerequisites: None

This class is designed as an orientation/introduction to California Agriculture and the FFA program. Course of study includes animal and plant science, production agriculture, nursery technology, forestry and wildlife. A major emphasis is placed upon FFA participation.

Landscape Design

Grade: 10-12

Prerequisite: Previous Ag. Class

This course will entertain the possibilities of a career in the Landscape Industry, in such areas as Landscape Architecture, Landscape Construction/Contracting, and Landscape Maintenance. Areas to be covered include site evaluation, plant identification, design, implementation and basic knowledge of Design and Plant Science.

Ornamental Horticulture

Grade: 11-12

Prerequisite: Ag Biology preferred

This class will provide the student with theories and principles related to environmental horticulture science. It will also develop skills needed for employment or continuing education in the field of nursery production, landscape maintenance, greenhouse production, ornamental horticulture. Plant care, reproduction, indoor and outdoor plant identification, lawns and ground cover, irrigation, fertilization and other topics are covered. The course is rigorous and involves advanced laboratory activities. It meets the g requirement for college admission.

Veterinary Science

Grade: 10-12

Prerequisite: Ag Biology or Biology or teacher approval.

This course will provide the student with practical knowledge, and the theories and principles related to veterinary science. This course is intended to successfully prepare those students who plan on majoring in agricultural or animal science at a four-year university. This class meet “g” requirement for college admission.

Chapter Applications

Greenhand Degree Application

Name: _____ Date: _____

Year in School (*circle one*) 9th 10th 11th 12th

Application Date: _____

FFA Activities:

School and Community Activities:

*Test Score _____ * *Must be 70% or higher to qualify for degree*

I have met or exceeded the requirements for obtaining my FFA Greenhand Degree as outlined in the Dinuba FFA Constitution.

Applicant Signature: _____ Date: _____

Chapter Farmer Degree Application

Name: _____ **Date:** _____

Year in School (circle one) 9th 10th 11th 12th

***Application Due** _____

You may attach additional sheets if necessary.

Please list all FFA activity participation:

Please list any school and/ or community involvement:

Please describe your SAE Project(s):

I have met or exceeded the Chapter Farmer Degree Requirements as outlined by the Dinuba FFA Chapter Constitution.

Applicant Signature: _____ **Date:** _____

Dinuba FFA Chapter Officer Application

Applicant's Name: _____

Applicant's Address: _____

City: _____ Zip: _____

Phone # _____ Grade: _____ Age: _____

Agriculture classes planned for the coming year:

Number 1 through 4 by preference, the offices you want to be considered for, if you are elected. (1 is your most desired spot and 4 is your least desired spot)

_____ President

_____ Reporter

_____ Vice President

_____ Sentinel

_____ Secretary

_____ Historian

_____ Treasurer

_____ ASB Representative

1. List all FFA leadership roles you have experienced. (officer, committees, etc.)
2. List all FFA Activities and Career Development Events (judging teams, speaking competitions, leadership meetings/conferences, etc.)
3. List any FFA awards or honors you have received.
4. List involvement in school and community activities outside of the FFA.
5. Describe leadership qualities you possess that would qualify you for a chapter officer.
6. List at least 3 new ideas for chapter activities for the coming year.
7. Explain your current or future SAE program or project.
8. Do you currently have accurate record books for your SAE project. If so, how many months?
9. Describe why you want to become a chapter officer.

10. Briefly state the qualities you possess that qualify you for a chapter office.
11. If you were elected to a chapter office, what would be your main goal for the chapter?
12. Describe your experiences speaking in front of large groups of students and people.
13. Select one of your personal qualities and explain how it will be of value to the chapter officer team.
14. What other commitments do you have in the year that would compete for your time.
15. What do you believe are the most important responsibilities of a chapter officer are?

I _____ hereby approve of my son/daughter, _____, running/becoming a Dinuba FFA Chapter Officer for the 2009-2010 school year. I realize that s(he) is responsible for their officer duties and will uphold them to the best of their ability. I further understand my child is required to be at all executive (officer) committee meetings, on time, and that they will be an active member in planning and conducting all chapter activities. I am aware that repeated absences from official officer functions will result in my student's early dismissal from the officer team. **Each officer is required to attend the officer retreat.**

Parent/Guardian Signature: _____ Date: _____

I understand I am responsible for my duties as a chapter officer and will uphold them to the best of my ability. I further understand that I am required to be at all executive (officer) committee meetings, on time, and that I will be an active member in planning and conducting all chapter activities. I am aware that repeated absences from required functions will result in my being dismissed from the officer team early. **I am required to attend the officer retreat.**

Applicant Signature: _____ Date: _____

Point Awards System

Dinuba FFA has established a points award system to monitor and recognize those members who are going above and beyond in participation to be an active member. Students enrolled in our agriculture education program are required to participate, and earn, a minimum of five activity points per semester, which represents 10% of their overall grade in their agriculture course. Each activity outlined below earns the member 1 point per activity. To reward the most active students for their participation in our program, the top 25 students will be recognized. The opportunities to earn points are as follows:

Chapter Level:

Chapter Meetings:

Fall Chapter Meetings	5 Activity Points
Fall Meeting T-shirts	5 Activity Points
Spring Chapter Meetings	4 Activity Points
Spring Meeting T-shirts	4 Activity Points
Meeting Activities or Supplies	1 Activity Point Per Item Max 2/Meeting
National FFA Week Activities	1 Activity Point for 2 Lunchtime Activities

Special Events:

Chapter T-shirt Purchase	1 Activity Point
Barn Clean Up	1 Activity Point
Pre Fair	1 Activity Point
Tulare County Fair Exhibitor	1 Activity Point
Raisin Day Festival	1 Activity Point
Dinuba Christmas Parade	1 Activity Point
Valentines Day Flowers Fundraiser	1 Activity Point
BBQ Dinner Fundraiser	1 Activity Point
Tractor Supply Farmers Market	1 Activity Point Per Event
Field Day Volunteer	1 Activity Point Per Event
World Ag Expo	1 Activity Point
Alta Historical Society Dinner	1 Activity Point
Cookie Dough Fundraiser	1 Activity Point
Ag Career Expo	1 Activity Point

Conferences:

Greenhand Leadership Conference	1 Activity Point
Made for Excellence Conference	1 Activity Point
Advanced Leadership Academy	1 Activity Point
State Leadership Conference	1 Activity Point
Sacramento Leadership Experience	1 Activity Point

Career Development Event Contestant:

Cotton	1 Activity Point
Banking	1 Activity Point
CoOp	1 Activity Point
Vine Pruning	1 Activity Point
Citrus Judging	1 Activity Point
Best Informed Greenhand	1 Activity Point
Floriculture	1 Activity Point
Nursery/Landscape	1 Activity Point
Veterinary Science	1 Activity Point

Sectional Level:

Opening/Closing Ceremonies	1 Activity Point
Speaking Contest	1 Activity Point
Fall Activity	1 Activity Point
Spring Activity	1 Activity Point
Sectional Officer Elections	1 Activity Point
Awards Banquet	1 Activity Point

Regional Level:

Speaking Contest	1 Activity Point
Regional Meeting	1 Activity Point

FFA Chapter Budgets

Activities Budget 2017-2018

Estimated Receipts

Drive Thru Fundraiser	\$2,000
Shirts	\$200
Concession Stand	\$1000
Club Fair	\$100
Tri Tip Sandwiches	\$1,400
Pancake Breakfast	\$1,300
Donations	\$1,000

Total \$ 7,000.00

Estimated Expenses

CDE Contests	\$ 1000.00
Conferences	\$ 1000.00
FFA Awards Banquet	\$ 2000.00
Meeting Activities	\$ 1000.00
Section & Region Mtgs	\$ 500.00
Scrapbook/Photography	\$ 500.00
Officer Retreat	\$ 800.00
Member Jackets	\$ 200.00

Total \$ 7,000.00

Estimated Net Profit \$0

Livestock Project Budgets

Market Swine Project

Estimated Expenses

Purchase Price	\$250.00
Feed	\$250.00
Vet. & Misc. Supplies	\$ 25.00
Entry Fees	\$ 30.00

Total \$ 555.00

Estimated Receipts

Sale of Animal	250lbs. @ \$3.00/lb.	\$ 750.00
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Total \$ 750.00

Estimated Net Profit \$ 195.00

Market Lamb Project

Estimated Expenses

Purchase of Animal	\$ 200.00
Feed	\$ 80.00
Vet. & Misc. Supplies	\$ 30.00
Entry Fees	\$ 10.00

Total \$ 320.00

Estimated Receipts

Sale of Lamb	130 lbs. @ 4.00/lb.	\$ 520.00
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Total \$ 520.00

Estimated Net Profit \$200.00

Market Goat Project

Estimated Expenses

Purchase of Animal	\$ 150.00
Feed	\$ 80.00
Vet. & Misc. Supplies	\$ 30.00
Entry Fees	\$ 30.00

Total \$ 290.00

Estimated Receipts

Sale of Goat	90 lbs. @ 4.00/lb.	\$
360.00		

Total \$ 360.00

Estimated Net Profit \$70.00

Market Steer Project

Estimated Expenses

Purchase of Animal	\$1,400.00
Feed	\$1,200.00
Vet. & Misc. Supplies	\$70.00
Entry Fees	\$30.00

Total \$2,700.00

Estimated Receipts

Sale of Steer	1200 lbs. @ 3.00	\$3,600.00
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Total \$3,600.00

Estimated Net Profit \$900

Dinuba FFA



Goat Exhibitor Handbook

Introduction

The purpose of this handbook is to assist you in successfully raising a Goat project. The information contained in the following pages will act as a guideline. Some of the statements may not pertain to your project since individual situations may be different. It must be understood that this material is not the only information you will need to raise your animal, but it does cover the most common aspects of the project. Refer to this handbook often. Should any questions arise concerning your project don't hesitate to contact your project advisor for help.

Good luck on your endeavor of raising a Goat project. With hard work and dedication, your project will be a success!

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What You Should Know Before Buying a Goat Project

1. A goat project can be a very exciting and rewarding experience or a very frustrating and discouraging project depending on the amount of time and energy you put into the project.
2. The duration of a market goat project is anywhere from 4-5 months. It is important that as much attention be given to your project during the last months as is given during the first months.
3. Raising market goat is not a hit and miss proposition, you must be consistent in how you raise your animal. In other words, you get out of your project what you put into it.
4. It is critical that a person understands that the animal will be dependent on you for every aspect of its well-being including feed, water, shelter, health, exercise, etc. You must be willing to provide for each of these areas on a daily basis for the duration of the project.

Getting Ready for Your Goat Project

1. If you are housing your animal at the Dinuba Ag Farm facility, you will need to fill out a Pen Rent Contract.
2. If you plan to raise your animal at home (with advisor permission), make sure your pen meets the following requirements:
 - a. Protection from cold drafts, rain and the sun. It should be large enough to allow your animal to exercise (About 15' x 20').
 - b. Shade/shelter should be provided in the pen, with straw for bedding (during cold weather) at a location away from their feeder and water bucket so their sleeping area remains clean and dry.
 - c. Adequate feeding and watering facilities must be provided.
 - d. The fencing and floor should be free of loose wires nails and boards.
 - e. It should be sturdy enough to prevent the animal from getting out.
3. You should purchase your feed 1 - 2 days prior to receiving your animal. Check with your advisor on the kind of feed to purchase and from whom.

Purchasing Your Animal

1. There are different ways to purchase a goat. No one way is right or wrong. You need to determine what is best for you in terms of your budget and willingness to work with your animal. The most common ways of buying an animal are:
 - A. Purchase your animal through your advisor. Your advisor will travel to various sheep producers to select and purchase market animals. He then brings them to school where students draw numbers to pick their animal.
 - B. Purchase an animal on your own. You MUST have advisor approval.
 - C. Purchase your animal through a sale. Sometimes you find good deals at sales, but usually you end up paying a little more for your animal. However, this is the best way to obtain a superior animal.
2. Whichever way you choose to purchase your animal, make sure that you consult with your project advisor prior to buying it.

Starting Off Right

1. Good quality market goat should possess 1) adequate size for age, 2) clean-cut about the head and neck, 3) heaviness of skeleton, 4) structurally correct in feet and legs, 5) level top, 6) length of carcass, 7) expression of loin & leg muscle, 8) legs set well apart.

2. As soon as you get your animal, it is imperative that you observe your animal closely for any signs of illness. Generally, if sheep are hauled a long distance, the chance of illness is greater than those hauled shorter distances. Signs to watch for include runny eyes and/or nose, droopy head, and inactivity. It will take a few days for the animal to acclimate itself to its new surroundings.
3. Your animal may not want to eat the first day or so. This is normal. However, if it is not eating by the second day, you should contact your advisor. Refer to the section on feeding for more information.)
4. Training the animal to brace as early as possible is important. It is much easier to teach a smaller animal to work than a larger one. **DON'T WAIT!!**

Duties of Goat Exhibitors

1. Follow all instructions given to you by your advisor. Communication is the key to a successful project.
2. Clean your pens daily. Rake the dried manure and straw into a pile and remove it from the pen.
3. Make sure your animal does not go without feed (even for one feeding). Plan ahead!
4. During hot weather, hose down the pen to help keep the animal cool.
5. If you are utilizing the Dinuba Ag. Farm facilities, you will be required to do barn duty. This will be on a rotational basis.
6. All exhibitors will be required to meet with their advisor periodically to discuss the progress of their animal, to weigh the animal, and for informational meetings. These meetings will be scheduled as much as possible around the students schedules.
7. The Dinuba FFA Advisors employ a "three - strike" system. If for any reason you do not abide by any of the rules and/or guidelines set forth in this handbook, you will receive a "strike" for each violation. After three "strikes", **YOU'RE OUT!**
8. If you encounter any problems at all concerning your market sheep project, some other person's animal, or the facilities, please contact your advisor immediately!

Feeding Your Market Goat Project

General

1. Nutrition is the single most important aspect of raising a quality market sheep project. Consistency is the key when feeding sheep with regards to the type of feed, amount of feed, and feeding schedule. A proper feeding program can make the difference between a high quality animal and a poor quality animal. Always follow the advisor's recommendations.
2. One of the most overlooked elements of a good feeding program is water. The water your animal drinks should be fresh, clean and cool at all times. Dirty or stagnant

water can have an affect on the health of your animal. The water trough should be cleaned daily. If you wouldn't drink it, your animal probably wouldn't drink it either if given a choice. If using an automatic watering system, make sure the pipes are not in direct sunlight as this will warm the water.

Hand Feeding

1. Your advisor will direct you on how to feed your animal. Feed recommendations are based on individual differences in weight, rate of gain, and conformation. It is important to know exactly how much you are feeding so that accurate average daily gains can be calculated. This information will tell you whether you are on track to meet the desired projected weight for your animal.
2. If you are raising your animal at home, it is very important to set feeding times in the morning and evening and then stick to them (we prefer 6-8am and 6-8pm). There should be no more than a 15 minute variation in feeding times from day to day. Drastic changes in the feeding times can have an adverse affect on your animal in terms of appetite and health.
3. Whenever a new feed or increase in feed is introduced, the change should be made gradually over a period of time. Never change feed or feed quantities without checking with your advisor.
4. Make sure that the animal is eating all the feed at each feeding. Feed that is not consumed by the next feeding should be removed and the amount fed should be reduced in proportion to the amount left over.
5. If your animal goes off feed for more than one day, contact your advisor or a veterinarian immediately. Generally, lack of appetite is one of the first signs of illness. The sooner the illness is detected, the easier it is to treat. Any type of illness will cause a decrease in the daily gain and could affect the desired end weight.
6. It may be necessary to add a feed supplement to the ration. The supplement will help in increasing growth, appetite, feed efficiency, health and stress resistance. Check with your advisor before adding a supplement to your feeding program.

Caring for Your Goat Project

1. Clean your pen at least once a day. Make sure the water and feed are OK.
2. Observe your lamb for body condition, alertness, appetite and signs of scouring or respiratory symptoms (fast or labored breathing, coughing). Watch the way it walks, for swollen joints, sores or cuts, runny nose or droopy ears. A drop in weight along with slight coughing may indicate worms. Limping may indicate foot rot. If any of these occurs, consult your advisor immediately.
3. The four main disease symptoms that you could encounter in raising sheep include 1) respiratory, 2) scours or diarrhea, 3) changes in body condition, or 4) fever. Most disease symptoms are precluded by going off feed and changes in behavior. When in doubt, take the lamb's temperature and then notify your advisor.

4. Do not administer any medications without consulting your advisor or a veterinarian first.

Showmanship

1. The main purpose of showmanship is to present your animal to the judge in a manner that will make your animal look its best. Showing can emphasize strong points and de-emphasize weak points of the animal.
2. Success in showing begins at home. You and your animal cannot learn proper showing techniques at the last minute. It is important that you practice as often as possible. Showing can be a very rewarding experience if you take the time to learn how to show. When starting out, not only the animal must be trained, but the exhibitor must be “trained” as well.
3. When presenting the animal, the exhibitor should be properly groomed. Wearing the official FFA uniform is mandatory and it should be clean and in good shape. The animal should be properly groomed as well.
4. Listed below are a few general characteristics of a good showman. More technical information can be found in the following section.
A good showman:
 - a. Is confident in his/her abilities.
 - b. Understands the importance and purpose of proper showing techniques.
 - c. Is alert in the show ring.
 - d. Knows where the judge is at all times.
 - e. Is conscience of the appearance of his/her animal at all times.
 - f. Works the animal calmly and smoothly.
 - g. Is not distracted by people or events outside the show ring.
 - h. Starts showing from the time he/she enters the ring until he/she leaves the ring at the conclusion of the class.
 - i. Is courteous to the other exhibitors in the ring.
 - j. Displays good sportsmanship by congratulating the winners and accepting congratulations graciously.
 - k. Gives his/her best effort every time he/she is in the show ring.

Marketing Your Project

The following information is for you to use when inviting potential buyers to this years fair to bid on your animal. Remember that it is strongly suggested that you do these things as it can benefit you financially. I have spoken to several businessmen in the area and this is what they suggest you do when you send out buyers letters.

The act of sending letters to potential buyers of your show animal is called “marketing” or “selling” your product. The simple fact that you are a member of the Dinuba FFA will likely earn you a minimum price for your animal. However, it is proven that “marketing” your animal can boost your returns substantially. I strongly encourage you to “promote” your product in the following ways:

1. Hand write the letters you send out. They are more personal and are more likely to be read. Send out your letters a few weeks prior to the fair.
2. One week after you send your letter(s), make personal visits to the prospective buyers and invite them to come to the fair to bid on your animal (even if they are a relative). You should wear your FFA jacket when you do this.
3. Don't limit your prospective buyers to people you know. Almost every business person in the area is a potential buyer if asked in the right way. Go out and "pound the pavement". This means writing and visiting the business people of the area. Again, wear your FFA jacket when you do this.
4. Don't limit the number of letters you write and visits you make. I've known students who have written up to 40 letters (hand written). Obviously, the more you advertise your product, the better your chances are of getting a good price.
5. Involve your parents in deciding how to write your letters. Make sure the grammar and spelling are correct and the letter is easy to read and understand.
6. Most prospective buyers want to be asked to be a buyer. So in your letter you should formally "ask" the person to be a buyer.
7. Explain a little about your project (where the animal came from, expectations of how the animal will do, what it will weigh, animal's name, etc.)
8. Be personal. Describe any funny or interesting experiences you've had with your animal. List and describe other chapter activities you are involved in.
9. Inform your prospective buyer(s) what time they should be at the fairgrounds to bid on your animal. Also, buyers will be invited to a buyers BBQ the evening of the auction.
10. Buyers will need to check-in and register with the auction at the sales ring. They will be assigned a bidders number and given a sales book which lists the sales order for the auction.

Most of you have written buyers letters in the past and may have done this years already. The information listed above is intended to be used as a guide so use what you think will be helpful to you. If you have any questions, contact your advisor.

General Rules for Dinuba FFA Fair Exhibitors

Student's Name (print) _____.

1. Because of the importance of scholastic achievement, the Dinuba High School Ag Department requires its livestock exhibitor to maintain a satisfactory scholastic record in his/her classes. Therefore, if any exhibitor fails to meet this requirement, he/she may lose their show privileges.
2. All exhibitors are to follow the directions and advice given to them by the designed advisor for that species. The advisor's directions are to be followed for the entire length of time the project is eligible for show, and during the fairs when the project is being exhibited.
3. All rules and regulations of Dinuba High School will apply to the students who participate at fairs since showing is a school activity.
4. All exhibitors are expected to haul their animals and tack to the fair unless other arrangements are made with the advisor.
5. FFA members are required to obtain their homework from all their teachers in advance of missing school for attending fairs.
6. Each exhibitor must read and understand the rules and regulations in the fair's premium book.

7. Each exhibitor is responsible for feeding, watering, grooming and keeping an eye on his/her animal(s) for the entire duration of the fair.
8. Each exhibitor is required to serve barn duties as assigned and specified by the project advisor.
9. All FFA exhibitors will be required to wear the official FFA show uniform described below while showing their own animal(s) or helping others in the show ring

FFA Show Uniform

Boys - White pants, white dress shirt, FFA Jacket, FFA tie, appropriate shoes.

Girls - White pants, white dress shirt, FFA Jacket, FFA scarf, appropriate shoes.

10. All FFA members are to attend the awards program at every fair wearing his/her FFA jacket.
11. Market animal exhibitors are required to write thank you letters to their buyers.
12. All exhibitors must attend assigned meetings by the project advisor unless prior arrangements have been made.
13. The advisor of any species will have the authority to take whatever disciplinary action necessary toward any student that fails to comply with the rules.

Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules. Please sign and return this form to the project advisor. If you have any questions at any time, please feel free to contact the advisor at the Hilmar Ag Department (667-8366).

_____.
Parent Signature Date

_____.
Student Signature Date

Student's Name (please print)_____.

Dinuba FFA Goat Exhibitor Rules

1. **Daily Activities**
 - A. Spend time with your goat, observe and exercise it.
 - B. Check the feeder and water bucket and make sure they are clean and dry and feed twice a day at scheduled times.
 - C. Thoroughly clean the pen.
2. **Periodic Activities**
 - A. Attend, for the duration, project meetings approximately every (usually on Tuesdays) week.
 - B. Attend, for the duration, weigh days at school if your animal is housed there.
 - C. Be at your project site when the advisor weighs your animal if it is housed off school grounds.
 - D. Perform barn duty functions on a rotational basis if your animal is housed at school.
3. **Activities Prior to the Fair**
 - A. Find a buyer for your animal.

- B. Attend and participate in a mandatory show day.
- C. Wash and shear your goat approximately one week prior to the fair.
- D. Obtain an FFA Show Uniform (white pants, white dress shirt, FFA tie/scarf, FFA jacket, appropriate shoes). ALL exhibitors MUST have his/her own FFA jacket and FFA tie/scarf. Jackets and ties/scarves may be borrowed from another FFA member that is NOT exhibiting any type of livestock at the fair. Failure to have the proper show uniform for any reason will disqualify that student from showing.
- E. Obtain the proper equipment needed.

4. Activities at the Fair

- A. Exhibitors are expected to be at the fair for the purpose of caring for and preparing their animal for show.
- B. Exhibitors are NOT allowed in the carnival area until the completion of the last sheep show day.
- C. Exhibitors must be in the sheep barn no later than the time announced by the advisor and must participate in the daily morning clean-up, feeding, and meeting. Exhibitors must also participate in the evening feeding and meeting at the time announced by the advisor. Late exhibitors will be assigned an additional barn duty for each infraction.
- D. Sheep must be regularly checked throughout the day by their owner.
- E. Exhibitors must serve scheduled barn duties which includes being on time, keeping the sheep, pens, aisles, and tack areas clean during the shift. Each infraction of these responsibilities will result in an additional barn duty.
- F. All exhibitors are required to be present on weigh day.
- G. On show days, all exhibitors are required to stay in the barn area for the duration of the sheep show.
- H. All exhibitors are required to attend the fair awards ceremony wearing their FFA jacket.
- I. All exhibitors are required to help clean up and load tack on the last day of the fair.
- J. All exhibitors are required to work together, follow all instructions from the advisor, and cooperate with a POSITIVE ATTITUDE.
- K. Each exhibitor also agrees to allow any Dinuba FFA advisor to pick up his/her auction check from the fair.
- L. At the conclusion of the fair, each exhibitor will be required to write a thank you letter to the buyer(s) of his/her animal, the breeder of their lamb, and pay any remaining money owed to Dinuba FFA before receiving his/her auction check.

4. Disciplinary Procedures

- A. A "Three Strike" discipline system is used by the Dinuba FFA advisors. Any student failing to fulfill the obligations of the project in accordance to the rules and guidelines set forth by the project advisor will receive a "strike". Infractions include, but are not limited to, missing a project meeting/weigh day without prior notice, neglect of animal (feeder empty, not feeding on time, pen not cleaned, etc.), failure to perform required duties before and/or during the fair. Once a student has received three strikes, he/she forfeits his/her privilege to show with Dinuba FFA.
- B. Other disciplinary problems may result in the removal of exhibitor and animal from the school farm (if housed there) or fair, withdrawal of animal from the

fair livestock auction, and/or loss of showing privileges with Dinuba FFA for one or more years.

Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules. Please sign and return this form to the project advisor. If you have any questions at any time, please feel free to contact the advisor at the Dinuba Ag Department (667-8366).

Parent Signature Date

Student Signature Date

Dinuba Ag Department Livestock Facility Use Contract

Exhibitor (print) _____ Date _____

Tulare County Fair Year _____

Species (circle one) SWINE SHEEP GOAT

The Dinuba Ag Department will provide use of the Ag Farm facilities under the following terms:

1. The student agrees to pay all expenses incurred to Dinuba FFA.
2. Pay \$10 pen rent for each animal.
3. Make sure that the animal is properly cared for on a daily basis based on the project advisor's instructions.
4. Keep the pen, feed room, and livestock area clean at all times.
5. Participate in required clean-up days.
6. Dinuba FFA, Dinuba Ag Department, project advisors, and Dinuba School District is NOT responsible for loss of animals, equipment, or personal property due to theft, vandalism, or accident.
7. Students may be required to remove his/her animal from the Ag Farm and lose showing privileges with Dinuba FFA if the above conditions are not met.

Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules. Please sign and return this form to the project advisor. If you have any questions at any time, please feel free to contact the advisor at the Hilmar Ag Department (667-8366).

Parent Signature _____.

Student Signature _____.

Advisor Signature _____.

Dinuba FFA Fair Check Proxy

Exhibitor (Print) _____ Date:

Species: Sheep Swine Steer

I, (the above named exhibitor) allow any Dinuba FFA, Advisor to pick up my livestock auction check for me from the fair. I also understand that each student needs to have fully cleaned and bleached their pen, have a completed record book, and have written the proper thank you letter to receive any profits made from their project.

If you have any questions you may contact an advisor at the Dinuba High School Ag. Department at (559-595-7247)

Parent Signature: _____

Student Signature: _____

Advisor Signature: _____

Dinuba FFA Livestock Project Three "Strike" Notification

Name: _____

Date: _____

You received a "Strike" on _____ for the following reason:

_____ Missing a schedule meeting/ eigh day, (see attached)

_____ Animal not feed/ feeder empty

_____ Pen Not cleaned

_____ Ag Farm barn duty jobs not completed

_____ Animal neglected (missing more than two days a week)

_____ Other: _____

Advisor: Ag. Department

Species: Goat

You have now accumulated a total of _____ strikes.

If you receive a third strike, you will forfeit your privilege of showing at the fair.

Please have your parent sign this form and return it to your project advisor if you have any questions or need clarification, please contact your project advisor.

Student Signature _____

Date: _____

Parent Signature _____

Date: _____

Rules of an Exhibitor and Dinuba FFA Goat Exhibitor Rules

Your signature below verifies that you have read, discussed, understood and agree to abide by the General Rules of an Exhibitor and Dinuba FFA Sheep Exhibitor Rules. I also have read and understand the 3 strike policy.

Please sign and return this form to the project advisor. If you have any questions at any time, please feel free to contact the advisor at the Dinuba Ag. Department (559-595-7247)

Students Name: _____

Home Phone: _____

Cell Phone: _____

Parent Cell: _____

Home Address: _____

Parent Signature

Date

Student Signature

Date

K. School and/or Department Policies

School and/or Department Policies

Agriculture students are required to participate in a minimum of five FFA activities per semester. They are also required to maintain an SAE project and keep up-to-date records on AET. Eligibility to participate in any FFA related event, include CDE teams, conferences, or exhibiting livestock is aligned to school and district policy. Student eligibility is check prior to each FFA-related event. These guidelines are well laid out in the student handbooks and the species contracts.



Dinuba Joint Union High School

Agricultural Department

340 E. Kern
Dinuba, CA 93618
(559) 595-7247

Board Policy for SAE Grade Requirement

When researching board policy, I have found that often the local school board with simply 'adopt' existing education codes, so I was able to trace back the Dinuba School Board Policy codes that show the adoption of the education code that verifies the 'three circle' component of our program.

Dinuba USD: AR 6143 Instruction

- States that "Vocational Education" is an adopted "Course of Study"
 - o Adopts Education Code 51220
- Also adopts cf.6178 – Vocational Education

Dinuba USD: Board Policy (BP) 6178 Instruction: Vocational Education

- Explains the value of vocational education in detail
- Adopts education codes(EC): including EC 52454
- Adopted July 16, 1998

Education Code: EC 52454 : Program Components

- Outlines the agricultural career technical education should include:
 - o Organized classes of study of ag science and technology
 - o A student supervised occupational program in agriculture
 - o A program of leadership, organization, and personal development
- Specifically states that all these components shall be considered curricular and shall contribute to the grade of the participating student.



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Courses Of Study

Note: Items #2-6 below duplicate items listed for grades 9-12 below and are for use only by K-8 districts to the extent needed. Because Education Code requirements for courses of study are classified by either grades K-6 or 7-12, K-8 districts need to collaborate with their secondary school district to ensure that all required courses are offered sometime during grades 7-12.

5. Applied arts, including instruction in consumer and homemaking education, industrial arts, general business education or general agriculture (Education Code 51220)

6. Vocational-technical education designed to prepare youth for gainful employment and/or further acquisition of technical skills in institutions of higher education (Education Code 51220)

(cf. 6178 - Vocational Education)

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Dinuba USD has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

Note: Education Code 52910 expresses the Legislature's findings that vocational education and academic instruction should be integrated; that it is in the state's best interests to provide all students with a cohesive, defined, and well-articulated system of career education and job training; and that vocational education and basic academic skills should not be viewed as competitive or alternative programs, but rather as complementary educational programs. Education Code 51226 requires the Superintendent of Public Instruction to develop model vocational education standards. Boards are required to compare their existing vocational programs with these model standards every three years.

The Board of Education affirms the importance of providing all students with quality vocational education experiences that teach life skills, demonstrate the value of work, and provide training that leads to entry-level employment. The Board views vocational education and academic education as complementary educational programs. Vocational courses should give students abundant opportunities to obtain or reinforce basic academic skills. Teachers should emphasize as often as possible the practical applications of academics to the working world.

The Board recognizes that vocational education is best presented in a well-articulated sequence of courses, with instruction first given in broad clusters of skills basic to similar occupations. A comprehensive vocational education includes research into various employment options, vocational counseling, establishment of career goals, and the development of job skills, good work attitudes and job hunting strategies.

Because the equipment used in business and industry changes rapidly, as do the skills needed to operate it, the Board encourages that the district's vocational education program be updated regularly to reflect current vocational practices, changes in technology and labor market conditions as funding levels allow.

...

EDUCATION CODE

8070 Appointment of vocational education advisory committee

41541 Categorical Education Block Grant

48430 Legislative intent; continuation education schools and classes

51225.3 Requirements for graduation commencing with 1988-89 school year

51226 Model curriculum standards

51228 Graduation requirements; minimum standards; required curriculum; pupil demonstration of competence

52300-52335.8 Regional occupational centers, especially

52304.1 Review of participation in centers and programs

52350-52355 Prevocational education

52370-52376 High school vocational courses

52450-52462 Agricultural Vocational Education

52910 -52911 Career-Vocational Education and Training

52980-52982 Pilot projects in applied academic areas & programs

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT

Public Law 98-524, 204: **FEDERAL REGISTER**

Vol. 45, No. 92, 5/9/90, p. 30929

Vol. 50, No. 159, 8/16/85, p. 3308

Management Resources: CDE LEGAL ADVISORIES

0125.90 Procedures for requesting guidance from the U.S. Department of Education

CDE PROGRAM ADVISORIES

1107.89 Implementation of new procedures for noncompliance

Policy DINUBA UNIFIED SCHOOL DISTRICT

adopted: July 16, 1998 Dinuba, California

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

- (1) Organized classes in the study of agricultural science and technology.
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- (3) A program of leadership, organization, and personal development.

(b) Student learning activity developed to supplement these components shall be considered curricular and shall contribute to the grade of the participating student when those activities are integral to assisting the student to achieve the career objective of the class or course. It is the intent of the Legislature that opportunities are provided for teachers to be employed on a 12-month basis in order to maintain supervised occupational experience on a year-round basis for students enrolled in agricultural career technical programs.

(Amended by Stats 2000, Ch. 1058, Sec. 85)

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The screenshot shows a web browser window with the URL <http://gamutonline.net/display/Policy>. The page title is "GAMUT ONLINE, a service of CSBA" and the breadcrumb is "Legal Resources | Education Code | EC 51220". The main content area lists "Courses of study; grades 7-12" and provides a list of adopted courses of study for grades 7 to 12, inclusive. The list includes:

- (a) English, including knowledge of and appreciation for literature, language, and composition, and the skills of reading, listening, and speaking.
- (b) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; instruction in our American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the State and Federal Constitutions; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; human rights issues, with particular attention to the study of the inhumanity of genocide, slavery, and the Holocaust, and contemporary issues.
- (c) Foreign language or languages, beginning not later than grade 7, designed to develop a facility for understanding, speaking, reading, and writing the particular language.
- (d) Physical education, with emphasis given to physical activities that are conducive to health and to vigor of body and mind, as required by Section 51222.
- (e) Science, including the physical and biological aspects, with emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems, and with appropriate applications of the interrelation and interdependence of the sciences.
- (f) Mathematics, including instruction designed to develop mathematical understandings, operational skills, and insight into problem-solving procedures.
- (g) Visual and performing arts, including dance, music, theater, and visual arts, with emphasis upon development of aesthetic appreciation and the skills of creative expression.
- (h) Applied arts, including instruction in the areas of consumer and homemaking education, industrial arts, general business education, or general agriculture.
- (i) Career technical education designed and conducted for the purpose of preparing youth for gainful employment in the occupations and in the numbers that are appropriate to the personal needs of the state and the community served and relevant to the career desires and needs of the pupils.

The right sidebar contains a "GAMUT Resources" menu with links to Home, Legal Resources, and Management Resources. Below this is a "Search GAMUT" section with a search box, a "Search which fields?" section with a checked "text" option and an unchecked "code" option, and a "Multiple word search" section with instructions on using 'and' and 'or' between words.

Legal Resources | Education Code | EC 51220

Courses of study; grades 7-12

The adopted course of study for grades 7 to 12, inclusive, shall offer courses in the following areas of study:

- (a) English, including knowledge of and appreciation for literature, language, and composition, and the skills of reading, listening, and speaking.
- (b) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; instruction in our American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the State and Federal Constitutions; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; human rights issues, with particular attention to the study of the inhumanity of genocide, slavery, and the Holocaust, and contemporary issues.
- (c) Foreign language or languages, beginning not later than grade 7, designed to develop a facility for understanding, speaking, reading, and writing the particular language.
- (d) Physical education, with emphasis given to physical activities that are conducive to health and to vigor of body and mind, as required by Section 51222.

(e) Science, including the physical and biological aspects, with emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems, and with appropriate applications of the interrelation and interdependence of the sciences.

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(g) Visual and performing arts, including dance, music, theater, and visual arts, with emphasis upon development of aesthetic appreciation and the skills of creative expression.

(h) Applied arts, including instruction in the areas of consumer and homemaking education, industrial arts, general business education, or general agriculture.

(i) Career technical education designed and conducted for the purpose of preparing youth for gainful employment in the occupations and in the numbers that are appropriate to the personnel needs of the state and the community served and relevant to the career desires and needs of the pupils.

(j) Automobile driver education, designed to develop a knowledge of the provisions of the Vehicle Code and other laws of this state relating to the operation of motor vehicles, a proper acceptance of personal responsibility in traffic, a true appreciation of the causes, seriousness and consequences of traffic accidents, and to develop the knowledge and attitudes necessary for the safe operation of motor vehicles. A course in automobile driver education shall include education in the safe operation of motorcycles.

(k) Other studies as may be prescribed by the governing board.

(Amended by Stats. 2002, Ch. 943, Sec. 3.)

References:

Education Code 51222

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

(Amended by Stats 2000, Ch. 1058, Sec. 82)

Dinuba FFA Chapter Officer Contract

As an officer of the Dinuba FFA Chapter, I will: (initial each)

Area One: This is it!

- _____ 1. Be on time for all meetings, activities, and departure times.
- _____ 2. Write dates for activities down in a planner.
- _____ 3. Keep our team and my office as a priority.
- _____ 4. Attend all officer meetings, conference, and FFA meetings.
- _____ 5. Attend all activities that I am able to. If I cannot attend, let other officers/advisors know 24 hours ahead of time.
- _____ 6. Be responsible by staying on task and sticking to the agenda at meetings.
- _____ 7. Always support each other...look for ways to help lighten my fellow officer's load.

Area Two: Living Above the Line

- _____ 1. Be honest with each other and be open to others honesty.
- _____ 2. If confrontations are necessary, do them away from school/FFA activities.
- _____ 3. Do not talk behind the back of my fellow officers.
- _____ 4. Communicate with advisors.
- _____ 5. Keep my family informed of what I am/our team is doing.
- _____ 6. Approach my teammates appropriately.
- _____ 7. Encourage ALL members.
- _____ 8. Take time to get to know ALL members.
- _____ 9. Step away from cliques...meet and learn about new people.
- _____ 10. Be a resource to members.
- _____ 11. Force and maintain a positive attitude.

Area Three: Pay it Forward

- _____ 1. Help my fellow officers, the members, and our chapter.
- _____ 2. Maintain a community focus with activities and/or community service.
- _____ 3. Develop creative ideas to get members involved.
- _____ 4. Be involved ourselves. Be an example.
- _____ 5. Always wear proper official dress.
- _____ 6. Communicate a positive attitude about wearing official dress.
- _____ 7. Wear appropriate clothing to all events.
- _____ 8. Conduct myself in an appropriate manner at FFA events, outside FFA and Social Media Platforms.
- _____ 9. Treat all members equally.
- _____ 10. Step out of my comfort zone.
- _____ 11. Provide constructive criticism for my teammates and fellow members.
- _____ 12. Member focused attitude/actions.
- _____ 13. Guaranteed incentives for member participation (WIIFM).
- _____ 14. Get members to buy-in.

I have read, studied and understand the intent and the spirit of the 3 areas to our chapter officer team's success. I will commit to modeling the 3 areas of success. I understand that failure to do so may result in limitations being set on my roles as a/an Dinuba FFA officer and/or possible removal from office.

Officer Signature: _____

Date: _____

Parent Signature: _____

Date: _____

**Dinuba High School Agriculture Department
Work Credit Contract**

On this day, _____, 20_____, I _____, the student, agree to follow all directions, listen to instructions, work safely at all times, and follow the guidelines presenting by the Agriculture Department and Advisors. The student will be compensated at a rate of \$5.00 per hour of work on the Agriculture Department facilities and/ learning laboratories, to be repaid through FFA or Agriculture expenses that the student may need to pay. Due to high school education regulations, the student will not be compensated in any monetary way, but the Dinuba Agriculture Department or FFA Chapter may pay any incurred registration fees, charges, or payments requested by the student.

It will be the responsibility of the student to seek work and confirm opportunities, complete a work log, and get hours signed off daily by an advisor to verify completion. The student will turn in a log with the date, beginning and ending work times, description of work accomplished, and total minutes worked. Total work time will need to be submitted in 15 minute increments. The record of hours will be turned in at least once a month by the 1st day of the following month, if not more often. I understand that submitting worked time late may result in a delay in updating credit account.

Date	Student Name Printed	Student Signature
------	----------------------	-------------------

Date	Parent Name Printed	Parent Signature
------	---------------------	------------------

Date	Advisor Name Printed	Advisor Signature
------	----------------------	-------------------

L. Proficiency Standards for Program Completers

Program Completion Standards

1. Personal Skills

Students will understand how personal skill development affects employability. They will exhibit positive attitudes, self-confidence, preserving, and self-discipline. They will manage time and balance priorities, as well as demonstrate a capacity for lifelong learning.

2. Interpersonal Skills

Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.

3. Thinking and Problem Solving Skills

Students will exhibit critical and creative thinking skills, logical, reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation. They will recognize problem situations, identify, locate, and organize needed information or data and the purpose, evaluation, and selection of alternate solutions.

4. Communication Skills

Students will understand the principles of effective communicators. They will communicate both written and orally. They will listen attentively to instructions and request clarification or additional information as needed.

5. Occupational Skills

Students will understand occupational safety issues, including avoidance of physical hazards in the work environment. They will operate equipment safely as not to endanger themselves or others. They will demonstrate proper handling of hazardous materials.

6. Employment Skills

Students will understand career paths and strategies for obtaining employment within their chosen fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including professional organizations.

7. Technology Skills

Students will understand and adapt to changing technology by identifying learning, and applying new skills to improve job performance. They will effectively employ technologies relevant to their field.

Floral Design Pathway

Upon completion of this course:

- Students will identify annual, perennial, bulbs, potted/flowering plants and tools used in the floral industry.
- Students will understand the importance of the floriculture and horticulture industry in California and the United States.
- Students will know the basic principles of design.
- Students will be able to define and describe basic characteristics of floral crops.
- Students will know proper and safe use of materials, tools, and equipment vital to the horticulture/floriculture industry.
- Students can implement the proper techniques in floral crop management, such as handling cut flower crops, decrease deteriorations, and marketing.
- Students will develop floral commodities such as corsages, boutonnieres, and floral arrangements.
- Students will display knowledge of the plant and flower physiology and anatomy.
- Students will identify different media used in floral design.
- Students will identify career opportunities in floriculture.
- Students will explain the history of floral design.
- Students will explain the cultural diversity and implications of different floral designs.
- Students will explain the arrangement styles and techniques of modern floral design and their origination.
- Students will explain, identify, and evaluate the elements and principles of design.
- Students will explain, evaluate, and design seasonal, holiday, and occasion arrangements.
- Students will demonstrate historical arrangements
- Students will demonstrate construction of wedding and sympathy work
- Students will develop a personal portfolio.

Plant Science Pathway

Upon completion of this course, the student will:

- Develop an appreciation of horticulture to create an awareness of the importance of horticulture.
- Be prepared for college level entry in the various disciplines of horticulture.
- Will the importance of plants, their uses, and incorporation of plants in our society.
- Be familiar with cell theory and its application to the organization of all organisms.
- Be able to recognize plant physiology, growth requirements, and nutrients needed for optimum plant growth.
- Be able to understand the role of plants in our landscape, the process of design, installation, and maintenance of those plant materials.
- Be aware of the historical and descriptive nature of horticulture as a science.
- Acquire agricultural and biological vocabulary, and the reading, writing and critical thinking skills pertaining to the science.
- Demonstrate plant identification and selection of for local landscape applications by completion of lab assignments.
- Understand the principles of plant physiology and growth, including: photosynthesis, transpiration, respiration, and plant structure
- Demonstrate methods of sexual and asexual plant propagation and factors affecting.
- Learn the principles of integrated pest management and demonstrate through labs.
- Evaluate water management practices for ornamental plants.
- Learn the relationship between growing mediums, water management, and fertilization
- Demonstrate principles of pruning and training plant material.
- Describe the selection, installation, and care of turf.
- Become familiar with safe work practices with nursery production facilities, equipment, and tools.
- Demonstrate principles of landscape planning, design, construction, and maintenance
- Demonstrate principles and skills of floral design.
- Learn about the California Horticultural Industry and role of supporting industries.
- Learn the importance of record keeping.

Animal Science Pathway

Upon completion of this course:

- Students will be aware of the benefits, uses, economic considerations, industry practices that surround farm animal production.
- Students will be aware of the benefits of biotechnology that surrounds the production of farm animals.
- Students will be able to demonstrate farm safety procedures while working around equipment, livestock, and pathogens.
- Students will understand the role of animal health in the production of farm animals, including the role of disease.
- Students will be able to identify and utilize tools of animal husbandry to care for and ensure the health
- Students will be able to discuss the benefits of the domestication of livestock and their genetic improvement through selective breeding and other technologies.
- Students will be able to demonstrate safe practices on a farm, as well as design a plan to promote human and animal safety on farms.
- Students will be able to safely restrain, work around, and move animals utilizing low stress handling techniques, as well as discuss the benefits of these practices.
- Students will be able to correctly utilize tools of animal husbandry and health including but not limited to scales, squeezes, needles, syringes, scalpels, and elastrators
- Students will be able to conduct animal health checks including taking rectal temperature, pulse, capillary refill time, lung sounds, and an overall soundness check.
- Students will be able to identify signs of animal disease and propose courses of treatment, and prevention of future disease.
- Students will be able to conduct preventative health measures as well as management practices including deworming, vaccination, shearing, hoof trimming, castration, and create an appropriate management calendar for a species.

Ag Mech Pathway

Upon completion of this course, the student will:

- The students will be able to safely wire and install basic household electrical fixtures and switches.
- The students will be able to safely wire and troubleshoot a common 12v circuit as found on vehicles or equipment.
- The student will be able to plan, measure, cut, join and finish a basic wood project.
- The student will be able to maintain and troubleshoot common issues found in small gas engines.
- The student will be able to safely set up the outfit and heat, cut and/or weld mild steel with the apparatus.
- Project Construction: The student will be able to apply the above stated skills with a project or repair in each of the skill areas.
- Supply agriculture students with the knowledge and skills required for entry into successful progress in those agriculture mechanics occupations that do not require education beyond the secondary level.
- Prepare students for the advanced post-secondary level vocational education in agriculture mechanics.
- Assist the students to make informed career choices in the field of agriculture mechanics.
- Enable all students to acquire an understanding of the economic and social impact of the agriculture mechanics industry.
- Provide the agriculture mechanics industry with the appropriate numbers of persons adequately prepared for successful employment in those occupations, which presently exist and which are developing in the industry.

California Career Technical Education Model Curriculum Standards

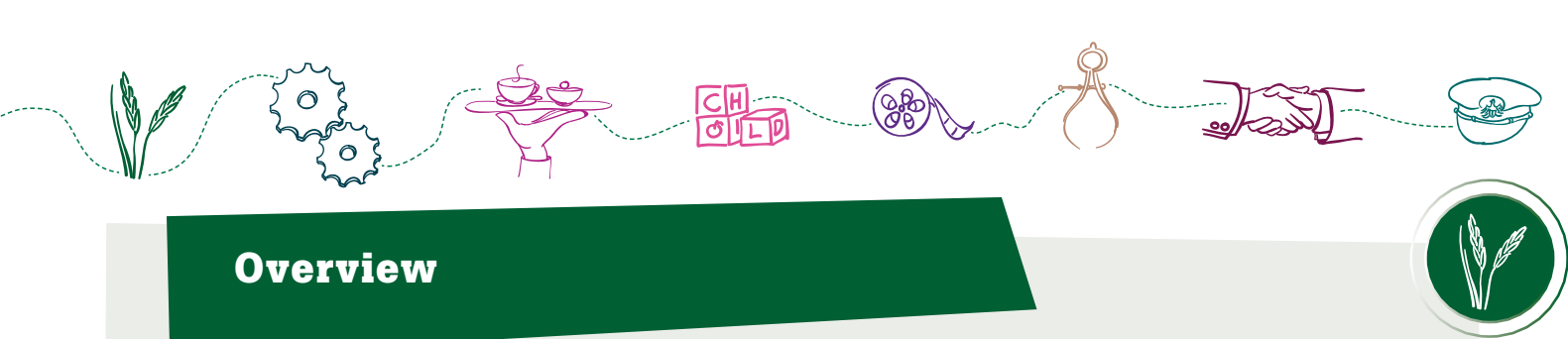




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Overview

The Career Technical Education (CTE) Model Curriculum Standards publication is organized for use as a complete document or for access to individual industry sectors and pathways. The document includes Standards for Career Ready Practice—which describe the knowledge and skills that students need prior to entering a career technical education program—as part of the career technical education sequence or as integrated elements of other course work in preparation for careers and college.

Each of the 15 industry sector sections includes a description, anchor standards, pathway standards, and an academic alignment matrix. The standards can be adjusted to be part of the curriculum (grades seven through twelve), provided through adult education, or included in community college programs. The document also lists the representatives who participated in each sector's content development and the references that were consulted to revise the CTE standards.

Standards for Career Ready Practice

California's Standards for Career Ready Practice, which follow this overview, are based on the Career Ready Practices of the Common Career Technical Core (CCTC), a state-led initiative sponsored by the National Association of State Directors of Career Technical Education Consortium (NASDCTEc):

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. (NASDCTEc 2012, 2)

California's 12 Standards for Career Ready Practice align with the state's CTE anchor standards and reflect the expectations from business and industry, labor and community organizations, and secondary and postsecondary education representatives from 42 participating states.

Anchor Standards

The 11 anchor standards build on the Standards for Career Ready Practice and are common across the 15 industry sectors. Content for these standards was drawn from several documents: "Preparing Students for the 21st Century Economy" (American Association of Colleges for Teacher Education and the Partnership for 21st Century Skills 2010); *How Should Colleges Prepare Students to Succeed in Today's Global Economy?* (Association of American Colleges and Universities and Peter D. Hart Research Associates, Inc. 2006); "Importance of Skills and Knowledge for College and Career Readiness," from *The MetLife Survey of the American Teacher: Preparing Students for College and Careers* (MetLife, Inc. 2011); and *Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce* (The Conference Board et al. 2006).

Each anchor standard is followed by performance indicators using action verbs from the Beyond Knowledge Construct, presented in a hierarchical progression of simple tasks to more complex tasks. Performance indicators provide guidance for curriculum design and standards measurement.



The industry-sector anchor standards have been customized with selected additions to better reflect the needs and special conditions of each industry sector.

Anchor Standard 1 (Academics) guides users to sector-specific core academic standards related to each industry sector, which are listed in the alignment matrix at the end of each sector section. Anchor standards 2–10 are deliberately aligned with one of the Common Core English language arts standards, using similar language demonstrating the natural connections between the two subjects. Anchor Standard 11 (Demonstration and Application) highlights classroom, laboratory, and workplace learning specific to the individual sector and pathways.

Pathway Standards

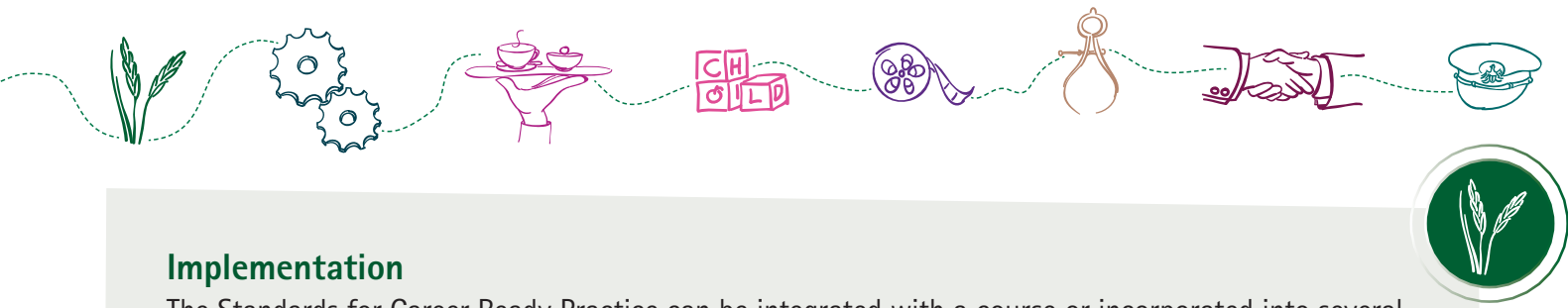
All 15 industry sectors contain multiple pathways. In order to be identified and listed for an industry sector, each pathway had to meet the following criteria:

- unique to an industry sector
- has an occupational focus
- consistent in size and scope
- composed of similar functions
- inclusive of all aspects of the industry
- includes 8–12 pathway-specific standards
- demonstrates sequence potential
- reasonable and appropriate for high school
- leads to high-skill, high-wage, or high-demand jobs
- sustainable and viable over the next 10 years

Academic Alignment Matrix

Each sector includes an academic alignment matrix that displays where a natural, obvious alignment occurs. Compiled by five teams of academic content experts in collaboration with industry-sector consultants, teachers, and other advisers, the alignment was selected if it was determined that the pathway standard would enhance, reinforce, or provide an application for a specific academic subject standard.

The alignment matrices include the subjects of Common Core English language arts and mathematics standards, history/social studies standards, and Next Generation Science Core Ideas. To assist with further review and implementation, each academic alignment is notated with specific pathway standards codes.



Implementation

The Standards for Career Ready Practice can be integrated with a course or incorporated into several courses over multiple school years (grades seven through twelve). The practices are expectations for all students, whether they are enrolled in a CTE program or following a more generalized course sequence. It is expected that all students who exit high school will be proficient in these practices.

The anchor standards are the basis for each of the pathways within each sector. These standards are designed to assist with the development of course curricula and instructional lesson plans; they describe what is to be taught and measured. In most cases, the teacher determines the sequence and strategies to be used to meet the needs of the student population he or she is serving.

The performance indicators that follow each standard offer guidance for both course design and student assessment. They are intended to guide course work as it is developed. The pathways organize the standards with a career focus, but they are not designed to be offered as single courses. Rather, the standards from each pathway are collected and organized into a sequence of learning. To meet local demands of business and industry and particular student populations, standards can be collected from more than one sector to create a course.

Using the academic alignment matrices as a resource, academic and CTE teachers can see where enhancements and support for both sets of standards can be initiated. CTE teachers can quickly identify academic standards that have a substantial relationship to their instruction. Likewise, academic teachers can specify individual academic standards and quickly identify related CTE standards, which will assist them in incorporating application and technology in their curricula and lessons.

The CTE Model Curriculum Standards are intended to serve the entire education community—from middle schools and high schools to postsecondary colleges and career training programs. A major aim of these standards is to prepare students for postsecondary education and training and to help them make a smooth transition into the workforce. In order for both the people and the economy of California to prosper, it is essential for all students to emerge from schools ready to pursue their career and college goals. Equipping all high school students with the knowledge and skills necessary to plan and manage their education and careers throughout their lives will help to guarantee these important outcomes. Strong CTE programs will continue to provide important educational opportunities to assist students as they pursue their dreams and strive for economic prosperity. The CTE Model Curriculum Standards are a resource for educators and the business world for ensuring high-quality CTE learning experiences and improved student outcomes in the twenty-first-century economy.



California Standards for Career Ready Practice

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

1. Apply appropriate technical skills and academic knowledge.

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

2. Communicate clearly, effectively, and with reason.

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

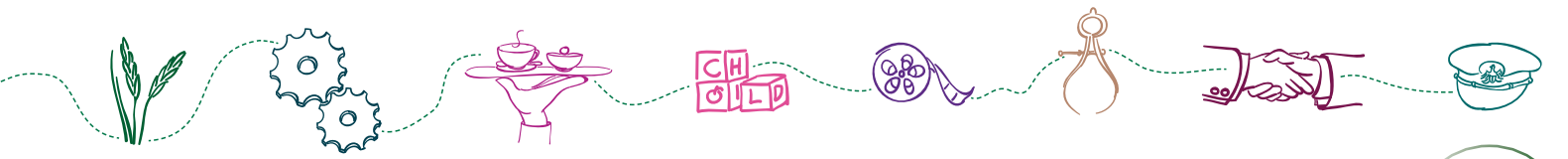
3. Develop an education and career plan aligned with personal goals.

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

4. Apply technology to enhance productivity.

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





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

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

6. Practice personal health and understand financial literacy.

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

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

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

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

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

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

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

10. Demonstrate creativity and innovation.

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



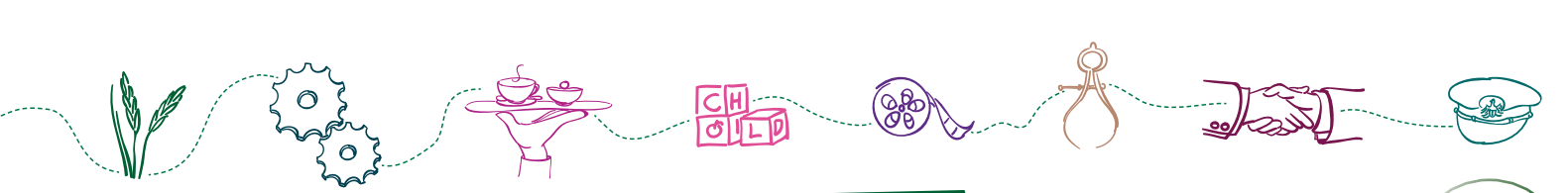
11. Employ valid and reliable research strategies.

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

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

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

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



Agriculture and Natural Resources



Sector Description

The Agriculture and Natural Resources sector is designed to provide a foundation in agriculture for all agriculture students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in seven pathways. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, and Plant and Soil Science. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, or entry to a career.





Agriculture and Natural Resources Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Agriculture and Natural Resources academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

- 2.1 Recognize the elements of communication using a sender-receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.2 Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.
- 3.3 Explore how information and communication technologies are used in career planning and decision making.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
- 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.7 Recognize the importance of small business in the California and global economies.
- 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.



4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Agriculture and Natural Resources sector workplace environment. (Direct alignment with WS 11-12.6)

- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
- 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
- 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.
- 4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.

5.0 Problem Solving and Critical Thinking

Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Agriculture and Natural Resources sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

- 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.



- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- 6.6 Maintain a safe and healthful working environment.
- 6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Agriculture and Natural Resources sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

- 7.1 Recognize how financial management impacts the economy, workforce, and community.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 7.8 Explore issues of global significance and document the impact on the Agriculture and Natural Resources sector.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

- 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Agriculture and Natural Resources industry sector.
- 8.3 Demonstrate ethical and legal practices consistent with Agriculture and Natural Resources sector workplace standards.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 8.5 Analyze organizational culture and practices within the workplace environment.



- 8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
- 8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Agriculture and Natural Resources sector laws and practices.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Farmers of America (FFA) career technical student organization. (Direct alignment with SLS 11-12.1b)

- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills, as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 9.7 Participate in interactive teamwork to solve real Agriculture and Natural Resources sector issues and problems.
- 9.8 Define the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.9 Identify the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.10 Understand how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- 9.11 Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.12 Demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 9.13 Participate in group or team activities, including those offered by the student organization, that develop skills in leadership, cooperation, collaboration, and effective decision making.



10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Agriculture and Natural Resources sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

- 10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Agriculture and Natural Resources sector.
- 10.3 Construct projects and products specific to the Agriculture and Natural Resources sector requirements and expectations.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.
- 10.5 Interpret and explain the aims, purposes, history, and structure of the FFA student organization and know the opportunities it makes available.
- 10.6 Manage, and actively engage in, a career-related, supervised agricultural experience.
- 10.7 Understand the importance of maintaining and completing the California Agricultural Record Book.
- 10.8 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Agriculture and Natural Resources anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the FFA career technical student organization.

- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.
- 11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
- 11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
- 11.4 Employ entrepreneurial practices and behaviors appropriate to Agriculture and Natural Resources sector opportunities.
- 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.



A. Agricultural Business Pathway

In the Agricultural Business pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing, and sales.

Sample occupations associated with this pathway:



- Agriculture Inspector
- Farm and Ranch Manager
- Sales Representative
- Business Controller
- Agricultural Credit Manager

- A1.0 Demonstrate an understanding of decision-making processes within the American free-enterprise system.
 - A1.1 Differentiate among the components of the American free-enterprise system and other forms of economic systems.
 - A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, franchises, and cooperatives.
 - A1.3 Compare the advantages and disadvantages of the types of business ownership.
 - A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.
 - A1.5 Analyze physical production relationships to determine optimum use levels.
 - A1.6 Calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.
- A2.0 Explain the fundamental economic principles of agribusiness and agricultural production.
 - A2.1 Identify basic economic factors affecting agricultural production and agribusiness management decisions.
 - A2.2 Communicate basic agricultural economic terminology.
 - A2.3 Apply the law of supply and demand and evaluate its effect on price determination.
 - A2.4 Assess how agriculture uses scarce resources to meet the needs and demands of its consumers.
 - A2.5 Differentiate between elastic and inelastic supply and demand.
 - A2.6 Predict how the law of diminishing returns impacts agricultural production.
- A3.0 Explore the role of credit in agribusiness and agricultural production.
 - A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-term, intermediate-term, and long-term credit).



- A3.2 Research and discuss the criteria lenders use to evaluate repayment capacity.
- A3.3 Evaluate balance sheets and cash-flow statements to determine the ability to repay loans.
- A4.0 Use proper accounting principles and procedures to accomplish fiscal management and tax planning.
 - A4.1 Compare and contrast cash and accrual accounting systems.
 - A4.2 Demonstrate the use and describe the importance of budgets, income statements, balance sheets, and financial statements.
 - A4.3 Interpret the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.
 - A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.
 - A4.5 Determine property values and complete a depreciation schedule.
 - A4.6 Formulate the tax obligations for an agribusiness.
- A5.0 Manage risk and uncertainty.
 - A5.1 Explore environmental issues that impact agribusiness.
 - A5.2 Determine the meaning and importance of risk and uncertainty.
 - A5.3 Describe alternative approaches to reducing risk, including the use of insurance for product liability, property, production or income loss, and for personnel life and health.
 - A5.4 Maintain appropriate evidence (e.g., Point of Origin, pick/pack dates, production records) to support and defend risk management.
 - A5.5 Identify best practices and include in farm planning to reduce risk.
 - A5.6 Prepare a comprehensive risk management and contingency plan.
- A6.0 Evaluate the role and value of agricultural organizations.
 - A6.1 Distinguish the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
 - A6.2 Understand how participation in organizations would be beneficial in supporting various agricultural operations.
 - A6.3 Identify, and electronically access, public and private agricultural organizations.
- A7.0 Understand agricultural marketing systems.
 - A7.1 Explain how marketing functions in a free-market society.
 - A7.2 Compare the advantages and disadvantages of the various marketing options for agricultural products and services.
 - A7.3 Analyze how the law of comparative advantage affects agricultural production.
 - A7.4 Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services.



- A7.5 Assess how promotion trends for agricultural products influence individuals.
- A7.6 Develop a marketing plan for an agricultural product or service.
- A8.0 Understand the sales of agricultural products and services.
 - A8.1 Determine the most effective methods for assessing customer needs and wants.
 - A8.2 Describe the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
 - A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.
- A9.0 Differentiate among local, national, and international agricultural markets and communicate how trade affects the economy.
 - A9.1 Describe how the importance of agricultural imports and exports affects state and national economies.
 - A9.2 Summarize how governmental, economic, and cultural factors affect international trade.
 - A9.3 Compare and contrast United States trade policies with those of other important trading partners.
 - A9.4 Research how biotechnology affects trade and global economies.
 - A9.5 Evaluate how different cultural values affect agricultural production and marketing.
 - A9.6 Explain how negotiations and bargaining agreements affect trade agreements.
 - A9.7 Analyze agricultural marketing strategies in other parts of the world.



Agriculture and Natural Resources Pathway Standards

B. Agricultural Mechanics Pathway

The Agricultural Mechanics pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

Sample occupations associated with this pathway:



- Agriculture Equipment Operator
- Farm Equipment Mechanic and Service Technician
- Agricultural Engineer
- Welder
- Equipment Fabricator

B1.0 Implement personal and group safety practices.

- B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.
- B1.2 Integrate accepted shop management procedures and a safe working environment.
- B1.3 Safely secure loads on a variety of vehicles.

B2.0 Apply the principles of basic woodworking.

- B2.1 Identify common wood products, lumber types, and sizes.
- B2.2 Measure and lay out lumber, calculating board feet and square feet.
- B2.3 Identify, select, and implement basic fastening systems.
- B2.4 Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

B3.0 Demonstrate basic electricity principles and wiring practices commonly used in agriculture.

- B3.1 Explain the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
- B3.2 Use proper electrical test equipment for AC and direct current (DC) circuits.
- B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).
- B3.4 Implement proper basic electrical circuit and wiring techniques using nonmetallic cable and conduit as defined by the National Electric Code (NEC).
- B3.5 Interpret basic agricultural electrical plans.
- B3.6 Complete an electrical project, including interpreting a plan, following NEC code, selecting materials and components, and completing a circuit.



- B4.0 Select and apply plumbing system practices commonly used in agriculture.
 - B4.1 Match appropriate basic plumbing fitting skills with a variety of materials, such as copper, polyvinyl chloride (PVC), steel, polyethylene, and acrylonitrile butadiene styrene (ABS).
 - B4.2 Explain the environmental influences on plumbing and irrigation system choices (e.g., filter systems, water disposal, drip vs. flood).
 - B4.3 Research and communicate how various plumbing and irrigation systems are used in agriculture.
 - B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.

- B5.0 Understand agricultural cold metal processes.
 - B5.1 Identify common metals, sizes, and shapes.
 - B5.2 Demonstrate basic tool-fitting skills.
 - B5.3 Properly lay out materials for a given project.
 - B5.4 Demonstrate basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending).
 - B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

- B6.0 Understand concrete and masonry practices commonly used in agriculture.
 - B6.1 Identify and explain the use of concrete and masonry tools and demonstrate proper handling of concrete materials.
 - B6.2 Practice bed preparation, concrete forms layout, and construction.
 - B6.3 Complete a concrete or masonry project, including calculating volume, developing a bill of materials, assembling, mixing, placing, and finishing.

- B7.0 Understand oxy-fuel cutting and welding.
 - B7.1 Explain the role of heat and oxidation in the cutting process.
 - B7.2 Properly set up, adjust, shut down, and maintain an oxy-fuel system.
 - B7.3 Flame-cut metal with an oxy-fuel cutting torch.
 - B7.4 Fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.
 - B7.5 Repair metal objects using a variety of techniques, such as brazing or hard surfacing.

- B8.0 Understand electric arc welding processes.
 - B8.1 Select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).
 - B8.2 Read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.



- B8.3 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.
- B8.4 Weld a variety of joints in various positions.
- B9.0 Assimilate metallurgy principles and fabrication techniques.
 - B9.1 Define metallurgy principles, including distortion, hardening, tempering, and annealing.
 - B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.
 - B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.
 - B9.4 Design project plans by using mechanical drawing techniques.
 - B9.5 Finish a metal project by implementing proper sequencing.
 - B9.6 Manipulate and finish metal by using a variety of tools, machines, and techniques (e.g., lathe, mill, CNC plasma, shears, press break, grinders, and sanders).
 - B9.7 Construct a welding project using any electric welding process, appropriate products, joints, and positions, which will include interpreting a plan, determining proper assembly sequence, developing a bill of materials and cutting list, selecting and acquiring materials, and developing a clear and concise fabrication contract.
- B10.0 Understand small and compact engines.
 - B10.1 Understand and explain engine theory, including the application of mathematical and/or physical science laws for both two- and four-stroke cycle engines.
 - B10.2 Differentiate among types of small engines and their applications.
 - B10.3 Identify small-engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, and lubrication systems).
 - B10.4 Troubleshoot and solve problems with small engines.
 - B10.5 Disassemble, inspect, adjust, and reassemble a small engine.
 - B10.6 Look up and order parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.
- B11.0 Understand the principles and applications of various engines and machinery used in agriculture.
 - B11.1 Identify common agricultural machinery and implements.
 - B11.2 Calibrate, operate, and maintain equipment safely and efficiently.
 - B11.3 Summarize the theory, operation, and troubleshooting of various types of engines found on agricultural machinery, including cooling, fuel, and lubrication systems.
 - B11.4 Explain the theory, operation, and troubleshooting of hydraulic systems.
 - B11.5 Explain the theory, operation, and troubleshooting of power train and power take-off systems.
 - B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).



- B12.0 Apply land measurement and construction techniques commonly used in agriculture.
 - B12.1 Describe common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout, GPS).
 - B12.2 Draw and interpret architectural plans.
 - B12.3 Install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.
 - B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).
 - B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).
 - B12.6 Construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).
 - B12.7 Develop clear and concise agricultural construction contracts.



Agriculture and Natural Resources Pathway Standards

C. Agriscience Pathway

The Agriscience pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

Sample occupations associated with this pathway:



- Research Assistant/Associate
- Water Quality Specialist
- Plant Scientist
- Agriscience Teacher
- Entomologist

- C1.0 Evaluate the role of agriculture in the California economy.
 - C1.1 Understand the history of the agricultural industry in California.
 - C1.2 Describe how California agriculture affects the quality of life.
 - C1.3 Analyze the interrelationship of California agriculture and society at the local, state, national, and international levels.
 - C1.4 Research the economic impact of leading California agricultural commodities.
 - C1.5 Assess the economic impact of major natural resources in California.
 - C1.6 Distinguish between the economic importance of major agricultural exports and imports.
 - C1.7 Explore factors that affect food safety and producers' responsibilities to consumers.
- C2.0 Examine the interrelationship between agriculture and the environment.
 - C2.1 Identify important agricultural environmental impacts on soil, water, and air.
 - C2.2 Explain current environmental challenges related to agriculture.
 - C2.3 Summarize how natural resources are used in agriculture.
 - C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.
 - C2.5 Research how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).
- C3.0 Analyze the effects of technology on agriculture.
 - C3.1 Describe how technology affects the logistics of moving an agricultural commodity from producer to consumer.
 - C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, and communication.



- C3.3 Communicate public concern for technological advancements in agriculture, such as genetically modified organisms.
- C3.4 Research the laws and regulations concerning biotechnology.
- C3.5 Integrate the use of technology when collecting and analyzing data.
- C4.0 Determine the importance of animals, the domestication of animals, and the role of animals in modern society.
 - C4.1 Understand the evolution and roles of domesticated animals in society.
 - C4.2 Differentiate between domestication and natural selection.
 - C4.3 Compile the modern-day uses of animals and animal by-products.
 - C4.4 Defend various points of view regarding the use of animals.
 - C4.5 Research unique and alternative uses of animals (e.g., therapeutic riding programs and companion animals).
- C5.0 Compare the structure and function of plants, animals, bacteria, and viruses.
 - C5.1 Identify the function of cells.
 - C5.2 Analyze the anatomy and physiology of cells.
 - C5.3 Understand various cell actions, such as osmosis and cell division.
 - C5.4 Compare and contrast plant and animal cells, bacteria, and viruses.
- C6.0 Explore animal anatomy and systems.
 - C6.1 State the names, and find the locations, of the external anatomy of animals.
 - C6.2 Explain the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.
- C7.0 Comprehend basic animal genetics.
 - C7.1 Differentiate between genotype and phenotype and describe how dominant and recessive genes function.
 - C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.
 - C7.3 Predict phenotype and genotype ratios by using a Punnett Square.
 - C7.4 Explain the fertilization process.
 - C7.5 Distinguish between the purpose and processes of mitosis and meiosis.
- C8.0 Understand fundamental animal nutrition and feeding.
 - C8.1 Identify types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).
 - C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements for ruminant, monogastric, equine, and avian digestive systems.
 - C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.



- C9.0 Evaluate basic animal health.
 - C9.1 Assess the appearance and behavior of a normal, healthy animal.
 - C9.2 Explain the ways in which housing, sanitation, and nutrition influence animal health and behavior.
 - C9.3 Analyze the causes and controls of common animal diseases.
 - C9.4 Summarize effective techniques for controlling parasites and explain why controlling parasites is important.
 - C9.5 Research the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications, and know proper equipment handling and disposal techniques.

- C10.0 Explain soil science principles.
 - C10.1 Recognize the major soil components and types.
 - C10.2 Summarize how soil texture, structure, pH, and salinity affect plant growth.
 - C10.3 Assess water delivery and irrigation system options.
 - C10.4 Differentiate among the types, uses, and applications of amendments and fertilizers.

- C11.0 Analyze plant growth and development.
 - C11.1 Understand the anatomy and functions of plant systems and structures.
 - C11.2 Identify plant growth requirements.
 - C11.3 Discern between annual, biennial, and perennial life cycles.
 - C11.4 Examine sexual and asexual reproduction in plants.
 - C11.5 Understand photosynthesis and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.
 - C11.6 Summarize the respiration process in the breakdown of food and organic matter.

- C12.0 Understand fundamental pest management.
 - C12.1 Classify agricultural pests (e.g., insects, weeds, disease, and vertebrates).
 - C12.2 Compare chemical, mechanical, cultural, and biological methods of plant pest control.
 - C12.3 Analyze the major principles, advantages, and disadvantages of integrated pest management.

- C13.0 Design agricultural experiments using the scientific method.
 - C13.1 State the steps of the scientific method.
 - C13.2 Analyze an agricultural problem and devise a solution based on the scientific method.



D. Animal Science Pathway

In the Animal Science pathway, students study large, small, and specialty animals. Students explore the necessary elements, such as diet, genetics, habitat, and behavior, to create humane, ecologically, and economically sustainable animal production systems. The pathway includes the study of animal anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, and the management and processing of animal products and by-products.

Sample occupations associated with this pathway:



- Veterinarian Technician
- Animal Caretaker/Kennel Operator
- Animal Breeder
- Ranch Manager
- Feed Nutritionist

- D1.0 Evaluate the necessary elements for proper animal housing and animal-handling equipment.
- D1.1 Design an animal facility focusing on appropriate space and location requirements for habitat, housing, feed, and water.
 - D1.2 Select habitat and housing conditions and materials, such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters, to meet the needs of various animal species.
 - D1.3 Interpret animal behaviors and execute protocols for safe handling of animals.
 - D1.4 Defend the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.
- D2.0 Apply principles of animal nutrition to ensure the proper growth, development, reproduction, and economic production of animals.
- D2.1 Assess the flow of nutrients from the soil, through the animal, and back to the soil.
 - D2.2 Explore the principles for providing proper, balanced rations for a variety of production stages in ruminants and monogastrics.
 - D2.3 Compare the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.
 - D2.4 Distinguish how animal nutrition is affected by the digestive, endocrine, and circulatory systems.
- D3.0 Apply principles of comparative anatomy and physiology to uses within various animal systems.
- D3.1 Compare and contrast animal cells, tissues, organs, and body systems.
 - D3.2 Develop efficient procedures to produce consistently high-quality animals that are well suited for their intended purposes.
 - D3.3 Relate the importance of animal organs to the health, growth, and reproduction of animals.



- D4.0 Demonstrate understanding of animal reproduction, including the function of reproductive organs.
 - D4.1 Illustrate animal conception, including estrus cycles, ovulation, and insemination.
 - D4.2 Research the gestation process and basic fetal development.
 - D4.3 Explain the parturition process, including the identification of potential problems and their solutions.
 - D4.4 Select animal breeding methods based on reproductive and economic efficiency.
 - D4.5 Select a breeding system based on the principles of genetics.
- D5.0 Discuss animal inheritance and selection principles, including the structure and role of deoxyribonucleic acid (DNA).
 - D5.1 Evaluate a group of animals for desired qualities, and discern among them for breeding selection.
 - D5.2 Select animals, based on quantitative breeding values, for specific characteristics.
 - D5.3 Research and discuss current technology used to measure desirable traits.
 - D5.4 Predict phenotypic and genotypic results of a dominant and recessive gene pair.
 - D5.5 Research the role of mutations, both naturally occurring and artificially induced, and hybrids in animal genetics.
- D6.0 Prescribe and implement a prevention treatment program for animal diseases, parasites, and other disorders.
 - D6.1 Evaluate the signs of normal health in contrast to illness and disease.
 - D6.2 Analyze the importance of animal behavior in diagnosing animal sickness and disease.
 - D6.3 Research common pathogens, vectors, and hosts that cause disease in animals.
 - D6.4 Evaluate preventative measures for controlling and limiting the spread of diseases, parasites, and disorders among animals.
 - D6.5 Discuss procedures used at the local, state, and national levels to ensure biosecurity of the animal industry.
 - D6.6 Explain the health risk of zoonotic diseases to humans, their historical influence, and future implications.
 - D6.7 Discuss the impacts on local, national, and global economies, as well as on consumers and producers, when animal diseases are not appropriately contained and eradicated.
- D7.0 Explore common pasture and rangeland management practices and their impact on a balanced ecosystem.
 - D7.1 Evaluate a rangeland and identify methods of rangeland improvement used in an effective animal production program.
 - D7.2 Summarize how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.



- D7.3 Develop a management plan for rangelands, including how to calculate carrying capacity, for a variety of animal species and locations.
- D7.4 Evaluate a plan to balance rangeland use for animal grazing and for wildlife habitat.
- D8.0 Explain challenges associated with animal waste management.
 - D8.1 Assess treatment and disposal management systems for animal waste.
 - D8.2 Compare various methods for using animal waste and the environmental impacts associated with each method.
 - D8.3 Research the health and safety regulations that are an integral part of properly managed animal waste systems.
- D9.0 Assess animal welfare concerns and management practices that support animal welfare.
 - D9.1 Evaluate the early warning signs of animal distress and how to rectify the problem.
 - D9.2 Discuss consumer concerns with animal production practices relative to human health.
 - D9.3 Summarize federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.
 - D9.4 Research the regulations for humane transportation and harvesting of animals, such as those delineated by the U.S. Department of Agriculture (USDA) Food Safety and Inspection Service and the Humane Methods of Slaughter Act.
- D10.0 Demonstrate understanding of the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits).
 - D10.1 Formulate and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.
 - D10.2 Develop, maintain, and use growth and management records for large or small animals to make data-driven management decisions.
- D11.0 Demonstrate understanding of the production of specialty animals (e.g., fish, marine animals, llamas, and tall, flightless birds).
 - D11.1 Assess specialty animals' role in agriculture (e.g., fish farms, pack animals, working dogs).
 - D11.2 Explore the unique nutrition, health, and habitat requirements for specialty animals.
 - D11.3 Synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.
 - D11.4 Develop, maintain, and utilize growth and management records for specialty animals to make data-driven management decisions.



D12.0 Understand how animal products and by-products are processed and marketed.

D12.1 Research animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of nonedible by-products, such as those outlined in Hazard Analysis and Critical Control Point, Sanitation Standard Operating Procedures, and good manufacturing practices documents.

D12.2 Compare the relative importance of the major meat, dairy, and egg classifications, including the per-capita consumption and nutritive value of those classifications.

D12.3 Discuss how meat-based, dairy, and egg retail products are produced.

D12.4 Describe how nonmeat products, such as wool, pelts, hides, and by-products, are harvested and processed.

D12.5 Evaluate how meat products and nonmeat products are marketed.

D12.6 Compare the value of animal by-products to nonagricultural industries.

D12.7 Apply point-of-origin safety and sanitation procedures in the production, harvest, handling, processing, and storing of meat products.



E. Forestry and Natural Resources Pathway

The Forestry and Natural Resources pathway helps students understand the relationships between California's natural resources and the environment. Topics include energy and nutrient cycles, water resources and management, soil conservation, wildlife preservation and management, forest and fire management, and lumber production. In addition, students study the outdoor recreation industry and multiple-use management.

Sample occupations associated with this pathway:



- Forestry Technician
- Park Ranger
- Fish Hatchery Technician
- Logging Operation Inspector
- Biological Science Technician

- E1.0 Understand the importance of energy and energy cycles.
 - E1.1 Diagram the oxygen, carbon, nitrogen, and water cycles.
 - E1.2 Differentiate between renewable and nonrenewable energy sources.
 - E1.3 Differentiate between natural resource management conservation strategies and preservation strategies.
 - E1.4 Compare the effects on air and water quality of using different forms of energy.
 - E1.5 Analyze the way in which human activities influence energy cycles and natural resource management.
- E2.0 Understand air and water use, their management practices, and conservation strategies.
 - E2.1 Explain the government's role in regulating air, soil, and water use management practices and conservation strategies.
 - E2.2 Research and discuss air and water conservation issues.
 - E2.3 Define appropriate water conservation measures.
 - E2.4 Interpret the component of a plan that monitors water quality.
 - E2.5 Interpret the component of a plan that monitors air quality.
 - E2.6 Analyze the way in which water management affects the environment and human needs.
- E3.0 Explore soil composition and soil management.
 - E3.1 Demonstrate techniques used to classify soils.
 - E3.2 Explain the reasons for, and importance of, soil conservation.
 - E3.3 Analyze soils found in the different natural resource management areas.



- E3.4 Develop and implement a soil management plan for a natural resource management area.
- E3.5 Understand how to analyze existing soil surveys to develop effective management plans.
- E4.0 Explore rangeland management.
 - E4.1 Map the locations of major U.S. and California rangeland areas.
 - E4.2 Summarize the interrelationship of rangeland management, the environment, wildlife management, and the livestock industry.
 - E4.3 Define practices used to improve rangeland quality.
 - E4.4 Analyze the carrying capacity in various rangelands for both wildlife species and domestic livestock.
 - E4.5 Distinguish among different browse and forage species in California rangelands.
 - E4.6 Evaluate a rangeland and develop a rangeland monitoring plan.
 - E4.7 Analyze the requirements and rights accompanying public land grazing permits and the government agencies involved (e.g., Bureau of Land Management and U.S. Forest Service) and abide by specific laws pertaining to natural resource systems.
- E5.0 Investigate wildlife management and habitat.
 - E5.1 Describe the relationship between habitat and wildlife population.
 - E5.2 List habitat requirements for different species and identify factors that influence population dynamics.
 - E5.3 Determine existing wildlife species populations.
 - E5.4 Explain mammalian and avian reproductive processes and infer how nutrition and habitat affect reproduction and population.
 - E5.5 Differentiate among a variety of management practices used to manage wildlife populations for hunting and other recreational purposes.
 - E5.6 Analyze the economic and environmental significance of sport hunting and fishing industries.
 - E5.7 Research and report on the purpose, history, terminology, and challenges of the Endangered Species Act and current activities related to the Act.
- E6.0 Understand aquatic resource use and management.
 - E6.1 Summarize the different types of aquatic resources.
 - E6.2 Identify and describe the major body parts, digestive systems, and reproductive organs of aquatic species.
 - E6.3 Determine the populations of existing aquatic species using a variety of methods.
 - E6.4 Analyze the relationship between water quality and aquatic species habitat.



- E6.5 Explore a variety of management practices for managing aquatic species for sport fishing and other purposes.
- E6.6 Make financial and production decisions and maintain growth and management records for a selected aquatic species.
- E7.0 Understand the outdoor recreation industry.
 - E7.1 List the potential environmental impacts of recreational activities and describe how to manage the resources affected.
 - E7.2 Demonstrate basic survival skills and first aid procedures.
 - E7.3 Construct and maintain trails.
 - E7.4 Select appropriate recreational gear for trips of varying types and durations and how to use it safely and appropriately (for minimum environmental impact).
 - E7.5 Set up a campsite for minimum environmental impact.
- E8.0 Explore basic plant physiology, anatomy, and taxonomy.
 - E8.1 Use scientific method to classify animals, including order, family, genus, and species.
 - E8.2 Use a dichotomous key to identify plants and animals.
 - E8.3 Identify local trees, shrubs, grasses, forbs, and wildlife species by common name.
 - E8.4 Recognize and explain the factors that influence plant growth, such as respiration, temperature, nutrients, and photosynthesis.
- E9.0 Explore the role of fire in natural resource management.
 - E9.1 Differentiate between desirable and undesirable fire in forest and rangeland ecosystems.
 - E9.2 Explain the significance of each of the components of the "fire triangle."
 - E9.3 Know appropriate wildland fire-suppression practices.
 - E9.4 Develop a fire-control plan.
 - E9.5 Use fire-control tools safely.
 - E9.6 Research and report on the training requirements for fire-suppression certification.
- E10.0 Implement forest management practices.
 - E10.1 Describe how social, political, and economic factors can affect the use of forests.
 - E10.2 Discuss the California Forest Practice Act and the requirements for Timber Harvest and Habitat Conservation Plans.
 - E10.3 Analyze forest management systems (e.g., sustained yield, watershed management, ecosystem management, multiple-use management).
 - E10.4 Analyze harvest and renewability (e.g., reseeded and thinning) systems and identify the impact of each on the land.



- E10.5 Explain silvicultural systems and skills and use appropriate related tools.
- E10.6 Identify and diagnose damage from destructive insects, diseases, and weather and choose methods for their management.
- E11.0 Understand the basic concepts of measurement, surveying, and mapping.
 - E11.1 Describe the Public Land Survey System.
 - E11.2 Use surveying equipment, including global positioning satellites, maps, and a compass, to determine area, boundaries, and elevation differences.
 - E11.3 Apply timber-cruising and log-scaling skills to determine timber and log volume for management and marketing.
 - E11.4 Create a management plan map that includes layer information and data points from global information systems.
- E12.0 Produce, harvest, process, and market products from natural resource industries.
 - E12.1 Explain the marketing processes and manufacturing standards for a variety of natural resource products, including mining, quarrying, and drilling.
 - E12.2 Process natural resource products adhering to manufacturing standards.
 - E12.3 Analyze the production of specialty and seasonal products from natural resources.
 - E12.4 Compare different wood types and their uses.
 - E12.5 Diagram lumber manufacturing processes.
- E13.0 Understand public and private land issues.
 - E13.1 Interpret the differences between publicly and privately held lands.
 - E13.2 Explain the differences between public land designations (e.g., State Park, National Forest, wilderness areas, wild and scenic areas).
 - E13.3 Compare the role of public and private property rights and how they affect agriculture.
 - E13.4 Describe the role of government in managing public and private property rights.



F. Ornamental Horticulture Pathway

The Ornamental Horticulture pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture, as well as landscaping design, installation, and maintenance.

Sample occupations associated with this pathway:



- Florist/Floral Designer
- Landscape Design/Architect
- Hydroponics Grower
- Botanical Specialist
- Nursery/Greenhouse Manager

- F1.0 Compare and contrast the hierarchical classification of plants.
 - F1.1 Practice how to classify and identify plants by order, family, genus, and species.
 - F1.2 Demonstrate how to identify plants by using a dichotomous key.
 - F1.3 Illustrate how common plant parts are used to classify the plants.
 - F1.4 Distinguish how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
 - F1.5 Identify and select plants for local landscape applications.
- F2.0 Summarize plant physiology and growth principles.
 - F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
 - F2.2 Diagram the seed's essential parts and explain the functions of each.
 - F2.3 Explain how primary, secondary, and trace elements are used in plant growth.
 - F2.4 Experiment with the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
 - F2.5 Differentiate the tissues seen in a cross section of woody and herbaceous plants.
 - F2.6 Explore the factors that affect plant growth.
- F3.0 Demonstrate plant propagation techniques.
 - F3.1 Explain the different forms of sexual and asexual plant reproduction.
 - F3.2 Demonstrate the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
 - F3.3 Utilize and monitor plant reproduction for the development of a saleable product.
- F4.0 Develop and implement a plan for basic integrated pest management.
 - F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.



- F4.2 Research how pesticide regulations and government agencies affect agriculture.
- F4.3 Identify common horticultural pests and diseases and methods of controlling them.
- F4.4 Design an integrated approach to solving plant problems.
- F5.0 Summarize water and soil (media) management practices.
 - F5.1 Explain how basic soil science and water principles affect plant growth.
 - F5.2 Illustrate basic irrigation design and installation methods.
 - F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.
 - F5.4 Research major issues related to water sources and water quality.
 - F5.5 Explain the components of soilless media and test the use of those media in various types of containers.
- F6.0 Apply ornamental plant nutrition practices.
 - F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental plants.
 - F6.2 Use basic nutrient testing procedures on soil and plant tissue.
 - F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.
 - F6.4 Read and interpret labels to properly apply fertilizers.
- F7.0 Develop a plan for the selection, installation, and maintenance of turf.
 - F7.1 Explain the selection and management of landscape and sports field turf.
 - F7.2 Demonstrate how to select, install, and maintain a designated turf grass area.
 - F7.3 Distinguish how the use of turf benefits the environment.
- F8.0 Employ nursery production principles.
 - F8.1 Demonstrate the proper use of production facilities and common nursery equipment.
 - F8.2 Use common nursery production practices.
 - F8.3 Demonstrate how to propagate and maintain a horticultural crop to the point of sale.
 - F8.4 Design a marketing and merchandising strategy to use in nursery production.
- F9.0 Demonstrate the proper use of containers and horticultural tools, equipment, and facilities.
 - F9.1 Use different types of containers and demonstrate how to maintain growing containers in controlled environments.
 - F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
 - F9.3 Select proper tools for specific horticultural jobs.
 - F9.4 Install landscape components and electrical, land, and water features.



F10.0 Understand basic landscape planning, design, construction, and maintenance.

F10.1 Utilize terms associated with landscape and design in appropriate context.

F10.2 Produce a residential design, including how to render design to scale using design technology and principles.

F10.3 Use proper landscape planting and maintenance practices.

F10.4 Prune ornamental shrubs, trees, and fruit trees.

F10.5 Produce clear and concise landscape business contracts.

F11.0 Understand basic floral design principles.

F11.1 Demonstrate the use of plant materials and tools.

F11.2 Apply basic design principles to products and designs.

F11.3 Handle, prepare, and arrange cut flowers appropriately.

F11.4 Develop a marketing and merchandising strategy to use in the floral industry.



G. Plant and Soil Science Pathway

The Plant and Soil Science pathway covers topics such as plant classification, physiology, reproduction, plant breeding, biotechnology, and pathology. In addition, students learn about soil management, water, pests, and equipment, as well as cultural and harvest practices.

Sample occupations associated with this pathway:



- Soil Conservationist
- Environmental Analyst
- Plant and Soil Scientist
- Crop Consultant
- Pest Control Advisor

G1.0 Apply plant classification principles.

- G1.1 Classify and identify plants by order, family, genus, and species.
- G1.2 Practice how to identify plants by using a dichotomous key.
- G1.3 Demonstrate how common plant parts are used to classify the plants.
- G1.4 Communicate the differences between, and uses of, native and nonnative plants.
- G1.5 Distinguish the differences between monocots and dicots.
- G1.6 Explain the differences between plants under production and weeds.

G2.0 Explore cell biology.

- G2.1 Compare differences between prokaryotic cells and plant and animal eukaryotic cells and how viruses differ from them in complexity and general structure.
- G2.2 Test plant cellular function reactions when plants are grown under different conditions.
- G2.3 Explain functions organelles play in the health of the cell.
- G2.4 Recognize the part of the cell that is responsible for the genetic information that controls plant growth and development.
- G2.5 Summarize plant inheritance principles, including the structure and role of DNA.
- G2.6 List which organelles in plant cells carry out photosynthesis.

G3.0 Understand plant physiology and growth principles.

- G3.1 Investigate plant systems, nutrient transportation, and energy storage.
- G3.2 Label the seed's essential parts and describe their functions.
- G3.3 Discern how primary, secondary, and trace elements are used in plant growth.
- G3.4 Research the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.



- G3.5 Identify the tissues seen in a cross section of woody and herbaceous plants.
- G3.6 Conduct experiment(s) testing the factors that affect plant growth and predict plant response.
- G4.0 Demonstrate an understanding of sexual and asexual reproduction of plants.
 - G4.1 Explain the different forms of sexual and asexual plant reproduction.
 - G4.2 Demonstrate the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, and seeds).
 - G4.3 Use the proper sterile technique used in tissue culture.
- G5.0 Assess pest problems and management.
 - G5.1 Demonstrate how to categorize insects as pests, beneficial or neutral, and describe their roles.
 - G5.2 Explain the role of other pests, such as nematodes, molds, mildews, and weeds.
 - G5.3 Compare and contrast conventional, sustainable, and organic management methods to prevent or treat plant disease symptoms.
 - G5.4 Use integrated pest management to prevent, treat, and control plant disease symptoms (including conventional, sustainable, and organic management methods).
 - G5.5 Research how biotechnology can be used to manage pests.
- G6.0 Assess the role of soils in plant production.
 - G6.1 Understand soil types, soil texture, structure, and bulk density and explain the U.S. Department of Agriculture (USDA) soil-quality rating procedure.
 - G6.2 Analyze soil properties necessary for successful plant production, including pH, electrical conductivity (EC), and essential nutrients.
 - G6.3 Explain soil biology and diagram the cycles in nature as related to the soil food chain.
 - G6.4 Research how soil biology affects the environment and natural resources.
- G7.0 Integrate effective tillage and soil conservation management practices.
 - G7.1 Plan how to effectively manage and conserve soil through conventional, minimum, conservation, and no-tillage irrigation and through drainage and tillage practices.
 - G7.2 Assess how global positioning systems, surveying, laser leveling, and other tillage practices conserve soil.
 - G7.3 Use tools such as the USDA and the local Resource Conservation District soil survey maps to determine appropriate soil management practices.
- G8.0 Evaluate effective water management practices.
 - G8.1 Summarize California water history, current issues, water rights, water law, and water transfer through different distribution projects throughout the state.
 - G8.2 Research and describe the local, state, and federal agencies that regulate water quality and availability in California.



- G8.3 Define the definition of a watershed and explain how it is used to measure water quality.
- G8.4 Explain effective water management and conservation practices, including the use of tailwater ponds.
- G8.5 Use water-testing standards and perform bioassay and macro-invertebrate protocols to assess water quality.
- G9.0 Explain the concept of an "agrosystem" approach to production.
 - G9.1 Identify and classify the plants and animals in an agricultural system (as producers, consumers, or decomposers).
 - G9.2 Compare and contrast the elements of conventional, sustainable, and organic production systems.
 - G9.3 Differentiate among the components of "whole-system management."
- G10.0 Apply local crop management and production practices.
 - G10.1 Practice local cultural techniques, including monitoring, pruning, fertilization, planting, irrigation, harvest treatments, processing, and packaging practices for various tree, grain, hay, and vegetable classes.
 - G10.2 Explain common marketing and shipping characteristics of local commodities.
 - G10.3 Interpret general maturity and harvest-time guidelines for specific local plant products.
 - G10.4 Apply point-of-origin safety and sanitation procedures in the production, harvesting, handling, processing, and storing of edible plant products.
- G11.0 Demonstrate competence in applications of scientific principles and techniques in plant science.
 - G11.1 Research how changing technology, such as micro-propagation, biological pest controls, and genetic engineering (including DNA extraction and gel electrophoresis), affects plant production, yields, and management.
 - G11.2 Explain the various technology advancements that affect plant and soil science, such as global positioning systems, global information systems, variable rate technology, and remote sensing.
 - G11.3 Assess how herbicide-resistant plant genes can affect the environment.
 - G11.4 Communicate how genetic engineering techniques have been used to improve crop yields.
 - G11.5 Compare and contrast the effects of agricultural biotechnology, including genetically modified organisms, on the agriculture industry and the larger society and the pros and cons of such use.



Academic Alignment Matrix

		PATHWAYS						
		A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
AGRICULTURE AND NATURAL RESOURCES								
ENGLISH LANGUAGE ARTS								
Reading Standards for Literacy in Science and Technical Subjects – RLST (Standard Area, Grade Level, Standard #)								
9–10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	9–10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i> .	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0	F1.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G3.0, G4.0, G6.0, G7.0, G8.0, G10.0
9–10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).	9–10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
11–12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.		A3.0, A4.0, A6.0, A8.0	B1.0, B9.0, B12.0	C10.0, C11.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E3.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0	F1.0, F2.0, F3.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G3.0, G4.0, G6.0, G7.0, G10.0



Academic Alignment Matrix

		PATHWAYS						
		A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
AGRICULTURE AND NATURAL RESOURCES								
Reading Standards for Literacy in Science and Technical Subjects – RLST (Standard Area, Grade Level, Standard #) <i>(continued)</i>								
1-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics.</i>	A2.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C5.0, C6.0, C7.0, C8.0, C10.0, C11.0	D5.0, D6.0, D7.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G6.0, G7.0, G8.0, G10.0	
Writing Standards – WS (Standard Area, Grade Level, Standard #)								
9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	A1.0, A2.0, A5.0, A7.0, A9.0	B12.0		D1.0	E3.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0		G3.0, G8.0, G11.0	
9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B9.0, B10.0, B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0	
9-10.8 Gather relevant information from multiple authoritative print and digital sources (primary and secondary) using advanced searches effectively; assess the usefulness of each source in answering the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citations.	A1.0, A2.0, A5.0, A6.0, A7.0, A9.0	B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0	



Academic Alignment Matrix

	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Writing Standards – WS (Standard Area, Grade Level, Standard #) <i>(continued)</i>							
9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B9.0, B10.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	A1.0, A2.0, A5.0, A7.0, A9.0	B12.0	C13.0	D1.0	E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0		G3.0, G8.0, G11.0
11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B9.0, B10.0, B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B9.0, B10.0		D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	A2.0, A5.0, A7.0, A9.0,	B11.0, B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D4.0, D5.0, D6.0, D7.0, D9.0	E2.0, E3.0, E5.0, E10.0, E13.0	F8.0, F11.0	G5.0, G6.0, G8.0, G11.0



Academic Alignment Matrix

		PATHWAYS						
		A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
AGRICULTURE AND NATURAL RESOURCES								
MATHEMATICS								
Algebra – A–CED – Creating Equations								
<i>Create equations that describe numbers or relationships</i>								
1. Create equations and inequalities in one variable including ones with absolute value and use them to solve problems in and out of context, including equations arising from linear functions. 1.1 Judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step.		C13.0		E10.0				
Algebra – A–APR – Arithmetic with Polynomials and Rational Expressions								
<i>Perform arithmetic operations on polynomials</i>								
1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication: add, subtract, and multiply polynomials, and divide polynomials by monomials. Solve problems in and out of context. (Common Core Standard A-APR-11)		C13.0						
Algebra – A–REI – Reasoning with Equations and Inequalities								
<i>Solve equations and inequalities in one variable</i>								
3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. 3.1 Solve equations and inequalities involving absolute value. (CA Standard Algebra I – 3.0 and CA Standard Algebra II – 1.0)		C13.0	D5.0	E10.0				



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AGRICULTURE AND NATURAL RESOURCES	PATHWAYS						
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Functions – F-IF – Interpreting Functions							
<i>Interpret functions that arise in applications in terms of the context</i>							
4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	A1.0, A2.0		C13.0	D5.0	E11.0	F5.0, F10.0	G7.0
Geometry – G-CO – Congruence							
<i>Make geometric constructions</i>							
12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.		B6.0, B9.0, B12.0		D1.0			
Geometry – G-MD – Geometric Measurement and Dimensions							
<i>Explain volume formulas and use them to solve problems</i>							
3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.		B6.0, B12.0		D1.0, D7.0	E4.0, E11.0	F5.0, F10.0	G7.0
Geometry – G-MG – Modeling with Geometry							
<i>Apply geometric concepts in modeling situations</i>							
2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).		B4.0, B6.0, B11.0, B12.0	C8.0, C10.0	D1.0, D7.0	E4.0, E9.0, E11.0	F5.0, F7.0, F10.0, F11.0	G7.0



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	PATHWAYS						
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AGRICULTURE AND NATURAL RESOURCES							
Geometry – G-SRT – Similarity, Right Triangles, and Trigonometry							
<i>Define trigonometric ratios and solve problems involving right triangles</i>							
8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. 8.1 Know and use angle and side relationships in problems with special right triangles, such as 30°, 60°, and 90° triangles and 45°, 45°, and 90° triangles. (CA Standard Geometry – 20.0)		B6.0, B9.0, B12.0		D1.0	E11.0	F10.0	
Statistics and Probability – S-IC – Making Inferences and Justifying Conclusions							
<i>Understand and evaluate random processes underlying statistical experiments</i>							
1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population. <i>Make inferences and justify conclusions from sample surveys, experiments, and observational studies</i>	A1.0, A2.0		C3.0	D11.0	E3.0, E4.0, E5.0, E6.0, E9.0, E10.0	F5.0	G7.0, G11.0
3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	A1.0, A2.0, A7.0		C7.0, C13.0	D5.0	E1.0, E10.0, E11.0, E12.0		G3., G6.0
5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	A1.0, A2.0		C3.0	D11.0	E3.0, E4.0, E5.0, E6.0, E9.0, E10.0	F5.0	G7.0, G11.0



Academic Alignment Matrix

		PATHWAYS						
		A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
AGRICULTURE AND NATURAL RESOURCES	Statistics and Probability – S-ID – Interpreting Categorical and Quantitative Data							
	<i>Summarize, represent, and interpret data on a single count or measurement variable</i>							
	1. Represent data with plots on the real number line (dot plots, histograms, and box plots).	A1.0, A2.0		C3.0	D11.0	E4.0, E5.0, E6.0	F5.0	G7.0
	2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	A1.0, A2.0		C3.0	D11.0	E4.0, E5.0, E6.0	F5.0	G7.0
	<i>Interpret linear models</i>							
	7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	A1.0, A2.0		C3.0	D11.0	E4.0, E5.0, E6.0	F5.0	G7.0
		SCIENCE						
		Scientific and Engineering Practices – SEP						
	1. Asking questions (for science) and defining problems (for engineering)		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F9.0, F10.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
	2. Developing and using models		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C2.0, C5.0, C6.0, C7.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F10.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0



Academic Alignment Matrix

		PATHWAYS						
		A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
AGRICULTURE AND NATURAL RESOURCES								
Scientific and Engineering Practices – SEP <i>(continued)</i>								
3. Planning and carrying out investigations		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B9.0, B12.0	C2.0, C4.0, C5.0, C9.0, C12.0, C13.0	D1.0, D2.0, D6.0	E7.0	F2.0, F3.0, F4.0, F5.0, F6.0, F10.0	G2.0, G3.0, G5.0	
4. Analyzing and interpreting data		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B12.0	C1.0, C4.0, C5.0, C8.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F8.0, F10.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0	
5. Using mathematics and computational thinking		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B9.0, B12.0	C7.0, C13.0	D1.0, D2.0, D6.0, D10.0, D11.0, D12.0	E5.0, E6.0, E7.0, E10.0, E12.0, E13.0	F2.0, F3.0, F4.0, F5.0, F6.0, F10.0	G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G11.0	
6. Constructing explanations (for science) and designing solutions (for engineering)		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D10.0, D11.0, D12.0	E5.0, E6.0, E7.0, E10.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0	
7. Engaging in argument from evidence		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C2.0, C4.0, C13.0	D1.0, D2.0, D6.0, D8.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0	
8. Obtaining, evaluating, and communicating information		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C3.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0	



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	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
AGRICULTURE AND NATURAL RESOURCES							
Crosscutting Concept – CC							
1. Patterns		B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C7.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G8.0, G9.0, G10.0, G11.0
2. Cause and effect: Mechanism and explanation		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E11.0	F2.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G2.0, G3.0, G4.0, G6.0, G8.0, G9.0, G10.0, G11.0
3. Scale, proportion, and quantity		B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E11.0	F1.0, F2.0, F6.0, F7.0, F8.0, F9.0, F10.0	G1.0, G2.0, G3.0, G6.0, G8.0, G9.0, G10.0, G11.0
4. Systems and system models		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B12.0	C5.0, C6.0, C11.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G1.0, G2.0, G3.0, G6.0, G8.0, G9.0, G10.0, G11.0
5. Energy and matter: Flows, cycles, and conservation		B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B12.0	C2.0, C13.0	D1.0, D2.0, D6.0, D7.0, D8.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E11.0	F2.0, F9.0, F10.0	G2.0, G3.0, G6.0, G8.0, G9.0, G11.0
6. Structure and function		B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C5.0, C6.0, C10.0, C11.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G1.0, G2.0, G3.0, G5.0, G6.0, G8.0, G9.0, G10.0, G11.0



Academic Alignment Matrix

	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
AGRICULTURE AND NATURAL RESOURCES							
Crosscutting Concept – CC <i>(continued)</i>							
7. Stability and change		B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E11.0	F2.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G2.0, G3.0, G5.0, G6.0, G8.0, G9.0, G10.0, G11.0
Physical Sciences – PS							
PS1: Matter and Its Interactions							
PS1.A: Structure and Properties of Matter							
PS1.B: Chemical Reactions		B5.0, B7.0, B9.0	C8.0	D8.0, D12.0	E1.0	F6.0	
PS2: Motion and Stability: Forces and Interactions							
PS2.A: Forces and Motion		B10.0, B11.0, B12.0					
PS2.B: Types of Interactions							
PS2.C: Stability and Instability in Physical Systems		B4.0					
PS3: Energy							
PS3.A: Definitions of Energy							
PS3.B: Conservation of Energy and Energy Transfer		B3.0, B7.0, B8.0, B9.0, B12.0					
PS3.C: Relationship Between Energy and Forces							
PS3.D: Energy in Chemical Processes and Everyday Life							
PS3.D: Energy in Chemical Processes and Everyday Life			C6.0, C8.0, C9.0, C11.0	D2.0, D3.0, D4.0, D6.0	E8.0	F2.0	
PS4: Waves and Their Applications in Technologies for Information Transfer							
PS4.A: Wave Properties		B12.0					



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Life Sciences – LS							
LS1: From Molecules to Organisms: Structures and Processes							
LS1.A: Structure and Function			C5.0, C6.0, C8.0, C9.0, C10.0, C11.0	D2.0, D3.0, D4.0, D5.0, D6.0, D10.0, D11.0	E3.0, E5.0, E6.0, E8.0	F1.0, F2.0, F3.0, F4.0, F6.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0
LS1.B: Growth and Development of Organisms			C5.0, C7.0, C8.0, C11.0	D5.0, D10.0, D11.0, D12.0	E8.0	F2.0, F3.0, F4.0, F5.0, F7.0, F8.0	G2.0, G3.0, G4.0, G5.0
LS1.C: Organization for Matter and Energy Flow in Organisms			C4.0, C5.0, C11.0	D8.0	E8.0	F2.0, F7.0	G2.0, G3.0
LS1.D: Information Processing	A8.0			D3.0, D1.0			
LS2: Ecosystems: Interactions, Energy, and Dynamics							
LS2.A: Interdependent Relationships in Ecosystems			C9.0, C10.0, C11.0, C12.0	D6.0, D7.0, D8.0, D12.0	E2.0, E3.0, E8.0	F2.0, F4.0	G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0
LS2.B: Cycles of Matter and Energy Transfer in Ecosystems			C11.0	D2.0, D7.0	E1.0, E8.0	F2.0, F4.0, F6.0, F8.0	G3.0, G5.0
LS2.C: Ecosystems Dynamics, Functioning, and Resilience			C11.0	D7.0	E4.0, E5.0, E6.0, E8.0, E9.0, E10.0	F2.0, F4.0	G3.0, G5.0, G10.0
LS2.D: Social Interactions and Group Behavior			C2.0, C9.0	D1.0, D10.0, D11.0			
LS3: Heredity: Inheritance and Variation of Traits							
LS3.A: Inheritance of Traits			C3.0, C7.0, C11.0	D3.0, D5.0	E8.0	F2.0, F3.0	G3.0, G4.0, G11.0
LS3.B: Variation of Traits			C7.0, C12.0	D3.0, D5.0	E8.0	F2.0, F3.0	G3.0, G4.0, G11.0



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AGRICULTURE AND NATURAL RESOURCES							
Life Sciences – LS (continued)							
LS4: Biological Evolution: Unity and Diversity							
LS4.B: Natural Selection			C3.0, C4.0, C9.0, C11.0, C12.0	D6.0			G11.0
LS4.C: Adaptation							
LS4.D: Biodiversity and Humans	A9.0		C4.0, C12.0		E2.0, E8.0		G11.0
Earth and Space Sciences – ESS							
ESS2: Earth's Systems							
ESS2.A: Earth Materials and Systems			C1.0, C2.0		E1.0, E2.0		
ESS2.C: The Roles of Water in Earth's Surface Processes							G8.0
ESS2.E: Biogeology			C10.0		E1.0, E6.0		
ESS3: Earth and Human Activity							
ESS3.A: Natural Resources			C1.0, C2.0		E3.0, E4.0, E9.0	F5.0	G5.0
ESS3.B: Natural Hazards			C1.0				
ESS3.C: Human Impacts on Earth Systems			C4.0		E4.0, E5.0, E7.0, E10.0		G9.0, G11.0
Engineering, Technology, and the Applications of Science – ETS							
ETS1: Engineering Design							
ETS1.A: Defining and Delimiting an Engineering Problem		B3.0, B4.0, 5.0, B6.0, B7.0, 8.0, B9.0, B10.0, B11.0, B12.0					
ETS1.B: Developing Possible Solutions						F10.0	G7.0, G8.0
ETS1.C: Optimizing the Design Solution							



Academic Alignment Matrix

		PATHWAYS						
AGRICULTURE AND NATURAL RESOURCES		A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Engineering, Technology, and the Applications of Science – ETS (continued)								
ETS2: Links Among Engineering, Technology, Science, and Society			B1.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C1.0, C2.0	D2.0, D5.0, D6.0, D7.0, D8.0, D10.0, D11.0, D12.0	E1.0, E2.0 E3.0, E4.0, E5.0, E6.0, E9.0, E10.0, E11.0, E12.0	F2.0, F3.0, F4.0, F5.0, F6.0, F8.0, F9.0, F10.0	G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G10.0, G11.0
ETS2.A: Interdependence of Science, Engineering, and Technology								
ETS2.B: Influence of Engineering, Technology, and Science on Society and the Natural World								
HISTORY/SOCIAL SCIENCE								
Principles of Economics – PE								
12.1 Students understand common economic terms and concepts and economic reasoning.								
12.1.1. Examine the causal relationship between scarcity and the need for choices.		A2.0						
12.1.2. Explain opportunity cost and marginal benefit and marginal cost.		A2.0						
12.1.3. Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior.		A2.0						
12.1.4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.		A2.0				E2.0, E13.0		
12.2 Students analyze the elements of America's market economy in a global setting.								
12.2.1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.		A2.0						



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AGRICULTURE AND NATURAL RESOURCES							
Principles of Economics – PE (continued)							
12.2.2. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.	A1.0, A2.0						
12.2.3. Explain the roles of property rights, competition, and profit in a market economy.	A1.0, A2.0, A3.0, A4.0, A5.0, A7.0, A8.0, A9.0						
12.2.4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.	A2.0, A7.0, A9.0						
12.2.5. Understand the process by which competition among buyers and sellers determines a market price.	A1.0, A2.0, A7.0, A9.0						
12.2.6. Describe the effect of price controls on buyers and sellers.	A2.0, A7.0						
12.2.7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.	A9.0						
12.2.8. Explain the role of profit as the incentive to entrepreneurs in a market economy.	A1.0, A2.0, A7.0						
12.2.10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.	A2.0						
12.4 Students analyze the elements of the U.S. labor market in a global setting.							
12.4.3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.	A2.0						
12.4.4. Explain the effects of international mobility of capital and labor on the U.S. economy.	A9.0						



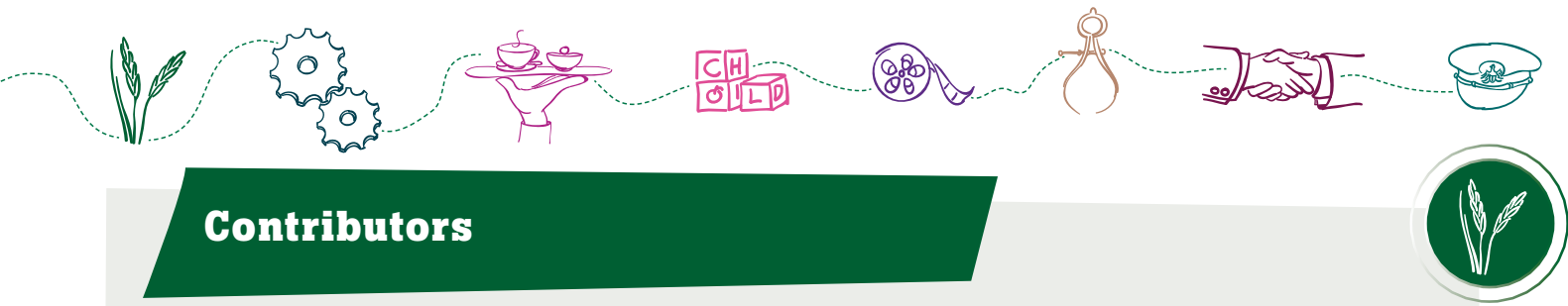
Academic Alignment Matrix

	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
AGRICULTURE AND NATURAL RESOURCES							
Principles of Economics – PE <i>(continued)</i>							
12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.							
12.6.1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.	A9.0						
12.6.2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.	A9.0						
12.6.3. Understand the changing role of international political borders and territorial sovereignty in a global economy.	A9.0						
12.6.4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.	A9.0						
12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.							
12.7.5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.					E2.0		



Academic Alignment Matrix

	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
AGRICULTURE AND NATURAL RESOURCES							
U.S. History and Geography – US							
11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.							
11.6.3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.			C1.0				
11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.							
11.11.5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.					E2.0, E10.0, E13.0		
11.11.7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.					E2.0		



Contributors

Agriculture and Natural Resources

Bob Heuvel, Administrator, California Department of Education

Hugh Mooney, Education Consultant, California Department of Education

Standards Review Team

Don Borges, Director, Agricultural Education Tech Prep, Modesto Junior College

Glen Casey, Professor, California Polytechnic State University, San Luis Obispo

Karen Dalton–Wemp, Owner, Mission Vineyard Sheep

Bill Loveridge, Retired Instructor

Cindy Rohde, Instructor, Pierce Joint Unified School District

Mike Rourke, Instructor, Trinity County Office of Education

Rosco Vaughn, Professor, California State University, Fresno

Standards Writing Team

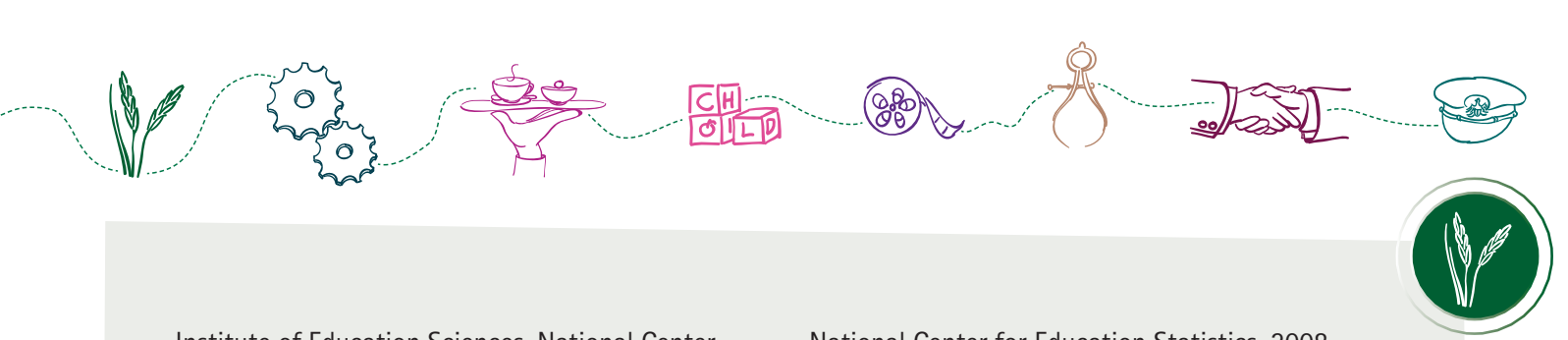
Karen Dalton–Wemp, Owner, Mission Vineyard Sheep

Jill Sperling, Instructor, Kingsburg Joint Union High School District



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M. Teacher Data Sheet for
Each Teacher

ORBA, NICOLE | Document:

New Search

Last Name: BORBA

First Name: NICOLE

Middle Name: R

Last Known County of Employment: TULARE COUNTY OFFICE OF

Adverse and Commission Actions Indicator:

Note: Please verify County of Employment is current
if flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Current Document | [All Documents](#) | [Adverse and Commission Actions](#)

1 - 4 of 4

Document Number	Document Title	Term	Issue Date	Expiration Date	Original Issue Date	Status	Grade	Special Grade
180177465	Single Subject Teaching Credential	Clear	7/23/2018	8/1/2023	6/10/2016	Valid		
160130909	Single Subject Teaching Credential	Preliminary	6/10/2016	7/1/2021	6/10/2016	Valid		
160130911	Specialist Instruction Credential (Agriculture)	Clear	6/10/2016	7/1/2021	6/10/2016	Valid		
140177100	Certificate of Clearance		9/17/2014	10/1/2019	9/17/2014	Valid		

Authorization/Subjects

1 - 2 of 2

Authorization Code	Subject Code	Authorization Description	Subject Description	Major/ Minor	Added Authorization Date
R1S	AGRI	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults. The following instructional services may be provided to English learners within the content area(s) listed on this document: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students. This English learner authorization also covers classes	Agriculture	MAJ	
ELAS	NONE			MAJ	

BROWNE, ROY | Document:

New Search Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.

Last Name: BROWNE
 First Name: ROY
 Middle Name: OWEN

Last Known County of Employment:
 Adverse and Commission Actions Indicator:

Note: Please verify County of Employment is current.
 If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Current Document All Documents Adverse and Commission Actions

1 - 3 of 3

Document Number	Document Title	Term	Issue Date	Expiration Date	Original Issue Date	Status	Grade	Special Grade
> 070358169	Crosscultural, Language and Academic Development Certificate	Clear	8/24/2007		8/24/2007	Valid		
160038010	Specialist Instruction Credential (Agriculture)	Clear	7/1/2016	7/1/2021	6/26/1996	Valid		
160038009	Single Subject Teaching Credential	Clear	7/1/2016	7/1/2021	10/24/1995	Valid		

Navigation icons

Authorization/Subjects

1 - 1 of 1

Authorization Code	Subject Code	Authorization Description	Subject Description	Major/ Minor	Added Authorization Date
> S12	NONE	This certificate, when held in conjunction with a prerequisite credential or permit specified in Education Code Section 44253.3, authorizes the holder to provide the following services to limited-English-proficient pupils: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults, except when the prerequisite credential or permit is a designated subjects adult education teaching credential, a children's center instructional permit, or a children's center supervision permit, in which case instruction for English language development is limited to the programs authorized by that credential or permit; and (2) specially designed content		MAJ	

WILTERDING, KARIANN | Document:

New Search

Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.

Last Name: WILTERDING
 First Name: KARIANN
 Middle Name: LOUISE

Last Known County of Employment: FRESNO COUNTY OFFICE OF
 Adverse and Commission Actions Indicator:

Note: Please verify County of Employment is current.
 If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Current Document

All Documents Adverse and Commission Actions

1 - 2 of 2

Document Number	Document Title	Term	Issue Date	Expiration Date	Original Issue Date	Status	Grade	Special Grade
150100979	Specialist Instruction Credential (Agriculture)	Clear	7/1/2015	7/1/2020	1/18/2008	Valid		
150100980	Single Subject Teaching Credential	Clear	7/1/2015	7/1/2020	1/18/2008	Valid		

« « « » »

Authorization/Subjects

1 - 1 of 1

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

« « « » »

Renewal Requirements 1 - 2 of 2

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

Renewal Code	Renewal Description	Additional Description
		To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months

N. Roster of Agriculture
Advisory Committee

Agriculture Advisory Committee Roster

Tory Torosian
Viticulture/Committee Chair
Tory Farms



Ron Nishinaka
Horticulture/Education
CSU Fresno/Tree Fresno/SCCCD



Joshua Terry
Diversified Agriculture/Alumni
Terry Farms



Dave Lopes
Animal Science/Education
Reedley College



Kara Langley
Floral/Alumni
Alumni/Floral Business



Mary Villarreal
Agriculture Business
Warren and Baerg Manufacturing Inc



Rhonda Watson
Horticulture/Alumni
Watson's Nursery and Landscape



Carlos Murrieta
Agriculture Business
Mechanical Raisin Harvesting



Mike Naylor
Diversified Agriculture
Naylor Organics



Steve Soria
Agriculture Business
Valley Soil and Forest Products



O. Advisory Committee Minutes

**Dinuba High School Ag. Department
Advisory Committee Meeting Minutes
March 30, 2017**

Welcome: Started 6:09 Called to Order by Roy Browne

By Mr. Tory Torojian Ag. Advisory Chair

Introductions of Ag Advisory Members: Kara Langley, Carlos Murrieta, John Robison, Dave Lopes, Steve Soria, Josh Terry, Mary Villireal, Tory Torojian.

Introduction of Teachers: Roy Browne: Dept. Head
Kari Wilterding
Codee Bontrager

Approval of Minutes: Move to approve: Steve Soria, 2nd Josh Terry

Introduction of New Members: Carlos Murrieta

Update on activities:

Winter CDE: Cotton, Vine Pruning- team did top 10 in state

Spring CDE: Landscape Design- 3 contests, 2nd, 8th, 3rd

Floriculture: Held contest here- March 11: 6th, 10th,

Vet. Science: Held Contest here- March 18- 35 teams, next year combined with floral,
teams are doing well 10th, B team took 10th, MJC 7th place,

Teams Doing Well.

Contests coming up:

Reedley College April 1

Pomona Field Day April 8th

Fresno State Field day

Madera and Hanford contests

State conference- April 22-25-

Ag Leadership projects. Autism: Autism awareness day on April 2nd at the Rec Center,
Environment: earning money to plant trees, Human: Working with open gate and serving
food, Animal groups: Pet food drive

End of the Year Banquet- May 18th

Guide Dogs Update-

Up-date on classes:

See proposal for a better pathways- No comment back from Dr. Hernandez or Mr. Roberts about
this proposal

Show packet- would like to add a floral 2 and an animal science as a second dual enrollment
class. Unless we have our own shop we cannot really teach all components to Ag Mechanics,
would like to work with IT to allow welding class into our pathway. Mary Checking on date for
meeting. Roy- People are scared to see us grow. Steve- who and when are these classes for, Roy-
money and location of teacher. Marv - these classes is for now and future. Roy sharing shop with

construction and share classrooms. Mary explains buy outs for group. Mary and Kari-Floral 2 would be one period buy out only.

Classes on the schedule now for next year:

Vet Science- CSU, year of science

Floriculture- CSU, graduation (fine arts)

Ag. Biology- CSU, graduation (Science)

Intro to Ag

Landscape design

Ag Leadership

Ag and Natural Resources

Environmental Horticulture (Name Change to Plant Science or back to Ornamental Horticulture)

Classes not allowed to put on schedule: Floriculture II- cannot buy out periods for 11/12 grade

Classes at Washington IF State FFA Approves it: Ag Discovery

What do we want our program: We want to provide our students with the skills to be successful in a college and/or in career. We will be going back to see where our kids are at and what they are doing-Kid Tracker will help field the success stories.

Up and coming events:

CDE's very busy with excited students. Finals May 5/6th

June: Teaching Bridge Program: 6-8th graders – 4 days-to reach out to the younger kids to get them excited to attend our programs. John- why didn't they pass the 7/8th graders last year. Roy- students were worried about young kids and overnights, been more talk about the benefits, the rest of the country has been doing it for years. Tory- what is this type classroom? Roy explained why it didn't pass last year. 83k students, 340 chapters in Ca. and growing. Kari-Conferences geared for younger kids

Ag Incentive:

Facilities:

Horticulture Facility- New Greenhouse

Animal Facility:

Other concerns:

New High School: New Area for ag department, Stages, Farm – 5 acres ETC.- Mary- recently joint meeting with city, Kamm extended to four lane school will have to pay for 4 lanes-5 million dollars. \$78 Million dollars for hardship, submitting plans on the 30th- funds maybe in the fall, 4.5 million just for IT and Ag. we need to not have to develop the other side but city isn't getting us headway to develop both sides of the road. Tory- no one else will assume that cost. Mary- talk to city councilman. saying that because someone will have to end up doing but city won't pay for it. willing to do what is our part is. Phase one shown in black and white. Kids less 1/3 who drive. it's the parents and staff that do the driving. Unknown where bus flow will be at. Kari-district item. Mary- like a warehouse to store items instead of c-trains. Josh- 5 acres does not include the classrooms. Roy close enough to walk to, Mary- thank goodness to the FFA kids who persuaded the board to give another acre. Roy- kids were happy to get another acre for them. Mary- i'll do my best.

roy- not sure what it will look like but we will use this greenhouse and roberts has been in contact about getting a new one to house here for the time being. want to use the old one as a hydroponics, open land for traditional crops, raised beds, small pasture maybe for breeding, and livestock facilities. small animal breeding.

New classrooms- thoughts to have office for staff and dogs. Steve- codes for cooler in the room, Kara-put outside? Portables for need right now but would get stuck in there for a long period of time. Tory-timeline? Mary- phase one 5 years about. trying to avoid busing kids for IT, grants available for facilities like Med Pathway. Kari- what is the grants and how much does the med building cost?. Mary 2 million but unsure which it was going to Med building or total cost for all CTE. John- unsure about phase thing? Mary-Bond capacity challenge about classes at old school and new school. IT had people fighting at the board saying that isn't going to work. John \$78 million for phase one only. Mary- trying to save money by building half the school and not developing all the street. 4.5 million for IT and Ag. Roy Ag building 1.2 million for 3 classrooms. Kari- DSA approval ag buildings- out buildings. Mary- Classrooms yes other buildings no. Roy- Tried talking to Dr. Hernandez about putting a fence around ag farm so we can start moving stuff. Roy- why are they resurfacing the football field if we are going to move. Mary- money was already saved to do it cause its safety. Roy- more meetings with board and principal to move forward and support the program. Mary- yes advocate but we need to treat all programs equally, look what three kids did they got another acre so we need your voice. John- main concern master plan going to go south because you won't be able to have the class offering. Kara- transportation will be difficult, cancel classes who will return, Jon reduce the the student body to participate because of logistics of movement. Mary- come to a board meeting and do public comment. John- put some of the tracking info together, impact of programs in california huge!!! Roy 10 new schools and teachers getting added and here we are just trying to stay alive. Mary and we are in the central valley the heart. had to explain benefit of the ffa - leadership- key throughout the program all kids have leadership skills in all the classes. John- at reedley what's the academic success? Dave- getting involved the kids that get involved go further. Mary 98% kids graduate who are active. John- What other program on campus can do that? Mary- med pathway. John well i can argue that it's not to the size and scope of ag? Mary- working to expand the others to do internships but the others are success. John- public session how long. Mary 3 minutes to speak will send agenda. two meetings a month will send you an agenda. be targeted with facts, phase 1, adding classes, Roy- we don't get the support here that the others get counselors push others not ours, yes meeting with counselors . Mary just stick to the benefits of the program and points, would help board to ask questions. It does matter and your voices do matter. Dave- are they being counseled out and told no? Mary- are the kids being told not to take them. Roy- classes being pushed that the classes aren't being offered because we didn't offer that the previous year. Some classes counselors say our classes don't count for a four year. Like Ag Biology. some students wanted to take floral but can't because class was full- could have run another floral class because we weren't allowed to offer another period of it. Inviting a newest counselor to the state degree. Mary- coordinate meeting with mike, roy, Dr. Hernandez to talk about it. Codee- counselor had to take chem before vet science, but there is a miscommunication intentional or unintentional about ag and classes. Mary- I need back up. Roy-We will put that together. Dave- ag building approved but doing at a later stage. Mary it is but just money, it's phase two. Codee and when we get the money this is what we get, the three classrooms. roy- portable storage units like portable classrooms still in the planning of that, DAVE who is working on the grant. Mary- we have a grant writer. Roy- speak at board meeting, that there are people who are concerned about the program and put the pressure on them. Mary- there are other business people who aren't here. When we talk about partnerships and interns you guys have that. Roy- We are still considered CTE. April 6th, then two weeks after that April 20th. Open is 6PM. Closed is 5-6pm.

**Questions, Comments, Concerns, Advice=
new school will be annexed into city.**

Dave motion to approve 2nd Tory.

Thank you for coming and for your support.

Adjournment: 7:29pm

**Dinuba High School Ag. Department
Advisory Committee Meeting Minutes
October 19, 2017
Started 6:17pm**

Welcome: By Mr. Tory Torosian Ag. Advisory Chair

Introductions of Ag Advisory Members: Mr. Nishinaka, Josh Terry, Mary Villarreal, Mrs. Watson, Mr. Torojian.

Introduction of Teachers: Roy Browne: Dept. Head
,
Kari Wilterding
Nicole Borba

**Approval of Minutes: Motion to approve March minutes:Josh
second: Mary Voice Vote: Approved**

Introduction of FFA Officers:Madasen Gutierrez- President, Jose Gutierrez- Vp, Shania Cardenas- Sec, Jose Flores- Treasurer, Jesus Aguilera- Sentinel, Leslie Garcia- Reporter.

Spoke about various trips students went on since the beginning of the year

- Officer Retreat Review of Activities
- Boot Camp with the San Joaquin Region (physical and mental team building activities)
- Groovy Chapter Meeting-August (tie dye tshirt/game night)
- Pool Party Chapter Meeting- September (fiesta night)
- Twisted Farms Chapter Meeting- October-fright night/bonfire/smores
 - Photography contest NEW
- Farmers Market at TSC- great community involvement- sold plants
- Alta Historical Society- Volunteer to set up and serve at their fundraiser event.
- COLC - workshops for officer involvement, meeting ideas, team building, Personality quiz, Relay race.
- BBQ Dinner Fundraiser- selling tickets Oct 27th is the drive thru dinner.
- Opening/Closing Contest- 3rd place novice team, 3 outstanding novice individual awards

Roy: This years team has been a breath of fresh air and they are doing very well as a team meshing well.

Update on activities:

Winter CDE: Cotton 12 students on the team this year, Vine Pruning, Citrus Judging- going to start up pretty soon.

Spring CDE: Landscape Design.

Floriculture: Held contest here- March 17th

Vet. Science: Held Contest here- March 17th

- Will be held here on campus
- Last year 24 teams for vet
- Last year 8 teams for floral
- we know combining them will make it grow.

State conference- April 22-25th, 2018 in Anaheim, Ca. - biggest thing is we are running out of space in Fresno so looking at the transition due to housing situation, hoping to take three vehicles and walk because hotel is 500 yards of convention center.

Mary-driving issue hows that because of the "baby"

Roy- they have continued to let us know do what we need to do, next year wont be a problem

Up-date on classes:

Classes on the schedule now for next year:

Vet Science- CSU, year of science

Floriculture- CSU, graduation (fine arts)

Ag. Biology- CSU, graduation (Science)

Intro to Ag- Looking at getting it a science a-g

Landscape design- 29 kids Nicole does a good job everyone is on our toes.

Ag Leadership- Not this year

Ag and Natural Resources

Environmental Horticulture (Name Change to Plant Science or back to Ornamental Horticulture)

-Leaning to just Horitculutre

Working on classes: Floriculture II- going beyond initial skills, Animal science- would like to dual enrollment and be a pre-req for Vet Science Class to allow for more vet stuff in vet class and specifics to animal anatomy in animal sci.

Working on Classes at Washington and Monson Sultana School. Ag Discovery- working on it. Monson is in but cant hire full time due to their funding they have to have half here and half there. But due to schedule change not looking possible right not. but we will keep pushing forward.

Up and coming events:

Chapter meeting tomorrow- Twisted farms 7pm

BBQ Dinner on October 27th- 4-7:00 pm

Ag Incentive: 354 students this year up from 304 last year.

Roy reviewed each level of the Ag incentive grant checklist

1A-Yes
1B- Yes
1C- Yes

1D- Students need to be aggressive to finish pathways and stay in classes- yes	5D- Yes
1E- Yes	5F- Yes
1F- Yes	6A-Yes
1G- Yes	6B- Yes
1H- Yes	6C- Yes
	6D- Yes
	6E- Yes
2A- Yes	
2B- Yes	7A- Yes
2C- Yes	7B- Need to do current student career plan
2D- Yes	7C- No but working towards that
2E-Yes	
2F-Yes We did 16 on the checklist	8A- Yes should add flyers for community service events: tsc, raisin day etc
2G-Yes	
3A- Yes	8B- Yes
3B- Yes	8C- Yes
3C- Yes	
3D- Just under but with system will be easier for the kids to keep up with it and broadens the scope of projects	9A-Yes
3E-Yes	9B- Yes
3F- Yes	9C- Yes
	9D- Yes
	9E- Yes
	9F- Yes
4A- Yes	
4B- Yes	10A- NO over numbers in classes
4C- Yes	
4D- Yes	11A- Yes
	11B- Kari and Nicole yes, Roy No
5A- Yes	
5B- Yes barely adequate	
5C- Yes, new greenhouse on the way new will be modern growing and old turns to hydroponics	12A- Yes

Reflection: Mr. N- 7C can the advisory committee help with that? CCN Pro Program Roy can you send us that so we can see about meeting the requirements, May not meet exactly professional standards.

Floral has a couple but high in cost

CCANGC program look into

Vet Assistant Program Certification- \$100 per kid (50) kids in program now allows students to work in a vet clinic as an assistant- grunts of the vet clinic.

Ag incentive is based on kids enrolled and how well we complete the forms and requirements. this years based on last years numbers at 304 next year will be based on 354.

***Moved to approve the AIG Report : Ron N, Second Josh Approved Voice Vote.

Mary- 4-5 years out before ground breaking
applying for the grant for the ag dept.

Roy has been working with the grant writer many times calling back and forth. If we get this grant we will get the enclosed classrooms and labs. Full animal clinic, and floral with guide dog program.

Mary- fully working for the grants to improve and keep our programs.

Tory- enrollment?

Mary- growth is about 2% per year kinder was low last year.

Roy- over 2000 here.

Roy- would be a sad day if we have to turn kids away from the program but we have a 50 student increase.

Facilities:

*Horticulture Facility- New Greenhouse on its way. Hydroponics/ commercial
Animal Facility:*

Other concerns:

*Update on New High School: New Area for Ag department, Lab rooms, Farm – 5 acres
ETC.*

Nicole grew up on nursery

Watson- will be getting plants donated so the hort can grow, full of plants so they can study.

Mary- gives school and kids a different perspective, lots of curiosity

Watson- new blood helps move the program.

Ron- new drought tolerant program at cal poly

Nikki- want to do a whole section of xeroscape and drought tolerant because its the push right now

Ron- Takoa nursery-garden bloomers on polk ave. verta vista.

Roy- with this addition kids are a lot happier. fair was amazing

Kari- had the most kids showing

Mary- Warren and Baerg bought 3 pigs this year

Roy smooth no issues at the fair it was nice and pleasant.

Kari- i have really been the one pushing the junior high program because college and career ready is coming to be a true 7-12 pathway

Tory- 4h?

Roy- yes wilson dinuba still heapping and we keep stealing them cause we like them in our program.

Questions, Comments, Concerns, Advice=

What do we want our program to be: We want to provide our students with the skills to be successful in a college and or in career.

Thank you for coming and for your support.

Adjournment: 7:36pm

**Dinuba High School Ag. Department
Advisory Committee Meeting Minutes**

April 5, 2018

Started: 6:09pm

Welcome: By Mr. Tory Torojian Ag. Advisory Chair

Introductions of Ag Advisory Members: introductions all around Langley, Browne, Terry, Watson, Naylor, Torosian, Nishinaka, Wilterding and Borba
PRESENT

Introduction of Teachers: Roy Browne: Dept. Head
Kari Wilterding
Nicole Borba- coming back next Yeah !!!

Approval of Minutes: Motion to approve minutes: Josh Terry
2nd: Ron Niskinaka

Next year schedule: 6 period days instead of a 7 period day

Teach 5 periods out of 6 periods instead of teaching 5 on 7

- **Impact on our numbers-** numbers looking around the same 350. thing thats saving us is with the sophomore class with kids taking Ag Biology and in some cases they are taking both their science and their elective classes.
- **Classes (2) at the middle school- Ag Discovery-** California Association allowed middle school 7-8 graders into the FFA. So we will be adding 2 classes there so our numbers on the R-2 will increase.
 - o Torry- what kind of class, Roy- its an introductory to all ag classes here at the high school. Called Ag Discovery- will teach lots of plants, ca ag, animals, ag mech (little of everything) and in addition will teach leadership degrees and all students will leave with their Discovery Degree the first of all the degrees to excite them about the next degrees they can get at the high school.
 - o Langley- are they attending the high school meetings or?
Roy- waiting on info from the
- Torry- how many years off from new high school
 - roberts on track with city but with new governor we dont know when they will release funds.
 - if everything stays on track best case breaking ground will be 3 years. district is pretty stable one class will bump we are at 1900 roughly. starting to help with the building of houses.
- **Maybe an addition—for a couple of periods-**Due to increase in jr high we may be bringing back rod weaver to teach shop for 2 periods.

Update on Activities: (upcoming events also) -Roy continued to provide updates regarding the following activities:

Spring CDE: Nursery/Landscape Design. Will be adding this to our contest next year

Floriculture: Held contest here- March 17th over 200 students here

Vet. Science: Held Contest here- March 17th

Next year adding the Nursery landscape contest and the following year BIG

Brought back our BIG team that will travel locally and to state finals- young and enthusiastic.

Other contest dates Cal Poly Pomona – April 6 & 7th

Reedley college- April 14th

Fresno State and Clovis Landscape contest - April 21st

Liberty Vet, Fowler Nursery and Madera Floral contest April 28th

State FFA Finals – Cal Poly S.L.O. May 4 & 5th

State conference- April 22-25th, 2018 in Anaheim, CA.

Plant Sales – May 10th & 11th -Will have veggies, legal herbs, several types so if you need plants please stop on by.

Watson- can you send out a flyer to all of us when it gets closer?

Chapter Officer Interviews- May 14th : Any helpers to be interviewers ????????

Students will fill out applications on Monday, be apart of an interview on May 14th

Will send out flyer. Kara, Mr. Nish would like to volunteer starts around 3:30 hopefully done by 5. check with Torry's wife she loves it always enjoys meeting the kids and is impressed. If you want to be a part of it please let us know. we also like to include an admin.

End of the Year Banquet- May 18th 5 PM – Memorial Building on Alta-Please join us.

Fair Animal Parent Meeting May 21st 6pm- meetings with the kids at lunches, then the parent meeting contracts are due and deposits.

April 14th- Nicole will be at the farmers market at tractor supply. We will be selling our local plants

Up-date on classes:

Classes on the schedule now for next year:

Vet Science- CSU, year of science

Floriculture- CSU, graduation (fine arts)

Ag. Biology- CSU, graduation (Science)

Intro to Ag

Landscape design-not this year-due to the change in the course sequencing the kids will need to start by taking the OH class.

Environmental Horticulture (Name Change to Ornamental Horticulture)

Ag Mechanics- Mr. Weaver ??????

New offerings: Floriculture II, Animal science-looking into industry certifications for floral, vet and OH.

What do we want our program to be: We want to provide our students with the skills to be successful in a college and or in career?

Trying to find our---- Wow moment--- for our department. What do we want to be famous for?

Help? Suggestion? Ideas?

Torry- see up coming fast... precision ag-high tech computers, gps, things are changing.

Naylor- ag technology classes should be your next thing to look into, more layers to farming.

Roy-forgot to mention that 5 kids received state degree's last night, discusses needing a drone to look at landscapes from above and watering area's etc.

ARE we representing the things in our community?

Torry- Kerney station- traditional farming is very labor intensive new things are coming about that labor. everyone is removing to do nuts and citrus not stone fruits. different farming then what we grew up with. who knows with immigration issues now.

Josh- the way Florida got hit hard.

Kara- are you still doing the hydroponics

Roy- yes that's something we would like to be known for.

Naylor- what do we teach our kids- need for hands on quality produce.

Roy- Still opportunities for ppl to get into industry but not easy

Josh- 50% PCA's will be retiring in the next few years and agronomist

Roy- in landscape we did do a hefty unit on bugs

Nicole- This year was a shortened version but next year with the OH class we will do a better lessons and more in-depth such as a insect collection unit. I would like in the future to bring back the pests team.

Naylor IPP-integrated pest protection.

Nish- new plants coming about will get you a new list. old plants made new

Kara- would wish kids could be more interested in growing different types of plants because there are other chapters with very large plant sales.

Roy- Always open to emails and calls with idea's suggestions etc.

Working on putting up our second greenhouse its a large endeavor.

Ag Incentive: 354 students this year up from 304 last year.

Facilities:

Horticulture Facility- New Greenhouse working on getting it up.-working on getting that up

Kara could you have building trades help
Roy- busy building house but we will be revamping the cooling system and the larger greenhouse will be the traditional greenhouse the other will be hydroponics.

Hydroponics/ commercial - Roy we are setting up our hydroponics system as soon as our new greenhouse is up and running, in addition we are going to try growing strawberries vertically like Cal Poly Pomona does. We also would like to start a smaller version at the junior high facility.

Animal Facility: New trailer possibility

Roy- Due to the deteriorating form of our current trailer we have proposed to Dr. Robert's to purchase a new livestock trailer with CTE funding. In a meeting with Dr. Roberts it was proposed and we were told to look at costs and present options. Kari- I looked up several dealers and the two for the best price are featherlite and alumline.

Kara- that's a good idea that trailer is so old.

Tory- Can I have a motion to move forward with the proposal?

Kara 1st

Josh 2nd

Pass voice vote

Other concerns:

Update on New High School: New Area for Ag department, Lab rooms, Farm – 5 acres ETC. No update not sure when they will be breaking ground?

Questions, Comments, Concerns, Advice=

Roy-We are not high on the list in the construction phase. Governor will decide whether or not to release funding or just wait for the new one to take over.

Naylor- do you do Projects outside

Borba- we have not been asked yet asked principal to do something around campus but has not come to fruition yet

Naylor- but for state degree

Roy- we have had kids in the past but kinda got away from that searching for the right trustworthy kids. We have eager kids that would like to work

Nish- Reedley college Board report- See handout

Thank you for coming and for your support.

Adjournment: Ended: 7:12pm

P. Current Year Budget

Department Budget

Overall Budget

Perkins Funds	\$8,000
Ag Incentive Grant	\$19,832
Dual Enrollment	\$1,000
School General Fund	\$600
TOTAL	\$29,432

Ag Incentive Grant

Books and Supplies	\$9,832
Transportation	\$8,000
Conferences	\$2,000
TOTAL	\$19,832

Dual Enrollment

Supplies and Tools	\$1,000
TOTAL	\$1,000

School General Fund

Office Supplies	\$600
TOTAL	\$600

Carl Perkins

Materials and Supplies	\$2,000
Travel and Conferences	\$5,000
Equipment	\$1,000
TOTAL	\$8,000

Q. Signed Articulation
Agreement and/or Evidence
of Articulation

Signed Articulation Agreement and/or Evidence of Articulation

In the 2018-2019 school year, the Dinuba High School Agriculture Department will be seeking Dual Enrollment credit for the Ornamental Horticulture (EH 30) and Animal Science (AS 1) classes through Reedley College. A scheduled meeting will invite instructors and the Dual Enrollment administrators to collaborate to determine if courses meet the requirements for credit through Reedley College.

SPRING 2017 Reedley College Dual Enrollment Courses

	Course	Instructor	High School	Units	Begin Time	End Time
1	AS 1	Martin Castro	RMCHS	3	11:00 AM	11:50 AM
2	AS 1	Martin Castro	RMCHS	3	11:55 AM	12:45 PM
3	AGNR 2	Martin Castro	RMCHS	3	2:25 PM	3:15 PM
4	EH 37	Kariann L Wilterding	Dinuba HS	3	9:55 AM	10:45 AM
5	EH 37	Kariann L Wilterding	Dinuba HS	3	10:50 AM	11:40 AM
6	CRIM 1	Mark Bray	Dinuba HS	3	8:00 AM	8:50 AM
7	CRIM 1	Mark Bray	Dinuba HS	3	9:00 AM	9:50 AM
8	CRIM 1	Mark Bray	Dinuba HS	3	9:55 AM	10:45 AM
9	CRIM 1	Mark Bray	Dinuba HS	3	10:50 AM	11:40 AM
10	CRIM 1	Mark Bray	Dinuba HS	3	12:30 PM	1:20 PM
11	CRIM 8	Mark Bray	Dinuba HS	3	1:25 PM	2:15 PM
12	CHDEV1	Rubisela Sanchez	Dinuba HS	3	8:00 AM	9:50 AM
13	CHDEV1	Rubisela Sanchez	Dinuba HS	3	9:55 AM	10:45 AM
14	CHDEV1	Rubisela Sanchez	Dinuba HS	3	10:50 AM	11:40 AM
15	CHDEV1	Rubisela Sanchez	Dinuba HS	3	12:30 PM	1:20 PM
16	CHDEV1	Rubisela Sanchez	Dinuba HS	3	1:25 PM	2:15 PM
17	Mag 41	Scott Johnson	Dinuba HS	3	8:00 AM	8:50 AM
18	Mag 41	Scott Johnson	Dinuba HS	3	9:00 AM	9:50 AM
19	Mag 41	Scott Johnson	Dinuba HS	3	9:55 AM	10:45 AM
20	Mag 41	Scott Johnson	Dinuba HS	3	10:50 AM	11:40 AM
21	Mag 41	Scott Johnson	Dinuba HS	3	2:20 PM	3:10 PM
22	mag 40	Brian Donovan	Kingsburg HS	3	11:15 AM	12:45 PM
					10:25 AM	12:20 PM
23	mag 40	Brian Donovan	Kingsburg HS	3	1:30 PM	1:05 PM
					3:00 PM	3:00 PM
24	mag 41	Brian Donovan	Kingsburg HS	3	11:15 AM	12:45 PM
					10:15 AM	12:00 PM
25	CRIM 8	Bryan Morgan	Kingsburg HS	3	9:35 AM	11:10 AM
					8:10 AM	9:55 AM
26	CRIM 1	Bryan Morgan	Kingsburg HS	3	11:15 AM	12:45 PM
					10:15 AM	12:00 PM
27	CRIM 8	Bryan Morgan	Kingsburg HS	3	11:15 AM	12:45 PM
					10:25 AM	12:20 PM
28	NAT 101	Diana Gomez	Kingsburg HS	6	9:35 AM	11:10 AM
					8:10 AM	10:05 AM
29	NAT 101	Diana Gomez	Kingsburg HS	6	1:30 PM	3:00 PM
					1:05 PM	3:00 PM
30	CRIM 1	Frank Santillan	Orange Cove HS	3	8:00 AM	8:55 AM
31	CRIM 8	Frank Santillan	Orange Cove HS	3	9:00 AM	9:50 AM
32	CRIM 8	Frank Santillan	Orange Cove HS	3	10:10 AM	11:00 AM

2018 Spring Semester – 18 weeks – January 08, 2018 – June 7, 2018

Beginning Floral Design – EH 37 – 3 Units

Teacher: Kari Wilterding
 Department: Agriculture
 School Email: kari.wilterding@dinuba.k12.ca.us
 School Phone: (559) 595-7247
 Office Hours: By appointment only
 Class Room: AG 05
 Location: **DINUBA HIGH SCHOOL**
 Section Number: 74544
 Class Meets: M-F 12:20pm to 1:10pm

Course Description

An introduction to the fundamentals of theory, techniques and skills currently practiced in the floral industry. Includes applied art principles, cut flower care, handling practices, proper use of florist tools and materials, pricing of floral products and use of current floral business technology. Includes constructing corsages, floral arrangements, and foliage plant items, which meet floral industry standards.

Lecture / Lab Hours:			
Course Hours			
	Weekly Lec hours:		2.00
	Weekly Lab hours:		3.00
	Total Contact hours:		90.00
Grading Basis:	Grading Scale Only		X
	Pass/No Pass option		
	Pass/No Pass only		
Advisories:			
	<ul style="list-style-type: none"> • Eligibility for English 125, 126, and Mathematics 201. 		
Pre-requisites (requires C grade or better):			

Course Outline

- Safety and Tool/Material Identification
- Elements & Principles of Floral Design
- History of Floral Design
- Holiday & Seasonal Flower Arrangements
- Basic Arrangement Shapes and Corsages
- Care and Handling of Cut Flowers and Foliage
- Flower and Plant Identification
- Proper Use of Dried and Silk Products
- Business Skills, Pricing, & Marketing

Course Objectives

- Correctly condition and handle cut flowers, greens, and foliage plants used in the floral industry.
- Identify flowers, greens, and foliage plants commonly used in the floral industry.
- Demonstrate an understanding of basic floral design theory.
- Demonstrate the correct care and handling of foliage plants.
- Describe 10 floral designs and styles from different historical periods.
- Demonstrate the correct uses of business machines and wire services used in the floral industry.

Course Outline

Lecture Content:

1. Introduction
 - A. Floral design defined
 - B. Tools and supplies needed
 - C. The floral industry: past, present and future
 - D. Careers in the floral industry
2. History of floral design
 - A. The Classical period
 - B. European periods
 1. Classical Greek and Roman
 2. Italian Renaissance
 3. Dutch and Flemish
 4. French
 5. Georgian
 6. Victorian
 - C. American designs
 1. Colonial
 2. Colonial Williamsburg
 3. Federal
 4. American Victorian
 5. Early 20th Century
 6. Contemporary
 7. Western
 - D. Oriental flower designs
3. Care and handling of cut flowers
 - A. Container selection and sanitation
 - B. Water preparation
 - C. Cleaning and preparation of flowers
 - D. Refrigeration and storage
 - E. Sanitation and floral refrigerator maintenance
4. Materials and supplies used in floral design
 - A. Flowers and greens - identification and uses if floral design
 - B. Wire - sizes and uses
 - C. Ribbon - sizes, types and uses
 - D. Nets, Tulle, Aqua Net
 - E. Flower holders and fasteners
 - F. Corsage accessories and packaging
 - G. Containers - sizes, shapes and uses
 - H. Florist Foams and Frogs
 - I. Foils and laces
 - J. Other commonly used materials
5. The principles and elements of floral design
 - A. Design principles
 1. Emphasis
 2. Balance
 3. Proportion
 4. Harmony
 5. Unity
 - B. Design elements
 1. Line
 2. Form
 3. Texture

Lab Content

Introduction

- A. Tools and supplies needed
- B. Careers in the floral industry

History of floral design

- A. The Classical period
- B. European periods
- C. American designs
- D. Oriental flower designs

Care and handling of cut flowers

- A. Container selection and sanitation
- B. Water preparation
- C. Cleaning and preparation of flowers
- D. Refrigeration and storage
- E. Sanitation and floral refrigerator maintenance

Materials and supplies used in floral design

The principles and elements of floral design

Floral orders

Arrangement Pricing

Candelabra Arrangement

Bouquets' Centerpiece Techniques

Grading

The final semester grade will depend upon the accumulation of points during the semester. The points will be a result of credit received on assignments, tests and final examination. The instructor reserves the right to adjust scores as it may be required throughout the semester.

- 90-100% = A
- 78-89% = B
- 65-77% = C
- 51-64% = D
- 50% and below = F

Test material is constructed from class discussions, assigned readings, guest lectures, video presentations, and special assignments. Tests will consist of true/false and multiple choice questions. Unless the student receives prior approval from the instructor, no make-up tests will be allowed.

Assignments and corresponding labs:

Chapter 12 (20)

Shape Lab (50)

Design & Create Triangle Arrangement & Lab Sheet(100)

Outside Shape Lab (20)

FFA Record Book (100)

Shape Arrangement Test (50)

V-Day Novelty Item & Lab Sheet (100)

Wax Roses & Lab Sheet (100)

Candy Bouquet & Lab Sheet (100)

Corsage & Lab Sheet (100)

Flower Meaning Worksheet (20)

Pressed & Dried Flowers & Lab Sheet (100)

Chapter 15 (20)

Silk Corsage & Lab Sheet (100)

Mid-Term Wall-Mount (100)

Chapter 16 (20)

Floral Styles Test (50)

Baby's Breath Chaplet & Lab Sheet (100)

Boutonnière & Lab Sheet (100)

Bouquets to Art Assignment (50)

Chapter 17 (20)
 Chapter 18 (20)
 Wedding Project (50)
 Chapter 19 (20)
 Design a sympathy arrangement (50)
 Chapter 21 (20)
 Novelty Item (20)
 Create a budget Test (50)
 Chapter 22 (20)
 Mother's Day Flowers & Lab Sheet (50)
 Event Centerpiece Test (50)
 Advertisement (20)
 Mini Carnation Hawaiian Lei (100)
 May 29th Final

Tentative Schedule

Week	Topic/Assignment
Week1	Shapes Unit
Week2	Shapes Unit Cont. – Lab Triangle Arrangement
Week3	Record Keeping Unit
Week4	Valentine's Day Unit – Lab Wax Roses
Week5	Valentine's Day Shop – Lab Hershey Kiss Roses, Candy Bouquets
Week6	Pressed Flower Unit
Week7	Dried & Silk Flower Unit
Week8	Design Style Unit
Week9	Design Styles Unit Cont. – Lab Spring Chaplet
Week10	Contemporary Design Unit – Lab Bouquets to Art
Week11	Wedding Unit
Week12	Sympathy Unit
Week13	Novelty Item Unit
Week14	Budgeting Unit
Week15	Floral Careers & Continuing Education
Week16	Advertising

Required or Recommended Textbooks and Materials:

- A. Textbook, shears, and other materials will be provided on a daily basis.
- B. The Art of Floral Design, Second Edition (Floral 1)
 Floriculture: Designing & Merchandising, Second Edition (Advanced Floral)
(A classroom set of the text will be provided for in class assignments)

Materials Needed

- ~ pen or pencil
- ~ note book or writing paper
- ~ binder

Important Dates

JANUARY 08, 2018	Class Begin for 2018 Spring Semester
JANUARY 15, 2018	MLK Holiday – No Class
MARCH 23, 2018	Last day to drop a class (no “W” on transcript)**
FEBRUARY 12&19	Presidents Holiday
MARCH 26 - APRIL 2, 2018	Spring break – No Class
MAY 31, 2018	Spring semester ends.
JUNE 7, 2018	Report Grades to WebAdvisor

** Withdrawal (W): A student will be assigned a grade of “W” for classes dropped on or after 20 percent of the duration of the class, up to and including 50 percent of the duration of the class. After the 50 percent point, the student must receive a letter grade other than a “W” (i.e., A, B, C, D, F, I, P, NP). Check with your instructor for the deadline applicable to your class.

Cancellation Class Notification

Check high school website for any notification, Foggy Day Schedule, etc.

Attendance Policy make ups, Extra Credits etc.

Absences: It is the student’s responsibility to obtain any missed notes, assignments, quizzes, and tests. Students should first look in the weekly work organizer for their handouts. If there are any questions, it is the student’s responsibility to see the instructor *outside* of class time on the day of their return. Any assignments or exams missed due to an excused absence, must be completed within the same number of days as the absence. Assignments, exams, etc. missed due to an unexcused absence or suspension will count as a zero.

Late Work: Late work will be accepted for half credit, one day after the due date. If you are absent, work is due immediately on the day of your return. Projects or assignments with a “Firm Due Date” will not be accepted late.

Class Rules and Behavior

Please refer to your school handbook for complete details, however some of these policies include:

- ❖ Cheating and Plagiarism
- ❖ Drug/Alcohol free campus
- ❖ Sexual harassment
- ❖ Student conduct
- ❖ Bullying

Each student is expected to assist in the overall environment of the classroom making it conducive to learning.

Expectations and Class Rules:

Please see your student handbook for campus policies.

General Behavior:

- Respect other’s right to learn.
- Respect other’s property.
- Be courteous, cooperative, respect others!

General Work Habits:

- Use time wisely... There’s only so much of it!
- Quality... Strive for excellence and understanding.
- Learn to enjoy learning... The possibilities are endless.

Workplace Rules:

- Act professional.
- Follow directions.
- Work for your pay (grade).

Be in class on time and prepared to work. Always have your binder available. Tardiness is not acceptable, the school tardy policy will be used and enforced.

Absolutely NO cell phones, i-Pods, MP3 players, or other electronic devices may be used or out during class. First Offense = Warning / Second Offense = Teacher Confiscation for duration of the period / Third Offense = Confiscated and sent to the office.

Wear appropriate clothing for the class learning activity. You will be notified ahead of time if we are going to be doing a lab or working outside the classroom. You may store an extra pair of closed-toe shoes in the classroom for use on the school farm and greenhouse areas.

All tools and equipment are to be properly maintained and stored. If something is found broken or not working, please notify the instructor immediately.

The classroom/lab will be kept neat and clean at all times. If the classroom/lab is not cleaned properly after an activity, the entire class will stay until it is done.

No food or open containers should be in the classroom at any time. Please dispose of these items outside before class begins.

No hats or sunglasses will be worn in class.

Be responsible and take care of bathroom necessities before class. Restroom use is for emergencies only.

Class will end when the instructor has dismissed you.

Cheating is:

- A. Copying someone else's class work or letting someone copy you, when your teacher tells you that the work is to be done on your own (includes asking/telling orally).
- B. Copying answers on a test or letting someone copy from your test (includes asking/telling orally).
- C. Using a cheat sheet or unauthorized notes.
- D. Turning in someone else's work as your own.
- E. Text messaging and multi-media messaging.

Consequences, Per School Year:

Selma High 1st Offense - The teacher shall send a referral to office. Student shall receive an "F" or zero on the work or the test and a one (1) day suspension or Saturday School, parent contact required.

2nd Offense - The teacher shall send a referral to the office. The student shall receive an "F" or zero on the work or the test and a one (1) day suspension with parent contact required. Student placed on honesty contract. A high school student shall be removed to a study hall/or alternative class with a "W/F" for the semester.

3rd Offense - Recommendation for transfer to an alternative program.

Instances of cheating need not be confined to one (1) class. Each of the three (3) offenses could happen in a different class. Any student who is transferred to a study hall/or alternative class and then required disciplinary removal from the study hall/or alternative class shall be transferred to an alternative school site/program. Each student must be enrolled in 20 credits per semester in order to remain at Selma High.

Accommodations for students with disabilities:

"If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or section 504 of the Rehabilitation Act, please contact me as soon as possible."

Valley Regional Occupational Program

Monday, May 15, 2018

To: All Spring 2018 Dual Enrollment Teachers

From: Maria Meraz, Special Projects Coordinator

RE: END-OF-SEMESTER DUAL ENROLLMENT CLOSEOUT PROCEDURES

Make sure to follow this list to complete duties and responsibilities before the end of the academic semester. Once you have checked all that apply **place this memo back in the Valley ROP Mail-box at your school site.**

You will need to do the following for the college:

- 1. Reaffirm you can log into Web Advisor.** You'll need your user id and password. If you can't, call the college help desk – (559) 499-6070. They are available M-F 8:00 am – 5:00 pm.
- 2. Prepare your grades**
 - Download the Grade-book Template from the VROP webpage www.valleyrop.net. Click on **Resources >Dual Enrollment Resources>**
 - Fill in Course information**
 - Instructor
 - Section # (this is the college course code)
 - Semester (Spring)
 - Year (2018)
 - Fill in grades.**
 - College requires a minimum of 4 grades.
 - Rename the assignments and adjust point value (if needed)
 - Student's college ID needs to be entered- You can get this info on Web Advisor when you click on one of your classes.
 - Make sure final grade matches the grade scale and the grade they will receive on the high school report card.
 - Save the Grade-book and upload to WEBADVISOR no later than June 7th**
 - As: **SECTION_LAST NAME_TERM**
 1. Example: **PHOTO-5-12345_LOFARO_2018SP**
 - Save your Attendance and upload to WEBADVISOR no later than June 7th**
 - We will send you a PDF of your attendance from Jan-May 2018.
 - Rename the Attendance File as: **SECTION_LAST NAME_TERM**
 1. Example: **PHOTO-5-12345_LOFARO_2018SP**
 - Follow handout for entering and uploading GRADES and ATTENDANCE to WEBADVISOR**

You will need to do the following for VROP:

Prep Finals and Grades to Upload to your Schoology account <https://www.schoology.com/> . If you **cannot log-in** please let me know so that I can check if I have the ability to reset your password.

Once you are logged into Schoology, (upload no later than June 7th)

1. Upload 1 Final for **each section** with Answer Key (or rubric for projects) to Schoology by the last week of school.
 - Save the Final as: SECTION_LAST NAME_FINAL_TERM**
 1. Example: **PHOTO-5-12345_LOFARO_FINAL_2018SP**
2. Upload Grades for each section you submitted to the College to Schoology
 - Save the Grades as: SECTION_LAST NAME_TERM**
 1. Example: **PHOTO-5-12345_LOFARO_2018SP**

Teacher Signature

Date

Cc: Mrs. Deborah Marvin

R. Graduate Follow-Up System

Graduate Follow Up System

The Dinuba Agriculture Department has a physical graduate follow up survey form currently, however, it is outdated and does not get mailed out to all students. We currently rely on our smaller community and interactions with graduates to collect information. Formal follow up surveys are generally only completed by graduates who are most active following graduation, such as guest coaches, volunteers and fair exhibitors. We plan to send out a Google Form copy of a survey to recent graduates to receive graduate data information, including feedback about instructors, courses, facilities, and other general comments. This will allow for department reflections and improvement to meet the diverse needs of our students.

**Dinuba High School Ag. Department
Graduate Follow- up**

Name: _____

Address: _____

Phone: _____

1. What are you doing at the present time?

_____ Attending School
 _____ Full- time
 _____ Part- time

_____ Working
 _____ Full- time
 _____ Part-time

_____ In the military

_____ not working

_____ Homemaker

_____ Looking for work

_____ Not looking for work

_____ Other _____

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

3. What is your job title or job description?

4. Which statement best applies to your present occupation?

_____ I am using most of the skills I learned in the vo-ag program at DHS.

_____ I am using some of the skills I learned in the vo-ag program at DHS.

_____ I am not using any of the skills I learned in the vo-ag program at DHS.

5. What type of school are you currently attending?

_____ High School

_____ Trade/technical school

_____ 4-year college

_____ Private business school

_____ 2-year college

_____ Adult education

_____ Other _____

6. What is your major course of study?

7. How would you rate the training received in the DHS vo-ag program
 _____ Excellent _____ Good _____ Fair _____ Poor
8. How do you rate the career guidance and counseling you received in vo-ag?
 _____ Excellent _____ Good _____ Fair _____ Poor

FFA

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

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

2. What were the most valuable aspects of the SAE (Supervised projects)?

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

3. Please rate the facilities and equipment used at DHS for the Vo-ag program:

Facilities: _____ Overcrowded _____ Adequate space
 _____ Modern _____ Out-of-date

Equipment: _____ Modern _____ Out-of-date
 _____ Well- maintained _____ Poorly maintained
 _____ Adequate amount of equipment for all students

Other- please describe _____

Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, Shop, Greenhouse, school farm, etc; FFA: SAE (supervised projects); teaching methods used; Facilities/equipment. (Please be open with us we want to change and grow so we need your suggestions here. Thank you!)

S. List of Active Placement Sites

List of Active Placement Sites

Most of our students are currently involved with ownership projects. Those students who are involved in placements are arranged by the student. We would like to work more with our community and advisory committee to create a list of opportunities for students that might not have established connections in the community to get a placement position.

Some placement sites are as follows:

- Country Ag
- Dinuba Ag Department
- Lone Oak Large Animal Veterinary Services
- Naylor Organics
- Reedley Veterinary Hospital
- Rustic Roots Floral
- Tory Farms
- Tulare County Stockyard
- Wilgenburg Greenhouses

T. Recruitment Activities and Materials

Recruitment Activities and Materials

There are numerous strategies that the Dinuba Agriculture Department uses for recruitment purposes. At our middle school, we attend their annual “Choices” night in which clubs and teachers come out to promote their classes in order to recruit students for the following year. We were able to attend this year’s event and we believe it was pivotal in filling two full Ag Discovery courses in their first year of existence. Presentations are also given to elementary schools when invited to speak about agriculture. At the high school level, we attend the annual Club Fair, Harvest Fest, and the 8th Grade visit. At these events, courses are discussed with students, including FFA activities, with some sort of hands on activities, such as planting seeds, flower pens, petting snakes, and a Guide Dog.

Every summer, we teach two sections of agriculture lessons to community groups. The first one is the Summer Bridge program that is set up for elementary to middle school students to come to the high school for one week and learn about agriculture for a few hours each day. We talk about animals, plants, mechanics, and California agriculture as it relates to our food. The second session is given to the Dinuba Recreation Center students, ranging from 1st grade to 6th grade. This group rotates between handling and showing livestock, animal science, and plant science. We have seen a spike in numbers and early interest in our program since we began to offer these events to young students, with numerous students stating they enrolled in agriculture classes because of these efforts.

Classroom

Welcome to the Agriculture Department at Dinuba High School. We have the unique opportunity to offer classes that allow our students to experience the "learning by doing" model through our career and tech education program. We strive to develop student potential for **premier leadership, personal growth, and career success.**

Courses Available

Freshman Courses

Intro to Agriculture
Intro to Mechanics

Sophomore Courses

Ag Biology

Junior/Senior Courses

Floral 1
Advanced Floral
Animal Science
Vet Science
Ornamental Horticulture
Landscape Design
Ag Leadership



SAE

A Supervised Agricultural Experience project is a component of agriculture courses and offers the student a chance to gain realistic, hands-on experience by operating and managing their own business or work experience. This requirement of the course is done outside of class time, under the supervision of an advisor. Students can choose any SAE project they want. Here a few SAEs suggestions:

- Guide Dogs
- Market Beef Project
- Market Goat Project
- Market Hog Project
- Market Lamb Project
- Dairy Cattle Project
- Poultry Production
- Rabbit Production
- Dairy Goat Production
- Greenhouse Management
- Plant Production and Propagation
- Floral Design Management
- Ornamental Horticulture
- Landscape Management
- Tree Fruit Production
- Vegetable Production

The options are limitless!



FFA

The FFA is a National Organization that provides opportunities for students to grow personally, professionally, and develop their leadership abilities. Learning about and participating in the FFA is a required component of the agriculture education program and agriculture courses. Students will have numerous opportunities to participate and take advantage of all of the benefits this organization has to offer.

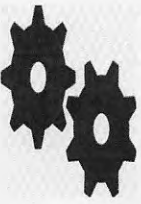
- Monthly FFA Chapter Meetings
- Greenhand Leadership Conference
- Community Service Projects
- Made for Excellence Conference
- Advanced Leadership Conference
- Sacramento Leadership Conference
- Washington Leadership Experience
- State Leadership Convention
- National Leadership Convention
- Career Development Events
- Public Speaking Events
- Leadership Development Events
- Parliamentary Procedure Events
- Scholarships
- Proficiency Awards
- Year End Point Award Trip
- Tulare County Fair
- World Ag Expo
- Agriculture Career Day



Facilities

Agricultural Mechanics Shop

Students have access to the mechanics and woodworking shop when enrolled in mechanics classes where students can learn advanced skills that can be used for SAE projects, FFA activities, and



Horticulture Laboratory

Students have the opportunity to utilize a working, hands-on horticulture facility, including greenhouses, garden beds, and a stone fruit and citrus orchard. Students also can work with working in a floral facility that develops their experience in a floral industry including floral sales and service.



Livestock Barn

Animal facilities allow for students to work directly with animals through a hands-on approach. SAE projects can also be housed on campus, allowing students to get involved in projects, regardless of person's

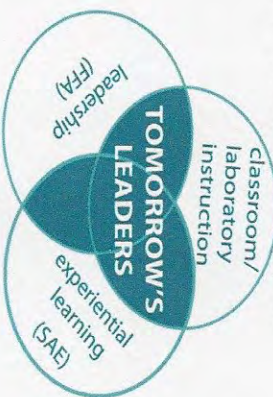


Benefits of Agricultural

Students enrolled in agriculture courses will receive a rigorous education while earning credit approved for CSU and UC colleges. Agriculture students have the opportunity to learning in a hands-on approach that is applicable to real life situations.

Other Benefits:

- Travelling
- Compete
- Awards
- Scholarships
- Conference
- Meet new people
- Earn money
- Career exploration
- College campus tours



Advisors

Mr. Roy Browne
Mrs. Kariann Wilterding
Mrs. Nicole Borba



Dinuba High School



Agriculture Education Program
340 E. Kern
Dinuba, CA 93618

Recruitment Photos





Dinuba Agriculture Department Class Sign ups

What pathway would you like to complete?

Animal Science

Ornamental Horticulture

Ag Mechanics

Floral

What is your next course to sign up for?

Intro to Ag

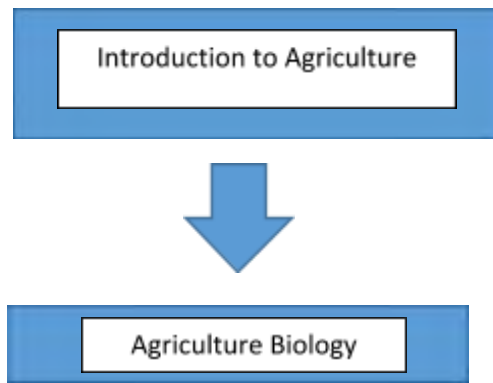
Ag Biology

Animal Science	Ornamental Horticulture (OH)	Ag Mechanics	Floral
<input type="checkbox"/> Animal Science	<input type="checkbox"/> O.H.	<input type="checkbox"/> Ag Mechanics	<input type="checkbox"/> Floral
<input type="checkbox"/> Vet Science	<input type="checkbox"/> Landscape Design	<input type="checkbox"/> Equipment Op/Mt	<input type="checkbox"/> Adv. Floral

*** Reminder Check the Recommendations and Pre-Requisites prior to enrollment/sign ups.

Student Signature: _____

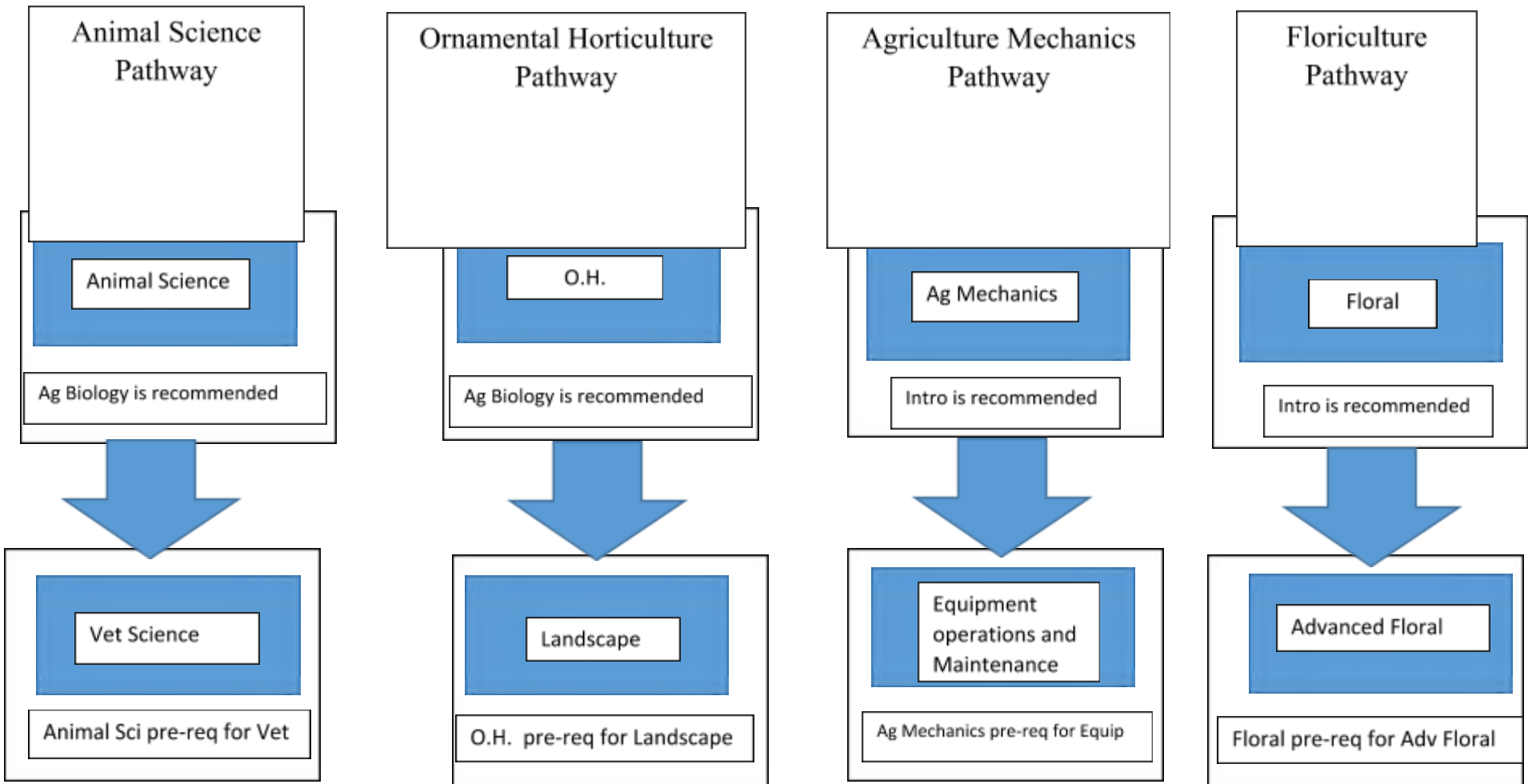
Agriculture Department Pathways



*Concentrators and Capstones can be concurrently taken with Intro to Ag and/or Ag Biology.
*Capstones- Pre-requisite is Concentrator

Credits: Ag Biology- Science Credit, Floral- Art Credit

Dual Enrollment: Floral (Other possible DE courses: OH, Animal Science, Ag Mech, Vet Science and Landscape-with COS and RC)





Ag Discovery



Plants

**Food, Clothing, Leadership
Skills & Travel**

Animals



**Hands-On
Activities**

Do you love
Animals? Do

you

desire to make the world beautiful by creating new life with plants? Are you that hands on student who doesn't mind getting a little dirty? Then, Ag Discovery is the class for you! In this class you will learn all types of new and interesting things about Agriculture, Animals, Plants, Soil and Where our food comes from.

Want to join? Simply tear off the corner of this paper and take it to your counselors to sign up for the class!!



Ag Discovery Class

_____ Yes! I would like to Join Ag Discovery as my elective this year.

_____ Yes! But unsure if I have room in my schedule. (Ill speak to my counselor.)



U. Staff In-service Record

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENT

CRITERIA 4.B

School Year

17-18

School

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of 10 hours of professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES			
	Borba	Browne	Witterding	
Fall Region Meeting	X	X	X	
Region In-service Day	X	X	X	
Spring Region Meeting	X	X	X	
Section In-service*	X	X	X	
Section In-service*	X	X	X	
Section In-service*	X	X	X	
Section In-service*	X	X	X	
Section In-service*	X	X	X	
Summer Conference	X	X	X	
University Aged Skills Week	X			
Professional Development **				

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than the Development:

- 1 AET Inservice Event-Borba, Browne, and Witterding
- 2
- 3
- 4
- 5

V. Staff Minutes

Staff Minutes

The Agriculture staff meets weekly to discuss upcoming events, student concerns, vehicle use, department logistics, and other concerns that directly impact student success inside, and outside of the classroom. Meetings are held formally and informally, after school on Mondays. There is scheduled PLC time for the entire high school campus, however, since one department member teaches at the middle school, the schedules do not match up.

DINUBA AG. DEPARTMENT

July 11, 2017

AG Department room 601

Meeting called by: R.Browne **Type of meeting:** Summer get together
: _____

Attendees: Kari Wilterding, Nicole Borba

Please read: _____

Please bring: _____

AGENDA ITEMS

Topic

- ✓ Rec Center Classes- Rec Center kids, 12th and 13th. Roy will teach about animal science and take out his snakes. Nicole will do plant science and create leaf art. Kari will take students to the barn and let them touch and "show" animals. Grades 1st-5th. Will have 3 rotations. Second day will be new kids.
- ✓ Fair Registration- Will meet for fair registration July 17th. Can come in between noon and 5pm. Must bring a credit card with them to pay online fees. Must include require fair insurance. Ride wristbands are optional. Must print out receipt after completed to keep at the department.
- ✓ Classrooms and Schedules- Kari will be in 600 all periods. Per 1-prep, 2- Intro, 3-floral, 4-intro, 5 floral, 6-advanced floral. Nicole will be in 601 and 600. Per 1-Ag Bio, 2-prep, 3 ag bio, 4-ag bio, 5-OH, 6-ag bio. Roy will be in 600, 305 and WIS. Per 1-Animal science, 2 animal science, 3 intro-per 4 prep, 5 WIS Ag discover, 6 WIS Ag discovery.
- ✓ Responsibility Chart- Updated Chart of Responsibilities. Added: student teacher, student observers, Citrus Judging.
- ✓ Officer/Parent Meeting July 13- Have tacos and condiments. ROy and Nicole will pick up day of. Roy will pick up meet on the 12th. Nicole will do the introduction and get to know you game. Roy will review officer responsibilities, kari will review officer expectations, and Nicole will cover parent's role.
- ✓ New High School- Update says school will be ready 2022-2023. Need to review grant application since it was kicked back. What changes can we make? Need more letters? Will have a conversation with Dr. Roberts about how we can improve.
- ✓ Pre Fair and Barn Clean Up- Pre Fair will be August 31st at 5pm. Will request judges from reedley College. Nicole has a lead on a Pig Judge from fresno state. barn clean up will be Aug 28. Mandatory for all exhibitors. Check off item to release fair checks. Will need to pull weeds, clean pens, clean shed, rake, move bleachers, dump trashes and wheelbarrows.
- ✓ Animal/Barn Concerns - Shania has missed numerous feedings, watering, poor attitude. Should have been struck out. Set Up a meeting with er and advisors on July 19th. Steven needs to have a one-on-one meetings with all advisors about not feeding each day, no grain, having other purchase feed for him. Will meet next monday during scheduled practice time.
- ✓ Boot Camp- Roy and Nicole will attend, Kari will be out of town. Need to put in a Sub Request for PD day and email Mona to let her know.

DINUBA AG. DEPARTMENT

August 20, 2018

AG Department room 601

Meeting called by: R.Browne Type of meeting: Department Meeting
: _____

Attendees: Kari Wilterding, Nicole Borba, Rod Weaver (late)

AGENDA ITEMS

Topic

- ✓ Dual Enrollment meeting? - Dual enrollment meeting with Fabrizio for Animal Science and Ornamental Horticulture credit. Nicole needs to reach out to Dr. Smith about obtaining syllabi for EH 30, EH 43, and EH 48. Meeting in Sanger 9/26/2018 at 4pm
- ✓ Sunrise Rotary August 28, 2018 6:30 am 4 students and 3 advisors - Students will meet tomorrow after school to create their powerpoint presentation. Pig Rep: Adriana, Goat Rep: Angelica, Lamb Rep: Jesus, Steer Rep: Steven. Need to highlight their experiences with this year's project. Full uniform
- ✓ Laptop.. Speeches. Each advisor needs to proofread and approve their specie's sections
- ✓ Club President Meeting August 21, 2018 2:30 – 3:30 - Jesus will need to attend, along with ASB Rep. Bring calendar to discuss our upcoming events. Discuss Harvest.
- ✓ Harvest Picks on September 18th - Jesus and Nate will need to select Food items for our three clul Floral and OH. FFA-Pizza, Floral-Water, OH- Nachos. Back up items
- ✓ FFA Meeting August 23, 2018—Want do we need to do?- Need to go through supplies of slow sticks. Need glow in the dark dodgeballs from Roy. At Officer meeting, have them prepare the agenda, talking points, and the program.
- ✓ Fair Schedule: Bus etc. Number of students each day etc Names - Reviewed fair schedule of transportation and departure times. Leaving Friday at 6am instead of 6:30. Roy will pick up shavings the saturday before fair begins for all species.
- ✓ Clean Up Saturday—2 vans and the truck- Mandatory fair clean up. All members attending, except for Shania who went as an individual the first day.
- ✓ Calendar up date- confirmed Cotton interest meeting date, cotton practices and times, meeting with the Dinuba Sentinel Editor
- ✓ Fundraising schedule: Cookie Dough, Drive thru dinner - Cookie Dough fundraiser will be Nov 2- Nov 14, Drive Thru Fundraiser will be Sept 24-Oct 5. \$10/meal. Roy will pick up meat Oct 11.
- ✓ Sports assignments are taken off. We are good. - Roy spoke with Freitas, we are no longer expected to do Sport Assignments.
- ✓ Calendar events for weaver - At this time, there will be no calendar events expectations for him

DINUBA AG. DEPARTMENT

September 24, 2018

AG Department room 601

Meeting called by: R.Browne Type of meeting: Department Meeting
: _____

Attendees: Kari Wilterding, Nicole Borba, Rod Weaver (did not attend)

Please read: _____

Please bring: _____

AGENDA ITEMS

Topic

- ✓ Dual Enrollment Meeting- Wednesday Sept 26. Bring copies of syllabus from Reedley College. Fabrizio will walk us through the class sign up, attendance, and observations. 4pm in Sanger
- ✓ Program Review; Nicole finished review binder. Department will clean up outside and inside to prepare. Tory Torosian and Dr. Roberts will meet Mr. Parker at 1pm. Roy to put in sub Request for WIS classes
- ✓ To Clean Up- Put away fair tack and equipment, Trash all around and dump, Kari will finish her shelving units, need to clean up Construction debris
- ✓ Cotton Contests- discussed dates and would would be driving. Orosi- Kari, Corcoran-Roy, MJC-Roy, Hanford-Roy
- ✓ Roster- Kari and Roy will complete rosters Tuesday, Nicole will Complete Wednesday.
- ✓ Raisin Day- Roy will have sign ups available tomorrow morning for shifts. Will begin clean up at 5pm. Petting zoo will have snakes, turtles, sheep, goats, and rabbits.
- ✓ T-Shirts- Sale ends this friday. Need T-Shirt guy info from Ulices for creating a PO. Shirt sales not going very well. Need to promote more.
- ✓ Drive Thru BBQ Fundraiser- Start selling Tuesday. Tickets all cut, stapled, and numbered. Can begin to check out tickets tomorrow. Roy will pick up meat Oct 11th

OTHER INFORMATION

Any concerns?????

Our students may not remember what we taught them but they will remember the way we treated them.

W. Department Inventory

Department Inventory

Machinery

- Tractor (1)
- 2016 GMC Express Van (1)
- 2001 Chevrolet Truck (1)
- Livestock Trailer (1, small)
- Shipping Container (3)

- Heated Seed Propagation Mats (10)
- Soil Bin (1)
- Tool Storage Shed (1)
- Floral Shed (1)
- Horticulture Storage Shed (1)
- Gravel Bin (1)

Animal Husbandry

- Chicken Coop (1)
- Hog Feeders (20)
- Hog Boards (4)
- Sheep/Goat Stanchions (2)
- Beef Stanchion (2)
- Blowers (2)
- Beef Equipment (various)
- Sheep Equipment (various)
- Goat Equipment (various)
- Electronic Livestock Scale (3)
- Upright Tack Boxes (3)
- Flat Tack Box (1)
- Hanging Tack Box (1)
- Wheelbarrows (4)
- Wash Racks (3)
- Show ring (1)
- Livestock Storage Shed (1)
- Dog Washing Sink (1)
- Dog Drying Stand (1)
- Dog Blower (1)
- Guide Dog Supplies (various)

Food/Serving Items

- Catering Utensils (various)
- Refrigerator (1)
- Freezer (1)
- Ice Chest (1)
- Igloo Coolers (3)
- Food Warmer (4)
- Microwave (1)

Classrooms

- Classrooms (3)
- Teacher Desks (3)
- Chromecarts (2)
- Chromebooks (70)
- Student Chairs (90)
- Office Chair (4)
- Filing Cabinets (6)
- TV with Chromebox (3)
- Teacher Laptop (3)
- Teacher Desktop (2)
- Compound Microscopes (various)
- Veterinary Science Supplies (various)
- Floral tools and equipment (various)
- Horticulture tools and equipment (various)
- Sink (2)

Horticulture

- Traditional Greenhouse (1)
- Greenhouse Tables (18)
- Hydroponics Greenhouse (1)
- Shade House (1)
- Outdoor Growing Tables (10)
- Raised Garden Beds (10)
- Orchard and Vineyard (plan to replace in 2019)
- Hand Garden Tools (various)

California Department of Education
AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2018-19 APPLICATION FOR FUNDING
(Due Date: To be received in Regional Supervisor's Office by June 30, 2018)

Dinuba High School

Dinuba Unified


School Site

District

Please include the following items with your application:


- Eligibility Determination Sheet
- Variance Request Form (if applicable)
- Quality Criterion 12 Form (if applicable)
- Award Estimator and Budget Sheet
- List of Agriculture Teachers


Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.


Signature of Authorized Agent

Superintendent

Authorized Agent Title


Signature of Agriculture Teacher
Responsible for the Program


Signature of Principal

Contact Phone Number: (559) 595-7247

Date of Local Agency Board Approval: pending August 9, 2018

Eligibility Determination Sheet

IN ORDER TO APPLY FOR FUNDING, YOU MUST MEET **ALL** THE QUALITY CRITERIA LISTED BELOW.

Please check each Quality Criteria you meet:

- 1. Curriculum and Instruction
- 2. Leadership and Citizenship Development
- 3. Practical Application of Occupational Skills
- 4. Qualified and Competent Personnel
- 5. Facilities, Equipment, and Materials
- 6. Community, Business, and Industry Involvement
- 7. Career Guidance
- 8. Program Promotion
- 9. Program Accountability and Planning

IF YOU CHECKED **ALL** THE REQUIRED QUALITY CRITERIA, PLEASE CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

If you **do not** meet one or more of the criteria listed above, you may submit a Variance Request Form for each unmet criterion.

A variance is a proposed plan to bring your program into compliance with all the quality criteria listed above, prior to the following year's application.

All variances must be approved with this application in order to be eligible for funding. Non-compliance with the terms of the approved variance will result in a loss of funds.

Will you be including a formal Variance Request Form for each unmet criterion?

Yes No

IF YOU ARE REQUESTING ONE OR MORE VARIANCES, PLEASE COMPLETE A **VARIANCE REQUEST FORM** FOR EACH AND CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

IF YOU DO NOT MEET **ALL** REQUIRED QUALITY CRITERIA LISTED ABOVE, **AND** YOU ARE **NOT** SUBMITTING A VARIANCE REQUEST FORM

STOP

YOU ARE NOT ELIGIBLE TO APPLY FOR FUNDING THROUGH THE AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT.

California Department of Education
 AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
 2018-19 APPLICATION FOR FUNDING
 (Due Date: To be received in Regional Supervisor's Office by June 30, 2018)

Award Estimator

DATES OF PROJECT DURATION: JULY 1, 2018 TO JUNE 30, 2019

Applicant Information (please fill in the underlined fields)

Number of Different Agriculture Teachers at Site
 (Please attach a separate list of Agriculture teachers' names): 3

Total Number of Students from the prior fiscal year R-2 Report: 354

Number of teachers meeting Criterion 10 (see instructions for more information): 3

Number of teachers meeting Criterion 11a (see instructions for more information): 3

Number of teachers meeting Criterion 11b (see instructions for more information):

Do you meet all criteria on the attached Quality Criterion 12 Form (Y/N)? N

Award Calculations

Part 1: Based on your number of agriculture teachers at the site:
 (Please attach a separate list of Agriculture teachers' names): \$ 5,000.00

Part 2: Based on \$8.00 per member listed on the R-2 Report: \$ 2,832.00

Part 3a: Based on number of teachers meeting Criterion 10: \$ 6,000.00

Part 3b: Based on number of teachers meeting Criterion 11a: \$ 6,000.00

Part 3c: Based on number of teachers meeting Criterion 11b: \$ 0.00

Part 4: Based on meeting all criteria on the Quality Criterion 12 Form: \$ 0.00

Total Estimated Award: \$ 19,832.00

California Department of Education
 AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
 2018–19 APPLICATION FOR FUNDING
 (Due Date: To be received in Regional Supervisor's Office by June 30, 2018)

Budget Sheet

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

Amount left to Allocate: \$ 0.00

4000: Books & Supplies

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	BOOKS AND SUPPLIES	\$ 9,832.00	\$ 9,832.00
	Subtotal for 4000	\$ 9,832.00	\$ 9,832.00

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

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	TRANSPORTATION	\$ 8,000.00	\$ 8,000.00
2.	CONFERENCES	\$ 2,000.00	\$ 2,000.00
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
	Subtotal for 5000	\$ 10,000.00	\$ 10,000.00

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

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.			
2.			
3.			
4.			
5.			
	Subtotal for 6000	\$ 0.00	\$ 0.00

Total Allocated Funds: \$ 19,832.00 \$ 19,832.00

**Dinuba High School Ag. Department
Graduate Follow- up**

Name: _____

Address: _____

Phone: _____

1. What are you doing at the present time?

_____ Attending School
_____ Full- time
_____ Part- time

_____ Working
_____ Full- time
_____ Part-time

_____ In the military

_____ not working
_____ Looking for work
_____ Not looking for work

_____ Homemaker

_____ Other _____

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

3. What is your job title or job description?

4. Which statement best applies to your present occupation?

_____ I am using most of the skills I learned in the vo-ag program at DHS.
_____ I am using some of the skills I learned in the vo-ag program at DHS.
_____ I am not using any of the skills I learned in the vo-ag program at DHS.

5. What type of school are you currently attending?

_____ High School
_____ 4-year college
_____ 2-year college
_____ Other _____

_____ Trade/technical school
_____ Private business school
_____ Adult education

6. What is your major course of study?

7. How would you rate the training received in the DHS vo-ag program
_____ Excellent _____ Good _____ Fair _____ Poor

8. How do you rate the career guidance and counseling you received in vo-ag?
_____ Excellent _____ Good _____ Fair _____ Poor

FFA

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

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

2. What were the most valuable aspects of the SAE (Supervised projects)?

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

3. Please rate the facilities and equipment used at DHS for the Vo-ag program:

Facilities: _____ Overcrowded _____ Adequate space
_____ Modern _____ Out-of-date

Equipment: _____ Modern _____ Out-of-date
_____ Well- maintained _____ Poorly maintained
_____ Adequate amount of equipment for all students

Other- please describe _____

Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, Shop, Greenhouse, school farm, etc; FFA: SAE (supervised projects); teaching methods used; Facilities/equipment. (Please be open with us we want to change and grow so we need your suggestions here. Thank you!)

2017-2018 Bell Schedules

Dinuba High School Bell Schedules

Regular Schedule

Monday/ Thursday/ Friday 7:57 AM – 3:10 PM	
First Bell	7:47
Period 1	7:57 – 8:47
Period 2	8:55 – 9:45
Period 3	9:53 – 10:43
Period 4	10:51 – 11:41
Lunch	11:41 – 12:14
Period 5	12:24 – 1:14
Period 6	1:22 – 2:12
Period 7	2:20 – 3:10

Tuesday Early Release 7:57 AM – 1:29 PM	
First Bell	7:47
Period 2	7:57 – 9:32
Period 4	9:42 – 11:11
Lunch	11:11 – 11:50
Period 6	12:00 – 1:29
Collaboration	1:39 – 3:10

Wednesday 7:57 AM – 3:10 PM	
First Bell	7:47
Period 1	7:57 – 9:28
Period 3	9:38 – 11:09
Lunch	11:09 – 11:48
Period 5	11:58 – 1:29
Period 7	1:39 – 3:10

Minimum Days/Foggy Days

Minimum Day 7:57 AM – 12:17 PM	
First Bell	7:47
Period 1	7:57 – 8:27
Period 2	8:35 – 9:07
Period 3	9:15 – 9:45
Period 4	9:53 – 10:23
Period 5	10:31 – 11:01
Period 6	11:09 – 11:39
Period 7	11:47 – 12:17

Foggy Day Mon/Thurs/Fri 9:00 AM – 3:10 PM	
First Bell	8:50
Period 1	9:00 – 9:41
Period 2	9:49 – 10:30
Period 3	10:38 – 11:19
Period 4	11:27 – 12:08
Lunch	12:08 – 12:41
Period 5	12:51 – 1:32
Period 6	1:40 – 2:21
Period 7	2:29 – 3:10

Foggy Day Tuesday 9:00 AM – 1:29 PM	
First Bell	8:50
Period 2	9:00 – 10:15
Period 4	10:25 – 11:34
Lunch	11:34 – 12:20
Period 6	12:20 – 1:29

Foggy Day Wednesday 9:00 AM – 3:10 PM	
First Bell	8:50
Period 1	9:00 – 10:16
Period 3	10:26 – 11:42
Lunch	11:42 – 12:18
Period 5	12:28 – 1:44
Period 7	1:54 – 3:10

2018-2019 Bell Schedules

Dinuba High School Bell Schedules

Regular Schedule

Monday/ Wednesday/ Thursday/ Friday 8:00 AM – 3:08 PM	
First Bell	7:47
Period 0	6:50-7:47
Period 1	8:00-8:58
Period 2	9:06-10:04
Period 3	10:12-11:10
Period 4	11:18-12:16
Lunch	12:16-12:56
Period 5	1:04-2:02
Period 6	2:10-3:08

Tuesday Early Release 8:00 AM – 2:20 PM	
First Bell	7:47
Period 0	6:50-7:47
Period 1	8:00-8:50
Period 2	8:58-9:48
Period 3	9:56-10:46
Period 4	10:54-11:44
Lunch	11:44-12:24
Period 5	12:32-1:22
Period 6	1:30-2:20

Minimum Days/Foggy Days

Minimum Day 8:00 AM – 12:16 PM	
Period 0	6:50-7:47
Period 1	8:00-8:36
Period 2	8:44-9:20
Period 3	9:28-10:04
Period 4	10:12-10:48
Period 5	10:56-11:32
Period 6	11:40-12:16

Foggy Day Mon/Wed/Thurs/Fri 9:00 AM – 3:08 PM	
Period 0	7:50-8:47
Period 1	9:00-9:48
Period 2	9:56-10:44
Period 3	10:52-11:40
Period 4	11:48-12:36
Lunch	12:36-1:16
Period 5	1:24-2:12
Period 6	2:20-3:08

Foggy Day Tuesday 9:00 AM – 2:20 PM	
Period 0	7:50-8:47
Period 1	9:00-9:40
Period 2	9:48-10:28
Period 3	10:36-11:16
Period 4	11:24-12:04
Lunch	12:04-12:44
Period 5	12:52-1:32
Period 6	1:40-2:20

Foggy Day – Minimum Day 9:00 AM – 12:16 PM	
Period 1	9:00-9:26
Period 2	9:34-10:00
Period 3	10:08-10:34
Period 4	10:42-11:08
Period 5	11:16-11:42
Period 6	11:50-12:16

10. Student- Teacher Class Ratio

Quality Criterion 10A- Class Size

The high school agriculture courses meet the outline student-teacher ratio. Each year our department strives to meet the student teacher ratio of 28 students in classroom-based courses and 24 students in Agricultural Mechanics. We have been working with administration and counselors to meet this requirement. With the newly added Ag Discovery classes at the junior high, these classes exceed the 28 student limit. After Ag Discovery is split into Ag Discover 1 and Ag Discovery 2, we hope that the course enrollment numbers will reflect the high school number expectations.

Example: PowerSchool Print Out

Quality Criterion 10B- Student/Teacher Ratio

Our total student-teacher ratio overall exceeds the 75:1 ratio. Last year, our department ratio was 354:3. With our first year students counting as 0.5, our ratio would be 309:3 or 103:1. With ratios and new courses being added, we hope to add an additional teacher to our program in the future. Since we do not have an SAE period, this increases the number of students per teacher each instructional year.

Example: R2 Report

PowerTeacher Gradebook: NICOLE BORBA - Dinuba High School

Classes: 2018...

Reporting Term: S1 Mode: Assignments Final Grades Student View

S1 In Progress

Students (25)	(S1) Final Grade	A	T	Social Media EC 08/20/2018 pts: 0	FFA Members... 08/23/2018 pts: 10	Explore SAE 08/28/2018 pts: 10	SAE Planning C... 08/30/2018 pts: 9	FFA Unit Study... 08/31/2018 pts: 18	FFA Unit Noteb... 09/05/2018 pts: 70	Sub Work 9-4 09/05/2018 pts: 10	FFA Unit Test 09/06/2018 pts: 44	Opening/Closing 09/14/2018 pts: 80	FFA Activity Po... 12/19/2018 pts: 500
A-	93% 252/...	-	-	0	10	10	0	18	65	10	38	76	
A-	93% 251/...	-	-	0	5	8	10	9	18	10	33	78	
A	99% 269/...	2	-	0	10	10	9	18	59	10	43	90	
B	84% 228/...	-	-	0	10	0	8	11	57	10	41	77	
A	97% 262/...	1	-	0	5	7	10	9	18	10	40	76	
A+	101% 273/...	-	-	0	5	10	10	9	18	10	41	80	
A	99% 267/...	-	-	0	10	10	9	17	69	10	42	80	
A-	93% 251/...	-	-	0	5	9	0	9	18	10	35	78	
A-	92% 250/...	2	1	0	10	10	9	18	58	10	37	78	
A-	94% 254/...	-	-	0	5	8	0	9	18	10	37	77	
B	84% 228/...	-	-	0	5	10	0	0	5	68	10	37	73
A+	100% 191/...	-	-	0	10	10	9	18	70	10	44	74	
A	98% 266/...	1	-	0	10	10	9	18	70	10	42	77	
A	96% 260/...	-	-	0	10	10	9	18	65	10	40	78	
A	97% 262/...	-	-	0	10	10	9	18	67	10	38	80	
B+	89% 241/...	-	-	0	5	10	0	9	18	10	35	77	
A	98% 266/...	-	-	0	5	10	10	9	18	10	34	80	
B-	80% 216/...	1	-	0	7	10	0	0	67	10	37	70	
F	55% 150/...	3	1	0	5	10	10	9	18	0	0	78	
A-	92% 249/...	-	-	0	5	10	0	9	18	68	0	41	78
C-	70% 189/...	1	-	0	10	10	9	0	63	0	0	77	
B+	89% 241/...	-	-	0	5	10	0	9	18	10	38	77	
A-	91% 247/...	-	-	0	5	10	0	8	18	10	40	77	
A-	93% 253/...	-	-	0	10	10	9	15	67	10	37	75	
A	96% 259/...	2	-	0	10	10	9	17	65	10	40	78	
mean	A-	91%			5	9.6	6.8	7.8	15.6	62.2	8.8	35.6	77.7
median	A-	93%			5	10	10	9	18	67	10	38	77.5
mode	A-	93%			5	10	10	9	18		10	37	

Summary

PowerTeacher Gradebook: NICOLE BORBA - Dinuba High School

Classes: 2018...

Reporting Term: S1 Mode: Assignments Final Grades Student View

S1 In Progress

Students (26)	(S1) Final Grade	A	T	Social Media EC 08/20/2018 pts: 0	FFA Members... 08/23/2018 pts: 10	SAE Planning C... 08/28/2018 pts: 9	Explore SAE 08/30/2018 pts: 10	FFA Unit Study... 08/31/2018 pts: 18	FFA Unit Noteb... 09/05/2018 pts: 70	FFA Unit Test 09/06/2018 pts: 44	Sub Work 9-4 09/05/2018 pts: 10	Opening/Closing 09/14/2018 pts: 80	FFA Activity Po... 12/19/2018 pts: 500
C	74% 148/...	4	-	0	10	9	10	9	69	31	10	64	
B	83% 225/...	-	-	0	10	9	0	17	69	31	10	59	
A	99% 267/...	1	-	0	10	9	10	18	70	41	10	79	
A+	100% 272/...	-	-	0	5	10	9	10	18	69	41	80	
A	96% 184/...	-	-	0	5	10	9	0	18	70	42	10	80
B+	89% 240/...	1	-	0	10	9	0	18	70	35	10	78	
A+	104% 283/...	-	-	0	5	10	9	10	18	70	41	10	90
C-	71% 192/...	-	-	0	9	8	0	6	63	17	10	59	
A+	101% 275/...	-	-	0	5	10	9	10	18	70	43	10	80
A+	102% 276/...	2	-	0	5	10	9	10	18	70	44	10	80
A+	101% 274/...	-	-	0	5	10	9	10	18	69	43	10	80
A	97% 262.5...	1	-	0	10	10	5	10	18	66	43.5	10	80
A+	101% 273/...	-	-	0	5	9	9	10	18	70	42	10	80
A+	100% 270/...	-	-	0	10	9	10	18	70	44	10	79	
A+	101% 273/...	-	-	0	5	10	9	10	18	70	43	8	80
C+	78% 212/...	2	-	0	10	10	9	10	0	65	0	8	80
A	96% 259/...	-	-	0	10	9	10	18	70	38	10	74	
A	98% 264.5...	-	-	0	10	10	9	10	18	69	28.5	10	80
A-	95% 257/...	1	1	0	5	10	9	10	18	70	25	10	80
B-	81% 220/...	-	-	0	5	10	9	0	18	69	20	10	59
B+	88% 237.5...	-	-	0	10	0	10	13	70	27.5	8	79	
C	75% 204/...	-	-	0	5	0	9	0	14	67	20	10	59
A	96% 261/...	-	-	0	10	9	10	18	70	36	8	80	
A-	90% 243/...	2	-	0	5	9	8	0	18	67	43	10	63
A	99% 268/...	2	-	0	10	9	10	18	70	44	8	79	
mean	A	91%			5.7	9.5	6.4	7.3	16.1	68.9	34.9	9.2	74.6
median	A	96%			5	10	9	10	18	70	40.5	10	79
mode	A+	101%			5	10	9	10	18	70	43	10	80

Summary

PowerTeacher Gradebook: NICOLE BORBA - Dinuba High School

Classes: 2018...

Reporting Term: S1 Mode: Assignments Final Grades Student View

S1 In Progress

Students (22)	(S1) Final Grade	A	T	Signed Syllabus 08/20/2018 pts: 10	FFA Members... 08/23/2018 pts: 10	Explore SAE Ab... 08/24/2018 pts: 14	SAE Planning C... 08/24/2018 pts: 7	Careers in Hort... 08/28/2018 pts: 21	Careers Google... 08/29/2018 pts: 25	Plant ID #1 09/05/2018 pts: 10	Sub Letter 09/05/2018 pts: 25	Plant Science C... 09/07/2018 pts: 75	FFA Activity Po... 12/19/2018 pts: 500
A-	90% 186/...	1	1	5	10	9	7	7	21	25	10	25	62
F	29% 59/207	-	-	5	10	10	0	7	0	15	7	0	0
A+	100% 207/...	-	-	5	10	10	14	7	21	25	10	25	75
D-	62% 129/...	1	-	5	10	9	0	7	18	0	10	15	50
A	96% 198/...	1	-	5	10	10	6	7	21	24	10	25	75
C-	71% 147/...	-	-	5	10	10	0	7	0	10	10	25	75
F	53% 109/...	-	-	5	10	6	4	5	21	20	8	25	0
C	73% 152/...	1	-	5	10	10	7	7	21	17	10	25	35
A	97% 201/...	-	-	5	10	10	14	7	21	25	9	25	70
A-	92% 190/...	-	-	5	10	10	7	7	21	20	10	20	75
A	97% 201/...	-	-	5	10	10	14	7	21	20	10	25	70
F	50% 103/...	1	1	5	10	10	14	7	21	21	10	0	0
A+	100% 206/...	2	2	5	10	10	14	7	21	24	10	25	75
F	33% 68/207	2	-	5	10	10	0	7	21	0	10	0	0
F	57% 117/...	1	-	5	10	10	14	7	21	15	5	25	0
C	73% 151/...	-	1	5	10	10	0	7	20	20	10	15	49
C+	78% 161/...	-	-	5	10	10	0	7	0	14	10	25	75
F	41% 84/207	-	-	5	10	10	12	7	0	0	10	25	0
B	84% 173/...	-	-	5	10	10	0	7	18	21	10	25	62
F	35% 72.5/...	-	-	5	10	10	7	3.5	10	18	4	0	0
F	41% 84/207	1	-	5	10	9	14	0	6	0	10	25	0
mean		C-		70%	10	9.7	7	6.4	15.7	15.6	9.2	19.3	42
median		C		73%	10	10	7	7	21	20	10	25	56
mode					10	10		7	21		10	25	0

Summary

PowerTeacher Gradebook: NICOLE BORBA - Dinuba High School

Classes: 2018...

Reporting Term: S1 Mode: Assignments Final Grades Student View

S1 In Progress

Students (28)	(S1) Final Grade	A	T	Social Media EC 08/20/2018 pts: 0	FFA Members... 08/23/2018 pts: 10	Explore SAE 08/28/2018 pts: 10	SAE Planning C... 08/30/2018 pts: 9	FFA Unit Study... 08/31/2018 pts: 18	FFA Unit North... 09/05/2018 pts: 70	FFA Unit Test 09/05/2018 pts: 44	Sub Work 9-4 09/05/2018 pts: 10	Opening/Closing 09/14/2018 pts: 80	FFA Activity Po... 12/19/2018 pts: 500
A	97% 263/...	1	-	0	10	10	10	8	18	68	35	0	84
A+	102% 277/...	2	-	0	5	10	10	9	18	70	36	10	89
C+	79% 213/...	-	-	0		9	0	9	14	43	38	0	80
A-	94% 255/...	-	-	0	5	10	10	9	18	68	41	0	74
A+	102% 276/...	-	-	0	5	10	10	9	18	70	44	10	80
A-	94% 254/...	3	-	0		10	10	0	18	68	38	10	80
A-	93% 253/...	3	-	0	10	10	0	9	18	68	39	0	79
A	99% 268/...	-	-	0	10	10	0	9	18	70	42	10	79
A-	93% 251/...	-	-	0	5	10	10	9	0	70	40	10	77
A+	102% 266/...	-	-	0	5	10	10	9	18	70	44	10	80
A	99% 268/...	-	-	0	5	10	10	9	18	67	39	10	80
B+	87% 237/...	1	-	0	5	10	0	9	18	59	37	0	79
A-	92% 249/...	3	-	0	5	10	0	9	18	68	34	10	75
A+	101% 275/...	1	-	0	10	10	10	9	14	70	43	10	79
F	46% 125/...	5	-	0	10	10	0	9	0	47	29	0	0
A	99% 267/...	-	-	0	5	10	10	9	18	68	38	10	79
A-	92% 248/...	-	-	0		9	10	9	0	67	43	10	80
A	97% 244/...	-	-	0		10	10	9	17	70	38	10	80
A-	91% 174/...	-	-	0		10	10	9	18	55	42	10	80
A+	102% 276/...	-	-	0	5	10	10	9	18	70	44	10	80
A	96% 260/...	2	1	0		9	0	9	18	68	36	10	90
A-	95% 256.5/...	-	-	0	5	10	10	4.5	18	65	34	10	80
A+	100% 272/...	-	-	0	5	9	10	8	18	69	43	10	80
B-	81% 219/...	-	-	0		10	0	7	0	63	32	10	77
A-	90% 244/...	-	-	0	5	0	10	9	18	60	33	10	79
mean		A-		93%	6.7	9.3	7.1	8.1	14.8	65.4	38.7	7.9	76.9
median		A		96%	5	10	10	9	18	68	39	10	80
mode					5	10	10	9	18		10	80	

Summary

11. Full Year Employment

Quality Criterion 11A- Extended Contract

All three full time Agriculture instructors at Dinuba High School are compensated for their time in both an extended summer contract and FFA Advisor stipend. Each instructor is compensated 10% of their base salary for 20 days over June and July. FFA Advisor stipends are paid out over the school year at 10% of the instructor's base salary. Roy Browne, Kariann Wilterding and Nicole Borba are full time agriculture instructors who have responsibilities over summer to supervise SAE projects and have FFA advisor roles. Department responsibilities are shared amongst all full time agriculture teachers. One instructor who is not considered a full time agriculture instructor teaches one agriculture course of a five on six schedule who does not receive any additional stipends due to no department and extra-curricular responsibilities or expectations.

Examples: See Chart of Responsibilities, Extended Contract

Quality Criterion 11B- Supervision Period

The Dinuba High School schedule was changed for the 2018-2019 school year, with a reduction in class periods. With this change brought the removal of the Dinuba High School Agriculture teachers SAE period. Agriculture instructors are compensated with a 10% Farm Management Extended contract, known traditionally as a summer contract to oversee SAE's during non-instructional time.

**Dinuba High School Agriculture Department
Chart of Responsibilities 2018– 2019**

Assignment	Date	Roy Browne	Kari Wilterding	Nicole Borba
Leadership Advising				
Officer Team Advisor	All Year	XX	X	X
Officer Retreat	July	XX	X	X
Opening Closing Ceremonies	October	Officer Team	Novice Teams	Open Teams
Sectional Officer Team Officer	All Year			
Sectional Activities	All Year	X	X	X
Judging Teams				
Creed Speaking	Fall-Spring	X	XX	X
Cooperatives	February	XX		
Banking Quiz	December		XX	
Cotton Judging CDE	Sept – Nov			XX
Vine Pruning CDE	Winter	XX		
Citrus Judging CDE	Winter	X	X	
Prepared speaking	Spring		X	XX
Extemporaneous Speaking	Spring	XX	XX	X
Job Interview	Spring		XX	X
Veterinary Science CDE	Spring	XX		
Impromptu	Spring	X		XX
Best Informed Greenhand	Spring	X	XX	
Landscape Design- CDE	Spring			XX
Veterinary Science – CDE	May -Oct	XX		
Floriculture CDE			XX	
GUIDE DOGS		X	XX	X
Department / Reports				
Department Head	All Year	XX		
R2 – Roster	October	XX	X	X
Program of Activities	Fall	X		XX
Requisitions	All Year	XX	X	
Transportation Forms	All Year		XX	
Advisory Committee Meetings	All year	XX	X	X
Advisory Committee Minutes	All year		XX	
Grants	All Year	X	X	X
Student Teachers observer			XX	X
CATA				
State Conference	June	X	X	X
Road Show Prof. Dev.	December	X	X	X
Fall Sectional Meeting	September	X	X	X
Spring Sectional Meeting	May	X	X	X
Fall Regional Meeting	November	X	X	X
Spring Regional Meeting	February	X	X	X
Summer Regional Meeting	June	X	X	X
Proficiency Application Scoring	February	X	X	X
Record Book Scoring	January	X	X	X

Sectional Officer Position	All Year	X	X	X
Leadership Conferences				
Chapter Officer Lead. Conf.	October		X	X
Greenhand Leadership Conf.	November		X	
Made for Excellence Conf.	February	X	X	X
Advanced Leadership Academy	February	X	X	X
State FFA Convention	April	X	X	X
National FFA Convention Trip	October	XX		
FFA Meetings				
Aug. Mtg. – Groovy meeting	August	X	X	X
Sept. Mtg- Pool party	September	X	X	X
Oct. Mtg. – Halloween Movie	October	X	X	X
Nov. Mtg. – Thanksgiving	November	X	X	X
Dec. Mtg. – Chapter / GH Degree	December	X	X	X
Jan. Mtg. –	January	X	X	X
Feb. Mtg. - Softball Night	February	X	X	X
Mar. Mtg. - Chapter Degree	March	X	X	X
Apr. Mtg. – Park - Games	April	X	X	X
May Mtg. - Banquet Awards	May	XX		
May Mtg. - Banquet Food	May			XX
May Mtg. - Banquet Program, Decor & Certificates	May		XX	
Community Service				
Thanksgiving Baskets	November	X	X	X
Raisin Day Petting Zoo	September	XX		
Grand View Carnival Petting Zoo	October	XX		
Women’s Club Mtg.	October		XX	
Christmas Float	December	X	X	X
Pet Food Drive	January	XX	X	X
Valentine Roses	February		XX	
Rose/Carnations for the Elderly	February	X	XX	X
Earth Day - Tree Planting	March			XX
Pet therapy	November		X	X
		X		
SAE Projects				
Sheep	May –Sept.	XX		
Swine	May – Sept.			XX
Goats	Mar – Sept.		XX	
Beef	Jan - Sept		XX	
Tulare County Fair	September	X	X	X
Plant Sales – Fall / Spring	Nov. / May			XX
Bare Root Trees	Jan – May			X
Vegetable Plots	Mar – Jun	X	X	X
Small Animals	All year	XX		
Orchard/Vineyard	All year	X		XX
Open Shop Projects	All year	X		
Poultry at the Jr. High	All year	X		
Ag Sci & Animal Proficiencies	Spring	XX		

Ag Mech & Landscape Prof.	Spring			XX
Sales, Floral & Horticulture Prof.	Spring		XX	X
Pre-Fair	Fall	X	X	X
State/Am. Degree Applications	Winter	X	X	X
Officer Duties				
Chapter Officer Applications	March	X	XX	X
Regional Officer Applications	February	X	XX	X
Sectional Officer Applications	April	X	XX	X
State Conference Applications	January		XX	
MFE-ALA Applications	November		XX	
Fundraisers				
Drive Thru BBQ	Fall	XX	X	X
Shirt Orders	All Year	X	XX	X
Cookie Dough	November	XX	X	X
Smencils		XX		
Other				
World Ag Expo		X	X	X
National FFA Week	February	X	X	X
Officer Meetings	All Year	XX	X	X
Dual Enrollment Classes	All Year	X	XX	X
Reedley Showmanship Day	November			
XX = lead advisor X = assistant advisor				

DINUBA UNIFIED SCHOOL DISTRICT
Extra-Curricular Contract

TO: NICOLE BORBA
SS# [REDACTED]

FROM: Rosa M. Rodriquez
Personnel/Credentials Technician

DATE: June 7, 2018

The Board of Education has awarded you an extra-curricular contract for the 2017-18 and 2018-19 school years as follows:

ASSIGNMENT

- AGRICULTURE FARM MANAGEMENT (10 Days Each Month)

JUNE 2018 PAYMENT

\$ [REDACTED]

JULY 2017 PAYMENT

\$ [REDACTED]

FUNDING

GENERAL

I hereby accept the above extra-curricular contract.

Employee Signature: [REDACTED]

Date: 6/7/18

PLEASE SIGN AND DATE BOTH COPIES. RETURN ONE TO PERSONNEL FOR PAYROLL PROCESSING ON OR BEFORE JUNE 12, 2018. KEEP ONE COPY FOR YOUR RECORDS.

(DHS)

12. Program Achievement

Quality Criterion 12A- Leadership and Citizen Development

The Dinuba Agriculture Department meets the requirement for participating the 12 areas on the activities checklist. Each year, Dinuba FFA easily surpasses the minimum, with the program completing well over 12 areas in the 2017-2018 school year. This information can be verified can be verified by reviewing the annual FFA Activities Check sheet submitted to the Regional Supervisor each year as a part of the Ag Incentive Grant review process. There are 30 areas available for the chapter to indicate that it participated in and Dinuba participated in 21 activities during the 2017-2018 school year. Dinuba completes 175% out of 100% minimum of activities.

Example: AIG Application

Quality Criterion 12B- Practical Application of Occupational Skills

Currently, the Dinuba Agriculture Education program does not currently meet the minimum of at least 5% of the membership earning the State FFA Degree. In the 2017-2018 school year, 5 Dinuba FFA members received their State FFA Degree. In order to have met this minimum, we would have needed 17 students earning this degree. With the addition of 2 Ag Discovery courses at the Junior High School, adding over 60 students to our membership, we will need to continue to strive to get more students partaking in quality SAEs to receive their degrees.

A pilot SAE project competition is being started during the 2018-2019 school year to boost the quantity, and quality, of student projects. We have also linked with a local nursery to produce plants for retail purposes. This allows students to experience nursery production, an in-demand occupational skill. We are continually looking for new ideas and opportunities to provide students with practical applications of occupational skills.

Example: See SAE Project Competition

Quality Criterion 12C- Qualified and Professional Activities

All three Agriculture teachers within the department attend a minimum of 5 professional in-service activities. Professional in-service activities include Sectional, Regional and State California Agriculture Teachers Association sponsored events, such as meetings and roadshows. In addition, the Agriculture teachers attend other professional development events including those hosted by the district for curriculum, instruction, as well as a department member attending the National Association of Agricultural Educators national convention.

Examples: In-Service List

Quality Criterion 12D- Community, Business, and Industry Involvement

The local Agriculture Advisory meets twice per year, once each semester. The department would like to increase to total number of meetings each year to three, especially as the districts gets closer to preparing to break ground on the new high school. At each meeting, current events, achievements, updates and future activities in the program are reviewed, any issues discussed, and guidance is shared to help drive curriculum and activities.

Example: Advisory Committee Meeting Minutes

Quality Criterion 12E- Retention

The Dinuba Agriculture department does not currently meet the minimum retention percentages for third and fourth year members. Using the most recent roster data, there were 32 third year and 21 fourth year members. If you combine both numbers, the total is 53. We do not meet the 30% requirement. Here is the breakdown:

354 students total in our program

53 third and fourth year students

$53/354 = 0.1497 \times 100 = 14.97\%$

Quality Criterion 12F- Graduate Follow Up

Each year, all program completers are recorded and tracked for data purposes. The information that is included on the graduate follow up includes higher education, employment, or military service. Information is collected through personal interactions instead of a formal survey that is sent out. The department is working towards creating a formal graduate survey that would be sent out at the beginning of the following school year in order to get an accurate collection of information.

Examples: Roster

California Department of Education
AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2018-19 APPLICATION FOR FUNDING
(Due Date: To be received in Regional Supervisor's Office by June 30, 2018)

Dinuba High School

Dinuba Unified


School Site

District

Please include the following items with your application:


- Eligibility Determination Sheet
- Variance Request Form (if applicable)
- Quality Criterion 12 Form (if applicable)
- Award Estimator and Budget Sheet
- List of Agriculture Teachers

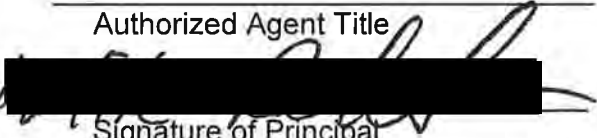
Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.


Signature of Authorized Agent

Superintendent

Authorized Agent Title


Signature of Agriculture Teacher
Responsible for the Program


Signature of Principal

Contact Phone Number: (559) 595-7247

Date of Local Agency Board Approval: pending August 9, 2018

Eligibility Determination Sheet

IN ORDER TO APPLY FOR FUNDING, YOU MUST MEET **ALL** THE QUALITY CRITERIA LISTED BELOW.

Please check each Quality Criteria you meet:

- 1. Curriculum and Instruction
- 2. Leadership and Citizenship Development
- 3. Practical Application of Occupational Skills
- 4. Qualified and Competent Personnel
- 5. Facilities, Equipment, and Materials
- 6. Community, Business, and Industry Involvement
- 7. Career Guidance
- 8. Program Promotion
- 9. Program Accountability and Planning

IF YOU CHECKED **ALL** THE REQUIRED QUALITY CRITERIA, PLEASE CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

If you **do not** meet one or more of the criteria listed above, you may submit a Variance Request Form for each unmet criterion.

A variance is a proposed plan to bring your program into compliance with all the quality criteria listed above, prior to the following year's application.

All variances must be approved with this application in order to be eligible for funding. Non-compliance with the terms of the approved variance will result in a loss of funds.

Will you be including a formal Variance Request Form for each unmet criterion?

Yes No

IF YOU ARE REQUESTING ONE OR MORE VARIANCES, PLEASE COMPLETE A **VARIANCE REQUEST FORM** FOR EACH AND CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

IF YOU DO NOT MEET **ALL** REQUIRED QUALITY CRITERIA LISTED ABOVE, **AND** YOU ARE **NOT** SUBMITTING A VARIANCE REQUEST FORM

STOP

YOU ARE NOT ELIGIBLE TO APPLY FOR FUNDING THROUGH THE AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT.

California Department of Education
 AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
 2018-19 APPLICATION FOR FUNDING
 (Due Date: To be received in Regional Supervisor's Office by June 30, 2018)

Award Estimator

DATES OF PROJECT DURATION: JULY 1, 2018 TO JUNE 30, 2019

Applicant Information (please fill in the underlined fields)

Number of Different Agriculture Teachers at Site
 (Please attach a separate list of Agriculture teachers' names): 3

Total Number of Students from the prior fiscal year R-2 Report: 354

Number of teachers meeting Criterion 10 (see instructions for more information): 3

Number of teachers meeting Criterion 11a (see instructions for more information): 3

Number of teachers meeting Criterion 11b (see instructions for more information):

Do you meet all criteria on the attached Quality Criterion 12 Form (Y/N)? N

Award Calculations

Part 1: Based on your number of agriculture teachers at the site:
 (Please attach a separate list of Agriculture teachers' names): \$ 5,000.00

Part 2: Based on \$8.00 per member listed on the R-2 Report: \$ 2,832.00

Part 3a: Based on number of teachers meeting Criterion 10: \$ 6,000.00

Part 3b: Based on number of teachers meeting Criterion 11a: \$ 6,000.00

Part 3c: Based on number of teachers meeting Criterion 11b: \$ 0.00

Part 4: Based on meeting all criteria on the Quality Criterion 12 Form: \$ 0.00

Total Estimated Award: \$ 19,832.00

California Department of Education
 AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
 2018–19 APPLICATION FOR FUNDING
 (Due Date: To be received in Regional Supervisor's Office by June 30, 2018)

Budget Sheet

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

Amount left to Allocate: \$ 0.00

4000: Books & Supplies

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	BOOKS AND SUPPLIES	\$ 9,832.00	\$ 9,832.00
	Subtotal for 4000	\$ 9,832.00	\$ 9,832.00

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

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	TRANSPORTATION	\$ 8,000.00	\$ 8,000.00
2.	CONFERENCES	\$ 2,000.00	\$ 2,000.00
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
	Subtotal for 5000	\$ 10,000.00	\$ 10,000.00

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

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.			
2.			
3.			
4.			
5.			
	Subtotal for 6000	\$ 0.00	\$ 0.00

Total Allocated Funds: \$ 19,832.00 \$ 19,832.00

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENT

CRITERIA 4.B

School Year

17-18

School

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

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES				
	Borba	Browne	Wilterding		
Fall Region Meeting	X	X	X		
Region In-service Day	X	X	X		
Spring Region Meeting	X	X	X		
Section In-service*	X	X	X		
Section In-service*	X	X	X		
Section In-service*	X	X	X		
Section In-service*	X	X	X		
Summer Conference	X	X	X		
University AgEd Skills Week	X				
Professional Development **					

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than the Development:

1 AET Inservice Event-Borba, Browne, and Wilterding

2

3

4

5

ATTENTION

Dinuba High School

Minimum of four of the following professional

Use listed above. Explain the Professional

**Dinuba High School Ag. Department
Advisory Committee Meeting Minutes
November 5, 2018
Started 6:43pm**

Welcome: By Mr. Tory Toroian Ag. Advisory Chair And Roy Browne

Introductions of Ag Advisory Members: Present: Torosian, Browne, Layne, Robison, Wilterding, Borba, R. Watson, Nishinaka, J. Terry, Lopes, western milling, Villarreal, Naylor

Introduction of Teachers: Roy Browne:
Kari Wilterding
Nicole Borba

Approval of Minutes: Did not do this meeting

Introduction of FFA Officers: all officers were present to introduce themselves. Gave a brief synopsis on their involvement in the FFA.

- Nate spoke about the Tulare County Fair exhibits
- Karen spoke about the Officer Retreat
- Jesus G. spoke about the Alta Historical Society Community Service Event
- Itzel spoke about the Raisin Day Community Service Petting Zoo and Informational booth
- Ulices spoke about fundraisers: BBQ dinner, Flower Pen Sales, Cookie Dough Sales
- Leslie spoke about the Opening/Closing Contest and included the Discovery Students
- Jose spoke about cotton judging team.
- Jesus A. Spoke about Lions Club and the Sunrise Rotary Club
- Steven spoke about the Chapter Meetings that we have the students participate in.

Call Warren and Baerg for buyers of Hogs next year.

Introduction of Puppy GDB--Vancouver was introduced and that we have 7 kids waiting for puppies and finish their trainings.

Update on activities: Browne went over the upcoming events
Winter CDE: Cotton, Vine Pruning: Contest schedule for January 16
Spring CDE: Landscape Design: Floriculture: Vet. Science: Landscape Design : Contest here- March 16th
State conference- April 25-28th, 2019 in Anaheim, Ca.

Up and coming events:

Chapter meeting: Nov 15 – game night and potluck

Cookie Dough sales

Up-date on classes: Browne explained what graduation credits each class and what dual enrollment courses are. Nishinaka said students at Sanger in the dual enrollment program received their AA at the commencement ceremonies. Planning on expanding to other schools the same model.

Classes on the schedule now for next year:

Vet Science- CSU, Graduation (science), Dual Enrollment

Floriculture- CSU, graduation (fine arts), Dual Enrollment

Ag. Biology- CSU, graduation (Science)

Intro to Ag

Landscape design: CSU, Dual Enrollment

Ag Leadership

Ag and Natural Resources

Ornamental Horticulture- CSU Graduation (Science) Dual Enrollment

Floriculture II, Dual Enrollment

Animal science- CSU, Graduation (Science) Dual Enrollment

Classes at Washington Intermediate School. Ag Discovery- 2 periods that Browne teaches. heavily into plant unit: building greenhouse, self watering pots, plant reproduction and propagation, improving their “Ag Farm”, Beginning of the year Big career unit, introduced our Discovery Officer Team that will work with the Chapter officers on events and the banquet at the end of the year. Exciting to see how it will grow and the excitement about learning.

Pathways and Science Flow Charts- Browne showed flow chart of science and pathways the students can go through to get their pathway complete. Wilterding the only one we cannot complete is the physical science but we would like to do that with our intro to ag course.

11 Elements of High Quality CTE Programs- Looking for your help in the following area’s:

What do we want our program to be: We want to provide our students with the skills to be successful in a college and or in career?

How do we accomplish this ?

Help locate jobs for our students

Internships

Job Shadowing

Field Trips

Industry Certification

Work Based Learning

Notes: Browne- IN these type “jobs” they will be covered by the schools insurance, Robison asked about average hours- Browne says 3-5 hours a week Villareal- looking at just hours like the engineering we did with visalia and will be doing with Orosi they did it during the summer and 2 weeks on break. Browne- working with manjeet in meetings but we are looking for different options for our students Robison we can do something with producers Dairy- they would be willing, ill give you contact info.

Browne- if you can go back to your company and see what they can do to help us out with these items

Nishinaka- does it have to be in this region

Browne- No

Nishinaka- central coast has lots of growers that i can help you get in contact with to set those up.

Torosian- Sarkis can hook us up with winery tours, main products grapes in our area. Distilling is coming back

Nishinaka- Certified California nursery growers.

Borba- looked last year never got a response

Nish- pilot program at merced this year so hoping they will expand to HS

Browne- Connections to paramount or large companies here

Villareal- will ask windle spray? brother used to work at paramount

Torosian- Sun Pacific

Layne- well what would you want from them

Browne- Tours, classroom visitations, make ag world more viable to them, maybe future jobs or internships.

Community Partnerships Chart- Just a visual of everything we have done for the community, how many hours we have participated in, and what they have done for us

Ag Incentive: 361 students this year up from 354 last year

Review from Mr. Parker State Staff- Where can we improve ??? Your ideas are welcome.

Browne- enclosed is our annual review with parker, spent the afternoon with, We are working on some of these items so we can see improvement. He then worked through the incentive checklist

Need to work on: 1F- more kids with a project on AET

2G- 80% in leadership events

3 D- 80% engaged in SAE projects verified by ag records

3E- SAE projects visited by advisors

5B- Appropriate storage space

7C- progress towards student certification

10A- Shop classes have no more than 22 (we think he is going off last year because this year all classes except junior high didnt)

11B- project supervision period in addition to a prep period

12 A- program meets program achievement

Browne- always looking for improvement please give us your feedback, comments, opinions etc to help us improve.

Facilities:

Horticulture Facility- New Greenhouse on its way. Hydroponics/ commercial

Animal Facility:

Ag Mechanics: Lost the battle we are down to 1 class period this year 18 kids, because of the different pathways (IT) there is not a draw to offer for our kids. the pathway was dwindling with second class and this years first class numbers have decreased, Brought in Weaver to teach the class and enrollment went from 2-3 periods to 1 period. Even though we are loosing this we have a strong 3 pathways and we would like to increase enrollment and increase pathways. Jr. High would like to get a full time ag teacher.

Nish- would you be able to bring ag mech back?

Browne- we would have to jump through a lot of hoops to get it back largest thing would be the competition. but because of the other IT taking over we can no longer support it. So we may never get it back.

Other concerns:

Update on New High School: New Area for Ag department, Lab rooms, Farm – 5 acres ETC.

Torosian- Saw some tree's down are they starting with it..

Villarreal- We are in line to get funding but governor wont do anything so we are contacting CTE, we are under hardship- paying down our debts but could get out of debt, but we just need the bonds sold, drawings are approved, calling our legislators, working hard on the different cfo and board work days etc.

Questions, Comments, Concerns, Advice=

Set the next advisory meeting (will be a joint meeting with Perkins then we will do a short Ag meeting) March 4th, 2019 @6:30pm

Send a save the date in January Reminder

Borba-Update on OH from changes discussed

Reached out to Birchall will donate new fruit trees' and re-do the irrigation

New greenhouse is build

Local greenhouse supply company is donating the whole shade house cloth will come out and take measurements.

Watson's nursery donations

Diversification from cuttings and mother plants

Ordered new succulent plants for xmas boxes

Purge sale tomorrow to make room for large succulent order

kids run, create bills of sales, pulling orders etc.

Thank you for coming and for your support.

Meeting Adjourned 7:51pm

Respectfully prepared by Kariann Wilterding

**Supplementary
Materials for
Comprehensive
Program Plan**

Supporting Documentation

1. Student Data Sheets
2. Permanent Agriculture Student File
3. Course Outlines
4. Grade Book
5. Home and Project Visit Forms
6. School Board Policy on SAE
7. School Board Policy on FFA
8. FFA Program of Activities
9. Recruitment Program
10. FFA Chapter Scrapbook
11. Summer Activities Calendar
12. Graduate Follow Up Survey
13. Graduate Follow Up Survey Results
14. Comprehensive Program Plan
15. Advisory Committee Agenda
16. Advisory Committee Minutes
17. Advisory Committee Constitution and Bylaws
18. Proficiency Standards
19. Credentials
20. Department Calendar
21. Professional Development Activities
22. R-2 Report
23. Travel Request Form
24. CATA Membership
25. Professional Development Report
26. Five Year Requisition
27. Current Operating Budget
28. District/Department Budgeting Process
29. Department Chairpersons Responsibilities
30. Chart of Responsibilities
31. Substitute Teacher Procedures
32. Program Complete Description
33. Articulation Agreements
34. Reimbursement Process

1. Student Data Sheets

Dinuba

Account Information and Settings

Chapter Account
Inbox
Calendar
Portfolio
Scoreboard
Sign Off

Cash/Checking: \$7,893
Current/Projects: \$0
Non-Current: \$0
Liabilities: \$0

Student Help
Teacher Help
AET Classroom
Ask AET a Question

My FFA Chapter



Dinuba
362 Members
4 Advisors
152 AET Log-Ins this week

Privacy Settings

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

Mobile Device Setup

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

Authorized Mobile Devices:
There are 0 authorized devices.

00000000-0000-0000-0000-000000000000



Jesus

Pronouns

Chapter: Dinuba

FFA Member Number:

Profile Complete for FFA Membership: 100%



Password:

Profile Pic:

Upload

Demographics

Birthdate:

HS

Graduation:

Shirt Size:

Race:

Ethnicity:

Residence:

Mailing Address

Address:

City, State, Zip:

Contact Information

Email:

Home Phone:

Cell Phone:

Parents/Guardians

Father / Parent / Guardian:

Name:

Occupation:

Phone Number:

Email:

Mother / Parent / Guardian:

Name:

Occupation:

Phone Number:

Email:



- Dinuba**
 - Marcus
 - Chapter Account
 - Inbox
 - Calendar
 - Portfolio
 - Scoreboard
 - Sign Off
-
- Cash/Checking:** \$1,900
 - Current/Projects:** \$0
 - Non-Current:** \$0
 - Liabilities:** \$0
-
- Student Help
 - Teacher Help
 - AET Classroom
 - Ask AET a Question

Account Information and Settings

My FFA Chapter



Dinuba
382 Members
4 Advisors
152 AET Log-ins this week

Privacy Settings


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

Mobile Device Setup

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Authorized Mobile Devices:
There are 0 authorized devices.

(Default: All Mobile Devices)



Marcus

Chapter: Dinuba
FFA Member Number: L-
Profile Complete for FFA Membership: 100%

Password:

Profile Pic:

Demographics

Birthdate:
 HS:
 Graduation:
 Shirt Size:
 Gender:
 Race:
 Ethnicity:
 Residence:

Mailing Address

Address:
 City, State, Zip:

Contact Information

Email:
 Home Phone:
 Cell Phone:

Parents/Guardians

Father / Parent / Guardian:
 Name:
 Occupation:
 Phone Number:
 Email:

Mother / Parent / Guardian:
 Name:
 Occupation:
 Phone Number:
 Email:



- Dinuba**
- Sherrise**
- Chapter Account
- Inbox
- Calendar
- Portfolio
- Scoreboard
- Sign Off
- Cash/Checking:** \$-7
- Current/Projects:** \$7
- Non-Current:** \$0
- Liabilities:** \$0
- Student Help
- Teacher Help
- AET Classroom
- Ask AET a Question

Account Information and Settings

My FFA Chapter



Dinuba
362 Members
4 Advisors
152 AET Log-ins this week

Privacy Settings

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

Mobile Device Setup

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

Authorized Mobile Devices:
There are 0 authorized devices



Sherrise

Chapter: Dinuba
FFA Member Number: [redacted]
Profile Complete for FFA Membership: 100%

Password:

Profile Pic:

Demographics

Birthdate: HS
Graduation:
Shirt Size:
Gender:
Race:
Ethnicity:
Residence:

Mailing Address

Address:
City, State, Zip:

Contact Information

Email:
Home Phone:
Cell Phone:

Parents/Guardians

Father / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:

Mother / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:



Dinuba

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

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

- Student Help
- Teacher Help
- AET Classroom
- Ask AET a Question

Account Information and Settings

My FFA Chapter



Dinuba
 362 Members
 4 Advisors
 152 AET Log-ins this week

Privacy Settings

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

Mobile Device Setup

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Authorized Mobile Devices:
 There are 1 authorized devices

Dashboard / My Account / Settings



Chapter: Dinuba
FFA Member Number: [Redacted]
Profile Complete for FFA Membership: 100%

Password: [Redacted] show

Profile Pic:

Demographics (100)

Birthdate: [Redacted]
HS: [Redacted]
Graduation: [Redacted]
Shirt Size: [Redacted]
Gender: [Redacted]
Race: [Redacted]
Ethnicity: [Redacted]
Residence: [Redacted]

Mailing Address (100)

Address: [Redacted]
City, State, Zip: [Redacted]

Contact Information (100)

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

Parents/Guardians (100)

Father / Parent / Guardian:
Name: [Redacted]
Occupation: [Redacted]
Phone Number: [Redacted]
Email: [Redacted]

Mother / Parent / Guardian:
Name: [Redacted]
Occupation: [Redacted]
Phone Number: [Redacted]
Email: [Redacted]



Dinuba
Sukhdeep
 Chapter Account
 Inbox
 Calendar
 Portfolio
 Scoreboard
 Sign Off

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

Student Help
 Teacher Help
 AET Classroom
 Ask AET a Question

My FFA Chapter



Dinuba
 962 Members
 4 Advisors
 152 AET Log-ins this week

Privacy Settings


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

Mobile Device Setup

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

Authorized Mobile Devices:
 There are 0 authorized devices

Account Information and Settings



Sukhdeep

Chapter: Dinuba
 FFA Member Number: [redacted]
 Profile Complete for FFA Membership: 100%

Password: [input type="password"]

Profile Pic: [input type="button" value="Upload"]

Demographics

Birthdate: [input type="text"]
 HS: [input type="text"]
 Graduation: [input type="text"]
 Shirt Size: [input type="text"]
 Gender: [input type="text"]
 Race: [input type="text"]
 Ethnicity: [input type="text"]
 Residence: [input type="text"]

Mailing Address

Address: [input type="text"]
 City, State, Zip: [input type="text"]

Contact Information

Email: [input type="text"]
 Home Phone: [input type="text"]
 Cell Phone: [input type="text"]

Parents/Guardians

Father / Parent / Guardian:
 Name: [input type="text"]
 Occupation: [input type="text"]
 Phone Number: [input type="text"]
 Email: [input type="text"]

Mother / Parent / Guardian:
 Name: [input type="text"]
 Occupation: [input type="text"]
 Phone Number: [input type="text"]
 Email: [input type="text"]

Dinuba
Aaliyah
Chapter Account
Inbox
Calendar
Portfolio
Scoreboard
Sign Off

Cash/Checking: \$-5
Current/Projects: \$5
Non-Current: \$0
Liabilities: \$0

Student Help
Teacher Help
AET Classroom
Ask AET a Question

My FFA Chapter



Dinuba
362 Members
4 Advisors
152 AET Log-ins this week

Privacy Settings

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


Mobile Device Setup

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Authorized Mobile Devices:
There are 0 authorized devices.

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Account Information and Settings



Aaliyah [redacted]

Chapter: Dinuba
FFA Member Number: [redacted]
Profile Complete for FFA Membership: 100%

Password: [redacted] [Show](#)

Profile Pic: [Upload](#)

Demographics (0/0)

Birthdate: [redacted]
HS: [redacted]
Graduation: [redacted]
Shirt Size: [redacted]
Gender: [redacted]
Race: [redacted]
Ethnicity: [redacted]
Residence: [redacted]

Mailing Address (0/0)

Address: [redacted]
City, State, Zip: [redacted]

Contact Information (0/0)

Email: [redacted]
Home Phone: [redacted]
Cell Phone: [redacted]

Parents/Guardians (0/0)

Father / Parent / Guardian:
Name: [redacted]
Occupation: [redacted]
Phone Number: [redacted]
Email: [redacted]

Mother / Parent / Guardian:
Name: [redacted]
Occupation: [redacted]
Phone Number: [redacted]
Email: [redacted]



Dinuba

Adriana

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

Cash/Checking:
\$-3,360
Current/Projects:
\$5,740
Non-Current: \$0
Liabilities: \$0

- Student Help
- Teacher Help
- AET Classroom
- Ask AET a Question

Account Information and Settings

My FFA Chapter

 **Dinuba**
362 Members
4 Advisors
152 AET Log-ins this week

Privacy Settings

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

Mobile Device Setup

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

Authorized Mobile Devices:
There are 4 authorized devices



Adriana

Chapter: Dinuba
FFA Member Number: [redacted]
Profile Complete for FFA Membership: 100%

Password:

Profile Pic:

Demographics (100)

Birthdate:

HS Graduation:

Shirt Size:

Gender:

Race:

Ethnicity:

Residence:

Mailing Address (99)

Address:

City, State, Zip:

Contact Information (99)

Email:

Home Phone:

Cell Phone:

Parents/Guardians (100)

Father / Parent / Guardian:

Name:

Occupation:

Phone Number:

Email:

Mother / Parent / Guardian:

Name:

Occupation:

Phone Number:

Email:

Dinuba
Aailah
Chapter Account
Inbox
Calendar
Portfolio
Scoreboard
Sign Off

Cash/Checking:
\$-27
Current/Projects:
\$27
Non-Current: \$0
Liabilities: \$0

Student Help
Teacher Help
AET Classroom
Ask AET a Question

My FFA Chapter



Dinuba
362 Members
4 Advisors
162 AET Log-ins this week

Privacy Settings

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


Mobile Device Setup


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

Authorized Mobile Devices:
There are 2 authorized devices

(See Mobility & Mobile Devices)

Account Information and Settings



Aailah I [redacted]
Chapter: Dinuba
FFA Member Number: [redacted]
Profile Complete for FFA Membership: 100% 

Password: [redacted] show

Profile Pic:

Demographics (100)

Birthdate: [redacted]
HS: [redacted]
Graduation: [redacted]
Shirt Size: [redacted]
Gender: [redacted]
Race: [redacted]
Ethnicity: [redacted]
Residence: [redacted]

Mailing Address (100)

Address: [redacted]
City, State, Zip: [redacted]

Contact Information (100)

Email: [redacted]
Home Phone: [redacted]
Cell Phone: [redacted]

Parents/Guardians (100)

Father / Parent / Guardian:
Name: [redacted]
Occupation: [redacted]
Phone Number: [redacted]
Email: [redacted]

Mother / Parent / Guardian:
Name: [redacted]
Occupation: [redacted]
Phone Number: [redacted]
Email: [redacted]



- Dinuba
- Adam
- Chapter Account
- Inbox
- Calendar
- Portfolio
- Scoreboard
- Sign Off
- Cash/Checking: \$-38
- Current/Projects: \$38
- Non-Current: \$0
- Liabilities: \$0
- Student Help
- Teacher Help
- AET Classroom
- Ask AET a Question

Account Information and Settings

My FFA Chapter

Dinuba
362 Members
4 Advisors
152 AET Log-ins this week

Privacy Settings

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

Mobile Device Setup

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

Authorized Mobile Devices:
There are 0 authorized devices

Adam

Chapter: Dinuba
FFA Member Number: [Redacted]
Profile Complete for FFA Membership: 100%

Password: [Redacted]

Profile Pic:

Demographics

Birthdate: [Redacted]
HS
Graduation: [Redacted]
Shirt Size: [Redacted]
Gender: [Redacted]
Race: [Redacted]
Ethnicity: [Redacted]
Residence: [Redacted]

Mailing Address

Address: [Redacted]
City, State, Zip: [Redacted]

Contact Information

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

Parents/Guardians

Father / Parent / Guardian:
Name: [Redacted]
Occupation: [Redacted]
Phone Number: [Redacted]
Email: [Redacted]

Mother / Parent / Guardian:
Name: [Redacted]
Occupation: [Redacted]
Phone Number: [Redacted]
Email: [Redacted]

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

Account Information and Settings

My FFA Chapter



Dinuba
362 Members
4 Advisors
152 AET Log-Ins this week

Privacy Settings


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

Mobile Device Setup

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

Authorized Mobile Devices:
There are 0 authorized devices.

Denise



Chapter: Dinuba
FFA Member Number: [redacted]
Profile Complete for FFA Membership: 100%

Password: [redacted]

Profile Pic:

Demographics

Birthdate: [redacted]
HS: [redacted]
Graduation: [redacted]
Shirt Size: [redacted]
Gender: [redacted]
Race: [redacted]
Ethnicity: [redacted]
Residence: [redacted]

Mailing Address

Address: [redacted]
City, State, Zip: [redacted]

Contact Information

Email: [redacted]
Home Phone: [redacted]
Cell Phone: [redacted]

Parents/Guardians

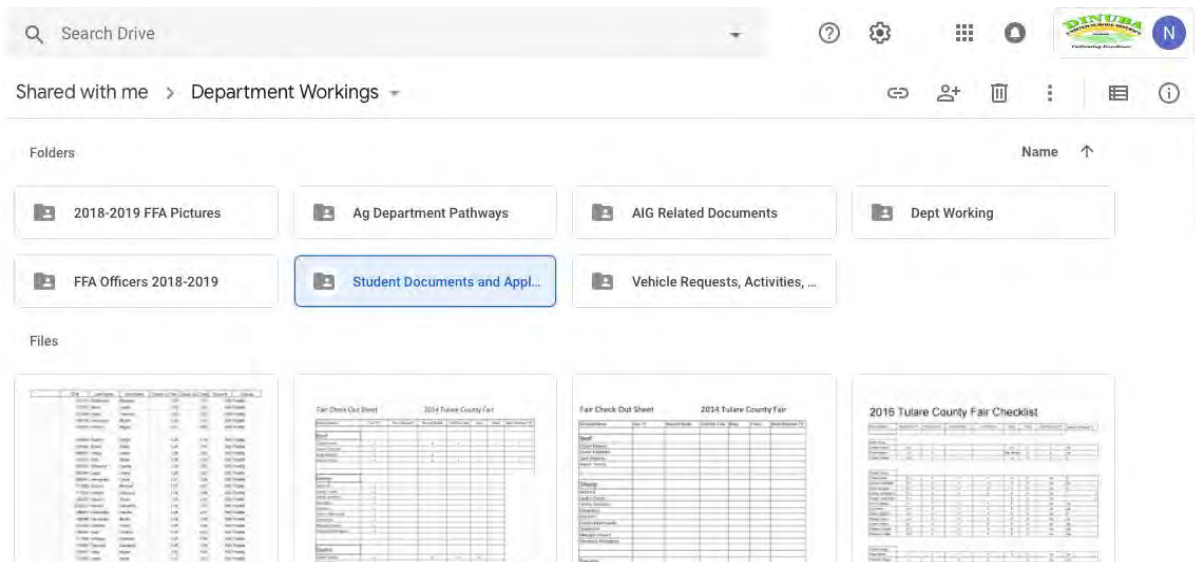
Father / Parent / Guardian:
Name: [redacted]
Occupation: [redacted]
Phone Number: [redacted]
Email: [redacted]

Mother / Parent / Guardian:
Name: [redacted]
Occupation: [redacted]
Phone Number: [redacted]
Email: [redacted]

2. Permanent Student Files

Permanent Student Files

With the official adoption of AET and more online sources, we do not currently keep any record books or very many hard copies of student files. All student related information is stored on calaged.org or theaet.com. In the Agriculture Department office, there are 2 filing cabinets dedicated to official department files, applications, and other related information that require hard copies of materials to be kept. More information is being transitioned to being kept in a shared department Google Drive folder for ease of access, editing purposes, and replication needs.



3. Course Outlines



Dinuba High School Agriculture Department

Ag Biology Syllabus

Instructor Information:

Mrs. Borba Email: nicole.borba@dinuba.k12.ca.us Rooms: 600 and 601

Course Description: This course is designed to provide students with a hands-on approach to biological science and the field of agriculture, while fulfilling their high school Life Science requirement. Learning will take place in the classroom, farm laboratory, and science laboratory environments. Using agriculture as a focus, the course emphasizes the biological principle and interrelationships among the following topics: the cellular aspects of life including growth and reproduction of plants and animals; genetic principles, evolution of species; ecological relationships and physiological principles including the function of major body systems. In addition, the inter-curricular FFA program supports and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an agriculture-based project, and keeping accurate records; all required parts of a successful agriculture program. This course will be using multiple sources of information including a textbook, online sources, and Google Classroom.

Course Outline:

Semester 1-

Unit 1: FFA

Unit 2: Science Principles: Lab Safety, Scientific Methods, Themes of Bio, Characteristics of Living Things

Unit 3: Ecology: Biotic & Abiotic Factors, Energy Flow, Ecosystems, Biodiversity, Cycles, Biomes, Communities, Populations, Succession, Symbiosis, And Conservation

Unit 4: Human Impact

Unit 5: Cells: Organelles: Functions & Types, Cycle, Membrane, Diffusion, Macromolecules, Enzymes, Cell Reproduction: Chromosomes, Mitosis, Meiosis, Processes: Photosynthesis, Respiration, Krebs Cycle

Semester 2-

Unit 6: DNA: Structure and Models, compare RNA, Replication, Transcription & Translation, Protein Synthesis, Recombinant DNA

Unit 7: Genetics & Heredity: Mendel, Punnett Squares, Recombination, Pedigrees, Sex-link, Laws: Segregation, Independent Assortment.

Unit 8: Evolution: Eras, Origins of Life, Darwin, Fossil Record, Adaptations, Selection (artificial vs natural), Evidence from Living Things, Classification, Evolutionary Causes, Speciation

Unit 9: Physiology: Animal Body Systems, Major Disease Project

Review All Units: Each Semester will have a final.

Grading Policy:

Classwork/Homework/Notebook	30%
Labs/Projects/Research/Presentations	30%
Quizzes/Tests	25%
FFA (5 Activities per semester)	10%
SAE/Record Book	5%

Special Considerations:

1. FFA Activities and involvement are **mandatory** for this course. You may earn up to 10% of your total course points towards your final grade, per semester, for attending FFA activities. Activities include, but are not limited to the following items: chapter meetings/activities, fundraisers, judging teams, conferences, sectional and state activities. These activities are not always during the school day. You may experience activities that occur after school, in the evenings, on weekends or on school vacations. You are required to attend **5 activities per semester** to receive full credit. Extra credit points can be earned up to 2 additional activities per semester for half credit. It is the student's responsibility to ensure they are completing this requirement.
2. Make up work is the responsibility of the students to obtain if they miss school. Excessive absences will impact your grade. You will need to ask your classmates and look through the makeup box for your missing handouts, but don't do it in the middle of class. If you have one *excused* absence you will have one day to make up the work for full credit. If work is turned in late, without an excused absence, you will automatically receive a 50% reduction of possible points for that assignment. After 3 class periods, the assignment will no longer be accepted for credit. If you are absent and miss a test, it is YOUR RESPONSIBILITY to may take them before school, lunch or after school within 2 DAYS of your absence.
3. Labs: Specific labs can be made up for excused absences; however, if the lab uses perishable goods it cannot be made up. An alternate assignment will be given. Since this is a scientific course, you need to attend lab days; failure to do so will result in a lower grade.
4. Notebook: you are required to keep a spiral bound notebook, **3-Subject** size *minimum*, for this course. You will be required to turn this notebook in for class and lab participation credit throughout the school year. Notice may or may not be given for work submission, so it is the responsibility of the student to ensure notebooks are up-to-date at all times.
5. Other items you will **NEED** for this class: Pens, pencils, highlighters, and a glue stick

Keep your notebook up to date at all times! You never know when we will be having a random notebook check on top of the regular notebook checks.

Class Expectations and Rules: At all times, inside and outside, students are expected to be:

1. Respectful – courteous, considerate, mature, and respectable to others and their possessions. Be cooperative, ask permission to talk, or leave seat, and raise hand to be called on. Cheating and plagiarizing will not be tolerated and result in a zero score.
2. Responsible – prompt (being in your seat when the bell rings), prepared, self-directed, and ready to work. Self-motivated, attentive, and positive attitude. Obtain missed work, complete assignments on time, use the restroom outside of class time, and observe all rules and policies.
3. On task – participate, show effort, complete task at hand, working forward in topic when finished. Communicate, listen, use citizenship, try your best, and never give up.
4. Safe – Follow safety procedures including no horse play or negative behavior or actions. Be prepared, have a good work ethic, ask questions and for help, help others and be goal oriented. No food, drinks or gum will be allowed in the science lab.
5. Focused – **all electronics put away**, on silent, out of sight, unless needed for class work. Food and drinks are not allowed during class. Strive to improve academic achievement, do quality work, and keep up with class pacing.
6. Additional Support- Students needing additional support will be invited to a weekly intervention

Student-Parent Agreement

By signing below, we agree to adhere to the above stated and agree to the class syllabus, outline, grading procedures, and I agree to these standards and requirements.

- I have read and agree to the information outlined in the course syllabus for Agriculture Biology.
- I understand that work in class will include labs, reviewing previous course work, notebook entries, bookwork and projects.
- I understand that my student will need to participate in at least 5 FFA activities per semester for a small portion of their grade.
- I understand that my student will need to participate in an SAE project, outside of scheduled class time, for a small portion of their grade.
- I understand that late work will be accepted for half credit only the day after the due date.

Students, after reading this syllabus, please sign this contract stating that you will abide by the rules and policies of the class and labs. Your parent or guardian will also need to read the

syllabus and sign below. Then the student will need to return the signed sheet to the instructor and retain the syllabus in their notebook.

Students: I have read the requirements, rules, and procedures for the course as outlined in the syllabus and I understand them. I will honor these rules and procedures, and will participate in class to ensure my success.

Student Name (Print): _____ Period:

Student Signature: _____ Date:

Parents: My child has discussed the requirements, rules, and procedures for the course as outlined in the syllabus and I understand and support them.

Parent or Guardian Name (Print):

Parent or Guardian Signature:

Contact Information: Email Address-

Phone Number- _____



Dinuba High School

Agriculture Department

Ornamental Horticulture Syllabus

Instructor Information:

Mrs. Borba

Email: nicole.borba@dinuba.k12.ca.us

Room: 600

Course Description: This course is designed to provide students with a hands-on approach to the science of the Ornamental Horticulture field. Students will learning about the fundamentals of plants growth, soil science, pest management and sustainability as it relates to horticulture and natural resources. It will also develop skills needed for employment or continuing education in the field of nursery production, landscape maintenance, nursery production, ornamental horticulture. Practical biological science, plant care, reproduction, common plant identification, entomology, irrigation, fertilization, industry practices and other topics are covered. The course is rigorous and involves advanced laboratory activities. Students will also be introduced to environmental agencies, product development and marketing, as well as developing employment skills necessary for the industry. In addition, the inter-curricular FFA program supports and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an agriculture-based project, and keeping accurate records; all required parts of a successful agriculture program. This course will be using multiple sources of information including a textbook, online sources, and Google Classroom.

Course Outline: *

Topics to be covered include, but are not limited to:

1. FFA/Leadership
2. Careers Opportunities
3. Plant/Tools/Materials Identification
4. Human Impact on Horticulture and the Environment
5. Plant Classification/Taxonomy
6. Fundamentals of Plant Growth and Propagation
7. Fundamentals of Soil Science
8. Pests/Entomology
9. Sustainability
10. Product Marketing

- 11. Composting
- 12. Nursery Production and Landscaping Practices

Students will be expected to complete courses tasks inside and outside of the classroom including hands-on project and assignments.

*Subject to change upon instructor discretion

Grading Policy:

Classwork/Homework/Notebook	30%
Labs/Projects/Research/Presentations	30%
Quizzes/Tests	25%
FFA (5 Activities <u>per semester</u>)	10%
SAE/Record Book	5%

Special Considerations:

1. FFA Activities and involvement is **mandatory** for this course. You may earn up to 10% of your total course points towards your final grade, per semester, for attending FFA activities. Activities include, but are not limited to the following items: chapter meetings/activities, fundraisers, judging teams, conferences, sectional and state activities. These activities are not always during the school day. You may experience activities that occur after school, in the evenings, on weekends or on school vacations. You are required to attend **5 activities PER SEMESTER** to receive full credit. Extra credit points can be earned up to 2 additional activities per semester for half credit. It is the student’s responsibility to ensure they are completing this requirement. NO exceptions or substitutions for this requirement.

2. Make up work is the responsibility of the students to obtain if they miss school. Excessive absences will impact your grade. You will need to ask your classmates and look through the makeup box for your missing handouts, but don’t do it in the middle of class. If you have one *excused* absence you will have one day to make up the work and so on. If work is turned in late, without an excused absence, you will automatically receive a 50% reduction of possible points for that assignment. After 3 class periods, the assignment will no longer be accepted for credit. If you are absent and miss a test, it is YOUR RESPONSIBILITY to may take them before school, lunch or after school within **2 DAYS** of your absence unless otherwise specified by the instructor.

3. Labs: Specific labs can be made up for excused absences; however, if the lab uses perishable goods it cannot be made up. An alternate assignment will be given. Labs will be an integral part of this course, which may be within the classroom or outside on the farm laboratory. You need to attend lab days; failure to do so will result in a lower grade. Labs days may or may not be able to be made up; this is based on the nature of the lab and at the discretion of the teacher.

4. Notebook: you are required to keep a spiral bound notebook, **single subject** size *minimum*, for this course. You will be required to turn this notebook in for class and lab participation credit throughout the school year. Notice may or may not be given for work submission, so it is the responsibility of the student to ensure notebooks are up-to-date at all times.

5. Other items you will **NEED** for this class: Pens, pencils, highlighters, and a glue stick

Keep your notebook up to date at all times! You never know when we will be having a random notebook check on top of the regular notebook checks.

Class Expectations: At all times, inside and outside, students are expected to be:

1. Respectful – courteous, considerate, mature, and respectable to others and their possessions. Be cooperative, ask permission to talk, or leave seat, and raise hand to be called on. Cheating and plagiarizing will not be tolerated and result in a zero score.
2. Responsible – prompt, prepared, self-directed, and ready to work. Self-motivated, attentive, and positive attitude. Obtain missed work, complete assignments on time, use the restroom outside of class time, and observe all rules and policies.
3. On task – participate, show effort, complete task at hand, working forward in topic when finished. Communicate, listen, use citizenship, try your best, and never give up.
4. Safe – Follow safety procedures including no horse play or negative behavior or actions. Be prepared, have a good work ethic, ask questions and for help, help others and be goal oriented. No food, drinks or gum will be allowed in the science lab.
5. Focused – all electronics put away, on silent, out of sight, unless needed for class work. Food and drinks are not allowed during class. Strive to improve academic achievement, do quality work, and keep up with class pacing.
6. Additional Support- Students needing additional support will be invited to a weekly intervention

Student-Parent Agreement

By signing below, we agree to adhere to the above stated and agree to the class syllabus, outline, grading procedures, and I agree to these standards and requirements.

- I have read and agree to the information outlined in the course syllabus for Ornamental Horticulture.
- I understand that work in class will include labs, reviewing previous course work, notebook entries, bookwork and projects.
- I understand that my student will need to participate in at least 5 FFA activities per semester for a small portion of their grade.
- I understand that my student will need to participate in an SAE project, outside of scheduled class time, for a small portion of their grade.

- I understand that late work will receive 10% off each day it is late up to 50% off the total assignment.

Students, after reading this syllabus, please sign this contract stating that you will abide by the rules and policies of the class and labs. Your parent or guardian will also need to read the syllabus and sign below. Then the student will need to return the signed sheet to the instructor and retain the syllabus in their notebook.

Students: I have read the requirements, rules, and procedures for the course as outlined in the syllabus and I understand them. I will honor these rules and procedures, and will participate in class to ensure my success.

Student Name (Print): _____ Period:

Student Signature: _____ Date:

Parents: My child has discussed the requirements, rules, and procedures for the course as outlined in the syllabus and I understand and support them.

Parent or Guardian Name (Print):

Parent or Guardian Signature:

Contact Information: Email Address-

Phone Number- _____



Dinuba High School Agriculture Department

Landscape Design Syllabus 2017-2018

Instructor Information:

Mrs. Borba

Email: nicole.borba@dinuba.k12.ca.us

Rooms: 216 / 217 / 600
(P1-2) (P3-4) (P7)

Course Description: This course is designed to provide students with a hands-on approach Landscape Design and the Ornamental Horticulture agricultural field. Learning will take place in the classroom, farm laboratory, and other laboratory environments. This course will explore career opportunities within the Landscape industry, in such areas as landscape design, construction, maintenance, as well as general nursery production practices while developing an understanding of practical biological knowledge, propagation, entomology, and industry practices. In addition, the inter-curricular FFA program supports and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an agriculture-based project, and keeping accurate records; all required parts of a successful agriculture program. This course will be using multiple sources of information including a textbook, online sources, and Google Classroom.

Course Outline: *

Topics to be covered include, but are not limited to:

1. FFA/Leadership
2. Careers Opportunities
3. Plant/Tools/Materials Identification
4. Plant Classification/Taxonomy
5. Propagation Methods
6. Landscape Design Principles
7. Hardscaping/Xeriscaping
8. Landscape Construction and Maintenance
9. Nursery Production Practices
10. Weeds and Insects
11. Soil Properties

Students will be expected to complete courses tasks inside and outside of the classroom including hands-on project and assignments.

*Subject to change

Grading Policy:

Classwork/Homework/Notebook	30%
Labs/Projects/Research/Presentations	30%
Quizzes/Tests	25%
FFA (5 Activities per semester)	10%
SAE/Record Book	5%

Special Considerations:

1. FFA Activities and involvement is **mandatory** for this course. You may earn up to 5% of your total course points towards your final grade, per semester, for attending FFA activities. Activities include, but are not limited to the following items: chapter meetings/activities, fundraisers, judging teams, conferences, sectional and state activities. These activities are not always during the school day. You may experience activities that occur after school, in the evenings, on weekends or on school vacations. You are required to attend **5 activities per semester** to receive full credit. Extra credit points can be earned up to 2 additional activities per semester for half credit. It is the student's responsibility to ensure they are completing this requirement.

2. Make up work is the responsibility of the students to obtain if they miss school. Excessive absences will impact your grade. You will need to ask your classmates and look through the makeup box for your missing handouts, but don't do it in the middle of class. If you have one *excused* absence you will have one day to make up the work and so on. If work is turned in late, without an excused absence, you will automatically receive a 50% reduction of possible points for that assignment. After 3 class periods, the assignment will no longer be accepted for credit. If you are absent and miss a test, it is YOUR RESPONSIBILITY to may take them before school, lunch or after school within **2 DAYS** of your absence.

3. Labs: Specific labs can be made up for excused absences; however, if the lab uses perishable goods it cannot be made up. An alternate assignment will be given. Labs will be an integral part of this course, which may be within the classroom or outside on the farm laboratory. You need to attend lab days; failure to do so will result in a lower grade. Labs days may or may not be able to be made up; this is based on the nature of the lab and at the discretion of the teacher.

4. Notebook: you are required to keep a spiral bound notebook, **1-Subject** size *minimum*, for this course. You will be required to turn this notebook in for class and lab participation credit throughout the school year. Notice may or may not be given for work submission, so it is the responsibility of the student to ensure notebooks are up-to-date at all times.

5. Other items you will **NEED** for this class: Pens, pencils, highlighters, and a glue stick

Keep your notebook up to date at all times! You never know when we will be having a random notebook check on top of the regular notebook checks.

Class Expectations: At all times, inside and outside, students are expected to be:

1. Respectful – courteous, considerate, mature, and respectable to others and their possessions. Be cooperative, ask permission to talk, or leave seat, and raise hand to be called on. Cheating and plagiarizing will not be tolerated and result in a zero score.
2. Responsible – prompt, prepared, self-directed, and ready to work. Self-motivated, attentive, and positive attitude. Obtain missed work, complete assignments on time, use the restroom outside of class time, and observe all rules and policies.
3. On task – participate, show effort, complete task at hand, working forward in topic when finished. Communicate, listen, use citizenship, try your best, and never give up.
4. Safe – Follow safety procedures including no horse play or negative behavior or actions. Be prepared, have a good work ethic, ask questions and for help, help others and be goal oriented. No food, drinks or gum will be allowed in the science lab.

5. Focused – all electronics put away, on silent, out of sight, unless needed for class work. Food and drinks are not allowed during class. Strive to improve academic achievement, do quality work, and keep up with class pacing.
6. 6. Additional Support- Students needing additional support will be invited to a weekly intervention

Student-Parent Agreement

By signing below, we agree to adhere to the above stated and agree to the class syllabus, outline, grading procedures, and I agree to these standards and requirements.

- I have read and agree to the information outlined in the course syllabus for Landscape Design.
- I understand that work in class will include labs, reviewing previous course work, notebook entries, bookwork and projects.
- I understand that my student will need to participate in at least 5 FFA activities for a small portion of their grade.
- I understand that my student will need to participate in an SAE project for a small portion of their grade.
- I understand that late work will receive 10% off each day it is late up to 50% off the total assignment.

Students, after reading this syllabus, please sign this contract stating that you will abide by the rules and policies of the class and labs. Your parent or guardian will also need to read the syllabus and sign below. Then the student will need to return the signed sheet to the instructor and retain the syllabus in their notebook.

Students: I have read the requirements, rules, and procedures for the course as outlined in the syllabus and I understand them. I will honor these rules and procedures, and will participate in class to ensure my success.

Student Name (Print): _____ Period: _____

Student Signature: _____ Date: _____

Parents: My child has discussed the requirements, rules, and procedures for the course as outlined in the syllabus and I understand and support them.

Parent or Guardian Name (Print): _____

Parent or Guardian Signature: _____

Contact Information: Email Address- _____

Phone Number- _____

4. Grade Book

PowerTeacher Gradebook: NICOLE BORBA - Dinuba High School

Classes: 2018...

Reporting Term: S1 Mode: Assignments Final Grades Student View

S1 In Progress

Students (25)	(S1) Final Grade	A	T	Social Media EC 08/20/2018 pts: 0	FFA Members... 08/23/2018 pts: 10	Explore SAE 08/28/2018 pts: 10	SAE Planning C... 08/30/2018 pts: 9	FFA Unit Study... 08/31/2018 pts: 18	FFA Unit Noteb... 09/05/2018 pts: 70	Sub Work 9-4 09/05/2018 pts: 10	FFA Unit Test 09/06/2018 pts: 44	Opening/Closing 09/14/2018 pts: 80	FFA Activity Po... 12/19/2018 pts: 500
A-	93% 252/...	-	-	0	5	10	0	18	65	10	38	76	
A-	93% 251/...	-	-	0	5	8	10	9	18	60	10	33	78
A	99% 269/...	2	-	0		10	10	9	18	59	10	43	90
B	84% 228/...	-	-	0		10	0	8	11	57	10	41	77
A	97% 262/...	1	-	0	5	7	10	9	18	67	10	40	76
A+	101% 273/...	-	-	0	5	10	10	9	18	70	10	41	80
A	99% 267/...	-	-	0		10	10	9	17	69	10	42	80
A-	93% 251/...	-	-	0	5	9	0	9	18	67	10	35	78
A-	92% 250/...	2	1	0		10	10	9	18	58	10	37	78
A-	94% 254/...	-	-	0	5	8	0	9	18	70	10	37	77
B	84% 228/...	-	-	0	5	10	0	0	5	68	10	37	73
A+	100% 191/...	-	-	0		10	10	9	18	70	10	44	74
A	98% 266/...	1	-	0		10	10	9	18	70	10	42	77
A	96% 260/...	-	-	0		10	10	9	18	65	10	40	78
A	97% 262/...	-	-	0		10	10	9	18	67	10	38	80
B+	89% 241/...	-	1	0	5	10	0	9	18	59	10	35	77
A	98% 266/...	-	-	0	5	10	10	9	18	70	10	34	80
B-	80% 216/...	1	-	0		7	10	0	0	67	10	37	70
F	55% 150/...	3	1	0	5	10	10	9	18	0	0	0	78
A-	92% 249/...	-	-	0	5	10	0	9	18	68	0	41	78
C-	70% 189/...	1	-	0		10	10	9	0	63	0	0	77
B+	89% 241/...	-	-	0	5	10	0	9	18	54	10	38	77
A-	91% 247/...	-	-	0	5	10	0	8	18	59	10	40	77
A-	93% 253/...	-	-	0		10	10	9	15	67	10	37	75
A	96% 259/...	2	-	0		10	10	9	17	65	10	40	78
mean	A-	91%			5	9.6	6.8	7.8	15.6	62.2	8.8	35.6	77.7
median	A-	93%			5	10	10	9	18	67	10	38	77.5
mode	A-	93%			5	10	10	9	18		10	37	

Summary

PowerTeacher Gradebook: NICOLE BORBA - Dinuba High School

Classes: 2018...

Reporting Term: S1 Mode: Assignments Final Grades Student View

S1 In Progress

Students (26)	(S1) Final Grade	A	T	Social Media EC 08/20/2018 pts: 0	FFA Members... 08/23/2018 pts: 10	SAE Planning C... 08/29/2018 pts: 9	Explore SAE 08/30/2018 pts: 10	FFA Unit Study... 08/31/2018 pts: 18	FFA Unit Noteb... 09/05/2018 pts: 70	FFA Unit Test 09/05/2018 pts: 44	Sub Work 9-4 09/05/2018 pts: 10	Opening/Closing 09/14/2018 pts: 80	FFA Activity Po... 12/19/2018 pts: 500
C	74% 148/...	4	-	0		10	9	10	9	36	0	64	
B	83% 225/...	-	-	0		10	9	0	17	69	31	10	59
A	99% 267/...	1	-	0		10	9	10	18	70	41	10	79
A+	100% 272/...	-	-	0	5	10	9	10	18	69	41	10	80
A	96% 184/...	-	-	0	5	10	9	0	18	70	42	10	80
B+	89% 240/...	1	-	0		10	9	0	18	70	35	10	78
A+	104% 283/...	-	-	0	5	10	9	10	18	70	41	10	90
C-	71% 192/...	-	-	0		9	8	0	6	63	17	10	59
A+	101% 275/...	-	-	0	5	10	9	10	18	70	43	10	80
A+	102% 276/...	2	-	0	5	10	9	10	18	70	44	10	80
A+	101% 274/...	-	-	0	5	10	9	10	18	69	43	10	80
A	97% 262.5...	1	-	0		10	5	10	18	66	43.5	10	80
A+	101% 273/...	-	-	0	5	9	9	10	18	70	42	10	80
A+	100% 270/...	-	-	0		10	9	10	18	70	44	10	79
A+	101% 273/...	-	-	0	5	10	9	10	18	70	43	8	80
C+	78% 212/...	2	-	0	10	10	9	10	0	65	0	8	80
A	96% 259/...	-	-	0		10	9	10	18	70	38	10	74
A	98% 264.5...	-	-	0	10	10	9	10	18	69	28.5	10	80
A-	95% 257/...	1	1	0	5	10	9	10	18	70	25	10	80
B-	81% 220/...	-	-	0	5	10	9	0	18	69	20	10	59
B+	88% 237.5...	-	-	0		10	0	10	13	70	27.5	8	79
C	75% 204/...	-	-	0	5	0	9	0	14	67	20	10	59
A	96% 261/...	-	-	0		10	9	10	18	70	36	8	80
A-	90% 243/...	2	-	0	5	9	8	0	18	67	43	10	63
A	99% 268/...	2	-	0		10	9	10	18	70	44	8	79
mean	A	91%			5.7	9.5	6.4	7.3	16.1	68.9	34.9	9.2	74.6
median	A	96%			5	10	9	10	18	70	40.5	10	79
mode	A+	101%			5	10	9	10	18	70	43	10	80

Summary

PowerTeacher Gradebook: NICOLE BORBA - Dinuba High School

Classes: 2018...

Reporting Term: S1 Mode: Assignments Final Grades Student View

S1 In Progress

Students (22)	(S1) Final Grade	A	T	Signed Syllabus 08/20/2018 pts: 10	FFA Members... 08/23/2018 pts: 10	Explore SAE A... 08/24/2018 pts: 14	SAE Planning C... 08/24/2018 pts: 7	Careers in Hort... 08/28/2018 pts: 21	Careers Google... 08/29/2018 pts: 25	Plant ID #1 09/05/2018 pts: 10	Sub Letter 09/05/2018 pts: 25	Plant Science C... 09/07/2018 pts: 75	FFA Activity Po... 12/19/2018 pts: 500
A-	90% 186/...	1	1	5	10	9	7	7	21	25	10	62	
F	29% 59/207	-	1	5	10	10	0	7	0	15	7	0	
A+	100% 207/...	-	1	5	10	10	14	7	21	25	10	75	
D-	62% 129/...	1	-	5	10	9	0	7	18	0	10	15	50
A	96% 198/...	1	-	5	10	10	6	7	21	24	10	25	75
C-	71% 147/...	-	2	5	10	10	0	7	0	10	25	75	
F	53% 109/...	-	1	5	10	6	4	5	21	20	8	25	0
C	73% 152/...	1	-	5	10	10	7	7	21	17	10	25	35
A	97% 201/...	-	-	5	10	10	14	7	21	25	9	25	70
A-	92% 190/...	-	-	5	10	10	7	7	21	20	10	20	75
A	97% 201/...	-	-	5	10	10	14	7	21	20	10	25	70
F	50% 103/...	1	1	5	10	10	14	7	21	21	10	0	0
A+	100% 206/...	2	2	5	10	10	14	7	21	24	10	25	75
F	33% 68/207	2	-	5	10	10	0	7	21	0	10	0	0
F	57% 117/...	1	-	5	10	10	14	7	21	15	5	25	0
C	73% 151/...	-	1	5	10	10	0	7	20	20	10	15	49
C+	78% 161/...	-	-	5	10	10	0	7	0	14	10	25	75
F	41% 84/207	-	-	5	10	10	12	7	0	0	10	25	0
B	84% 173/...	-	-	5	10	10	0	7	18	21	10	25	62
F	35% 72.5/...	-	-	5	10	10	7	3.5	10	18	4	0	0
F	41% 84/207	1	-	5	10	9	14	0	6	0	10	25	0
mean		C-		70%	10	9.7	7	6.4	15.7	15.6	9.2	19.3	42
median		C		73%	10	10	7	7	21	20	10	25	56
mode					10	10		7	21		10	25	0

Summary

PowerTeacher Gradebook: NICOLE BORBA - Dinuba High School

Classes: 2018...

Reporting Term: S1 Mode: Assignments Final Grades Student View

S1 In Progress

Students (28)	(S1) Final Grade	A	T	Social Media EC 08/20/2018 pts: 0	FFA Members... 08/23/2018 pts: 10	Explore SAE A... 08/28/2018 pts: 10	SAE Planning C... 08/30/2018 pts: 9	FFA Unit Study... 08/31/2018 pts: 18	FFA Unit Numb... 09/05/2018 pts: 70	FFA Unit Test 09/05/2018 pts: 44	Sub Work 9-4 09/05/2018 pts: 10	Opening/Closing 09/14/2018 pts: 80	FFA Activity Po... 12/19/2018 pts: 500
A	97% 263/...	1	-	0	10	10	10	8	18	68	35	0	84
A+	102% 277/...	2	-	0	5	10	10	9	18	70	36	10	89
C+	79% 213/...	-	-	0		9	0	9	14	43	38	0	80
A-	94% 255/...	-	-	0	5	10	10	9	18	68	41	0	74
A+	102% 276/...	-	-	0	5	10	10	9	18	70	44	10	80
A-	94% 254/...	3	-	0		10	10	0	18	68	38	10	80
A-	93% 253/...	3	-	0	10	10	0	9	18	68	39	0	79
A	99% 268/...	-	-	0	10	10	0	9	18	70	42	10	79
A-	93% 251/...	-	-	0	5	10	10	9	0	70	40	10	77
A+	102% 266/...	-	-	0	5	10	10	9	18	70	44	10	80
A	99% 268/...	-	-	0	5	10	10	9	18	67	39	10	80
B+	87% 237/...	1	-	0	5	10	0	9	18	59	37	0	79
A-	92% 249/...	3	-	0	5	10	0	9	18	68	34	10	75
A+	101% 275/...	1	-	0	10	10	10	9	14	70	43	10	79
F	46% 125/...	5	-	0	10	10	0	9	0	47	29	0	0
A	99% 267/...	-	-	0	5	10	10	9	18	68	38	10	79
A-	92% 248/...	-	-	0		9	10	9	0	67	43	10	80
A	97% 244/...	-	-	0		10	10	9	17	70	38	10	80
A-	91% 174/...	-	-	0		10	10	9	18	55	42	10	80
A+	102% 276/...	-	-	0	5	10	10	9	18	70	44	10	80
A	96% 260/...	2	1	0		9	0	9	18	68	36	10	90
A-	95% 256.5/...	-	-	0	5	10	10	4.5	18	65	34	10	80
A+	100% 272/...	-	-	0	5	9	10	8	18	69	43	10	80
B-	81% 219/...	-	-	0		10	0	7	0	63	32	10	77
A-	90% 244/...	-	-	0	5	0	10	9	18	60	33	10	79
mean		A-		93%	6.7	9.3	7.1	8.1	14.8	65.4	38.7	7.9	76.9
median		A		96%	5	10	10	9	18	68	39	10	80
mode					5	10	10	9	18		10	80	

Summary

5. SAE Visit Forms



Student SAE Assessment Report

Jose [REDACTED]
Dinuba

Date of Visit: **10/23/2018**

SAEs Assessed: **2018 Beg.- 2018 Greenhouse Manager**

Rating: **9**

Teacher Evaluation:

Evaluated watering of greenhouse and shade house plants. Plants needed deeper watering, demonstrated more desirable watering techniques. Greenhouse temperature was too cool, adjusted for the upcoming fall and winter weather.

Teacher Recommendation:

Plants showing signs of deficiencies so it was recommended students fertilizer with 16-16-16 all purpose quick release fertilizer within 1 week.



Student SAE Assessment Report

Jazmin [REDACTED]
Dinuba

Date of Visit: **3/28/2019**

SAEs Assessed: **2018-2019 Plant Propagation**

Rating: **9**

Teacher Evaluation:

Student was working on a special project to clean and organize the horticulture shed. Student group was expected to hang all tools in the appropriate mounted holders, remove all grass seed, sweep out the shed, and stack the peat pots.

Teacher Recommendation:

Student did a great job at hanging tools and reorganizing pots. Since mice are a problem in the shed, all grass seed needed to be removed. Under cabinets and shelves there is still seed. A more thorough sweeping was needed to try and remove all sources of food. bags of perlite also had holes, so bags of perlite needed to be transferred to container in the greenhouse.



Student SAE Assessment Report

Ashley [REDACTED]
Dinuba

Date of Visit: **1/30/2019**

SAEs Assessed: **2018 DHS Propagation**

Rating: **10**

Teacher Evaluation:

Student began to sign up for watering dates on the DHS Ag Department Watering Calendar. A review of watering was conducted to ensure proper watering was occurring.

Teacher Recommendation:

Proper water penetration happening in a variety of plants. Needed to ensure that hanging/overhead plants were also getting watered properly. Often overseen by students or not given enough water.



Student SAE Assessment Report

Zechariah [REDACTED]

Dinuba

Date of Visit: **3/22/2019**

SAEs Assessed: **2018 Beg.- 2019 Minnow Breeding**

Rating: **10**

Teacher Evaluation:

Project visit for minnow breeding project. Evaluated tanks, breeding stock, and current customers.

Teacher Recommendation:

Currently selling fish to fisherman as bait. Reach out to local mosquito abatement companies. Local abatement may be able to provide him with old equipment that is no longer needed or be a source to purchase fry. Tanks a small when related to his operation goals. Larger tanks will be needed in the future as more breeding stock is kept.



Student SAE Assessment Report

Yvonne [REDACTED]
Dinuba

Date of Visit: **3/4/2019**

SAEs Assessed: **2018 Beg.- Plant Garden**

Rating: **7**

Teacher Evaluation:

Progress of flowers planted for home garden. Student planned to grow pansies, sweet alyssum, dahlias, marigolds and calendulas.

Teacher Recommendation:

Student had not started her seeds at home or at school. It was recommended she start her seeds in propagation trays or cell packs. Since the weather is unpredictable, greenhouse growing then transplanting would be the most successful. Student should start seeds within the next 2-3 weeks.



Student SAE Assessment Report

Nathan [REDACTED]
Dinuba

Date of Visit: **8/9/2018**

SAEs Assessed: **2018 Beg.- 2018 Market Hog**

Rating: **8**

Teacher Evaluation:

Weighed market hog and evaluated pig's pens. Reviewed clocked in watering and practice hours

Teacher Recommendation:

Clean pens more often. Now that school has started, on campus more often to clean pens. Need to have more individual practice time with pig. Ensure student is signing in each time for watering and practice. Pen is dirty, needs to be cleaned when you feed both morning and night, as well as your assigned watering time.



Student SAE Assessment Report

Cynthia [REDACTED]

Dinuba

Date of Visit: **11/14/2018**

SAEs Assessed: **2018-2019 DHS Propagation**

Rating: **10**

Teacher Evaluation:

Evaluate progress on completing greenhouse tasks. A to-do list is shared with students in addition to students signing up on the DHS Ag Dept watering schedule. Student is doing a great job watering, as well as taking the initiative to weed and organize. Student is wanting to complete her 50 hours for her SAE Project competition by February.

Teacher Recommendation:

Student was encouraged to work on the to-do list shared via Google Docs. More items will be added as the semester progresses. Mrs. Borba will add more items on the do to list for propagation and maintenance crew. As long as an Ag Teacher is here and knows student is working, student has permission to independently work on task list items.



Student SAE Assessment Report

Roma [REDACTED]

Dinuba

Date of Visit: **7/30/2018**

SAEs Assessed: **2018 Beg.- 2018 Market Hog**

Rating: **9**

Teacher Evaluation:

Weighed hog and evaluated showmanship skills. Pen was reviewed for cleanliness as well as feeder. Pen was clean, feed was dry and free from ants. Hog weighed in at 215 lbs. Student needed to switch from free feed to pan feeding.

Teacher Recommendation:

Pig should be transitioned to being hand fed twice a day. Pig should be fed between 7-8am each day and 7-8pm each night. Feed 3 lbs a feeding. Since student, and pen mate, and no longer free feeding, the feeder needed to have all feed removed and washed out. For animal handling, pig needed to be worked longer at each individual practice to increase stamina.



Student SAE Assessment Report

Tricia [REDACTED]

Dinuba

Date of Visit: **8/29/2018**

SAEs Assessed: **2018 Beg.- Market Hog 2018**

Rating: **8**

Teacher Evaluation:

Student called to say her pig was "bleeding from its butt." After further evaluation, it was determined that the gilt had a laceration on her vulva. Student was shown how to properly clean the wound and signs of infection to look for, Blu-Kote was applied to the area

Teacher Recommendation:

Pig should move pens to become isolated to avoid any further injury. Neosporum and Blu-Kote were recommended remedies to help in the healing process. Once wound was healed, pig could be moved back with pen mate.



Student SAE Assessment Report

Dafne [REDACTED]
Dinuba

Date of Visit: **3/19/2019**

SAEs Assessed: **2019 Beg.- 2019 Plant Sale Project**

Rating: **7**

Teacher Evaluation:

Assisted and evaluated plant sale project vegetables, including basil. Basil was starting to die and not looking healthy. Suggested planting more seed within a week to replace lost product. The seedlings were being over watered, being watered by the student as well as propagation crew, causing decay and death

Teacher Recommendation:

Student should plant more basil seeds. Seeds were moved to another table within the greenhouse. A sign will be made by Mrs. Borba indicating not to water this table as they are student projects.

6. Board Policy for SAE



Dinuba Joint Union High School

Agricultural Department

340 E. Kern
Dinuba, CA 93618
(559) 595-7247

Board Policy for SAE Grade Requirement

When researching board policy, I have found that often the local school board with simply 'adopt' existing education codes, so I was able to trace back the Dinuba School Board Policy codes that show the adoption of the education code that verifies the 'three circle' component of our program.

Dinuba USD: AR 6143 Instruction

- States that "Vocational Education" is an adopted "Course of Study"
 - o Adopts Education Code 51220
- Also adopts cf.6178 – Vocational Education

Dinuba USD: Board Policy (BP) 6178 Instruction: Vocational Education

- Explains the value of vocational education in detail
- Adopts education codes(EC): including EC 52454
- Adopted July 16, 1998

Education Code: EC 52454 : Program Components

- Outlines the agricultural career technical education should include:
 - o Organized classes of study of ag science and technology
 - o A student supervised occupational program in agriculture
 - o A program of leadership, organization, and personal development
- Specifically states that all these components shall be considered curricular and shall contribute to the grade of the participating student.

Courses Of Study

Note: Items #2-6 below duplicate items listed for grades 9-12 below and are for use only by K-8 districts to the extent needed. Because Education Code requirements for courses of study are classified by either grades K-6 or 7-12, K-8 districts need to collaborate with their secondary school district to ensure that all required courses are offered sometime during grades 7-12.

5. Applied arts, including instruction in consumer and homemaking education, industrial arts, general business education or general agriculture (Education Code 51220)

6. Vocational-technical education designed to prepare youth for gainful employment and/or further acquisition of technical skills in institutions of higher education (Education Code 51220)

(cf. 6178 - Vocational Education)

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Dinuba USD has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

Note: Education Code 52910 expresses the Legislature's findings that vocational education and academic instruction should be integrated; that it is in the state's best interests to provide all students with a cohesive, defined, and well-articulated system of career education and job training; and that vocational education and basic academic skills should not be viewed as competitive or alternative programs, but rather as complementary educational programs. Education Code 51226 requires the Superintendent of Public Instruction to develop model vocational education standards. Boards are required to compare their existing vocational programs with these model standards every three years.

The Board of Education affirms the importance of providing all students with quality vocational education experiences that teach life skills, demonstrate the value of work, and provide training that leads to entry-level employment. The Board views vocational education and academic education as complementary educational programs. Vocational courses should give students abundant opportunities to obtain or reinforce basic academic skills. Teachers should emphasize as often as possible the practical applications of academics to the working world.

The Board recognizes that vocational education is best presented in a well-articulated sequence of courses, with instruction first given in broad clusters of skills basic to similar occupations. A comprehensive vocational education includes research into various employment options, vocational counseling, establishment of career goals, and the development of job skills, good work attitudes and job hunting strategies.

Because the equipment used in business and industry changes rapidly, as do the skills needed to operate it, the Board encourages that the district's vocational education program be updated regularly to reflect current vocational practices, changes in technology and labor market conditions as funding levels allow.

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EDUCATION CODE

8070 Appointment of vocational education advisory committee

41541 Categorical Education Block Grant

48430 Legislative intent; continuation education schools and classes

51225.3 Requirements for graduation commencing with 1988-89 school year

51226 Model curriculum standards

51228 Graduation requirements; minimum standards; required curriculum; pupil demonstration of competence

52300-52335.8 Regional occupational centers, especially

52304.1 Review of participation in centers and programs

52350-52355 Prevocational education

52370-52376 High school vocational courses

52450-52462 Agricultural Vocational Education

52910 -52911 Career-Vocational Education and Training

52980-52982 Pilot projects in applied academic areas & programs

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT

Public Law 98-524, 204: FEDERAL REGISTER

Vol. 45, No. 92, 5/9/90, p. 30929

Vol. 50, No. 159, 8/16/85, p. 3308

Management Resources: CDE LEGAL ADVISORIES

0125.90 Procedures for requesting guidance from the U.S. Department of Education

CDE PROGRAM ADVISORIES

1107.89 Implementation of new procedures for noncompliance

Policy DINUBA UNIFIED SCHOOL DISTRICT

adopted: July 16, 1998 Dinuba, California

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

- (1) Organized classes in the study of agricultural science and technology.
- (2) A student-supervised occupational experience program in agriculture.
- (3) A program of leadership, organization, and personal development.

(b) Student learning activity developed to supplement these components shall be considered curricular and shall contribute to the grade of the participating student when those activities are integral to assisting the student to achieve the career objective of the class or course. It is the intent of the Legislature that opportunities are provided for teachers to be employed on a 12-month basis in order to maintain supervised occupational experience on a year-round basis for students enrolled in agricultural career technical programs.

(Amended by Stats 2000, Ch. 1058, Sec. 85)

CSBA.org > Services > Governance Technology > GAMUT ONLINE, a service of CSBA
Legal Resources | Education Code | EC 51220
Courses of study: grades 7-12

← Previous | Next →

The adopted course of study for grades 7 to 12, inclusive, shall offer courses in the following areas of study:

- (a) English, including knowledge of and appreciation for literature, language, and composition, and the skills of reading, listening, and speaking.
- (b) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; instruction in our American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the State and Federal Constitutions; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; human rights issues, with particular attention to the study of the inhumanity of genocide, slavery, and the Holocaust, and contemporary issues.
- (c) Foreign language or languages, beginning not later than grade 7, designed to develop a facility for understanding, speaking, reading, and writing the particular language.
- (d) Physical education, with emphasis given to physical activities that are conducive to health and to vigor of body and mind, as required by Section 51222.
- (e) Science, including the physical and biological aspects, with emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems, and with appropriate applications of the interrelation and interdependence of the sciences.
- (f) Mathematics, including instruction designed to develop mathematical understandings, operational skills, and insight into problem-solving procedures.
- (g) Visual and performing arts, including dance, music, theater, and visual arts, with emphasis upon development of aesthetic appreciation and the skills of creative expression.
- (h) Applied arts, including instruction in the areas of consumer and homemaking education, industrial arts, general business education, or general agriculture.
- (i) Career technical education designed and conducted for the purpose of preparing youth for gainful employment in the occupations and in the numbers that are appropriate to the personal needs of the state and the community served and relevant to the career desires and needs of the pupils.

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Use 'and' between words - returned documents will contain all included words
Use 'or' between words - returned documents will contain one but not necessarily all of the included words

3:57 PM
1/15/2014

Legal Resources | Education Code | EC 51220

Courses of study: grades 7-12

The adopted course of study for grades 7 to 12, inclusive, shall offer courses in the following areas of study:

- (a) English, including knowledge of and appreciation for literature, language, and composition, and the skills of reading, listening, and speaking.
- (b) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; instruction in our American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the State and Federal Constitutions; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; human rights issues, with particular attention to the study of the inhumanity of genocide, slavery, and the Holocaust, and contemporary issues.
- (c) Foreign language or languages, beginning not later than grade 7, designed to develop a facility for understanding, speaking, reading, and writing the particular language.
- (d) Physical education, with emphasis given to physical activities that are conducive to health and to vigor of body and mind, as required by Section 51222.

7. School Board Policy for FFA



Dinuba Joint Union High School

Agricultural Department

340 E. Kern
Dinuba, CA 93618
(559) 595-7247

Board Policy for FFA Grade Requirement

When researching board policy, I have found that often the local school board with simply 'adopt' existing education codes, so I was able to trace back the Dinuba School Board Policy codes that show the adoption of the education code that verifies the 'three circle' component of our program.

Dinuba USD: AR 6143 Instruction

- States that "Vocational Education" is an adopted "Course of Study"
 - o Adopts Education Code 51220
- Also adopts cf.6178 – Vocational Education

Dinuba USD: Board Policy (BP) 6178 Instruction: Vocational Education

- Explains the value of vocational education in detail
- Adopts education codes(EC): including EC 52454
- Adopted July 16, 1998

Education Code: EC 52454 : Program Components

- Outlines the agricultural career technical education should include:
 - o Organized classes of study of ag science and technology
 - o A student supervised occupational program in agriculture
 - o A program of leadership, organization, and personal development
- Specifically states that all these components shall be considered curricular and shall contribute to the grade of the participating student.

Courses Of Study

Note: Items #2-6 below duplicate items listed for grades 9-12 below and are for use only by K-8 districts to the extent needed. Because Education Code requirements for courses of study are classified by either grades K-6 or 7-12, K-8 districts need to collaborate with their secondary school district to ensure that all required courses are offered sometime during grades 7-12.

5. Applied arts, including instruction in consumer and homemaking education, industrial arts, general business education or general agriculture (Education Code 51220)

6. Vocational-technical education designed to prepare youth for gainful employment and/or further acquisition of technical skills in institutions of higher education (Education Code 51220)

(cf. 6178 - Vocational Education)

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Dinuba USD has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

Note: Education Code 52910 expresses the Legislature's findings that vocational education and academic instruction should be integrated; that it is in the state's best interests to provide all students with a cohesive, defined, and well-articulated system of career education and job training; and that vocational education and basic academic skills should not be viewed as competitive or alternative programs, but rather as complementary educational programs. Education Code 51226 requires the Superintendent of Public Instruction to develop model vocational education standards. Boards are required to compare their existing vocational programs with these model standards every three years.

The Board of Education affirms the importance of providing all students with quality vocational education experiences that teach life skills, demonstrate the value of work, and provide training that leads to entry-level employment. The Board views vocational education and academic education as complementary educational programs. Vocational courses should give students abundant opportunities to obtain or reinforce basic academic skills. Teachers should emphasize as often as possible the practical applications of academics to the working world.

The Board recognizes that vocational education is best presented in a well-articulated sequence of courses, with instruction first given in broad clusters of skills basic to similar occupations. A comprehensive vocational education includes research into various employment options, vocational counseling, establishment of career goals, and the development of job skills, good work attitudes and job hunting strategies.

Because the equipment used in business and industry changes rapidly, as do the skills needed to operate it, the Board encourages that the district's vocational education program be updated regularly to reflect current vocational practices, changes in technology and labor market conditions as funding levels allow.

...

EDUCATION CODE

8070 Appointment of vocational education advisory committee

41541 Categorical Education Block Grant

48430 Legislative intent; continuation education schools and classes

51225.3 Requirements for graduation commencing with 1988-89 school year

51226 Model curriculum standards

51228 Graduation requirements; minimum standards; required curriculum; pupil demonstration of competence

52300-52335.8 Regional occupational centers, especially

52304.1 Review of participation in centers and programs

52350-52355 Prevocational education

52370-52376 High school vocational courses

52450-52462 Agricultural Vocational Education

52910 -52911 Career-Vocational Education and Training

52980-52982 Pilot projects in applied academic areas & programs

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT

Public Law 98-524, 204: **FEDERAL REGISTER**

Vol. 45, No. 92, 5/9/90, p. 30929

Vol. 50, No. 159, 8/16/85, p. 3308

Management Resources: CDE LEGAL ADVISORIES

0125.90 Procedures for requesting guidance from the U.S. Department of Education

CDE PROGRAM ADVISORIES

1107.89 Implementation of new procedures for noncompliance

Policy DINUBA UNIFIED SCHOOL DISTRICT

adopted: July 16, 1998 Dinuba, California

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

- (1) Organized classes in the study of agricultural science and technology.
- (2) A student-supervised occupational experience program in agriculture.
- (3) A program of leadership, organization, and personal development.

(b) Student learning activity developed to supplement these components shall be considered curricular and shall contribute to the grade of the participating student when those activities are integral to assisting the student to achieve the career objective of the class or course. It is the intent of the Legislature that opportunities are provided for teachers to be employed on a 12-month basis in order to maintain supervised occupational experience on a year-round basis for students enrolled in agricultural career technical programs.

(Amended by Stats 2000, Ch. 1058, Sec. 85)

8. FFA Program of Activities

There's No End To Agriculture



Program of Activities 2017-2018

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Introduction to Dinuba FFA

The FFA Organization is an organization of, by, and for students studying agriculture in public secondary schools under the provision of the Vocational Education Act. The National FFA Organization envisions a future in which all agricultural education students will discover their passion in life and build on that insight to chart the course for their education, career and future.

As an integral part of agriculture education in the public school system of the United States, the FFA has become well known in recent years. No other national student organization enjoys greater freedom of self government under adult council and guidance than the FFA. Organized in 1928, it has served to motivate and vitalize the effective instruction offered to students of vocational agriculture and to provide further training in farmer citizenship and agricultural business.

The FFA is a non-profit, non-political agriculture youth organization, designed to take its place with other agents striving for the development of leadership, the advancement of agriculture technology, and improvement of agricultural life. The foundation upon which the FFA organization is molded includes leadership, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism.

The Dinuba FFA Chapter is part of the California FFA Association of the National FFA Organization. Dinuba FFA was chartered in 1937, nine years after the National FFA Organization was formed. Dinuba High School promotes three general career pathways: Animal Science, Floral Design, and Ornamental Horticulture. With almost 450 members, Dinuba FFA has made great strides here in our small agricultural community to build a reputable program and serve our own.

The Dinuba FFA Program of Activities is designed to serve as a guide for our members in all of their endeavors during the coming year. The Program of Activities or POA for short, contains information about leadership conferences, degree attainment, our chapter's constitution, by-laws, and much more. It is our hope that this document will guide all members and guests to greater success within our organization.

President's Message

Welcome to the 2017-2018 school year! Your officer team is very excited to welcome you to another fun filled year in the Dinuba FFA Chapter. Dinuba FFA has continually discovered new opportunities in this organization throughout our years and strive to make this program truly reflective of our members. This year we have seen an increase in membership, participation, and opportunities for you, Dinuba FFA members.

During the Chapter Officer retreat in July, the chapter officer team developed our theme for the 2017 - 2018 school year, "There is No End to Agriculture." We believe that this theme was a perfect choice for our chapter goals and vision. As a team, we decided we want to promote agriculture and the key roles that it plays into today's society. Our chapter is striving to make a impact on FFA members and the community, to educate everyone that there is truly no end to agriculture.

I am privileged to be serving as your president in such a dedicated chapter in the FFA, and it makes me proud to see each of our members growing and developing as young leaders in our organization. I am also grateful to be apart of such a wonderful officer team. I know they will bring nothing, but dedication to the team and to the chapter. Our FFA chapter has been demonstrating that "there is no end to agriculture" by continuing to show their leadership skills, having hands-on supervised agricultural experience projects, learning to grow inside and outside of the classroom environment, and competing in career development events. I cannot wait to see how Dinuba FFA will continue to prove how agriculture has no end and will continue to thrive in the future, just as our chapter grows.

Sincerely,

Madasen Gutierrez
2017-2018 Chapter President



2017-2018 Chapter Officer Team



Back Row: Jesus Aguilera (Treasurer), Jose Gutierrez (Vice President), Chase DeMasters (Historian), Jose Flores (Treasurer)

Front Row: Leslie Garcia (Reporter), Madasen Gutierrez (President), Shania Cardenas (Secretary)

President

Name: Madasen Gutierrez

Grade: 12

SAE: Market Hog

CDEs: Opening/Closing, Vine Pruning,
Veterinary Science



Vice President

Name: Jose Gutierrez

Grade: 12

SAE: Market Lamb, Gutierrez Cattle

CDEs: Opening/Closing, Cotton Judging,
Vine Pruning, Job Interview, Veterinary Science



Secretary

Name: Shania Cardenas

Grade: 12

SAE: Market Hog

CDEs: Opening/Closing, Job Interview
Floral



Treasurer

Name: Jose Flores

Grade: 10

SAE: Ornamental Horticulture

CDEs: Opening/Closing, Cottong Judging,
Impormptu, Nursery Landscape



Reporter

Name: Leslie Garcia

Grade: 11

SAE: Market Goat

CDEs: Opening/Closing, Floral



Sentinel

Name: Jesus Aguilera

Grade: 11

SAE: Market Lamb, Ornamental Horticulture

CDEs: Opening/Closing, Cotton Judging,
Job Interview, Nursery/Landscape



Historian

Name: Chase DeMasters

Grade: 12

SAE: Market Lamb, Ag Mechanics

CDEs: Opening/Closing, Cotton Judging,
Vine Pruning, Nursery/Landscape



Advisor's Message

Welcome to the Dinuba High School Agriculture Department!

Welcome to a new and exciting year at the Dinuba High School Agriculture Department and FFA Organization. We look forward to continuing the long tradition of success within our program and hope that each and every one of you will become involved in the many activities the chapter officers have planned for this year. Our chapter officers have planned a fun year for our students and we couldn't be more proud.

The mission of the Dinuba Agriculture Department and Dinuba FFA is to provide opportunities, help students, and guide them while providing a quality agriculture education that prepares students for higher education, career readiness, and to be productive citizens within our society. Our courses are designed to provide a rigorous, hands-on, applicable education that provides students with real-life experiences, unique to agriculture education.

Taking an agriculture course makes you a member of the largest youth leadership organization in the entire world; FFA. Students across our campus, section, region, state, and nation are reaping the benefits and growing as young leaders. You, too, can become a young leader and develop within the organization. Your FFA advisors, chapter officers, and fellow members want you to develop your potential for premier leadership, personal growth, and career success.

We look forward to working with all of our wonderful students and see all of your successes in the 2017-2018 school year!

Sincerely,

The Dinuba FFA Advisors

Roy Browne, Kariann Wilterding, and Nicole Borba

Introduction of Advisors



Mr. Roy Browne

Education:

BS in Agriculture Business from Cal Poly, Pomona.

Classes:

Intro. to Mechanics, Intro. to Agriculture, Veterinary Science

SAE's:

Market Sheep, Mechanics

CDE's:

Opening/Closing, Extemporaneous
Speaking, Vine
Pruning, Citrus,
Vet Science



Mrs. Kariann Wilterding

Education:

BS in Agriculture Education, Emphasis in
Animal Science from Fresno State

Classes:

Intro. to Agriculture, Floral Design

SAE's:

Market Goats, Market Beef, Market Hogs

CDE's:

Opening/Closing, Creed Recitation, Best Informed, Greenhand,
Floral



Mrs. Nicole Borba

Education:

BS in Agriculture Education, Emphasis in Animal Science from Fresno State,

Pursuing Masters in Agriculture Education from Cal Poly SLO

Classes:

Agriculture Biology and Landscape Design

SAE's:

Market Hogs and Horticulture

CDE's:

Opening/Closing, Cotton Judging, Impromptu, Job Interview, Nursery/Landscape

Advisory and District Staff

2017 – 2018 Dinuba Agriculture Advisory Committee

James Garcia	Stone Fruit / Orchard Labor
Dave Lopes	Reedley College Professor Emeritus
Kara Langley	Alumni, Floral
Ron Nishinaka	CSU, Fresno Hort. Lecturer, Past Nursery Owner
Jon Robson	Dairy Consultant, Ex Fresno State Professor
Steve Soria	Soria Trucking and Agriculture Products
Josh Terry	Plant Biologist
Rod Pomp	Farmer- nuts, hay
Tory Torosian	Torosian Organic Farms
Rhonda Watson	Watson's Nursery and Landscape

Board of Trustees

Joe Hernandez, Ed.D.
Superintendent

Marti Kochevar
Assistant Superintendent

Sandra Kizirian
Ron Froese
Bev Keel-Worrell
Mary Villarreal
Miriam Cendejas

Trustee Area 1
Trustee Area 2
Trustee Area 3
Trustee Area 4
Trustee Area 5

Administration and Staff

Dr. Roberts. Ed.D.
Adriana Baza
Marlena Celaya
Gina Melkonian
Eric Rodriguez

Principal
Assistant Principal
Assistant Principal
Assistant Principal
Assistant Principal

Department Information

Dinuba High School

340 E. Kern Ave
Dinuba, CA 93618
(559) 595-7220

Dinuba High School Agriculture Department

1131 E. Magnolia Way
Dinuba, CA 93618
(559) 595-7247

Course Room Locations

Intro to Agriculture - Room 600 and 601
Agriculture Biology - Room 216 and 217
Agriculture Mechanics - Room 305
Floral Design - Room 601
Veterinary Science - Room 600
Landscape - Room 601

Email Addresses

Mr. Browne- rbrowne@dinuba.k12.ca.us
Mrs. Borba- nicole.borba@dinuba.k12.ca.us
Mrs. Wilterding- kari.wilterding@dinuba.k12.ca.us

FFA Mission and Strategies

The FFA Mission and Strategies encompasses aiming to make a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. To accomplish this mission, the FFA:

- Develops competent and assertive agricultural leadership.
- Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
- Strengthens agriculture students' confidence in themselves and their work.
- Promotes the intelligent choice and establishment of an agricultural career.
- Encourages achievement in supervised agricultural experience (SAE) programs.
- Encourages wise management of the community's economic, environmental and human resources.
- Develops interpersonal skills in teamwork, communication, human relations and social interaction.
- Builds character and promotes citizenship, volunteerism and patriotism.
- Promotes cooperation and cooperative attitudes among all people.
- Promotes healthy lifestyles.
- Encourages excellence in scholarship.

Taken from the Official Manual of the National FFA Organization.

The FFA Emblem



The National FFA Emblem is a representative of the history, goals, and future of the Organization. Each of the five elements possesses a unique significance.

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

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

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

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

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

The words "**Agricultural Education**" and "**FFA**" signify the combination of learning and leadership necessary for progressive agriculture.

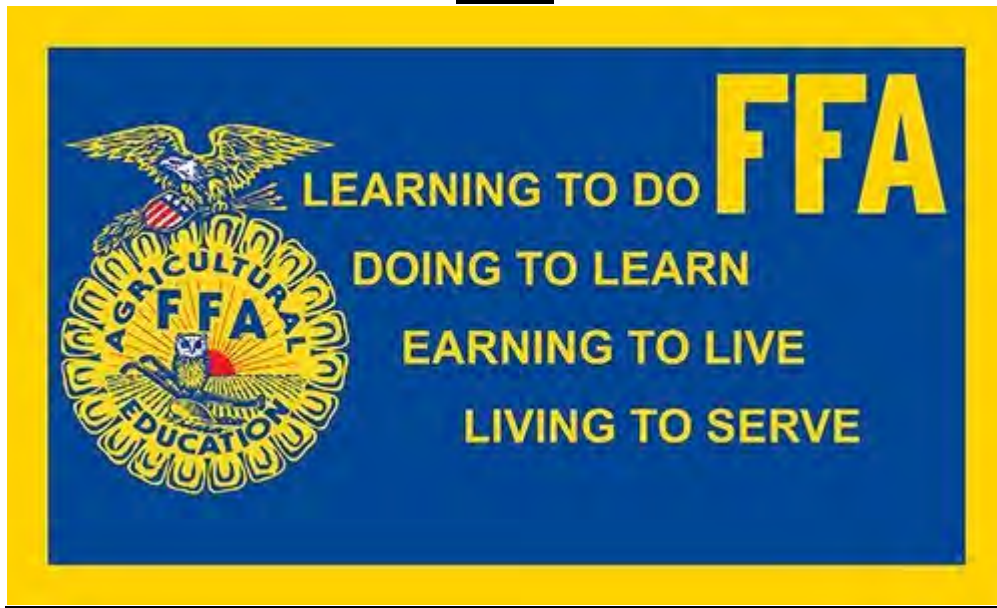
Taken from the Official Manual of the National FFA Organization

FFA Colors and Motto

Official Colors

In 1929, the Future Farmers of America voted to adopt National Blue and Corn Gold as the official FFA colors. National blue was selected since our national flag has a blue field while gold is represented by the golden fields of corn signifying unity across our country. National unity amongst our organizations marks it as the largest youth organization in the world, and we are all united by one factor: agriculture.

Motto



These 12 words gives members words to live by as they experience the FFA and agriculture education. FFA members should embody and embrace these words and carry this message in their hearts at all times.

FFA Salute, Official Dress and Proper Use of the Jacket

FFA Salute

The official salute of the National FFA Organization is the Pledge of Allegiance. Conducted during the closing ceremonies of an official meeting, those in attendance should face the flag, place the right hand over their heart, and repeat the following statement:

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

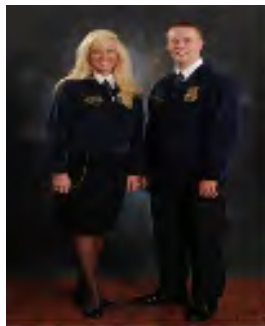


Official Dress

Female members are to wear a black skirt to the knees or longer, nylon stockings, white collared blouse, blue FFA scarf, black close-toed shoes, and official FFA jacket zipped to the top.

Male members are to wear black slacks, white collared shirt, black dress shoes, black socks, FFA tie, and official FFA jacket zipped to the top.

Show Uniform for FFA members consists of official FFA jacket, FFA scarf for females and FFA tie for males, white collared shirt, white pants, and appropriate shoes for the task.



Proper Use of the FFA Jacket

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

- 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 association 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 official FFA jacket.
- Members should refrain from use of tobacco and alcohol when underage and at all times when representing FFA. In addition, members should exhibit their leadership qualities when they encounter substances including tobacco and alcohol and serve to discourage others from inappropriate behavior.
- All chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket, with the exception of a single State FFA Degree charm or American FFA Degree key. These should be worn above the name or attached to a standard degree chain. No more than three medals should be worn on the jacket. These should represent 1.) the highest degree earned, 2.) the highest office held and 3.) the highest award earned by the member.

Taken from the Official Manual of the National FFA Organization

FFA Creed

Written by E. M. Tiffany

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

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

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

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

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.

FFA Degree Program

Greenhand Degree

1. Be enrolled in a Vocational Agriculture course.
2. Have, or have plans for a Supervised Agricultural Experience Project.
3. Demonstrate Knowledge of FFA History, Creed, Motto, and other leadership information by obtaining a score of 70% or higher on the FFA Leadership Exam.

Chapter Farmer Degree

1. Hold the Greenhand Degree.
2. Be enrolled in a Vocational Agriculture course.
3. Be actively involved in the workings of the chapter.
4. Have a Supervised Occupational Experience project.
5. Earn and invest at least \$150, or work at least 45 unpaid hours in a SAE.
6. Demonstrate knowledge of Parliamentary Procedure.

State Farmer Degree

1. Hold the Chapter FFA Degree.
2. Be an active member for at least 24 months.
3. Complete at least 2 years of agricultural course work.
4. Earn or invest at least \$1000, or work at least 300 unpaid hours in a SAE.
5. Demonstrate knowledge of Parliamentary Procedure.
6. Give a 6 minute speed on an agriculture topic.
7. Serve as an officer, committee chairperson, or a participating member of a committee.

American Farmer Degree

1. Hold the State FFA Degree.
2. Be an active FFA Member for at least 36 months.
3. Complete at least 3 years of agricultural course work.
4. Graduate from high school at least 12 months prior to receiving the degree.
5. Have in operation, with accurate records substantiating, an SAE.
6. Earn \$7500, or earn and invest \$1500 and work at least 2250 unpaid hours in the SAE.

Essentials of a Successful Chapter

The local chapter is the heart of FFA. Chapters that strive for success keep members active at all levels of the organization and provide students with many opportunities for leadership. Emphasizing the following 10 items will help ensure your chapter's success.

1. **FFA Knowledge-** Every member and chapter advisor needs to understand the functions and opportunities of FFA in order to fully reap the benefits. Detailed information can be found in the Official FFA Student Handbook, FFA.org or in other FFA publications.
2. **Diversity of Membership-** Agricultural education enrollment and FFA chapter membership should be representative of the diversity of the student body population. Serving this broad cross-section of students is an opportunity and a responsibility that includes every student in the agricultural education classes. Achieving this objective has many rewards, including greater service to students, parents and the community; a broader spectrum of community support; and a more creative program plan through diverse input.
3. **All Members Share Responsibilities-** When all members are active, the entire chapter benefits. Providing leadership should be everyone's role, not just that of the officers. The Program of Activities ensures that each member has specific duties in the chapter.
4. **Capable Officers-** Students nominated and elected to officer positions must have the talent and dedication necessary to lead the chapter. Chapters should hold open elections, and officers should serve as role models.
5. **Challenging Program of Activities-** A chapter should plan goals and activities that will utilize members' talents and meet the needs of the community. Every member is to be included in the POA.
6. **Workable Constitution and Bylaws-** These should provide flexibility to allow progress yet provide enough structure and support to give the chapter a firm foundation. All chapter decisions should be based upon its constitution and bylaws.

7. Proper Equipment and Records- The chapter should acquire the equipment necessary for officers and committee members to keep complete financial, historical, membership and other records.

8. Well-planned, Regularly Held Chapter Meetings- Monthly meetings, scheduled at a regular time and guided by a sound agenda, will provide the efficient transaction of business, promote chapter unity and encourage better attendance. Chapter meetings can be excellent learning and teaching tools.

9. Adequate Financing- Fundraising projects are essential in FFA. Yearly earnings will contribute to the creativity and growth of the chapter by funding important activities and projects.

10. School and Community Support- The chapter must strive to meet the needs of the community and work with the school system in which it operates. Since many chapter activities depend upon local support, public relations activities should be conducted in the community, such as the National Chapter Program and Food for America. An FFA Alumni affiliate can provide organized community support and service.

Chapter Goals

Every year, the newly elected officer team reflects on the past school year in order to plan for a more effective and successful program. In the 2017 summer, chapter officers went on a leadership retreat to Montana de Oro, CA to bond, plan, and prepare for the upcoming year. A portion of this leadership retreat is spent establishing goals for our chapter. Three goals the chapter officer team set are:

1. Increase Member Participation

- Increase attendance of chapter meetings, as well as activities that follow
- Increase participation in activities above the chapter level
- Expand opportunities for career development events for members
- Create new activities, fundraisers, and traditions
- Have more organized and meaningful chapter meetings
- Invite members to speak at chapter meetings about their experiences, rather than having officers give all the reports
- Increase SAE projects for all students program wide, including non-traditional experiences

2. Improve Recruitment and Retention

- Recruit at the feeder middle schools
- Implement a new Ag Discovery course at Washington Intermediate
- Give educational presentations to younger students and provide hands-on activities
- Utilize social media to promote chapter activities, successes, and classes

3. Improve and Expand SAE Projects

- Increase the amount of students with a legitimate SAE project
- Create a chapter SAE presentation competition
- Provide more on-campus SAE opportunities
- Work with community members to create work experience opportunities

2017-2018 Calendar of Activities

August

- 12-13 Chapter Officer Boot Camp
- 25- Chapter Meeting
- 26- Mandatory Fair Clean Up

September

- 1- Purchase FFA Shirt
- 6 - Barn Clean Up
- 7- Pre Fair
- 11-17- Tulare County Fair
- 21- Greenhand Leadership Conference
- 23- Chapter Officer Leadership Conference
- 23- Raisin Day Festival
- 28- Chapter Meeting

October

- 5- Sequoia Sectional Activity @ Adventure Park
- 6- Take out BBQ dinner fundraiser
- 7- Dinuba Tractor Supply Farmers Market
- 11- Opening/Closing Speech Contest
- 14- Corcoran Cotton Contest @ Corcoran High School
- 14- Dinuba Historical Society Dinner and Silent Auction
- 20- Chapter Meeting
- 27- Reedley Freshman Field Day @ Reedley College
- 28- Modesto Junior College Cotton Contest @ MJC

November

- 2- Hanford Cotton Contest @ Hanford High School
- 3- College of the Sequoias Freshman Field Day @ COS
- 4- Cotton Judging State Finals @

Fresno State

- 16- Chapter Meeting

December

- 2- Christmas Parade
- 7- Sequoia/Tulare Kings Sectional banking Contest @ El Diamante High School
- 14- Chapter Meeting
- 16- Exeter Citrus

January

- 6- St. Helena Pruning Contest
- 6- Fowler Vine Pruning Contest @ Fowler High School
- 13- Dinuba Vine Pruning Contest @ Dinuba High School
- 13- Golden West Citrus Contest @ Golden West High School
- 20- Tulare Citrus Contest @ Tulare High School District Farm
- 20- Reedley Tree Pruning Contest @ Reedley High School
- 26- Chapter Meeting
- 27- Reedley College Field Day @ Reedley College
- 29-9 Valentines Flowers fundraiser

February

- 3- Mid-Winter State Finals @ Fresno State
- 8- Sequoia Sectional Speaking Contest @ Mission Oak High School
- 13-28- Cookie Dough Sales
- 15- World Ag Expo Field Trip
- 16-17- Made for Excellence and Advanced Leadership Academy Conferences @ Visalia

- 18-23-** National FFA Week
- 23-** Chapter Meeting
- 24-** San Joaquin Regional FFA Meeting @ Mission Oak High School
- 28-** Sequoia Sectional Activity @ Roller Town

March

- 2-3-** UC Davis Field Day @ UC Davis
- 9-10-** Chico State Field Day @ Chico State
- 13-** Bouquets to Arts Exhibit (Floral Classes)
- 14-** Ag Career/College Expo @ International Agri Center
- 16-** Regional Speaking Contest
- 17-** Dinuba Vet and Floral Contest @ Dinuba High School
- 22-** Chapter Meeting
- 24-** Modesto Junior College Field Day @ MJC
- 31-** Reedley College Field Day

April

- 4-** Sequoia Section State Degree and Proficiency Banquet @ International Agricenter
- 6-7-** Pomona Field Day @ Cal Poly Pomona
- 9-** Sectional Officer Interviews
- 12-** Sectional Elections
- 19-** Chapter Meeting
- 21-** Fresno State Field Day @ Fresno State
- 22-25-** State FFA Leadership Conference
- 28-** Madera Floral @ Madera South
- 28-** Madera Liberty Vet @ Madera Liberty

May

- 4-5-** State FFA Finals @ Cal Poly SLO
- 10-11-** Plant Sale @ Dinuba High School
- 12-** Point Award Trip
- 14/15-** Chapter Officer Interviews
- 18-** End of the Year Banquet

Chapter Constitution and Bylaws

Article I Name and Purpose

Section A: The name of this organization shall be the “Dinuba FFA Chapters”.

Section B: The purposes for which this Chapter was formed are as follows:

1. To develop competent, aggressive, rural and agriculture leadership.
2. To create and nurture a love of country life.
3. To strengthen the confidence of students of agriculture in themselves and their work.
4. To create more interest in the intelligent choice of farming and other programs and establishment in agriculture.
5. To encourage members in the development of individual farming and other programs and establishment in agriculture.
6. To encourage members to appreciate the farm and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized recreational activities.

Article II Organization

Section A: The Dinuba Chapter of the FFA Organization is chartered by the National FFA Organization.

Section B: The Chapter accepts in full the provisions in the Constitution and By – laws of the California Association as well as those of the National FFA Organization.

Article III Membership

Section A: Membership in this Chapter shall be of three kinds: Active, Alumni, and Honorary, as defined by the National FFA Constitution.

Section B: The regular work of this Chapter shall be limited to the active membership.

Section C: Honorary Membership in this Chapter shall be limited to the Honorary Chapter Farmer Degree.

Section D: Active Members in good standing may vote on all business

brought before the Chapter. An Active member shall be considered in good standing when:

1. They attend 80% of Chapter Meetings held that year.
2. They show an interest in, and take part in, the affairs of the Chapter.
3. They pay all bills within 30 days.
4. They are a true representative of the FFA as perceived by the Chapter Executive Committee.
5. They are academically eligible to participate in activities according to the policy as established by the Dinuba Unified School District.

Section E: Names of applicant for membership shall be filed with the Chapter Secretary.

Article IV Emblems

Section A: The Emblem of the FFA shall be the Emblem of the Chapter.

Section B: Emblems used by members shall be designated by the National FFA Organization.

Article V: Degrees

Section A: There shall be four degrees of Active Membership in this Chapter.

These degrees are: Greenhand, Chapter Farmer, State Farmer, and American Farmer.

Section B: All “Greenhands” are entitled to wear the regulation bronze emblem pin, all Members holding the degree of “Chapter Farmer” are entitled to wear the regulation silver emblem pin, all members holding the degree of “State Farmer” are entitled to wear the regulation gold emblem pin, and all members holding the degree of “American Farmer” are entitled to wear the regulation gold emblem key.

Section C: Minimum qualifications for obtaining the four degrees of Active Membership shall be those listed in the National FFA Constitution.

Section D: Chapter Officers shall review the qualifications of members and make recommendations to the Chapter concerning degree advancement.

Article VI Officers

Section A: The Officers of the Chapter shall be as follows: President, Vice President, Secretary, Reporter, Sentinel, Treasurer, ASB Representative and Historian. The local Advisor(s) shall be the teacher(s) of agriculture in the school where the Chapter is located. The officers shall perform the following duties:

1. The president shall preside over and conduct meetings according to

accepted parliamentary procedure, call special meetings, keep members on the subject and within time limits, appoint committees and serve on them as an ex-officio member, call other officers to the Chair as necessary or desirable, represent the Chapter and speak on occasions, coordinate Chapter efforts by keeping in close contact with the other officers and Advisor(s), keep Chapter activities moving in a satisfactory manner, represent the Chapter to the Dinuba High School Student Council, and represent the Chapter at National Convention or designate a replacement.

2. The Vice President(s) shall assist the President when needed, have charge of committee work, preside at meetings in the absence of the President, be prepared to assume the duties and responsibilities of the President, and obtain reports from committee chairpersons.

3. The Secretary shall prepare and read minutes of meeting, have available for the President a list of business for each meeting, attend to official correspondence, send out and post notices, count and record votes when taken, prepare Chapter records, keep the permanent records of the Chapter, cooperate with the Treasurer in keeping accurate membership role, issue membership cards, call meetings to order in the absence of a presiding officer, read communications to the members at meetings, keep an updated point award chart with the assistance of the Advisor(s), and post the meeting agenda at least 24 hours in advance of meetings.

4. The Treasurer shall receive and act as custodian of Chapter funds with the assistance of the Advisor(s), assist Advisor(s) in collecting assessments, preparing Sectional, Regional, State, and National Dues, preparing an annual budget, keeping financial statements of the Chapter, paying out funds as authorized by the Chapter, preparing financial statements and reports building up the Chapter's financial standing, and submitting a financial report at each meeting.

5. The Reporter shall gather and classify Chapter news, prepare news notes and articles for publication or broadcast, contact local newspapers, send news to State or National Publication, arrange for FFA participation in local events, and assist the Historian in maintaining a Chapter Scrapbook. The Reporter shall submit the Chapter Scrapbook for judging at the Spring Regional Meeting.

6. The Sentinel shall set up the meeting room and care for Chapter Paraphernalia and equipment, attend the door during meetings and welcome visitors, see that the meeting room is comfortable, and take charge of candidates in degree ceremonies.

7. The Advisor(s) shall assist the Officers in running the Chapter and advise

them as the need arises. The Advisor(s) shall also assist the Chapter Secretary in preparing the Point Award Chart and assist the Chapter Reporter in preparing news releases.

8. The Historian shall take an active part in meetings and take charge of the Chapter Scrapbook. The Historian may also stand in for an officer, or be promoted into a higher office if the need should arise.

9. ASB Representative shall assist the Advisors with communications with the student body. This position shall attend ASB activity meetings with the Advisors, and report on such activities to the chapter at chapter meetings, and officer meetings, when necessary.

Section B: Officers of the Dinuba FFA Chapter shall be elected annually during the month of April and announced and sworn in at the Annual Awards Banquet in May. All Chapter Officer Applicants meeting the requirements to serve as a Chapter Officer will have their names placed on the ballot, as slated by the interview committee. The candidates will fill out an application and give to the Advisor(s) by the given deadline. Additionally, each candidate will be required to go through the interview process prior to being placed on the ballot. Active Members in good standing will have the opportunity to vote for one candidate representing each of the 8 offices.

Section C: To be eligible to run for Chapter Office the member must:

1. Hold the degree of Chapter Farmer, or be approved by the Advisor(s).
2. The Chapter Officer application must be filled out and turned in prior to the given deadline to a Chapter advisor.
3. Be in good standing with the Chapter as outlined in Article III, Section D of the Dinuba FFA Constitution.
4. Maintain a grade point average of 2.5 or better.

Section D: All officer vacancies during the term shall be appointed by the Advisor with the approval of the officer team, except for the President, who shall be filled by one to the 2 Vice Presidents.

Section E: Any Chapter Officer may be impeached by a 2/3 vote of the Chapter at a regularly scheduled chapter meeting. Possible reasons for impeaching may include but are not limited to: not fulfilling duties as outlined by the Constitution, not portraying the image of a FFA Member as established by the Chapter Officers and Constitution, losing respect for fellow Chapter Officers, members, Advisors, and/or Community.

Section F: An officer missing a meeting, leadership conference, or other mandated responsibility must provide a written explanation one day prior to the event, except uncontrolled circumstances or extreme emergencies. This explanation shall be brought before the officer team to be handled appropriately.

Section G: Any officer placed on academic probation shall, in writing, resign from office at the first appropriate Chapter Officer Executive Meeting. This vacant office shall be filled according to the Chapter Constitution.

Section H: The Committee Chair positions shall be appointed by the Advisors from the list of eligible candidates after elections of the 8 offices have taken place.

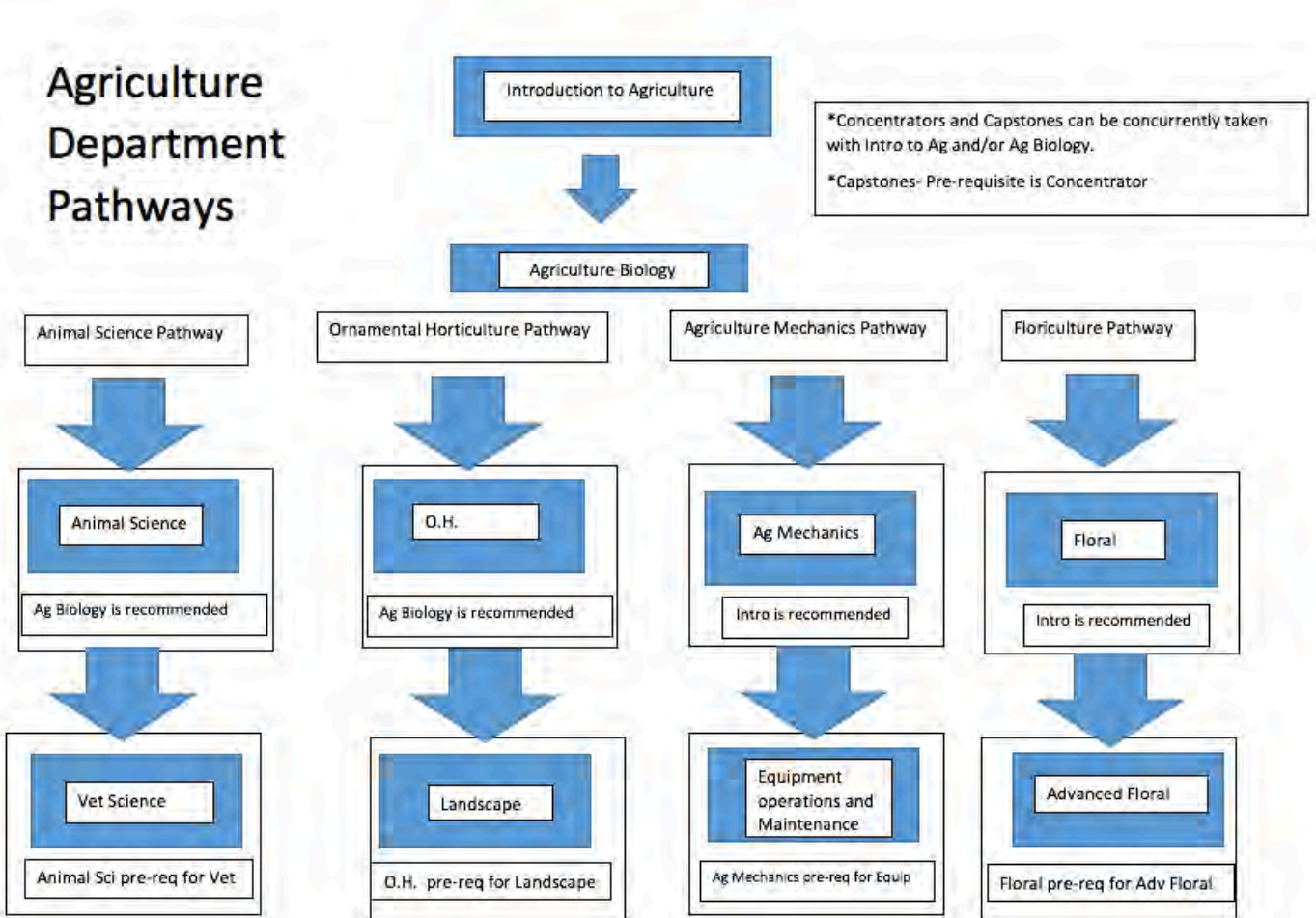
Committee Membership

Dinuba FFA members have many opportunities to get involved in chapter leadership besides serving as a chapter officer. Committees are a great way for students to get involved in planning and executing activities, fundraisers, and events. The objective of each committee and committee chair is to plan, organize, and implement the fundamentals of that activity to serve the students, chapter, and community.

Here are a few of the potential committees that a member can serve on:

- Aggie of the Month (Student)
- Animal Shelter Food Drive (Community)
- Banquet-Food (Chapter)
- Banquet- Invitations (Chapter)
- Banquet- Photo Booth (Chapter)
- Banquet- Set Up/Clean Up (Chapter)
- Banquet- Slideshow (Chapter)
- Canned Food Drive (Community)
- Cookie Dough Fundraiser (Chapter)
- Community Service (Community)
- Drive Thru BBQ-Tickets (Chapter)
- Drive Thru BBQ-Serving (Chapter)
- Fall Harvest (Student)
- Field Day- Floral (Chapter)
- Field Day- Vet Science (Chapter)
- Greenhand Banquet (Student)
- National FFA Week (Chapter)
- Plant Sale-Promotions (Chapter)
- Plant Sale-Set Up/Clean Up (Chapter)
- Plant Sale-Sales (Chapter)
- Recruitment (Student)
- Retirement Facility Plant Giveaway (Community)
- Scrapbook Committee (Chapter)
- SAE Competition (Student)
- Social Media (Chapter)
- Spring Fest (Chapter)

Dinuba Agriculture Pathways



Agriculture Courses

Advanced Floral

Grade: 10-12

Prerequisite: Floriculture

Advanced Floral provides students the opportunity to learn more about floral design elements building on the introductory course. Students will explore more elements and principles of design, arrangement styles, techniques, and design more floral pieces for school and community events. Students will be exposed to more career opportunities, plant physiology, and marketing. This course meets the elective requirement for graduation and college admission.

Ag Biology

Grade: 10-12

Prerequisite: Integrated Science/Intro to Ag recommended

Agricultural Biology is a laboratory science course that emphasizes detailed knowledge of the biological principles of the following areas: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, physiology, plant and animal diversity and principles of classification, ecological relationships, and animal behavior. This class meets the life science requirement for graduation as well as lab science for college admission.

Ag Leadership

Grade: 11-12

Prerequisite: 2 yrs. in Ag. Program or teacher permission

Leadership will focus on advanced agricultural topics and issues as well as individual training for agricultural careers and technology. Students will develop leadership skills through planning, executing community development events, speaking and job interviewing.

Ag Mechanics

Grade: 9-12

Prerequisite: None

This course is designed to allow the student to learn many different skills related to the Agriculture Mechanics industry. The course will introduce the student to different careers, safety and hazards related to this industry. The course will cover different areas of the agriculture mechanic, including the following: Small Engines, plumbing, electricity, masonry, concrete, hand tools, fasteners, layout tools and procedures, measurements, math, tractor maintenance and operations.

Animal Science

Grade: 10-12

Prerequisite: Ag Biology or Biology or teacher approval.

This course will provide the student with practical knowledge, and the theories and principles related to animal science and the livestock industry. Students will learn hands-on applications relating to nutrition, medical care, processing, and evaluation of various meat and dairy animals. This course is intended to introduce concepts of animal husbandry to those students who plan on majoring in agricultural or animal science at a four-year university. This class meet elective requirement for college admission.

Floriculture

Grade: 10-12

Prerequisite: Previous Ag Class or with teacher permission

This is an introduction to floral design. Students will explore elements and principles of design, two and three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday, and occasional designs and propagation. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. This course meets the visual art requirement for graduation and college admission. This class is a dual enrollment course with Reedley College.

Introduction to Agriculture

Grade: 9-12

Prerequisites: None

This class is designed as an orientation/introduction to California Agriculture and the FFA program. Course of study includes animal and plant science, production agriculture, nursery technology, forestry and wildlife. A major emphasis is placed upon FFA participation.

Landscape Design

Grade: 10-12

Prerequisite: Previous Ag. Class

This course will entertain the possibilities of a career in the Landscape Industry, in such areas as Landscape Architecture, Landscape Construction/Contracting, and Landscape Maintenance. Areas to be covered include site evaluation, plant identification, design, implementation and basic knowledge of Design and Plant Science.

Ornamental Horticulture

Grade: 11-12

Prerequisite: Ag Biology preferred

This class will provide the student with theories and principles related to environmental horticulture science. It will also develop skills needed for employment or continuing education in the field of nursery production, landscape maintenance, greenhouse production, ornamental horticulture. Plant care, reproduction, indoor and outdoor plant identification, lawns and ground cover, irrigation, fertilization and other topics are covered. The course is rigorous and involves advanced laboratory activities. It meets the g requirement for college admission.

Veterinary Science

Grade: 10-12

Prerequisite: Ag Biology or Biology or teacher approval.

This course will provide the student with practical knowledge, and the theories and principles related to veterinary science. This course is intended to successfully prepare those students who plan on majoring in agricultural or animal science at a four-year university. This class meet “g” requirement for college admission.

Chapter Applications

Greenhand Degree Application

Name: _____ Date: _____

Year in School (*circle one*) 9th 10th 11th 12th

Application Date: _____

FFA Activities:

School and Community Activities:

*Test Score _____ * *Must be 70% or higher to qualify for degree*

I have met or exceeded the requirements for obtaining my FFA Greenhand Degree as outlined in the Dinuba FFA Constitution.

Applicant Signature: _____ Date: _____

Chapter Farmer Degree Application

Name: _____ **Date:** _____

Year in School (circle one) 9th 10th 11th 12th

***Application Due** _____

You may attach additional sheets if necessary.

Please list all FFA activity participation:

Please list any school and/ or community involvement:

Please describe your SAE Project(s):

I have met or exceeded the Chapter Farmer Degree Requirements as outlined by the Dinuba FFA Chapter Constitution.

Applicant Signature: _____ **Date:** _____

Dinuba FFA Chapter Officer Application

Applicant's Name: _____
Applicant's Address: _____
City: _____ Zip: _____
Phone # _____ Grade: _____ Age: _____

Agriculture classes planned for the coming year:

Number 1 through 4 by preference, the offices you want to be considered for, if you are elected. (1 is your most desired spot and 4 is your least desired spot)

_____ President	_____ Reporter
_____ Vice President	_____ Sentinel
_____ Secretary	_____ Historian
_____ Treasurer	_____ ASB Representative

1. List all FFA leadership roles you have experienced. (officer, committees, etc.)
2. List all FFA Activities and Career Development Events (judging teams, speaking competitions, leadership meetings/conferences, etc.)
3. List any FFA awards or honors you have received.
4. List involvement in school and community activities outside of the FFA.
5. Describe leadership qualities you possess that would qualify you for a chapter officer.
6. List at least 3 new ideas for chapter activities for the coming year.
7. Explain your current or future SAE program or project.
8. Do you currently have accurate record books for your SAE project. If so, how many months?
9. Describe why you want to become a chapter officer.

10. Briefly state the qualities you possess that qualify you for a chapter office.
11. If you were elected to a chapter office, what would be your main goal for the chapter?
12. Describe your experiences speaking in front of large groups of students and people.
13. Select one of your personal qualities and explain how it will be of value to the chapter officer team.
14. What other commitments do you have in the year that would compete for your time.
15. What do you believe are the most important responsibilities of a chapter officer are?

I _____ hereby approve of my son/daughter, _____, running/becoming a Dinuba FFA Chapter Officer for the 2009-2010 school year. I realize that s(he) is responsible for their officer duties and will uphold them to the best of their ability. I further understand my child is required to be at all executive (officer) committee meetings, on time, and that they will be an active member in planning and conducting all chapter activities. I am aware that repeated absences from official officer functions will result in my student's early dismissal from the officer team. **Each officer is required to attend the officer retreat.**

Parent/Guardian Signature: _____ Date: _____

I understand I am responsible for my duties as a chapter officer and will uphold them to the best of my ability. I further understand that I am required to be at all executive (officer) committee meetings, on time, and that I will be an active member in planning and conducting all chapter activities. I am aware that repeated absences from required functions will result in my being dismissed from the officer team early. **I am required to attend the officer retreat.**

Applicant Signature: _____ Date: _____

Point Awards System

Dinuba FFA has established a points award system to monitor and recognize those members who are going above and beyond in participation to be an active member. Students enrolled in our agriculture education program are required to participate, and earn, a minimum of five activity points per semester, which represents 10% of their overall grade in their agriculture course. Each activity outlined below earns the member 1 point per activity. To reward the most active students for their participation in our program, the top 25 students will be recognized. The opportunities to earn points are as follows:

Chapter Level:

Chapter Meetings:

Fall Chapter Meetings	5 Activity Points
Fall Meeting T-shirts	5 Activity Points
Spring Chapter Meetings	4 Activity Points
Spring Meeting T-shirts	4 Activity Points
Meeting Activities or Supplies	1 Activity Point Per Item Max 2/Meeting
National FFA Week Activities	1 Activity Point for 2 Lunchtime Activities

Special Events:

Chapter T-shirt Purchase	1 Activity Point
Barn Clean Up	1 Activity Point
Pre Fair	1 Activity Point
Tulare County Fair Exhibitor	1 Activity Point
Raisin Day Festival	1 Activity Point
Dinuba Christmas Parade	1 Activity Point
Valentines Day Flowers Fundraiser	1 Activity Point
BBQ Dinner Fundraiser	1 Activity Point
Tractor Supply Farmers Market	1 Activity Point Per Event
Field Day Volunteer	1 Activity Point Per Event
World Ag Expo	1 Activity Point
Alta Historical Society Dinner	1 Activity Point
Cookie Dough Fundraiser	1 Activity Point
Ag Career Expo	1 Activity Point

Conferences:

Greenhand Leadership Conference	1 Activity Point
Made for Excellence Conference	1 Activity Point
Advanced Leadership Academy	1 Activity Point
State Leadership Conference	1 Activity Point
Sacramento Leadership Experience	1 Activity Point

Career Development Event Contestant:

Cotton	1 Activity Point
Banking	1 Activity Point
CoOp	1 Activity Point
Vine Pruning	1 Activity Point
Citrus Judging	1 Activity Point
Best Informed Greenhand	1 Activity Point
Floriculture	1 Activity Point
Nursery/Landscape	1 Activity Point
Veterinary Science	1 Activity Point

Sectional Level:

Opening/Closing Ceremonies	1 Activity Point
Speaking Contest	1 Activity Point
Fall Activity	1 Activity Point
Spring Activity	1 Activity Point
Sectional Officer Elections	1 Activity Point
Awards Banquet	1 Activity Point

Regional Level:

Speaking Contest	1 Activity Point
Regional Meeting	1 Activity Point

FFA Chapter Budgets

Activities Budget 2017-2018

Estimated Receipts

Drive Thru Fundraiser	\$2,000
Shirts	\$200
Concession Stand	\$1000
Club Fair	\$100
Tri Tip Sandwiches	\$1,400
Pancake Breakfast	\$1,300
Donations	\$1,000

Total \$ 7,000.00

Estimated Expenses

CDE Contests	\$ 1000.00
Conferences	\$ 1000.00
FFA Awards Banquet	\$ 2000.00
Meeting Activities	\$ 1000.00
Section & Region Mtgs	\$ 500.00
Scrapbook/Photography	\$ 500.00
Officer Retreat	\$ 800.00
Member Jackets	\$ 200.00

Total \$ 7,000.00

Estimated Net Profit \$0

Livestock Project Budgets

Market Swine Project

Estimated Expenses

Purchase Price	\$250.00
Feed	\$250.00
Vet. & Misc. Supplies	\$ 25.00
Entry Fees	\$ 30.00

Total \$ 555.00

Estimated Receipts

Sale of Animal	250lbs. @ \$3.00/lb.	\$ 750.00
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Total \$ 750.00

Estimated Net Profit \$ 195.00

Market Lamb Project

Estimated Expenses

Purchase of Animal	\$ 200.00
Feed	\$ 80.00
Vet. & Misc. Supplies	\$ 30.00
Entry Fees	\$ 10.00

Total \$ 320.00

Estimated Receipts

Sale of Lamb	130 lbs. @ 4.00/lb.	\$ 520.00
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Total \$ 520.00

Estimated Net Profit \$200.00

Market Goat Project

Estimated Expenses

Purchase of Animal	\$ 150.00
Feed	\$ 80.00
Vet. & Misc. Supplies	\$ 30.00
Entry Fees	\$ 30.00

Total \$ 290.00

Estimated Receipts

Sale of Goat	90 lbs. @ 4.00/lb.	\$
360.00		

Total \$ 360.00

Estimated Net Profit \$70.00

Market Steer Project

Estimated Expenses

Purchase of Animal	\$1,400.00
Feed	\$1,200.00
Vet. & Misc. Supplies	\$70.00
Entry Fees	\$30.00

Total \$2,700.00

Estimated Receipts

Sale of Steer	1200 lbs. @ 3.00	\$3,600.00
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Total \$3,600.00

Estimated Net Profit \$900

9. Recruitment Program

Recruitment Program

The Dinuba High School Agriculture Program uses multiple methods to recruit students into our program. Many of these recruitment tools are beneficial in continually growing our program and having a large first year enrollment.

1. Ag Discovery Courses

We are fortunate that our Agriculture Education program extends into the 7th and 8th grade membership. We currently offer two sections of Ag Discover course at Washington Intermediate school. Offering an agriculture course at the junior high level is a great recruitment opportunity to have students build an interest in agriculture early and enroll in high school courses with a background and foundation of agriculture content. This will help enrollment number at the high school site, as well as increase numbers of students earning degrees, proficiencies, teams, and legitimate SAEs.

2. 8th Grade Expo

Each year in April, 8th grade students at Washington Intermediate and Monson schools are brought over the to high school to explore courses available to them, including academies and electives. Each program is allowed to set up a booth highlightin their courses, having small hands on activities, or demonstrations that students can participate in. This allows us to speak with incoming students, have them explore the opportunities within agriculture classes and the FFA and partake in a few activities. We have traditionally have small livestock or reptiles for our animal science pathway,

creating flower pens for floral, and planting seeds for the horticulture pathway. Flyers, posters and officers in uniforms are present as references for incoming students.

3. “Choices” at Washington Intermediate

Since we have the opportunity to have an agriculture course at the junior high, we can also recruit on that campus for the Ag Discovery courses. Beginning their 7th grade year, students begin to have electives. “Choice” is set up very similarly to the 8th Grade Expo in which Agriculture/FFA has an information booth for students to learn more about the program and decide which classes they would like to take or clubs to join. Our program had the opportunity to participate last year in preparation for our first Ag Discovery classes. This was successful because we ended up with two full courses.

4. Social Media Promotion

During the 2018-2019 school year, our program decided to make a stronger commitment to program promotion through social media platforms, Facebook and Instagram. Through posting student and program successes, we have become more visible in our community, our campus, as well as within our own program. While this may not be a typical means of recruitment, we feel that students will have the opportunity to see what it is like to take an agriculture course, be a member of the FFA, and grow as young leaders.

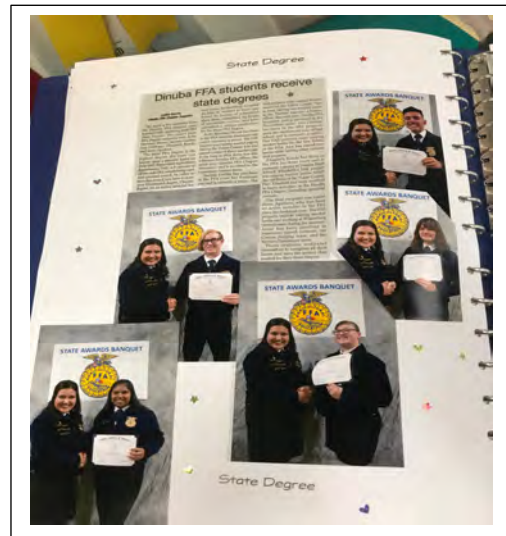


10. FFA Chapter Scrapbook

Dinuba FFA Chapter Scrapbook

Pages Include:

- Officer Pages
- Chapter Activities
- Regional and State Activities
- CDE Teams & Awards
- SAE Features
- Tulare County Fair
- Blue Jacket Bonanza
- Community Service
- Fundraisers
- Media Coverage
- Accomplishments



11. Summer Activities Plan

June 2018

Roy-**Yellow**

Kari-**Purple**

Nicole-**Blue**

All-**Green**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
28	29	30	31	1 Pick up Hogs Prep for Summer Bridge	2 Out of town Pick up Lambs	3 Out of Town
4 Summer Bridge Goat Practice Pig Practice Water	5 Summer Bridge Guide dog mtg Lamb Practice Water	6 Summer Bridge Pig Practice	7 Summer Bridge Pick up feed for animals Pig Practice Water	8 Summer Bridge Water	9 Out of Town Water	10 Out of Town Water
11 Out of town Pig Practice Water	12 Goat Practice Lamb Practice Guide dog mtg Water	13 Water	14 Goat Practice Pig Practice Water Work in Classroom	15 Pick up feed for animals Water Work in Classroom	16 Guide dog Mandatory raiser meeting Water	17
18 Goat and Pig Practice Guide Dog mtg Masters Classes	19 Lamb Practice Masters Classes	20 Masters Classes Work in Classroom	21 Goat and Pig Practice Masters Classes	22 Masters Classes Work in Classroom	23 Masters Classes	24
25 CATA	26 CATA	27 CATA	28 CATA	29 Pick up feed for animals Goat and Pig Practice	30	1
2	3	4	5	6	7	8

July

2018

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
25	26	27	28	29	30	1
2 Goat and Pig Practice Guide dog mtg Masters Classes	3 Masters Classes Lamb Practice	4 Masters Classes	5 Goat Practice Pig Practice Water	6 Pick up Feed for animals Water Work in Classroom	7 Water	8 Water
9 Goat Practice Pig Practice Water	10 Record book lesson with animal kids Lamb Practice Guide Dog Mtg	11 Work in classroom. Water	12 Goat Practice Pig Practice Work in classroom	13 Water	14 Water	15 Water
16 Goat Practice Pig Practice Water	17 Lamb Practice Water	18 Pick up feed and work in classroom. Water	19 Goat and Pig Practice Water Out of Town	20 Out of Town Work in Classroom Water	21 Out of Town Work in Classroom Work in Classroom Water	22 Out of Town Water
23 Out of Town Pig Practice Water	24 Out of Town Lamb Practice Water	25 Officer Retreat	26 Officer Retreat	27 Officer Retreat	28 Water Work in Classroom	29 Water
30 Work in Classroom Water	31 Work in Classroom Water	1	2	3	4	5

12. Graduate Follow Up Survey

Our graduate follow up survey is outdated and not traditionally used. My project for the AGED 539 is developing new department forms, including a graduate follow up survey. Part of the project will be creating, sharing and establishing a better method to review graduate data as well as collecting information to improve our instructional program.

A Google Form was created and shared with my teaching partners. After collaboratively improving the rough draft, the final version was created. Using social media platforms, including Instagram, as well as personally texting students, we send out the survey links. Although we did not initially get a high percentage of responses, we were persistent in contacting graduates to get the feedback we were looking for.

Planning for next year, I feel if we preface that this survey will be sent to our current seniors, explaining the importance and value, we will see a higher return on responses. In our classes, we can have students complete postcards with the link on the card, the pre-labeled cards would be ready to be sent to their residence when we are ready to collect this information. Out of the 37 graduates reported, 28 students responded to the survey. This accounts for 76% completion rate.

Name: Nicole Borba
Address: 19431 E. Adams Ave
City, State, Zip: Reedley, CA 93654
Phone: (559) 393-9390
E-mail: niborba@calpoly.edu

Project Proposal

(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed: 9

Goal or Purpose of the Project:

The Dinuba Agriculture Department does not have an updated, or regularly used, formal graduate survey. The department currently has a paper-based version that has been used years prior, but not in the last five years. I wanted to create a survey that could be shared digitally to receive accurate information about graduates. Additionally, I wanted to use the survey to get their opinion on areas that can improved upon as a program. This information can be used to reflect on as a department each year in order to continuously adapt and improve to make our program stronger and more reflective of our student's needs.

Specific Objectives to Accomplish (Be as detailed as possible):

When the graduate survey is completed each year for the AIG, we complete the required information as a department. Since there are no formal surveys sent out to our recent graduates, the information that is collected is from personal interactions, asking other students, or remembering what they told us at the end of the previous semester. This allows room for flaws in the data that is not truly representative of the students, as plans may have changed from school year to school year. Having a graduate survey that can be sent out easily once the following school year begins would help with accurate information as well as programmatic feedback to improve courses and opportunities.

The old, unused graduate survey was converted into a Google Form for graduates to complete using the link that would be shared via email or social media platforms. Traditional graduate survey information to be collected include post-secondary education, employment industry, college major and intended career. Additional information that I wanted to collect data on included all agriculture courses taken, past agriculture teachers, classes that were not offered that should be, and number of years enrolled in agriculture education. Aside from classes, I thought it would be beneficial to see the number and types of activities our graduates participated in, such as conferences, CDEs, and SAEs.

A short response section was included to allow graduates to share personal opinions about how they feel the Ag Program prepared them for higher education or future employment. Additionally, completers were asked how courses can be improved or for any other constructive feedback to improve the courses, facilities, SAEs or equipment. Past students were asked to be open with answers so we can receive honest feedback by those who have gone through the program. This new survey will provide us with the necessary information to complete the graduate information accurately, while also giving the department insight and data on ways that the program can be improved.

Estimated number of hours on this project: 15 hours.

Estimated expenditures (\$) on this project (your costs) : Not Applicable.

Proposed timeline for completion of the project: September 2018-March 2019

Progress Report: How will you inform the Cal Poly faculty of your progress on a regular basis?

I will send updates to my advisor, Dr. DeLay throughout the course of my project.

Updates may include total number of responses, struggles of receiving survey responses, and notification when the project is complete with results.

For Office Use Only:

Project Approved By: _____.

Date of Approval: _____.

Quarter student will enroll in AGED 539: _____.

Graduate Survey

Hello! As a recent graduate, the Dinuba Agriculture Department would like to hear from YOU. We are following up with our graduates and asking for your feedback for program improvement. Please take the next few minutes to answer a couple of our questions to help us get better.

What is your name (first and last) *

Short answer text
.....

What are you currently doing? * Check all that apply *

- Attending School Full Time
- Attending School Part Time
- Working Part Time in Ag
- Working Full Time in Ag
- Working Part Time Non-Ag
- Working Full Time Non-Ag
- Military
- Not Working
- Not Attending School

If employed, what type of business or industry are you employed in? (If applicable, state your job title) *

Short answer text
.....

What type of school are you attending? *

- 2 year college
- 4 year college
- Trade School
- Not attending school

What is your major? *

Short answer text
.....

What is your intended career? *

Short answer text
.....

What Ag classes did you take while in the Dinuba High School Ag Program? (check all that apply) *

- Intro to Ag
- Intro to Mechanics
- Ag Biology

⊕
Tt
⊞
⊞
⊞

⊕
Tt
⊞
⊞
⊞

- Ag Biology
- Vet Science
- Ornamental Horticulture
- Landscape Design
- Floral
- Ag Leadership
- Other

Who were your Ag Teachers? *

What classes were not offered that you would have liked to take? *

How many years were you a member of the Dinuba Ag Ed Program? *

- 1 year
- 2 years
- 3 years
- 4 years

In what ways were you involved in the FFA (check all that apply) *

- Officer
- Committee Member
- CDE Team
- Showteam
- Greenhand Leadership Conference
- Made For Excellence Conference
- Advanced Leadership Academy
- State Conference
- Public Speaking (creed, impromptu, job interview, prepared, extemp)
- Chapter meetings and chapter activities

What career development event did you do? (check all that apply) *

- Cotton
- Opening/Closing
- Vine Pruning
- Vet Science
- Floral
- Nursery/Landscape
- Creed

- CDEE
- Impromptu
- Job Interview
- Prepared
- Extemporaneous
- Banking
- Co-Op

List any other CDE teams you would have liked to have seen offered *

What were your SAE project(s) you maintained while in the Ag Program? *

In what ways do you feel you benefited from our Ag Ed program? *

- Competing on judging teams
- Work experience through SAEs
- Earning advanced degrees or proficiency awards
- Participating in chapter activities
- Career and industry exposure/information

- Raising livestock, shows, fairs
- Learning skills related to future ag employment
- Developing responsibilities
- Record keeping
- College information and visits

What is the highest degree you earned in the FFA? *

- Greenhand
- Chapter
- State

Are you interested in pursuing your American Degree? *

- Yes
- No

How has the program prepared you for higher education or future employment? *

In what ways can courses be improved to prepare students for post-high school endeavors?

Please note any other suggestions you have for the instructional program, facilities, SAEs, equipment, etc. (Be open so we can improve the program and continue to grow) *



End Feedback

13. Graduate Follow Up Survey Results



EXPLORE
Agricultural Education

PARTICIPATE
Students & Members

TEACH
Teachers & Advisors

SUPPORT
Alumni & Parents

GIVE
Sponsors & Donors

California Ag Ed Online

Dashboard

 Home

 Account Settings

Account Balance
State Balance: \$3,840.00
Region Balance: \$135.00

 Student Roster
Set Student Access Code

 FFA Membership

 Post Graduate Data

 Event Registration

 CDE Field Days Registration

 Livestock Insurance

 State Ag Ed Data Reports

 State Course Summary

 Application Center

 Directory

Post Graduate Follow-Up

Students by Graduation Year (37 Students) 2018

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

Save Changes

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS	
Alisha		2018	3	Two Year College - Non-Ag Major	-
Grego		2018	3	Four Year College - Ag Major	-
Quelline		2018	3	Two Year College - Ag Major	-
Ash		2018	3	Employed - Fulltime - Ag Job	-
Saluope		2018	5	Two Year College - Ag Major	-
Salah		2018	5	Two Year College - Non-Ag Major	-
Shania		2018	5	Two Year College - Non-Ag Major	-
Salah		2018	3	Two Year College - Non-Ag Major	-
Adriana		2018	4	Four Year College - Non-Ag Major	-
Ann		2018	3	Two Year College - Non-Ag Major	-
Chase		2018	5	Two Year College - Ag Major	-
Enck		2018	4	Two Year College - Non-Ag Major	-
Sica		2018	3	Four Year College - Non-Ag Major	-
Jacquelin		2018	5	Two Year College - Non-Ag Major	-
Jose		2018	5	Two Year College - Ag Major	-

-  Directory
-  Order Paper Record Books
-  Go to My FFA.org Account
-  Go to My AET Account
-  Go to Degrees/Application Manager

[REDACTED]	José	2018	5	Two Year College - Ag Major	-
[REDACTED]	Madasen	2018	5	Four Year College - Ag Major	-
[REDACTED]	Ashley	2018	4	Four Year College - Non-Ag Major	*
[REDACTED]	ermilo	2018	5	Four Year College - Ag Major	*
[REDACTED]	ardo	2018	4	Two Year College - Ag Major	-
[REDACTED]	en	2018	3	Two Year College - Non-Ag Major	-
[REDACTED]	renda	2018	5	Two Year College - Ag Major	*
[REDACTED]	Ireya	2018	3	Two Year College - Non-Ag Major	*
[REDACTED]	ore, Kobe	2018	5	Four Year College - Non-Ag Major	-
[REDACTED]	an	2018	3	Two Year College - Non-Ag Major	-
[REDACTED]	lexis	2018	3	Two Year College - Non-Ag Major	*
[REDACTED]	n	2018	3	Two Year College - Non-Ag Major	*
[REDACTED]	ricia	2018	4	Two Year College - Non-Ag Major	-
[REDACTED]	Eduardo	2018	4	Four Year College - Non-Ag Major	-
[REDACTED]	suadalupe	2018	4	Four Year College - Ag Major	*
[REDACTED]	elia	2018	3	Two Year College - Non-Ag Major	*
[REDACTED]	an	2018	3	Two Year College - Non-Ag Major	-
[REDACTED]	ney	2018	3	Two Year College - Non-Ag Major	-
[REDACTED]	andra	2018	3	Two Year College - Non-Ag Major	*
[REDACTED]	ey	2018	3	Four Year College - Non-Ag Major	*
[REDACTED]	ega, Yonatan	2018	3	Four Year College - Non-Ag Major	-
[REDACTED]	alle	2018	4	Two Year College - Ag Major	-
[REDACTED]	aslay	2018	3	Two Year College - Non-Ag Major	-



QUESTIONS RESPONSES 28

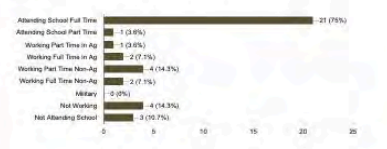
28 responses

SUMMARY INDIVIDUAL

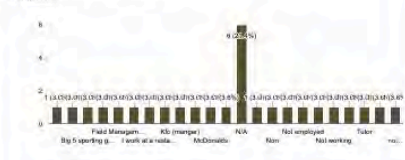
What is your name (first and last)



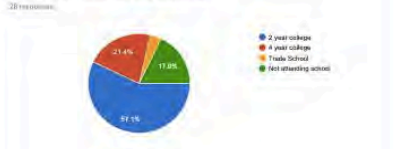
What are you currently doing? • Check all that apply



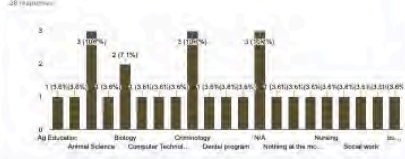
If employed, what type of business or industry are you employed in? (If applicable, state your job title)



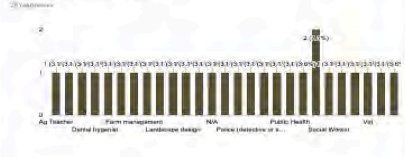
What type of school are you attending?



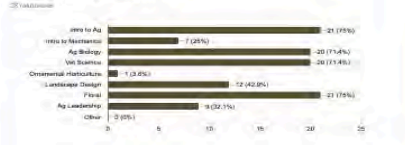
What is your major?



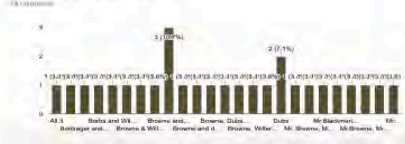
What is your intended career?



What Ag classes did you take while in the Dinuba High School Ag Program? (check all that apply)



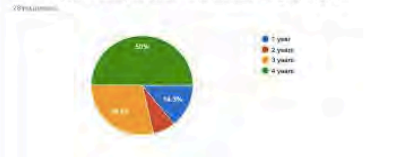
Who were your Ag Teachers?



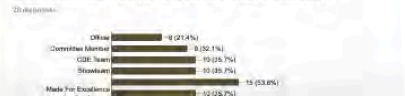
What classes were not offered that you would have liked to take?

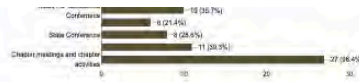
- Floral 2
- None
- Ag
- Animal science
- Ag Ed
- Ornamental Horticulture
- Horticulture
- Agriculture Business
- Floral 1
- Advanced Floral 2
- H&E
- Ag Mechanics 2 & 3

How many years were you a member of the Dinuba Ag Ed Program?

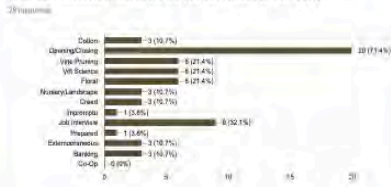


In what ways were you involved in the FFA (check all that apply)





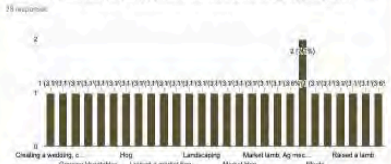
What career development event did you do? (check all that apply)



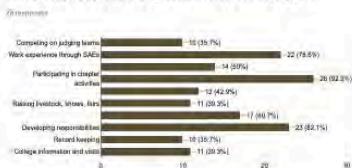
List any other CDE teams you would have liked to have seen offered

- N/A
- Ag
- Agromechanics
- Ag
- Truck driving
- Livestock Judging
- Job Interview
- Chico
- Agromechanics
- Food Science
- Mani
- Job Interview Part 2

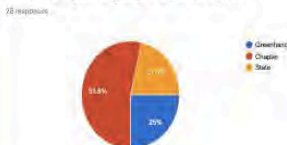
What were your SAE project(s) you maintained while in the Ag Program?



In what ways do you feel you benefited from our Ag Ed program?



What is the highest degree you earned in the FFA?



Are you interested in pursuing your American Degree?

23 responses



How has the program prepared you for higher education or future employment?

22 responses

- Never give up
- No way to work with people I do not like
- Showing me what most jobs do in agriculture
- It gave me insight of the Agriculture industry and gave me exposure of colleges and universities.
- Taught me their benefits.
- Its taught me how to work business and to be responsible.
- The program has taught me that higher education is important and there are many careers in agriculture.
- The program has higher my education or future employment because it gave me an eye opening to the PFA industry. I was able to experience how PFA worked and what job opportunities are available if I took that route.
- It helped me notice the true value of time management and dedication.
- Made me develop a clearer and stronger voice to be heard.
- Responsibility for the activities you choose to do.

In what ways can courses be improved to prepare students for post-high school endeavors?

22 responses

- I cant improve this I had the courses
- Keep it the same.
- Job professional come in and talk to the students about each year

Job professional come in and talk to the students about each year

Give a general insight of what is expected at Junior College, or University level. (Ex: Invite professors to talk to classes and what expectations they have at post high school level)

Giftly items more interested

Better supplies

Talk to the student think take a survey on what they think after high school and then just a lesson to the majority of the students.

Courses can be improved to prepare students for posthigh school endeavors is by including team work in classes. Several students enjoy working in teams and competing against others in classes. So like including competition with the learning objectives. There are several jobs that include team work.

Becoming familiar with college level standards and college campus.

For students to actually be paying attention and completely understanding the class.

Please note any other suggestions you have for the instructional program, facilities, SAEs, equipment, etc. (Be open so we can improve the program and continue to grow)

27 responses

N/A

Get a damper had slower so the kids don't have to sweep the back. And tell brown he needs to get a car for his T&L or his copiers are going to end up in the gutter when it rains out.

No

Fix up the farm, fields and greenhouses to be more presentable and would be less work to do if the maintenance is kept up instead of waiting to do it when the weeds are big.

As the program grows, larger facilities are necessary to give all members an opportunity to enroll in an agricultural class without the courses being overbooked.

I had some of my high school moments in it so thank you

Bigger classes and more support from the district.

Be more active in the field area I feel like many kids see it but never use it to it's full potential.

N/A

Making sure that the advisors keep record of which students have been in the program at 4 years so they can be recognized for completing the pathway at graduation practice where they hand out awards. They only pay attention

14. Comprehensive Program Plan

DHS Agriculture Education Program Plan

- I. Introduction
 - A. Job Market
 - B. Targeted Occupations
 - C. Total Program Goals and Objectives
 - D. Program Descriptions of Included Courses, SAE and Leadership
 - E. Program and/or Course Subject Matter Content Outline
 - F. Program Completion Standards
 - G. Descriptions of Facilities and Major Equipment
 - H. Five Year Facility and Equipment Acquisition
 - I. Staff Assignments
 - J. FFA Program of Activities
 - K. School and/or Department Policies
 - L. Proficiency Standards for Program Completers
 - M. Teacher Data Sheet for Each Teacher
 - N. Roster of Agriculture Advisory Committee
 - O. Advisory Committee Minutes
 - P. Current Year Budget
 - Q. Signed Articulation Agreement and/or Evidence of Articulation
 - R. Graduate Follow-up System
 - S. List of Active Placement Sites
 - T. Recruitment Activities and Materials
 - U. Staff In-service Record
 - V. Staff Minutes
 - W. Department Inventory

I. Introduction

Dinuba FFA History

The Dinuba FFA was chartered in 1937, just 9 years after the National Organization was formed. In 1937, there were only 162 active chapters in the state of California as compared to 311 at present. The number of active members was a mere 7,790 in 1937.

Today in California, there are over 60,000 FFA members and over 500,000 nationally. Dinuba has over 300 FFA members in the chapter this year.



Community Overview

Dinuba is a small agricultural community located on the east central side of the San Joaquin Valley. Crops surrounding the area include a vast amount of tree fruits comprised mainly of peaches, plums, and nectarines. Crops such as citrus, a large amount of table grape and raisin vines, persimmons, kiwi, apples, and olives – to mention a few – can be noticed in and around the surrounding areas. Down any road you may travel, you will see agriculture at it's purest.

The population of the community of Dinuba has an ever-growing support for its FFA. In turn, the Dinuba FFA is greatly involved with the community. From petting zoos to safety lessons, the Dinuba FFA members have enjoyed assisting the community in promoting good will, safety, and agricultural literacy.

It is the belief of the Dinuba FFA that agricultural education is the key to the survival of a strong agriculture industry, which lies at the heart of the community. From crops to livestock to mechanics, each plays an important role in keeping the community healthy, and each bears strong ties to agriculture. Many jobs are directly related to the agricultural industry here in Dinuba, but many areas are also indirectly related. Young children and new residents must be made aware of this importance, and educated accordingly.

We are proud of our agriculture program, the Dinuba FFA, and our community. We will continue to build and preserve our integrity, our pride, and our accomplishments through updating our courses, building on new technologies to keep education current, and above all encouraging all students to set and strive for their goal, and to succeed.

A. Job Market

Job Market Description

Agriculture is the most important industry in the United States with California being the number one state in production and the San Joaquin region its most important area. As the look of agriculture in this area changes, it is vital that the education facilities keeps pace with this by supplying students prepared to enter this vast job market.

Dinuba is located in North East Tulare County. The climate is on of limited rainfall during the winter and the summers are hot and dry. The winter months bring foggy days and nights with mild and cold weather. The extremes have brought freezing temperatures that have caused crop damage.

The Dinuba area is blessed with outstanding agricultural base. Many jobs are generated in the agriculture industry in the immediate Dinuba area. Crop production dominates the area yet there is also livestock production. Agriculture enterprises include, hay, citrus, peaches, apricots, nuts, table and wine grapes, dairy, beef and melons. The city of Dinuba is the home of Ruiz Foods, many packing plants and other large agriculture related industries.

Because of the number of students who seek employment it is important that they be taught the necessary skills to make them marketable. These skills are hands on vocational skills. Agriculture job skills are taught because that is where the jobs are in our area. A student who has been properly trained but doesn't have any higher education can still get a job. Such job areas are mechanics, small engine repair, farm manager, maintenance, landscaping, as well as others. It is the job of the Agriculture program to provide these students with the vocational skills necessary for successful employment.

B. Targeted Occupations

Plant Science:

Occupation requiring less than a Bachelor's Degree:

- Garden Store Manager
- Nursery Technician
- Landscaper
- Florist
- Tree Pruner
- Cut Flower Wholesaler
- Potted Plant, Foliage, and Cut Flower Production
- Turf Grass Management
- Horticulture

Occupational requiring a Bachelor's Degree:

- Soil Scientist
- Viticulture
- Arborist
- Environmentalist
- Botanist
- Plant researcher
- Biotechnology
- Plant breeder
- Integrated Pest Management
- Cooperative Extension Researcher
- County Agriculture Inspector

Industry Recognized certifications, Licenses, Credentials related to this pathway:

- Landscape contractor license
- American Institute of Floral Designers accreditation
- Pest Control Advisor-Certified
- Agriculture Educator Credential

Animal Science:

Occupations requiring less than a Bachelor's degree:

- Veterinarian Assistant or Technician
- Pet Store Owner/Manger
- Purebred Animal Breeder
- Rancher
- Small Animal Care
- Pet Grooming and Sitting Services
- Agriculture Journalist
- Sales/Promotional Developer
- Feed Sales
- Artificial Insemination Technician

Occupations requiring a Bachelor's degree:

- Veterinarian
- Animal Research Technician
- Cell Culture Specialist
- Genetic/Biotechnology Developer
- USDA Inspector
- Commercial Researcher/Product Developer
- Molecular Biologist
- Food Scientist
- Nutritionist

Industry Recognized certifications, Licenses, Credentials related to this pathway:

- Vet Technician
- Agriculture Educator Credential
- Pet Grooming Certification

C. Total Program Goals and Objectives

DINUBA HIGH SCHOOL PROGRAM GOALS AND OBJECTIVES

Agriculture Education Goals

Agriculture Education is organized instruction, which prepares individuals for employment in agriculture and may also prepare them for advanced training, leading to an agricultural career requiring education at a post secondary level.

Purposes of Agriculture Education

1. To assist individuals in making an informed choice of an agricultural occupation.
2. To prepare individuals for employment in agricultural occupations.
3. To prepare individuals for advanced training in agriculture.
4. To ensure an adequate supply of trained and skilled individuals for employment in the agricultural industry.

Agriculture Education Objectives

1. All Agriculture students will develop a career program, which will include the sequence of high school agriculture courses, a description of a planned Supervised Agriculture Experience Program, and a description of planned FFA activities.
2. All Agriculture students will engage in a supervised agriculture experience as part of their instructional program.
3. All Agriculture students will be members of the FFA and participate in its integral activities to promote leadership within agriculture.
4. Seventy-five percent of program completers will have met the proficiency standards in that program area.

Agriculture Mechanics Goals and Objectives

1. Supply agriculture students with the knowledge and skills required for entry into successful progress in those agricultural mechanics occupations that do not require education beyond the secondary level.
2. Prepare students for the advanced post-secondary level vocational education in agriculture mechanics.
3. Assist the students to make informed career choices in the field of agriculture mechanics.
4. Enable all students to acquire an understanding of the economic and social impact of the agriculture mechanics industry.
5. Provide the Agriculture mechanics industry with the appropriate numbers of persons adequately prepared for successful employment in those occupations, which presently exist and which are developing in the industry.

Animal Science Goals and Objectives

1. Supply agriculture students with the knowledge and skills required for entry into successful progress in those animal science occupations that do not require education beyond the secondary level.
2. Prepare students for the advanced post-secondary level vocational education in animal sciences.
3. Assist the students to make informed career choices in the field of animal science.
4. Enable all students to acquire an understanding of the economic and social impact of the animal science industry.
5. Provide the animal science industry with the appropriate numbers of persons adequately prepared for successful employment in those occupations, which presently exist and which are developing in the industry.

Ornamental Horticulture Goals and Objectives

1. Supply agriculture students with the knowledge and skills required for entry into successful progress in those ornamental horticulture occupations that do not require education beyond the secondary level.
2. Prepare students for the advanced post-secondary level vocational education in ornamental horticulture.
3. Assist the students to make informed career choices in the field of ornamental horticulture.
4. Enable all students to acquire an understanding of the economic and social impact of the ornamental horticulture industry.
5. Provide the ornamental horticulture industry with the appropriate numbers of persons adequately prepared for successful employment in those occupations, which presently exist and which are developing in the industry.

Agriculture Business Goals and Objectives

1. Supply agriculture students with the knowledge and skills required for entry into successful progress in those agriculture business occupations that do not require education beyond the secondary level.
2. Prepare students for the advanced post-secondary level vocational education in agriculture business.
3. Assist the students to make informed career choices in the field of agriculture business.
4. Enable all students to acquire an understanding of the economic and social impact of the agriculture business industry.
5. Provide the agriculture business industry with the appropriate numbers of persons adequately prepared for successful employment in those occupations, which presently exist and which are developing in the industry.

Annual Department Goals:

- Increase retention of agriculture students in every ag career pathway
- Increase the awareness campus wide about the FFA and agricultural program
- Strengthen and maintain active and productive SAE projects while increasing project numbers
- Publicize our agricultural program to our community through publications, events, presentations, and service
- Continue to build new structures and facilities to better aide our students and their endeavors through grants, donations, and fundraising
- Create an articulation agreement with COS and Reedley College focusing on the Landscape Design course
- Build up college bound student numbers majoring in an agricultural field by promoting a college going atmosphere in our department
- Increase the number of students applying for officer positions at the sectional and regional level
- Increase number of State Degrees and Proficiency winners

D. Program Description of
Included Courses, SAE
and Leadership

Course Descriptions

AGRICULTURE

Ag Biology

Grade: 10-12

Prerequisite: Integrated Science/Intro to Ag recommended

Agricultural Biology is a laboratory science course that emphasizes detailed knowledge of the biological principles of the following areas: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, physiology, plant and animal diversity and principles of classification, ecological relationships, and animal behavior. This class meets the life science requirement for graduation as well as lab science for college admission.

Ag Leadership

Grade: 11-12

Prerequisite: 2 yrs. in Ag. Program or teacher permission

Leadership will focus on advanced agricultural topics and issues as well as individual training for agricultural careers and technology. Students will develop leadership skills through planning, executing community development events, speaking and job interviewing.

Ag & Natural Resources

Grade: 10-12

Prerequisite: Ag Biology

This course is designed to provide the student with theories and principles related to Agriculture and Natural Resources. Students will learn about the science in natural resources, conservation, soil, water, wildlife classification and habitat, forest species, air pollution, land quality, weather and climate, environmental impact on mineral use, sustainable agriculture system and waste management. This course is intended to successfully prepare students who plan on majoring in agriculture and natural resources at a four-year university.

Ag Mechanics

Grade: 9-12

Prerequisite: None

This course is designed to allow the student to learn many different skills related to the Agriculture Mechanics industry. The course will introduce the student to different careers, safety and hazards related to this industry. The course will cover different areas of the agriculture mechanic, including the following: Small Engines, plumbing, electricity, masonry, concrete, hand tools, fasteners, layout tools and procedures, measurements, math, tractor maintenance and operations.

Environmental Horticulture

Grade: 11-12

Prerequisite: Ag Biology preferred

This class will provide the student with theories and principles related to environmental horticulture science. It will also develop skills needed for employment or continuing education in the field of nursery production, landscape maintenance, greenhouse production, ornamental horticulture. Plant care, reproduction, indoor and outdoor plant identification, lawns and ground cover, irrigation, fertilization and other topics are covered. The course is rigorous and involves advanced laboratory activities. It meets the g requirement for college admission.

Floriculture

Grade: 10-12

Prerequisite: Previous Ag Class or with teacher permission

This is an introduction to floral design. Students will explore elements and principles of design, two and three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday, and occasional designs and propagation. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. This course meets the visual art requirement for graduation and college admission. This class is a dual enrollment course with Reedley College.

Introduction to Agriculture

Grade: 9-12

Prerequisites: None

This class is designed as an orientation/introduction to California Agriculture and the FFA program. Course of study includes animal and plant science, production agriculture, nursery technology, forestry and wildlife. A major emphasis is placed upon FFA participation.

Landscape Design

Grade:10-12

Prerequisite: Previous Ag. Class

This course will entertain the possibilities of a career in the Landscape Industry, in such areas as Landscape Architecture, Landscape Construction/Contracting, and Landscape Maintenance. Areas to be covered include site evaluation, plant identification, design, implementation and basic knowledge of Design and Plant Science.

Veterinary Science

Grade: 10-12

Prerequisite: Ag Biology or Biology or teacher approval.

This course will provide the student with practical knowledge, and the theories and principles related to veterinary science. This course is intended to successfully prepare those students who plan on majoring in agricultural or animal science at a four-year university. This class meet "g" requirement for college admission.

E. Program and/or Course
Subject Matter Content
Outline

Program and/or Course Subject Matter Content Outline

2017-2018 Changes

- Environmental Horticulture name changed to Ornamental Horticulture
- New Courses Submitted: Animal Science, Advanced Floral Design
- Ornamental Horticulture, Animal Science, Landscape Design, Advanced Floral submitted to school for UC a-g approval

2018-2019 Changes

- Animal Science-Approved for UC a-g Lab Science Credit (d)
- Ornamental Horticulture-Approved for UC a-g Lab Science Credit (d)
- Landscape Design-Approved for UC a-g Elective Credit (g)
- Advanced Floral Design- Approved for UC a-g Visual Arts (f)
- Animal Science and Ornamental Horticulture DUal Enrollment through Reedley College (pending)

F. Program Completion Standards

To be considered a “program completer” at Dinuba High School, students must have taken 4 years of agriculture courses with a passing grade, meet the minimum FFA participation of 5 activities per semester, and have a satisfactory SAE record. The high school, and the agriculture department, strongly advise students to be a pathway completer by taking a concentrator and capstone course sequentially in the same pathway. Additional recognition with FFA cords will be given to graduating seniors who are 4 year program completers and have earned the State FFA Degree. Graduation program denote pathway completers as well as State Degree recipients.

G. Descriptions of Facilities & Major Equipment



The livestock barn accommodates 24 lambs or goats, 4 beef cattle, and 32 hogs. Students can house their livestock projects here during school and summer, if facilities are not available at their residence. A storage and supplies shed is also available for student use.



A dirt show arena is located within the barn for student use. The show ring is utilized during formal practices and independent practice times.



Three enclosed wash racks are located in the barn for lambs, goats, and hogs. When there are cattle projects, a shoot is set up next to wash racks for livestock owners to use.



There are three storage sheds located behind the agriculture department. The first shed is used to house small tools, equipment, containers, and other horticultural related products. The second shed is a floral shed that contains various floral supplies, vases, and foam that cannot be stored in the classroom. The last shed is used to raise mice and rats for feeding the department reptiles.



The traditional greenhouse is used in various classes including Ornamental Horticulture, Landscape Design and Introduction to Agriculture. This facility is also available for plant propagation, production, and other plant-based SAE projects.



Students SAE projects in the greenhouse include various forms of propagation, maintenance, and plant care.



There are nine raised garden beds available next to the Agriculture Department. Raised beds are used for classes, as well as student-grown projects. Students who are utilizing the raised beds are given a key to access their plants on weekends and after hours.



A brand new greenhouse is currently in the process of being built. This greenhouse will be used to start a hydroponics program at Dinuba High School. The greenhouse will contain concrete, raised tables, fans, and a heater.

Department Inventory

Machinery

- Tractor (1)
- 2016 GMC Express Van (1)
- 2001 Chevrolet Truck (1)
- Livestock Trailer (1, small)
- Shipping Container (3)

Animal Husbandry

- Chicken Coop (1)
- Hog Feeders (20)
- Hog Boards (4)
- Sheep/Goat Stanchions (2)
- Beef Stanchion (2)
- Blowers (2)
- Beef Equipment (various)
- Sheep Equipment (various)
- Goat Equipment (various)
- Electronic Livestock Scale (3)
- Upright Tack Boxes (3)
- Flat Tack Box (1)
- Hanging Tack Box (1)
- Wheelbarrows (4)
- Wash Racks (3)
- Show ring (1)
- Livestock Storage Shed (1)
- Dog Washing Sink (1)
- Dog Drying Stand (1)
- Dog Blower (1)
- Guide Dog Supplies (various)

Horticulture

- Traditional Greenhouse (1)
- Greenhouse Tables (18)
- Hydroponics Greenhouse (1)
- Shade House (1)
- Outdoor Growing Tables (10)
- Raised Garden Beds (10)
- Orchard and Vineyard (plan to replace in 2019)
- Hand Garden Tools (various)

- Heated Seed Propagation Mats (10)
- Soil Bin (1)
- Tool Storage Shed (1)
- Floral Shed (1)
- Horticulture Storage Shed (1)
- Gravel Bin (1)

Food/Serving Items

- Catering Utensils (various)
- Refrigerator (1)
- Freezer (1)
- Ice Chest (1)
- Igloo Coolers (3)
- Food Warmer (4)
- Microwave (1)

Classrooms

- Classrooms (3)
- Teacher Desks (3)
- Chromecarts (2)
- Chromebooks (70)
- Student Chairs (90)
- Office Chair (4)
- Filing Cabinets (6)
- TV with Chromebox (3)
- Teacher Laptop (3)
- Teacher Desktop (2)
- Compound Microscopes (various)
- Veterinary Science Supplies (various)
- Floral tools and equipment (various)
- Horticulture tools and equipment (various)
- Sink (2)

H. Five Year Facility &
Equipment Acquisition
Schedule

DINUBA HIGH SCHOOL
AGRICULTURE DEPARTMENT
FIVE-YEAR PLAN

Year 1: 2018-2019

1. Upgrade shade area, clothe
2. New Animal trailer
3. build shelving in storage sheds
4. Renovate the Orchard
5. New Ag Truck

Year 2: 2019-2020

1. upgrade lighting in greenhouse
2. purchase new glazing for greenhouse
3. Add tar to roof of C-Trains
4. Develop ornamental tree area
5. Renovate propagation (mist) House

Year 3: 2020-2021

1. Develop a outside potting area
2. purchase additional livestock trailer
3. new laptops for computer lab & staff & printer
4. Add more hydroponics/Aquaponics
5. Add lights to shed in the livestock area.

Year 4: 2021-2022

1. outside potting area
2. create outdoor mother stock area for horticulture
3. Add another raised bed
4. Add feed containers in the livestock area.

Year 5: 2022-2023

1. purchase smaller greenhouse
2. purchase walk in floral cooler
3. Purchase soil sterilizer
4. Purchase soil mixer

I. Staff Assignments

Staff Assignments

Project supervision of various types, facilities management and FFA Advisor responsibilities are divided between all three Advisors. The agriculture teachers work collaboratively to ensure the best possible experience for students to maximize the impact of resources available on campus. Non-teaching responsibilities are outlined on the Chart of Responsibilities. Course assignments are as follows:

Nicole Borba

- Agriculture Biology
- Landscape Design
- Ornamental Horticulture

Roy Browne

- Ag Discovery
- Animal Science
- Introduction to Agriculture
- Veterinary Science

Kariann Wilterding

- Advanced Floral Design
- Floral Design I
- Introduction to Agriculture

**Dinuba High School Agriculture Department
Chart of Responsibilities 2018– 2019**

Assignment	Date	Roy Browne	Kari Wilterding	Nicole Borba
Leadership Advising				
Officer Team Advisor	All Year	XX	X	X
Officer Retreat	July	XX	X	X
Opening Closing Ceremonies	October	Officer Team	Novice Teams	Open Teams
Sectional Officer Team Officer	All Year			
Sectional Activities	All Year	X	X	X
Judging Teams				
Creed Speaking	Fall-Spring	X	XX	X
Cooperatives	February	XX		
Banking Quiz	December		XX	
Cotton Judging CDE	Sept – Nov			XX
Vine Pruning CDE	Winter	XX		
Citrus Judging CDE	Winter	X	X	
Prepared speaking	Spring		X	XX
Extemporaneous Speaking	Spring	XX	XX	X
Job Interview	Spring		XX	X
Veterinary Science CDE	Spring	XX		
Impromptu	Spring	X		XX
Best Informed Greenhand	Spring	X	XX	
Landscape Design- CDE	Spring			XX
Veterinary Science – CDE	May -Oct	XX		
Floriculture CDE			XX	
GUIDE DOGS		X	XX	X
Department / Reports				
Department Head	All Year	XX		
R2 – Roster	October	XX	X	X
Program of Activities	Fall	X		XX
Requisitions	All Year	XX	X	
Transportation Forms	All Year		XX	
Advisory Committee Meetings	All year	XX	X	X
Advisory Committee Minutes	All year		XX	
Grants	All Year	X	X	X
Student Teachers observer			XX	X
CATA				
State Conference	June	X	X	X
Road Show Prof. Dev.	December	X	X	X
Fall Sectional Meeting	September	X	X	X
Spring Sectional Meeting	May	X	X	X
Fall Regional Meeting	November	X	X	X
Spring Regional Meeting	February	X	X	X
Summer Regional Meeting	June	X	X	X
Proficiency Application Scoring	February	X	X	X
Record Book Scoring	January	X	X	X

Sectional Officer Position	All Year	X	X	X
Leadership Conferences				
Chapter Officer Lead. Conf.	October		X	X
Greenhand Leadership Conf.	November		X	
Made for Excellence Conf.	February	X	X	X
Advanced Leadership Academy	February	X	X	X
State FFA Convention	April	X	X	X
National FFA Convention Trip	October	XX		
FFA Meetings				
Aug. Mtg. – Groovy meeting	August	X	X	X
Sept. Mtg- Pool party	September	X	X	X
Oct. Mtg. – Halloween Movie	October	X	X	X
Nov. Mtg. – Thanksgiving	November	X	X	X
Dec. Mtg. – Chapter / GH Degree	December	X	X	X
Jan. Mtg. –	January	X	X	X
Feb. Mtg. - Softball Night	February	X	X	X
Mar. Mtg. - Chapter Degree	March	X	X	X
Apr. Mtg. – Park - Games	April	X	X	X
May Mtg. - Banquet Awards	May	XX		
May Mtg. - Banquet Food	May			XX
May Mtg. - Banquet Program, Decor & Certificates	May		XX	
Community Service				
Thanksgiving Baskets	November	X	X	X
Raisin Day Petting Zoo	September	XX		
Grand View Carnival Petting Zoo	October	XX		
Women’s Club Mtg.	October		XX	
Christmas Float	December	X	X	X
Pet Food Drive	January	XX	X	X
Valentine Roses	February		XX	
Rose/Carnations for the Elderly	February	X	XX	X
Earth Day - Tree Planting	March			XX
Pet therapy	November		X	X
		X		
SAE Projects				
Sheep	May –Sept.	XX		
Swine	May – Sept.			XX
Goats	Mar – Sept.		XX	
Beef	Jan - Sept		XX	
Tulare County Fair	September	X	X	X
Plant Sales – Fall / Spring	Nov. / May			XX
Bare Root Trees	Jan – May			X
Vegetable Plots	Mar – Jun	X	X	X
Small Animals	All year	XX		
Orchard/Vineyard	All year	X		XX
Open Shop Projects	All year	X		
Poultry at the Jr. High	All year	X		
Ag Sci & Animal Proficiencies	Spring	XX		

Ag Mech & Landscape Prof.	Spring			XX
Sales, Floral & Horticulture Prof.	Spring		XX	X
Pre-Fair	Fall	X	X	X
State/Am. Degree Applications	Winter	X	X	X
Officer Duties				
Chapter Officer Applications	March	X	XX	X
Regional Officer Applications	February	X	XX	X
Sectional Officer Applications	April	X	XX	X
State Conference Applications	January		XX	
MFE-ALA Applications	November		XX	
Fundraisers				
Drive Thru BBQ	Fall	XX	X	X
Shirt Orders	All Year	X	XX	X
Cookie Dough	November	XX	X	X
Smencils		XX		
Other				
World Ag Expo		X	X	X
National FFA Week	February	X	X	X
Officer Meetings	All Year	XX	X	X
Dual Enrollment Classes	All Year	X	XX	X
Reedley Showmanship Day	November			
XX = lead advisor				
X = assistant advisor				

J. FFA Program of Activities

There's No End To Agriculture



Program of Activities 2017-2018

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Introduction to Dinuba FFA

The FFA Organization is an organization of, by, and for students studying agriculture in public secondary schools under the provision of the Vocational Education Act. The National FFA Organization envisions a future in which all agricultural education students will discover their passion in life and build on that insight to chart the course for their education, career and future.

As an integral part of agriculture education in the public school system of the United States, the FFA has become well known in recent years. No other national student organization enjoys greater freedom of self government under adult council and guidance than the FFA. Organized in 1928, it has served to motivate and vitalize the effective instruction offered to students of vocational agriculture and to provide further training in farmer citizenship and agricultural business.

The FFA is a non-profit, non-political agriculture youth organization, designed to take its place with other agents striving for the development of leadership, the advancement of agriculture technology, and improvement of agricultural life. The foundation upon which the FFA organization is molded includes leadership, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism.

The Dinuba FFA Chapter is part of the California FFA Association of the National FFA Organization. Dinuba FFA was chartered in 1937, nine years after the National FFA Organization was formed. Dinuba High School promotes three general career pathways: Animal Science, Floral Design, and Ornamental Horticulture. With almost 450 members, Dinuba FFA has made great strides here in our small agricultural community to build a reputable program and serve our own.

The Dinuba FFA Program of Activities is designed to serve as a guide for our members in all of their endeavors during the coming year. The Program of Activities or POA for short, contains information about leadership conferences, degree attainment, our chapter's constitution, by-laws, and much more. It is our hope that this document will guide all members and guests to greater success within our organization.

President's Message

Welcome to the 2017-2018 school year! Your officer team is very excited to welcome you to another fun filled year in the Dinuba FFA Chapter. Dinuba FFA has continually discovered new opportunities in this organization throughout our years and strive to make this program truly reflective of our members. This year we have seen an increase in membership, participation, and opportunities for you, Dinuba FFA members.

During the Chapter Officer retreat in July, the chapter officer team developed our theme for the 2017 - 2018 school year, "There is No End to Agriculture." We believe that this theme was a perfect choice for our chapter goals and vision. As a team, we decided we want to promote agriculture and the key roles that it plays into today's society. Our chapter is striving to make an impact on FFA members and the community, to educate everyone that there is truly no end to agriculture.

I am privileged to be serving as your president in such a dedicated chapter in the FFA, and it makes me proud to see each of our members growing and developing as young leaders in our organization. I am also grateful to be a part of such a wonderful officer team. I know they will bring nothing, but dedication to the team and to the chapter. Our FFA chapter has been demonstrating that "there is no end to agriculture" by continuing to show their leadership skills, having hands-on supervised agricultural experience projects, learning to grow inside and outside of the classroom environment, and competing in career development events. I cannot wait to see how Dinuba FFA will continue to prove how agriculture has no end and will continue to thrive in the future, just as our chapter grows.

Sincerely,

Madasen Gutierrez
2017-2018 Chapter President



2017-2018 Chapter Officer Team



Back Row: Jesus Aguilera (Treasurer), Jose Gutierrez (Vice President), Chase DeMasters (Historian), Jose Flores (Treasurer)

Front Row: Leslie Garcia (Reporter), Madasen Gutierrez (President), Shania Cardenas (Secretary)

President

Name: Madasen Gutierrez

Grade: 12

SAE: Market Hog

CDEs: Opening/Closing, Vine Pruning,
Veterinary Science



Vice President

Name: Jose Gutierrez

Grade: 12

SAE: Market Lamb, Gutierrez Cattle

CDEs: Opening/Closing, Cotton Judging,
Vine Pruning, Job Interview, Veterinary Science



Secretary

Name: Shania Cardenas

Grade: 12

SAE: Market Hog

CDEs: Opening/Closing, Job Interview
Floral



Treasurer

Name: Jose Flores

Grade: 10

SAE: Ornamental Horticulture

CDEs: Opening/Closing, Cottong Judging,
Impormptu, Nursery Landscape



Reporter

Name: Leslie Garcia

Grade: 11

SAE: Market Goat

CDEs: Opening/Closing, Floral



Sentinel

Name: Jesus Aguilera

Grade: 11

SAE: Market Lamb, Ornamental Horticulture

CDEs: Opening/Closing, Cotton Judging,
Job Interview, Nursery/Landscape



Historian

Name: Chase DeMasters

Grade: 12

SAE: Market Lamb, Ag Mechanics

CDEs: Opening/Closing, Cotton Judging,
Vine Pruning, Nursery/Landscape



Advisor's Message

Welcome to the Dinuba High School Agriculture Department!

Welcome to a new and exciting year at the Dinuba High School Agriculture Department and FFA Organization. We look forward to continuing the long tradition of success within our program and hope that each and every one of you will become involved in the many activities the chapter officers have planned for this year. Our chapter officers have planned a fun year for our students and we couldn't be more proud.

The mission of the Dinuba Agriculture Department and Dinuba FFA is to provide opportunities, help students, and guide them while providing a quality agriculture education that prepares students for higher education, career readiness, and to be productive citizens within our society. Our courses are designed to provide a rigorous, hands-on, applicable education that provides students with real-life experiences, unique to agriculture education.

Taking an agriculture course makes you a member of the largest youth leadership organization in the entire world; FFA. Students across our campus, section, region, state, and nation are reaping the benefits and growing as young leaders. You, too, can become a young leader and develop within the organization. Your FFA advisors, chapter officers, and fellow members want you to develop your potential for premier leadership, personal growth, and career success.

We look forward to working with all of our wonderful students and see all of your successes in the 2017-2018 school year!

Sincerely,

The Dinuba FFA Advisors

Roy Browne, Kariann Wilterding, and Nicole Borba

Introduction of Advisors



Mr. Roy Browne

Education:

BS in Agriculture Business from Cal Poly, Pomona.

Classes:

Intro. to Mechanics, Intro. to Agriculture, Veterinary Science

SAE's:

Market Sheep, Mechanics

CDE's:

Opening/Closing, Extemporaneous
Speaking, Vine
Pruning, Citrus,
Vet Science



Mrs. Kariann Wilterding

Education:

BS in Agriculture Education, Emphasis in
Animal Science from Fresno State

Classes:

Intro. to Agriculture, Floral Design

SAE's:

Market Goats, Market Beef, Market Hogs

CDE's:

Opening/Closing, Creed Recitation, Best Informed, Greenhand,
Floral



Mrs. Nicole Borba

Education:

BS in Agriculture Education, Emphasis in Animal Science from Fresno State,

Pursuing Masters in Agriculture Education from Cal Poly SLO

Classes:

Agriculture Biology and Landscape Design

SAE's:

Market Hogs and Horticulture

CDE's:

Opening/Closing, Cotton Judging, Impromptu, Job Interview, Nursery/Landscape

Advisory and District Staff

2017 – 2018 Dinuba Agriculture Advisory Committee

James Garcia	Stone Fruit / Orchard Labor
Dave Lopes	Reedley College Professor Emeritus
Kara Langley	Alumni, Floral
Ron Nishinaka	CSU, Fresno Hort. Lecturer, Past Nursery Owner
Jon Robson	Dairy Consultant, Ex Fresno State Professor
Steve Soria	Soria Trucking and Agriculture Products
Josh Terry	Plant Biologist
Rod Pomp	Farmer- nuts, hay
Tory Torosian	Torosian Organic Farms
Rhonda Watson	Watson's Nursery and Landscape

Board of Trustees

Joe Hernandez, Ed.D.
Superintendent

Marti Kochevar
Assistant Superintendent

Sandra Kizirian
Ron Froese
Bev Keel-Worrell
Mary Villarreal
Miriam Cendejas

Trustee Area 1
Trustee Area 2
Trustee Area 3
Trustee Area 4
Trustee Area 5

Administration and Staff

Dr. Roberts. Ed.D.
Adriana Baza
Marlena Celaya
Gina Melkonian
Eric Rodriguez

Principal
Assistant Principal
Assistant Principal
Assistant Principal
Assistant Principal

Department Information

Dinuba High School

340 E. Kern Ave
Dinuba, CA 93618
(559) 595-7220

Dinuba High School Agriculture Department

1131 E. Magnolia Way
Dinuba, CA 93618
(559) 595-7247

Course Room Locations

Intro to Agriculture - Room 600 and 601
Agriculture Biology - Room 216 and 217
Agriculture Mechanics - Room 305
Floral Design - Room 601
Veterinary Science - Room 600
Landscape - Room 601

Email Addresses

Mr. Browne- rbrowne@dinuba.k12.ca.us
Mrs. Borba- nicole.borba@dinuba.k12.ca.us
Mrs. Wilterding- kari.wilterding@dinuba.k12.ca.us

FFA Mission and Strategies

The FFA Mission and Strategies encompasses aiming to make a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. To accomplish this mission, the FFA:

- Develops competent and assertive agricultural leadership.
- Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
- Strengthens agriculture students' confidence in themselves and their work.
- Promotes the intelligent choice and establishment of an agricultural career.
- Encourages achievement in supervised agricultural experience (SAE) programs.
- Encourages wise management of the community's economic, environmental and human resources.
- Develops interpersonal skills in teamwork, communication, human relations and social interaction.
- Builds character and promotes citizenship, volunteerism and patriotism.
- Promotes cooperation and cooperative attitudes among all people.
- Promotes healthy lifestyles.
- Encourages excellence in scholarship.

Taken from the Official Manual of the National FFA Organization.

The FFA Emblem



The National FFA Emblem is a representative of the history, goals, and future of the Organization. Each of the five elements possesses a unique significance.

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

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

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

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

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

The words "**Agricultural Education**" and "**FFA**" signify the combination of learning and leadership necessary for progressive agriculture.

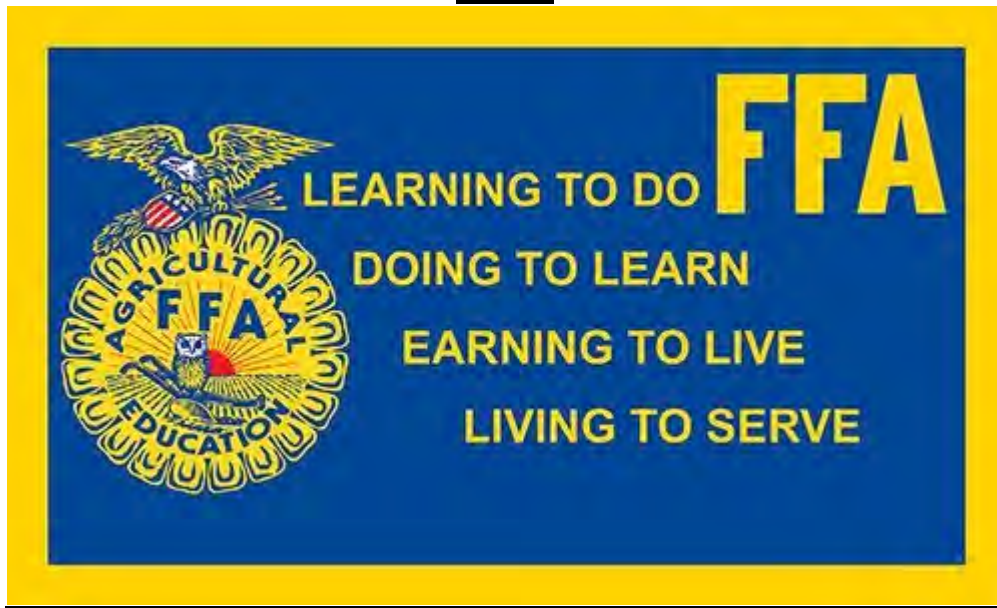
Taken from the Official Manual of the National FFA Organization

FFA Colors and Motto

Official Colors

In 1929, the Future Farmers of America voted to adopt National Blue and Corn Gold as the official FFA colors. National blue was selected since our national flag has a blue field while gold is represented by the golden fields of corn signifying unity across our country. National unity amongst our organizations marks it as the largest youth organization in the world, and we are all united by one factor: agriculture.

Motto



These 12 words gives members words to live by as they experience the FFA and agriculture education. FFA members should embody and embrace these words and carry this message in their hearts at all times.

FFA Salute, Official Dress and Proper Use of the Jacket

FFA Salute

The official salute of the National FFA Organization is the Pledge of Allegiance. Conducted during the closing ceremonies of an official meeting, those in attendance should face the flag, place the right hand over their heart, and repeat the following statement:

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

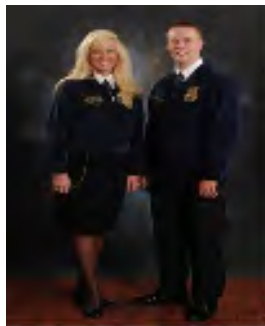


Official Dress

Female members are to wear a black skirt to the knees or longer, nylon stockings, white collared blouse, blue FFA scarf, black close-toed shoes, and official FFA jacket zipped to the top.

Male members are to wear black slacks, white collared shirt, black dress shoes, black socks, FFA tie, and official FFA jacket zipped to the top.

Show Uniform for FFA members consists of official FFA jacket, FFA scarf for females and FFA tie for males, white collared shirt, white pants, and appropriate shoes for the task.



Proper Use of the FFA Jacket

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

- 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 association 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 official FFA jacket.
- Members should refrain from use of tobacco and alcohol when underage and at all times when representing FFA. In addition, members should exhibit their leadership qualities when they encounter substances including tobacco and alcohol and serve to discourage others from inappropriate behavior.
- All chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket, with the exception of a single State FFA Degree charm or American FFA Degree key. These should be worn above the name or attached to a standard degree chain. No more than three medals should be worn on the jacket. These should represent 1.) the highest degree earned, 2.) the highest office held and 3.) the highest award earned by the member.

Taken from the Official Manual of the National FFA Organization

FFA Creed

Written by E. M. Tiffany

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

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

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

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

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.

FFA Degree Program

Greenhand Degree

1. Be enrolled in a Vocational Agriculture course.
2. Have, or have plans for a Supervised Agricultural Experience Project.
3. Demonstrate Knowledge of FFA History, Creed, Motto, and other leadership information by obtaining a score of 70% or higher on the FFA Leadership Exam.

Chapter Farmer Degree

1. Hold the Greenhand Degree.
2. Be enrolled in a Vocational Agriculture course.
3. Be actively involved in the workings of the chapter.
4. Have a Supervised Occupational Experience project.
5. Earn and invest at least \$150, or work at least 45 unpaid hours in a SAE.
6. Demonstrate knowledge of Parliamentary Procedure.

State Farmer Degree

1. Hold the Chapter FFA Degree.
2. Be an active member for at least 24 months.
3. Complete at least 2 years of agricultural course work.
4. Earn or invest at least \$1000, or work at least 300 unpaid hours in a SAE.
5. Demonstrate knowledge of Parliamentary Procedure.
6. Give a 6 minute speed on an agriculture topic.
7. Serve as an officer, committee chairperson, or a participating member of a committee.

American Farmer Degree

1. Hold the State FFA Degree.
2. Be an active FFA Member for at least 36 months.
3. Complete at least 3 years of agricultural course work.
4. Graduate from high school at least 12 months prior to receiving the degree.
5. Have in operation, with accurate records substantiating, an SAE.
6. Earn \$7500, or earn and invest \$1500 and work at least 2250 unpaid hours in the SAE.

Essentials of a Successful Chapter

The local chapter is the heart of FFA. Chapters that strive for success keep members active at all levels of the organization and provide students with many opportunities for leadership. Emphasizing the following 10 items will help ensure your chapter's success.

1. **FFA Knowledge-** Every member and chapter advisor needs to understand the functions and opportunities of FFA in order to fully reap the benefits. Detailed information can be found in the Official FFA Student Handbook, FFA.org or in other FFA publications.
2. **Diversity of Membership-** Agricultural education enrollment and FFA chapter membership should be representative of the diversity of the student body population. Serving this broad cross-section of students is an opportunity and a responsibility that includes every student in the agricultural education classes. Achieving this objective has many rewards, including greater service to students, parents and the community; a broader spectrum of community support; and a more creative program plan through diverse input.
3. **All Members Share Responsibilities-** When all members are active, the entire chapter benefits. Providing leadership should be everyone's role, not just that of the officers. The Program of Activities ensures that each member has specific duties in the chapter.
4. **Capable Officers-** Students nominated and elected to officer positions must have the talent and dedication necessary to lead the chapter. Chapters should hold open elections, and officers should serve as role models.
5. **Challenging Program of Activities-** A chapter should plan goals and activities that will utilize members' talents and meet the needs of the community. Every member is to be included in the POA.
6. **Workable Constitution and Bylaws-** These should provide flexibility to allow progress yet provide enough structure and support to give the chapter a firm foundation. All chapter decisions should be based upon its constitution and bylaws.

7. Proper Equipment and Records- The chapter should acquire the equipment necessary for officers and committee members to keep complete financial, historical, membership and other records.

8. Well-planned, Regularly Held Chapter Meetings- Monthly meetings, scheduled at a regular time and guided by a sound agenda, will provide the efficient transaction of business, promote chapter unity and encourage better attendance. Chapter meetings can be excellent learning and teaching tools.

9. Adequate Financing- Fundraising projects are essential in FFA. Yearly earnings will contribute to the creativity and growth of the chapter by funding important activities and projects.

10. School and Community Support- The chapter must strive to meet the needs of the community and work with the school system in which it operates. Since many chapter activities depend upon local support, public relations activities should be conducted in the community, such as the National Chapter Program and Food for America. An FFA Alumni affiliate can provide organized community support and service.

Chapter Goals

Every year, the newly elected officer team reflects on the past school year in order to plan for a more effective and successful program. In the 2017 summer, chapter officers went on a leadership retreat to Montana de Oro, CA to bond, plan, and prepare for the upcoming year. A portion of this leadership retreat is spent establishing goals for our chapter. Three goals the chapter officer team set are:

1. Increase Member Participation

- Increase attendance of chapter meetings, as well as activities that follow
- Increase participation in activities above the chapter level
- Expand opportunities for career development events for members
- Create new activities, fundraisers, and traditions
- Have more organized and meaningful chapter meetings
- Invite members to speak at chapter meetings about their experiences, rather than having officers give all the reports
- Increase SAE projects for all students program wide, including non-traditional experiences

2. Improve Recruitment and Retention

- Recruit at the feeder middle schools
- Implement a new Ag Discovery course at Washington Intermediate
- Give educational presentations to younger students and provide hands-on activities
- Utilize social media to promote chapter activities, successes, and classes

3. Improve and Expand SAE Projects

- Increase the amount of students with a legitimate SAE project
- Create a chapter SAE presentation competition
- Provide more on-campus SAE opportunities
- Work with community members to create work experience opportunities

2017-2018 Calendar of Activities

August

- 12-13 Chapter Officer Boot Camp
- 25- Chapter Meeting
- 26- Mandatory Fair Clean Up

September

- 1- Purchase FFA Shirt
- 6 - Barn Clean Up
- 7- Pre Fair
- 11-17- Tulare County Fair
- 21- Greenhand Leadership Conference
- 23- Chapter Officer Leadership Conference
- 23- Raisin Day Festival
- 28- Chapter Meeting

October

- 5- Sequoia Sectional Activity @ Adventure Park
- 6- Take out BBQ dinner fundraiser
- 7- Dinuba Tractor Supply Farmers Market
- 11- Opening/Closing Speech Contest
- 14- Corcoran Cotton Contest @ Corcoran High School
- 14- Dinuba Historical Society Dinner and Silent Auction
- 20- Chapter Meeting
- 27- Reedley Freshman Field Day @ Reedley College
- 28- Modesto Junior College Cotton Contest @ MJC

November

- 2- Hanford Cotton Contest @ Hanford High School
- 3- College of the Sequoias Freshman Field Day @ COS
- 4- Cotton Judging State Finals @

Fresno State

- 16- Chapter Meeting

December

- 2- Christmas Parade
- 7- Sequoia/Tulare Kings Sectional banking Contest @ El Diamante High School
- 14- Chapter Meeting
- 16- Exeter Citrus

January

- 6- St. Helena Pruning Contest
- 6- Fowler Vine Pruning Contest @ Fowler High School
- 13- Dinuba Vine Pruning Contest @ Dinuba High School
- 13- Golden West Citrus Contest @ Golden West High School
- 20- Tulare Citrus Contest @ Tulare High School District Farm
- 20- Reedley Tree Pruning Contest @ Reedley High School
- 26- Chapter Meeting
- 27- Reedley College Field Day @ Reedley College
- 29-9 Valentines Flowers fundraiser

February

- 3- Mid-Winter State Finals @ Fresno State
- 8- Sequoia Sectional Speaking Contest @ Mission Oak High School
- 13-28- Cookie Dough Sales
- 15- World Ag Expo Field Trip
- 16-17- Made for Excellence and Advanced Leadership Academy Conferences @ Visalia

- 18-23-** National FFA Week
- 23-** Chapter Meeting
- 24-** San Joaquin Regional FFA Meeting @ Mission Oak High School
- 28-** Sequoia Sectional Activity @ Roller Town

March

- 2-3-** UC Davis Field Day @ UC Davis
- 9-10-** Chico State Field Day @ Chico State
- 13-** Bouquets to Arts Exhibit (Floral Classes)
- 14-** Ag Career/College Expo @ International Agri Center
- 16-** Regional Speaking Contest
- 17-** Dinuba Vet and Floral Contest @ Dinuba High School
- 22-** Chapter Meeting
- 24-** Modesto Junior College Field Day @ MJC
- 31-** Reedley College Field Day

April

- 4-** Sequoia Section State Degree and Proficiency Banquet @ International Agricenter
- 6-7-** Pomona Field Day @ Cal Poly Pomona
- 9-** Sectional Officer Interviews
- 12-** Sectional Elections
- 19-** Chapter Meeting
- 21-** Fresno State Field Day @ Fresno State
- 22-25-** State FFA Leadership Conference
- 28-** Madera Floral @ Madera South
- 28-** Madera Liberty Vet @ Madera Liberty

May

- 4-5-** State FFA Finals @ Cal Poly SLO
- 10-11-** Plant Sale @ Dinuba High School
- 12-** Point Award Trip
- 14/15-** Chapter Officer Interviews
- 18-** End of the Year Banquet

Chapter Constitution and Bylaws

Article I Name and Purpose

Section A: The name of this organization shall be the “Dinuba FFA Chapters”.

Section B: The purposes for which this Chapter was formed are as follows:

1. To develop competent, aggressive, rural and agriculture leadership.
2. To create and nurture a love of country life.
3. To strengthen the confidence of students of agriculture in themselves and their work.
4. To create more interest in the intelligent choice of farming and other programs and establishment in agriculture.
5. To encourage members in the development of individual farming and other programs and establishment in agriculture.
6. To encourage members to appreciate the farm and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized recreational activities.

Article II Organization

Section A: The Dinuba Chapter of the FFA Organization is chartered by the National FFA Organization.

Section B: The Chapter accepts in full the provisions in the Constitution and By – laws of the California Association as well as those of the National FFA Organization.

Article III Membership

Section A: Membership in this Chapter shall be of three kinds: Active, Alumni, and Honorary, as defined by the National FFA Constitution.

Section B: The regular work of this Chapter shall be limited to the active membership.

Section C: Honorary Membership in this Chapter shall be limited to the Honorary Chapter Farmer Degree.

Section D: Active Members in good standing may vote on all business

brought before the Chapter. An Active member shall be considered in good standing when:

1. They attend 80% of Chapter Meetings held that year.
2. They show an interest in, and take part in, the affairs of the Chapter.
3. They pay all bills within 30 days.
4. They are a true representative of the FFA as perceived by the Chapter Executive Committee.
5. They are academically eligible to participate in activities according to the policy as established by the Dinuba Unified School District.

Section E: Names of applicant for membership shall be filed with the Chapter Secretary.

Article IV Emblems

Section A: The Emblem of the FFA shall be the Emblem of the Chapter.

Section B: Emblems used by members shall be designated by the National FFA Organization.

Article V: Degrees

Section A: There shall be four degrees of Active Membership in this Chapter.

These degrees are: Greenhand, Chapter Farmer, State Farmer, and American Farmer.

Section B: All “Greenhands” are entitled to wear the regulation bronze emblem pin, all Members holding the degree of “Chapter Farmer” are entitled to wear the regulation silver emblem pin, all members holding the degree of “State Farmer” are entitled to wear the regulation gold emblem pin, and all members holding the degree of “American Farmer” are entitled to wear the regulation gold emblem key.

Section C: Minimum qualifications for obtaining the four degrees of Active Membership shall be those listed in the National FFA Constitution.

Section D: Chapter Officers shall review the qualifications of members and make recommendations to the Chapter concerning degree advancement.

Article VI Officers

Section A: The Officers of the Chapter shall be as follows: President, Vice President, Secretary, Reporter, Sentinel, Treasurer, ASB Representative and Historian. The local Advisor(s) shall be the teacher(s) of agriculture in the school where the Chapter is located. The officers shall perform the following duties:

1. The president shall preside over and conduct meetings according to

accepted parliamentary procedure, call special meetings, keep members on the subject and within time limits, appoint committees and serve on them as an ex-officio member, call other officers to the Chair as necessary or desirable, represent the Chapter and speak on occasions, coordinate Chapter efforts by keeping in close contact with the other officers and Advisor(s), keep Chapter activities moving in a satisfactory manner, represent the Chapter to the Dinuba High School Student Council, and represent the Chapter at National Convention or designate a replacement.

2. The Vice President(s) shall assist the President when needed, have charge of committee work, preside at meetings in the absence of the President, be prepared to assume the duties and responsibilities of the President, and obtain reports from committee chairpersons.

3. The Secretary shall prepare and read minutes of meeting, have available for the President a list of business for each meeting, attend to official correspondence, send out and post notices, count and record votes when taken, prepare Chapter records, keep the permanent records of the Chapter, cooperate with the Treasurer in keeping accurate membership role, issue membership cards, call meetings to order in the absence of a presiding officer, read communications to the members at meetings, keep an updated point award chart with the assistance of the Advisor(s), and post the meeting agenda at least 24 hours in advance of meetings.

4. The Treasurer shall receive and act as custodian of Chapter funds with the assistance of the Advisor(s), assist Advisor(s) in collecting assessments, preparing Sectional, Regional, State, and National Dues, preparing an annual budget, keeping financial statements of the Chapter, paying out funds as authorized by the Chapter, preparing financial statements and reports building up the Chapter's financial standing, and submitting a financial report at each meeting.

5. The Reporter shall gather and classify Chapter news, prepare news notes and articles for publication or broadcast, contact local newspapers, send news to State or National Publication, arrange for FFA participation in local events, and assist the Historian in maintaining a Chapter Scrapbook. The Reporter shall submit the Chapter Scrapbook for judging at the Spring Regional Meeting.

6. The Sentinel shall set up the meeting room and care for Chapter Paraphernalia and equipment, attend the door during meetings and welcome visitors, see that the meeting room is comfortable, and take charge of candidates in degree ceremonies.

7. The Advisor(s) shall assist the Officers in running the Chapter and advise

them as the need arises. The Advisor(s) shall also assist the Chapter Secretary in preparing the Point Award Chart and assist the Chapter Reporter in preparing news releases.

8. The Historian shall take an active part in meetings and take charge of the Chapter Scrapbook. The Historian may also stand in for an officer, or be promoted into a higher office if the need should arise.

9. ASB Representative shall assist the Advisors with communications with the student body. This position shall attend ASB activity meetings with the Advisors, and report on such activities to the chapter at chapter meetings, and officer meetings, when necessary.

Section B: Officers of the Dinuba FFA Chapter shall be elected annually during the month of April and announced and sworn in at the Annual Awards Banquet in May. All Chapter Officer Applicants meeting the requirements to serve as a Chapter Officer will have their names placed on the ballot, as slated by the interview committee. The candidates will fill out an application and give to the Advisor(s) by the given deadline. Additionally, each candidate will be required to go through the interview process prior to being placed on the ballot. Active Members in good standing will have the opportunity to vote for one candidate representing each of the 8 offices.

Section C: To be eligible to run for Chapter Office the member must:

1. Hold the degree of Chapter Farmer, or be approved by the Advisor(s).
2. The Chapter Officer application must be filled out and turned in prior to the given deadline to a Chapter advisor.
3. Be in good standing with the Chapter as outlined in Article III, Section D of the Dinuba FFA Constitution.
4. Maintain a grade point average of 2.5 or better.

Section D: All officer vacancies during the term shall be appointed by the Advisor with the approval of the officer team, except for the President, who shall be filled by one to the 2 Vice Presidents.

Section E: Any Chapter Officer may be impeached by a 2/3 vote of the Chapter at a regularly scheduled chapter meeting. Possible reasons for impeaching may include but are not limited to: not fulfilling duties as outlined by the Constitution, not portraying the image of a FFA Member as established by the Chapter Officers and Constitution, losing respect for fellow Chapter Officers, members, Advisors, and/or Community.

Section F: An officer missing a meeting, leadership conference, or other mandated responsibility must provide a written explanation one day prior to the event, except uncontrolled circumstances or extreme emergencies. This explanation shall be brought before the officer team to be handled appropriately.

Section G: Any officer placed on academic probation shall, in writing, resign from office at the first appropriate Chapter Officer Executive Meeting. This vacant office shall be filled according to the Chapter Constitution.

Section H: The Committee Chair positions shall be appointed by the Advisors from the list of eligible candidates after elections of the 8 offices have taken place.

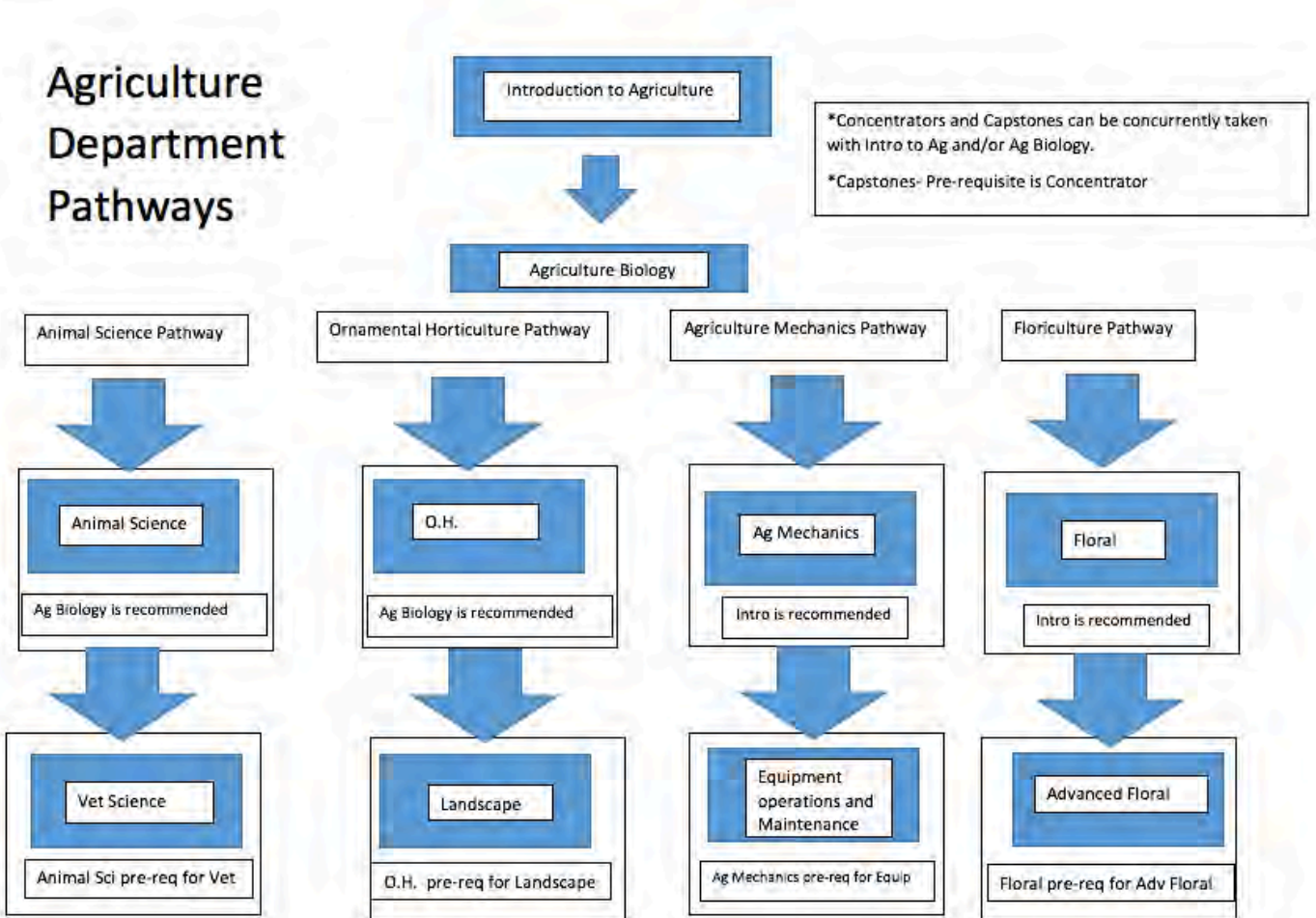
Committee Membership

Dinuba FFA members have many opportunities to get involved in chapter leadership besides serving as a chapter officer. Committees are a great way for students to get involved in planning and executing activities, fundraisers, and events. The objective of each committee and committee chair is to plan, organize, and implement the fundamentals of that activity to serve the students, chapter, and community.

Here are a few of the potential committees that a member can serve on:

- Aggie of the Month (Student)
- Animal Shelter Food Drive (Community)
- Banquet-Food (Chapter)
- Banquet- Invitations (Chapter)
- Banquet- Photo Booth (Chapter)
- Banquet- Set Up/Clean Up (Chapter)
- Banquet- Slideshow (Chapter)
- Canned Food Drive (Community)
- Cookie Dough Fundraiser (Chapter)
- Community Service (Community)
- Drive Thru BBQ-Tickets (Chapter)
- Drive Thru BBQ-Serving (Chapter)
- Fall Harvest (Student)
- Field Day- Floral (Chapter)
- Field Day- Vet Science (Chapter)
- Greenhand Banquet (Student)
- National FFA Week (Chapter)
- Plant Sale-Promotions (Chapter)
- Plant Sale-Set Up/Clean Up (Chapter)
- Plant Sale-Sales (Chapter)
- Recruitment (Student)
- Retirement Facility Plant Giveaway (Community)
- Scrapbook Committee (Chapter)
- SAE Competition (Student)
- Social Media (Chapter)
- Spring Fest (Chapter)

Dinuba Agriculture Pathways



Agriculture Courses

Advanced Floral

Grade: 10-12

Prerequisite: Floriculture

Advanced Floral provides students the opportunity to learn more about floral design elements building on the introductory course. Students will explore more elements and principles of design, arrangement styles, techniques, and design more floral pieces for school and community events. Students will be exposed to more career opportunities, plant physiology, and marketing. This course meets the elective requirement for graduation and college admission.

Ag Biology

Grade: 10-12

Prerequisite: Integrated Science/Intro to Ag recommended

Agricultural Biology is a laboratory science course that emphasizes detailed knowledge of the biological principles of the following areas: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, physiology, plant and animal diversity and principles of classification, ecological relationships, and animal behavior. This class meets the life science requirement for graduation as well as lab science for college admission.

Ag Leadership

Grade: 11-12

Prerequisite: 2 yrs. in Ag. Program or teacher permission

Leadership will focus on advanced agricultural topics and issues as well as individual training for agricultural careers and technology. Students will develop leadership skills through planning, executing community development events, speaking and job interviewing.

Ag Mechanics

Grade: 9-12

Prerequisite: None

This course is designed to allow the student to learn many different skills related to the Agriculture Mechanics industry. The course will introduce the student to different careers, safety and hazards related to this industry. The course will cover different areas of the agriculture mechanic, including the following: Small Engines, plumbing, electricity, masonry, concrete, hand tools, fasteners, layout tools and procedures, measurements, math, tractor maintenance and operations.

Animal Science

Grade: 10-12

Prerequisite: Ag Biology or Biology or teacher approval.

This course will provide the student with practical knowledge, and the theories and principles related to animal science and the livestock industry. Students will learn hands-on applications relating to nutrition, medical care, processing, and evaluation of various meat and dairy animals. This course is intended to introduce concepts of animal husbandry to those students who plan on majoring in agricultural or animal science at a four-year university. This class meet elective requirement for college admission.

Floriculture

Grade: 10-12

Prerequisite: Previous Ag Class or with teacher permission

This is an introduction to floral design. Students will explore elements and principles of design, two and three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday, and occasional designs and propagation. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. This course meets the visual art requirement for graduation and college admission. This class is a dual enrollment course with Reedley College.

Introduction to Agriculture

Grade: 9-12

Prerequisites: None

This class is designed as an orientation/introduction to California Agriculture and the FFA program. Course of study includes animal and plant science, production agriculture, nursery technology, forestry and wildlife. A major emphasis is placed upon FFA participation.

Landscape Design

Grade: 10-12

Prerequisite: Previous Ag. Class

This course will entertain the possibilities of a career in the Landscape Industry, in such areas as Landscape Architecture, Landscape Construction/Contracting, and Landscape Maintenance. Areas to be covered include site evaluation, plant identification, design, implementation and basic knowledge of Design and Plant Science.

Ornamental Horticulture

Grade: 11-12

Prerequisite: Ag Biology preferred

This class will provide the student with theories and principles related to environmental horticulture science. It will also develop skills needed for employment or continuing education in the field of nursery production, landscape maintenance, greenhouse production, ornamental horticulture. Plant care, reproduction, indoor and outdoor plant identification, lawns and ground cover, irrigation, fertilization and other topics are covered. The course is rigorous and involves advanced laboratory activities. It meets the g requirement for college admission.

Veterinary Science

Grade: 10-12

Prerequisite: Ag Biology or Biology or teacher approval.

This course will provide the student with practical knowledge, and the theories and principles related to veterinary science. This course is intended to successfully prepare those students who plan on majoring in agricultural or animal science at a four-year university. This class meet “g” requirement for college admission.

Chapter Applications

Greenhand Degree Application

Name: _____ Date: _____

Year in School (*circle one*) 9th 10th 11th 12th

Application Date: _____

FFA Activities:

School and Community Activities:

*Test Score _____ * *Must be 70% or higher to qualify for degree*

I have met or exceeded the requirements for obtaining my FFA Greenhand Degree as outlined in the Dinuba FFA Constitution.

Applicant Signature: _____ Date: _____

Chapter Farmer Degree Application

Name: _____ **Date:** _____

Year in School (circle one) 9th 10th 11th 12th

***Application Due** _____

You may attach additional sheets if necessary.

Please list all FFA activity participation:

Please list any school and/ or community involvement:

Please describe your SAE Project(s):

I have met or exceeded the Chapter Farmer Degree Requirements as outlined by the Dinuba FFA Chapter Constitution.

Applicant Signature: _____ **Date:** _____

Dinuba FFA Chapter Officer Application

Applicant's Name: _____
Applicant's Address: _____
City: _____ Zip: _____
Phone # _____ Grade: _____ Age: _____

Agriculture classes planned for the coming year:

Number 1 through 4 by preference, the offices you want to be considered for, if you are elected. (1 is your most desired spot and 4 is your least desired spot)

_____ President	_____ Reporter
_____ Vice President	_____ Sentinel
_____ Secretary	_____ Historian
_____ Treasurer	_____ ASB Representative

1. List all FFA leadership roles you have experienced. (officer, committees, etc.)
2. List all FFA Activities and Career Development Events (judging teams, speaking competitions, leadership meetings/conferences, etc.)
3. List any FFA awards or honors you have received.
4. List involvement in school and community activities outside of the FFA.
5. Describe leadership qualities you possess that would qualify you for a chapter officer.
6. List at least 3 new ideas for chapter activities for the coming year.
7. Explain your current or future SAE program or project.
8. Do you currently have accurate record books for your SAE project. If so, how many months?
9. Describe why you want to become a chapter officer.

10. Briefly state the qualities you possess that qualify you for a chapter office.
11. If you were elected to a chapter office, what would be your main goal for the chapter?
12. Describe your experiences speaking in front of large groups of students and people.
13. Select one of your personal qualities and explain how it will be of value to the chapter officer team.
14. What other commitments do you have in the year that would compete for your time.
15. What do you believe are the most important responsibilities of a chapter officer are?

I _____ hereby approve of my son/daughter, _____, running/becoming a Dinuba FFA Chapter Officer for the 2009-2010 school year. I realize that s(he) is responsible for their officer duties and will uphold them to the best of their ability. I further understand my child is required to be at all executive (officer) committee meetings, on time, and that they will be an active member in planning and conducting all chapter activities. I am aware that repeated absences from official officer functions will result in my student's early dismissal from the officer team. **Each officer is required to attend the officer retreat.**

Parent/Guardian Signature: _____ Date: _____

I understand I am responsible for my duties as a chapter officer and will uphold them to the best of my ability. I further understand that I am required to be at all executive (officer) committee meetings, on time, and that I will be an active member in planning and conducting all chapter activities. I am aware that repeated absences from required functions will result in my being dismissed from the officer team early. **I am required to attend the officer retreat.**

Applicant Signature: _____ Date: _____

Point Awards System

Dinuba FFA has established a points award system to monitor and recognize those members who are going above and beyond in participation to be an active member. Students enrolled in our agriculture education program are required to participate, and earn, a minimum of five activity points per semester, which represents 10% of their overall grade in their agriculture course. Each activity outlined below earns the member 1 point per activity. To reward the most active students for their participation in our program, the top 25 students will be recognized. The opportunities to earn points are as follows:

Chapter Level:

Chapter Meetings:

Fall Chapter Meetings	5 Activity Points
Fall Meeting T-shirts	5 Activity Points
Spring Chapter Meetings	4 Activity Points
Spring Meeting T-shirts	4 Activity Points
Meeting Activities or Supplies	1 Activity Point Per Item Max 2/Meeting
National FFA Week Activities	1 Activity Point for 2 Lunchtime Activities

Special Events:

Chapter T-shirt Purchase	1 Activity Point
Barn Clean Up	1 Activity Point
Pre Fair	1 Activity Point
Tulare County Fair Exhibitor	1 Activity Point
Raisin Day Festival	1 Activity Point
Dinuba Christmas Parade	1 Activity Point
Valentines Day Flowers Fundraiser	1 Activity Point
BBQ Dinner Fundraiser	1 Activity Point
Tractor Supply Farmers Market	1 Activity Point Per Event
Field Day Volunteer	1 Activity Point Per Event
World Ag Expo	1 Activity Point
Alta Historical Society Dinner	1 Activity Point
Cookie Dough Fundraiser	1 Activity Point
Ag Career Expo	1 Activity Point

Conferences:

Greenhand Leadership Conference	1 Activity Point
Made for Excellence Conference	1 Activity Point
Advanced Leadership Academy	1 Activity Point
State Leadership Conference	1 Activity Point
Sacramento Leadership Experience	1 Activity Point

Career Development Event Contestant:

Cotton	1 Activity Point
Banking	1 Activity Point
CoOp	1 Activity Point
Vine Pruning	1 Activity Point
Citrus Judging	1 Activity Point
Best Informed Greenhand	1 Activity Point
Floriculture	1 Activity Point
Nursery/Landscape	1 Activity Point
Veterinary Science	1 Activity Point

Sectional Level:

Opening/Closing Ceremonies	1 Activity Point
Speaking Contest	1 Activity Point
Fall Activity	1 Activity Point
Spring Activity	1 Activity Point
Sectional Officer Elections	1 Activity Point
Awards Banquet	1 Activity Point

Regional Level:

Speaking Contest	1 Activity Point
Regional Meeting	1 Activity Point

FFA Chapter Budgets

Activities Budget 2017-2018

Estimated Receipts

Drive Thru Fundraiser	\$2,000
Shirts	\$200
Concession Stand	\$1000
Club Fair	\$100
Tri Tip Sandwiches	\$1,400
Pancake Breakfast	\$1,300
Donations	\$1,000

Total \$ 7,000.00

Estimated Expenses

CDE Contests	\$ 1000.00
Conferences	\$ 1000.00
FFA Awards Banquet	\$ 2000.00
Meeting Activities	\$ 1000.00
Section & Region Mtgs	\$ 500.00
Scrapbook/Photography	\$ 500.00
Officer Retreat	\$ 800.00
Member Jackets	\$ 200.00

Total \$ 7,000.00

Estimated Net Profit \$0

Livestock Project Budgets

Market Swine Project

Estimated Expenses

Purchase Price	\$250.00
Feed	\$250.00
Vet. & Misc. Supplies	\$ 25.00
Entry Fees	\$ 30.00

Total \$ 555.00

Estimated Receipts

Sale of Animal	250lbs. @ \$3.00/lb.	\$ 750.00
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Total \$ 750.00

Estimated Net Profit \$ 195.00

Market Lamb Project

Estimated Expenses

Purchase of Animal	\$ 200.00
Feed	\$ 80.00
Vet. & Misc. Supplies	\$ 30.00
Entry Fees	\$ 10.00

Total \$ 320.00

Estimated Receipts

Sale of Lamb	130 lbs. @ 4.00/lb.	\$ 520.00
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Total \$ 520.00

Estimated Net Profit \$200.00

Market Goat Project

Estimated Expenses

Purchase of Animal	\$ 150.00
Feed	\$ 80.00
Vet. & Misc. Supplies	\$ 30.00
Entry Fees	\$ 30.00

Total \$ 290.00

Estimated Receipts

Sale of Goat	90 lbs. @ 4.00/lb.	\$
360.00		

Total \$ 360.00

Estimated Net Profit \$70.00

Market Steer Project

Estimated Expenses

Purchase of Animal	\$1,400.00
Feed	\$1,200.00
Vet. & Misc. Supplies	\$70.00
Entry Fees	\$30.00

Total \$2,700.00

Estimated Receipts

Sale of Steer	1200 lbs. @ 3.00	\$3,600.00
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Total \$3,600.00

Estimated Net Profit \$900

Dinuba FFA



Goat Exhibitor Handbook

Introduction

The purpose of this handbook is to assist you in successfully raising a Goat project. The information contained in the following pages will act as a guideline. Some of the statements may not pertain to your project since individual situations may be different. It must be understood that this material is not the only information you will need to raise your animal, but it does cover the most common aspects of the project. Refer to this handbook often. Should any questions arise concerning your project don't hesitate to contact your project advisor for help.

Good luck on your endeavor of raising a Goat project. With hard work and dedication, your project will be a success!

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What You Should Know Before Buying a Goat Project

1. A goat project can be a very exciting and rewarding experience or a very frustrating and discouraging project depending on the amount of time and energy you put into the project.
2. The duration of a market goat project is anywhere from 4-5 months. It is important that as much attention be given to your project during the last months as is given during the first months.
3. Raising market goat is not a hit and miss proposition, you must be consistent in how you raise your animal. In other words, you get out of your project what you put into it.
4. It is critical that a person understands that the animal will be dependent on you for every aspect of its well-being including feed, water, shelter, health, exercise, etc. You must be willing to provide for each of these areas on a daily basis for the duration of the project.

Getting Ready for Your Goat Project

1. If you are housing your animal at the Dinuba Ag Farm facility, you will need to fill out a Pen Rent Contract.
2. If you plan to raise your animal at home (with advisor permission), make sure your pen meets the following requirements:
 - a. Protection from cold drafts, rain and the sun. It should be large enough to allow your animal to exercise (About 15' x 20').
 - b. Shade/shelter should be provided in the pen, with straw for bedding (during cold weather) at a location away from their feeder and water bucket so their sleeping area remains clean and dry.
 - c. Adequate feeding and watering facilities must be provided.
 - d. The fencing and floor should be free of loose wires nails and boards.
 - e. It should be sturdy enough to prevent the animal from getting out.
3. You should purchase your feed 1 - 2 days prior to receiving your animal. Check with your advisor on the kind of feed to purchase and from whom.

Purchasing Your Animal

1. There are different ways to purchase a goat. No one way is right or wrong. You need to determine what is best for you in terms of your budget and willingness to work with your animal. The most common ways of buying an animal are:
 - A. Purchase your animal through your advisor. Your advisor will travel to various sheep producers to select and purchase market animals. He then brings them to school where students draw numbers to pick their animal.
 - B. Purchase an animal on your own. You MUST have advisor approval.
 - C. Purchase your animal through a sale. Sometimes you find good deals at sales, but usually you end up paying a little more for your animal. However, this is the best way to obtain a superior animal.
2. Whichever way you choose to purchase your animal, make sure that you consult with your project advisor prior to buying it.

Starting Off Right

1. Good quality market goat should possess 1) adequate size for age, 2) clean-cut about the head and neck, 3) heaviness of skeleton, 4) structurally correct in feet and legs, 5) level top, 6) length of carcass, 7) expression of loin & leg muscle, 8) legs set well apart.

2. As soon as you get your animal, it is imperative that you observe your animal closely for any signs of illness. Generally, if sheep are hauled a long distance, the chance of illness is greater than those hauled shorter distances. Signs to watch for include runny eyes and/or nose, droopy head, and inactivity. It will take a few days for the animal to acclimate itself to its new surroundings.
3. Your animal may not want to eat the first day or so. This is normal. However, if it is not eating by the second day, you should contact your advisor. Refer to the section on feeding for more information.)
4. Training the animal to brace as early as possible is important. It is much easier to teach a smaller animal to work than a larger one. **DON'T WAIT!!**

Duties of Goat Exhibitors

1. Follow all instructions given to you by your advisor. Communication is the key to a successful project.
2. Clean your pens daily. Rake the dried manure and straw into a pile and remove it from the pen.
3. Make sure your animal does not go without feed (even for one feeding). Plan ahead!
4. During hot weather, hose down the pen to help keep the animal cool.
5. If you are utilizing the Dinuba Ag. Farm facilities, you will be required to do barn duty. This will be on a rotational basis.
6. All exhibitors will be required to meet with their advisor periodically to discuss the progress of their animal, to weigh the animal, and for informational meetings. These meetings will be scheduled as much as possible around the students schedules.
7. The Dinuba FFA Advisors employ a "three - strike" system. If for any reason you do not abide by any of the rules and/or guidelines set forth in this handbook, you will receive a "strike" for each violation. After three "strikes", **YOU'RE OUT!**
8. If you encounter any problems at all concerning your market sheep project, some other person's animal, or the facilities, please contact your advisor immediately!

Feeding Your Market Goat Project

General

1. Nutrition is the single most important aspect of raising a quality market sheep project. Consistency is the key when feeding sheep with regards to the type of feed, amount of feed, and feeding schedule. A proper feeding program can make the difference between a high quality animal and a poor quality animal. Always follow the advisor's recommendations.
2. One of the most overlooked elements of a good feeding program is water. The water your animal drinks should be fresh, clean and cool at all times. Dirty or stagnant

water can have an affect on the health of your animal. The water trough should be cleaned daily. If you wouldn't drink it, your animal probably wouldn't drink it either if given a choice. If using an automatic watering system, make sure the pipes are not in direct sunlight as this will warm the water.

Hand Feeding

1. Your advisor will direct you on how to feed your animal. Feed recommendations are based on individual differences in weight, rate of gain, and conformation. It is important to know exactly how much you are feeding so that accurate average daily gains can be calculated. This information will tell you whether you are on track to meet the desired projected weight for your animal.
2. If you are raising your animal at home, it is very important to set feeding times in the morning and evening and then stick to them (we prefer 6-8am and 6-8pm). There should be no more than a 15 minute variation in feeding times from day to day. Drastic changes in the feeding times can have an adverse affect on your animal in terms of appetite and health.
3. Whenever a new feed or increase in feed is introduced, the change should be made gradually over a period of time. Never change feed or feed quantities without checking with your advisor.
4. Make sure that the animal is eating all the feed at each feeding. Feed that is not consumed by the next feeding should be removed and the amount fed should be reduced in proportion to the amount left over.
5. If your animal goes off feed for more than one day, contact your advisor or a veterinarian immediately. Generally, lack of appetite is one of the first signs of illness. The sooner the illness is detected, the easier it is to treat. Any type of illness will cause a decrease in the daily gain and could affect the desired end weight.
6. It may be necessary to add a feed supplement to the ration. The supplement will help in increasing growth, appetite, feed efficiency, health and stress resistance. Check with your advisor before adding a supplement to your feeding program.

Caring for Your Goat Project

1. Clean your pen at least once a day. Make sure the water and feed are OK.
2. Observe your lamb for body condition, alertness, appetite and signs of scouring or respiratory symptoms (fast or labored breathing, coughing). Watch the way it walks, for swollen joints, sores or cuts, runny nose or droopy ears. A drop in weight along with slight coughing may indicate worms. Limping may indicate foot rot. If any of these occurs, consult your advisor immediately.
3. The four main disease symptoms that you could encounter in raising sheep include 1) respiratory, 2) scours or diarrhea, 3) changes in body condition, or 4) fever. Most disease symptoms are precluded by going off feed and changes in behavior. When in doubt, take the lamb's temperature and then notify your advisor.

4. Do not administer any medications without consulting your advisor or a veterinarian first.

Showmanship

1. The main purpose of showmanship is to present your animal to the judge in a manner that will make your animal look its best. Showing can emphasize strong points and de-emphasize weak points of the animal.
2. Success in showing begins at home. You and your animal cannot learn proper showing techniques at the last minute. It is important that you practice as often as possible. Showing can be a very rewarding experience if you take the time to learn how to show. When starting out, not only the animal must be trained, but the exhibitor must be “trained” as well.
3. When presenting the animal, the exhibitor should be properly groomed. Wearing the official FFA uniform is mandatory and it should be clean and in good shape. The animal should be properly groomed as well.
4. Listed below are a few general characteristics of a good showman. More technical information can be found in the following section.
A good showman:
 - a. Is confident in his/her abilities.
 - b. Understands the importance and purpose of proper showing techniques.
 - c. Is alert in the show ring.
 - d. Knows where the judge is at all times.
 - e. Is conscience of the appearance of his/her animal at all times.
 - f. Works the animal calmly and smoothly.
 - g. Is not distracted by people or events outside the show ring.
 - h. Starts showing from the time he/she enters the ring until he/she leaves the ring at the conclusion of the class.
 - i. Is courteous to the other exhibitors in the ring.
 - j. Displays good sportsmanship by congratulating the winners and accepting congratulations graciously.
 - k. Gives his/her best effort every time he/she is in the show ring.

Marketing Your Project

The following information is for you to use when inviting potential buyers to this years fair to bid on your animal. Remember that it is strongly suggested that you do these things as it can benefit you financially. I have spoken to several businessmen in the area and this is what they suggest you do when you send out buyers letters.

The act of sending letters to potential buyers of your show animal is called “marketing” or “selling” your product. The simple fact that you are a member of the Dinuba FFA will likely earn you a minimum price for your animal. However, it is proven that “marketing” your animal can boost your returns substantially. I strongly encourage you to “promote” your product in the following ways:

1. Hand write the letters you send out. They are more personal and are more likely to be read. Send out your letters a few weeks prior to the fair.
2. One week after you send your letter(s), make personal visits to the prospective buyers and invite them to come to the fair to bid on your animal (even if they are a relative). You should wear your FFA jacket when you do this.
3. Don't limit your prospective buyers to people you know. Almost every business person in the area is a potential buyer if asked in the right way. Go out and "pound the pavement". This means writing and visiting the business people of the area. Again, wear your FFA jacket when you do this.
4. Don't limit the number of letters you write and visits you make. I've known students who have written up to 40 letters (hand written). Obviously, the more you advertise your product, the better your chances are of getting a good price.
5. Involve your parents in deciding how to write your letters. Make sure the grammar and spelling are correct and the letter is easy to read and understand.
6. Most prospective buyers want to be asked to be a buyer. So in your letter you should formally "ask" the person to be a buyer.
7. Explain a little about your project (where the animal came from, expectations of how the animal will do, what it will weigh, animal's name, etc.)
8. Be personal. Describe any funny or interesting experiences you've had with your animal. List and describe other chapter activities you are involved in.
9. Inform your prospective buyer(s) what time they should be at the fairgrounds to bid on your animal. Also, buyers will be invited to a buyers BBQ the evening of the auction.
10. Buyers will need to check-in and register with the auction at the sales ring. They will be assigned a bidders number and given a sales book which lists the sales order for the auction.

Most of you have written buyers letters in the past and may have done this years already. The information listed above is intended to be used as a guide so use what you think will be helpful to you. If you have any questions, contact your advisor.

General Rules for Dinuba FFA Fair Exhibitors

Student's Name (print) _____.

1. Because of the importance of scholastic achievement, the Dinuba High School Ag Department requires its livestock exhibitor to maintain a satisfactory scholastic record in his/her classes. Therefore, if any exhibitor fails to meet this requirement, he/she may lose their show privileges.
2. All exhibitors are to follow the directions and advice given to them by the designed advisor for that species. The advisor's directions are to be followed for the entire length of time the project is eligible for show, and during the fairs when the project is being exhibited.
3. All rules and regulations of Dinuba High School will apply to the students who participate at fairs since showing is a school activity.
4. All exhibitors are expected to haul their animals and tack to the fair unless other arrangements are made with the advisor.
5. FFA members are required to obtain their homework from all their teachers in advance of missing school for attending fairs.
6. Each exhibitor must read and understand the rules and regulations in the fair's premium book.

7. Each exhibitor is responsible for feeding, watering, grooming and keeping an eye on his/her animal(s) for the entire duration of the fair.
8. Each exhibitor is required to serve barn duties as assigned and specified by the project advisor.
9. All FFA exhibitors will be required to wear the official FFA show uniform described below while showing their own animal(s) or helping others in the show ring

FFA Show Uniform

Boys - White pants, white dress shirt, FFA Jacket, FFA tie, appropriate shoes.

Girls - White pants, white dress shirt, FFA Jacket, FFA scarf, appropriate shoes.

10. All FFA members are to attend the awards program at every fair wearing his/her FFA jacket.
11. Market animal exhibitors are required to write thank you letters to their buyers.
12. All exhibitors must attend assigned meetings by the project advisor unless prior arrangements have been made.
13. The advisor of any species will have the authority to take whatever disciplinary action necessary toward any student that fails to comply with the rules.

Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules. Please sign and return this form to the project advisor. If you have any questions at any time, please feel free to contact the advisor at the Hilmar Ag Department (667-8366).

_____. Date _____.

Parent Signature

_____. Date _____.

Student Signature

Student's Name (please print)_____.

Dinuba FFA Goat Exhibitor Rules

1. **Daily Activities**
 - A. Spend time with your goat, observe and exercise it.
 - B. Check the feeder and water bucket and make sure they are clean and dry and feed twice a day at scheduled times.
 - C. Thoroughly clean the pen.
2. **Periodic Activities**
 - A. Attend, for the duration, project meetings approximately every (usually on Tuesdays) week.
 - B. Attend, for the duration, weigh days at school if your animal is housed there.
 - C. Be at your project site when the advisor weighs your animal if it is housed off school grounds.
 - D. Perform barn duty functions on a rotational basis if your animal is housed at school.
3. **Activities Prior to the Fair**
 - A. Find a buyer for your animal.

- B. Attend and participate in a mandatory show day.
- C. Wash and shear your goat approximately one week prior to the fair.
- D. Obtain an FFA Show Uniform (white pants, white dress shirt, FFA tie/scarf, FFA jacket, appropriate shoes). ALL exhibitors MUST have his/her own FFA jacket and FFA tie/scarf. Jackets and ties/scarves may be borrowed from another FFA member that is NOT exhibiting any type of livestock at the fair. Failure to have the proper show uniform for any reason will disqualify that student from showing.
- E. Obtain the proper equipment needed.

4. Activities at the Fair

- A. Exhibitors are expected to be at the fair for the purpose of caring for and preparing their animal for show.
- B. Exhibitors are NOT allowed in the carnival area until the completion of the last sheep show day.
- C. Exhibitors must be in the sheep barn no later than the time announced by the advisor and must participate in the daily morning clean-up, feeding, and meeting. Exhibitors must also participate in the evening feeding and meeting at the time announced by the advisor. Late exhibitors will be assigned an additional barn duty for each infraction.
- D. Sheep must be regularly checked throughout the day by their owner.
- E. Exhibitors must serve scheduled barn duties which includes being on time, keeping the sheep, pens, aisles, and tack areas clean during the shift. Each infraction of these responsibilities will result in an additional barn duty.
- F. All exhibitors are required to be present on weigh day.
- G. On show days, all exhibitors are required to stay in the barn area for the duration of the sheep show.
- H. All exhibitors are required to attend the fair awards ceremony wearing their FFA jacket.
- I. All exhibitors are required to help clean up and load tack on the last day of the fair.
- J. All exhibitors are required to work together, follow all instructions from the advisor, and cooperate with a POSITIVE ATTITUDE.
- K. Each exhibitor also agrees to allow any Dinuba FFA advisor to pick up his/her auction check from the fair.
- L. At the conclusion of the fair, each exhibitor will be required to write a thank you letter to the buyer(s) of his/her animal, the breeder of their lamb, and pay any remaining money owed to Dinuba FFA before receiving his/her auction check.

4. Disciplinary Procedures

- A. A "Three Strike" discipline system is used by the Dinuba FFA advisors. Any student failing to fulfill the obligations of the project in accordance to the rules and guidelines set forth by the project advisor will receive a "strike". Infractions include, but are not limited to, missing a project meeting/weigh day without prior notice, neglect of animal (feeder empty, not feeding on time, pen not cleaned, etc.), failure to perform required duties before and/or during the fair. Once a student has received three strikes, he/she forfeits his/her privilege to show with Dinuba FFA.
- B. Other disciplinary problems may result in the removal of exhibitor and animal from the school farm (if housed there) or fair, withdrawal of animal from the

fair livestock auction, and/or loss of showing privileges with Dinuba FFA for one or more years.

Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules. Please sign and return this form to the project advisor. If you have any questions at any time, please feel free to contact the advisor at the Dinuba Ag Department (667-8366).

Parent Signature Date

Student Signature Date

Dinuba Ag Department
Livestock Facility Use Contract

Exhibitor (print) _____ Date _____

Tulare County Fair Year _____

Species (circle one) SWINE SHEEP GOAT

The Dinuba Ag Department will provide use of the Ag Farm facilities under the following terms:

1. The student agrees to pay all expenses incurred to Dinuba FFA.
2. Pay \$10 pen rent for each animal.
3. Make sure that the animal is properly cared for on a daily basis based on the project advisor's instructions.
4. Keep the pen, feed room, and livestock area clean at all times.
5. Participate in required clean-up days.
6. Dinuba FFA, Dinuba Ag Department, project advisors, and Dinuba School District is NOT responsible for loss of animals, equipment, or personal property due to theft, vandalism, or accident.
7. Students may be required to remove his/her animal from the Ag Farm and lose showing privileges with Dinuba FFA if the above conditions are not met.

Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules. Please sign and return this form to the project advisor. If you have any questions at any time, please feel free to contact the advisor at the Hilmar Ag Department (667-8366).

Parent Signature _____.

Student Signature _____.

Advisor Signature _____.

Dinuba FFA Fair Check Proxy

Exhibitor (Print) _____ Date:

Species: Sheep Swine Steer

I, (the above named exhibitor) allow any Dinuba FFA, Advisor to pick up my livestock auction check for me from the fair. I also understand that each student needs to have fully cleaned and bleached their pen, have a completed record book, and have written the proper thank you letter to receive any profits made from their project.

If you have any questions you may contact an advisor at the Dinuba High School Ag. Department at (559-595-7247)

Parent Signature: _____

Student Signature: _____

Advisor Signature: _____

Dinuba FFA Livestock Project Three "Strike" Notification

Name: _____

Date: _____

You received a "Strike" on _____ for the following reason:

_____ Missing a schedule meeting/ eigh day, (see attached)

_____ Animal not feed/ feeder empty

_____ Pen Not cleaned

_____ Ag Farm barn duty jobs not completed

_____ Animal neglected (missing more than two days a week)

_____ Other: _____

Advisor: Ag. Department

Species: Goat

You have now accumulated a total of _____ strikes.

If you receive a third strike, you will forfeit your privilege of showing at the fair.

Please have your parent sign this form and return it to your project advisor if you have any questions or need clarification, please contact your project advisor.

Student Signature _____

Date: _____

Parent Signature _____

Date: _____

Rules of an Exhibitor and Dinuba FFA Goat Exhibitor Rules

Your signature below verifies that you have read, discussed, understood and agree to abide by the General Rules of an Exhibitor and Dinuba FFA Sheep Exhibitor Rules. I also have read and understand the 3 strike policy.

Please sign and return this form to the project advisor. If you have any questions at any time, please feel free to contact the advisor at the Dinuba Ag. Department (559-595-7247)

Students Name: _____

Home Phone: _____

Cell Phone: _____

Parent Cell: _____

Home Address: _____

Parent Signature

Date

Student Signature

Date

K. School and/or Department Policies

School and/or Department Policies

Agriculture students are required to participate in a minimum of five FFA activities per semester. They are also required to maintain an SAE project and keep up-to-date records on AET. Eligibility to participate in any FFA related event, include CDE teams, conferences, or exhibiting livestock is aligned to school and district policy. Student eligibility is check prior to each FFA-related event. These guidelines are well laid out in the student handbooks and the species contracts.



Dinuba Joint Union High School

Agricultural Department

340 E. Kern
Dinuba, CA 93618
(559) 595-7247

Board Policy for SAE Grade Requirement

When researching board policy, I have found that often the local school board with simply 'adopt' existing education codes, so I was able to trace back the Dinuba School Board Policy codes that show the adoption of the education code that verifies the 'three circle' component of our program.

Dinuba USD: AR 6143 Instruction

- States that "Vocational Education" is an adopted "Course of Study"
 - o Adopts Education Code 51220
- Also adopts cf.6178 – Vocational Education

Dinuba USD: Board Policy (BP) 6178 Instruction: Vocational Education

- Explains the value of vocational education in detail
- Adopts education codes(EC): including EC 52454
- Adopted July 16, 1998

Education Code: EC 52454 : Program Components

- Outlines the agricultural career technical education should include:
 - o Organized classes of study of ag science and technology
 - o A student supervised occupational program in agriculture
 - o A program of leadership, organization, and personal development
- Specifically states that all these components shall be considered curricular and shall contribute to the grade of the participating student.



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Agricultural Department

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(559) 595-7247

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Courses Of Study

Note: Items #2-6 below duplicate items listed for grades 9-12 below and are for use only by K-8 districts to the extent needed. Because Education Code requirements for courses of study are classified by either grades K-6 or 7-12, K-8 districts need to collaborate with their secondary school district to ensure that all required courses are offered sometime during grades 7-12.

5. Applied arts, including instruction in consumer and homemaking education, industrial arts, general business education or general agriculture (Education Code 51220)

6. Vocational-technical education designed to prepare youth for gainful employment and/or further acquisition of technical skills in institutions of higher education (Education Code 51220)

(cf. 6178 - Vocational Education)

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Dinuba USD has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

Note: Education Code 52910 expresses the Legislature's findings that vocational education and academic instruction should be integrated; that it is in the state's best interests to provide all students with a cohesive, defined, and well-articulated system of career education and job training; and that vocational education and basic academic skills should not be viewed as competitive or alternative programs, but rather as complementary educational programs. Education Code 51226 requires the Superintendent of Public Instruction to develop model vocational education standards. Boards are required to compare their existing vocational programs with these model standards every three years.

The Board of Education affirms the importance of providing all students with quality vocational education experiences that teach life skills, demonstrate the value of work, and provide training that leads to entry-level employment. The Board views vocational education and academic education as complementary educational programs. Vocational courses should give students abundant opportunities to obtain or reinforce basic academic skills. Teachers should emphasize as often as possible the practical applications of academics to the working world.

The Board recognizes that vocational education is best presented in a well-articulated sequence of courses, with instruction first given in broad clusters of skills basic to similar occupations. A comprehensive vocational education includes research into various employment options, vocational counseling, establishment of career goals, and the development of job skills, good work attitudes and job hunting strategies.

Because the equipment used in business and industry changes rapidly, as do the skills needed to operate it, the Board encourages that the district's vocational education program be updated regularly to reflect current vocational practices, changes in technology and labor market conditions as funding levels allow.

...

EDUCATION CODE

8070 Appointment of vocational education advisory committee

41541 Categorical Education Block Grant

48430 Legislative intent; continuation education schools and classes

51225.3 Requirements for graduation commencing with 1988-89 school year

51226 Model curriculum standards

51228 Graduation requirements; minimum standards; required curriculum; pupil demonstration of competence

52300-52335.8 Regional occupational centers, especially

52304.1 Review of participation in centers and programs

52350-52355 Prevocational education

52370-52376 High school vocational courses

52450-52462 Agricultural Vocational Education

52910 -52911 Career-Vocational Education and Training

52980-52982 Pilot projects in applied academic areas & programs

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT

Public Law 98-524, 204: **FEDERAL REGISTER**

Vol. 45, No. 92, 5/9/90, p. 30929

Vol. 50, No. 159, 8/16/85, p. 3308

Management Resources: CDE LEGAL ADVISORIES

0125.90 Procedures for requesting guidance from the U.S. Department of Education

CDE PROGRAM ADVISORIES

1107.89 Implementation of new procedures for noncompliance

Policy DINUBA UNIFIED SCHOOL DISTRICT

adopted: July 16, 1998 Dinuba, California

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

- (1) Organized classes in the study of agricultural science and technology.
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- (3) A program of leadership, organization, and personal development.

(b) Student learning activity developed to supplement these components shall be considered curricular and shall contribute to the grade of the participating student when those activities are integral to assisting the student to achieve the career objective of the class or course. It is the intent of the Legislature that opportunities are provided for teachers to be employed on a 12-month basis in order to maintain supervised occupational experience on a year-round basis for students enrolled in agricultural career technical programs.

(Amended by Stats 2000, Ch. 1058, Sec. 85)

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

(b) Student learning activity developed to supplement these components shall be considered curricular and shall contribute to the grade of the participating student when those activities are integral to assisting the student to achieve the career objective of the class or course. It is the intent of the Legislature that opportunities are provided for teachers to be employed on a 12-month basis in order to maintain supervised occupational experience on a year-round basis for students enrolled in agricultural career technical programs.

(Amended by Stats 2000, Ch. 1058, Sec. 85)

The screenshot shows a web browser window with the URL <http://gamutonline.net/display/Policy>. The page title is "GAMUT ONLINE, a service of CSBA" and the breadcrumb is "Legal Resources | Education Code | EC 51220". The main content area lists "Courses of study; grades 7-12" and provides a list of adopted courses of study for grades 7 to 12, inclusive. The list includes:

- (a) English, including knowledge of and appreciation for literature, language, and composition, and the skills of reading, listening, and speaking.
- (b) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; instruction in our American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the State and Federal Constitutions; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; human rights issues, with particular attention to the study of the inhumanity of genocide, slavery, and the Holocaust, and contemporary issues.
- (c) Foreign language or languages, beginning not later than grade 7, designed to develop a facility for understanding, speaking, reading, and writing the particular language.
- (d) Physical education, with emphasis given to physical activities that are conducive to health and to vigor of body and mind, as required by Section 51222.
- (e) Science, including the physical and biological aspects, with emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems, and with appropriate applications of the interrelation and interdependence of the sciences.
- (f) Mathematics, including instruction designed to develop mathematical understandings, operational skills, and insight into problem-solving procedures.
- (g) Visual and performing arts, including dance, music, theater, and visual arts, with emphasis upon development of aesthetic appreciation and the skills of creative expression.
- (h) Applied arts, including instruction in the areas of consumer and homemaking education, industrial arts, general business education, or general agriculture.
- (i) Career technical education designed and conducted for the purpose of preparing youth for gainful employment in the occupations and in the numbers that are appropriate to the personal needs of the state and the community served and relevant to the career desires and needs of the pupils.

The right sidebar contains a search function for GAMUT, with a search box and a search button. The bottom of the browser window shows the system tray with the time 3:57 PM and date 1/15/2014.

Legal Resources | Education Code | EC 51220

Courses of study; grades 7-12

The adopted course of study for grades 7 to 12, inclusive, shall offer courses in the following areas of study:

- (a) English, including knowledge of and appreciation for literature, language, and composition, and the skills of reading, listening, and speaking.
- (b) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; instruction in our American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the State and Federal Constitutions; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; human rights issues, with particular attention to the study of the inhumanity of genocide, slavery, and the Holocaust, and contemporary issues.
- (c) Foreign language or languages, beginning not later than grade 7, designed to develop a facility for understanding, speaking, reading, and writing the particular language.
- (d) Physical education, with emphasis given to physical activities that are conducive to health and to vigor of body and mind, as required by Section 51222.

(e) Science, including the physical and biological aspects, with emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems, and with appropriate applications of the interrelation and interdependence of the sciences.

(f) Mathematics, including instruction designed to develop mathematical understandings, operational skills, and insight into problem-solving procedures.

(g) Visual and performing arts, including dance, music, theater, and visual arts, with emphasis upon development of aesthetic appreciation and the skills of creative expression.

(h) Applied arts, including instruction in the areas of consumer and homemaking education, industrial arts, general business education, or general agriculture.

(i) Career technical education designed and conducted for the purpose of preparing youth for gainful employment in the occupations and in the numbers that are appropriate to the personnel needs of the state and the community served and relevant to the career desires and needs of the pupils.

(j) Automobile driver education, designed to develop a knowledge of the provisions of the Vehicle Code and other laws of this state relating to the operation of motor vehicles, a proper acceptance of personal responsibility in traffic, a true appreciation of the causes, seriousness and consequences of traffic accidents, and to develop the knowledge and attitudes necessary for the safe operation of motor vehicles. A course in automobile driver education shall include education in the safe operation of motorcycles.

(k) Other studies as may be prescribed by the governing board.

(Amended by Stats. 2002, Ch. 943, Sec. 3.)

References:

Education Code 51222

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

(Amended by Stats 2000, Ch. 1058, Sec. 82)

Dinuba FFA Chapter Officer Contract

As an officer of the Dinuba FFA Chapter, I will: (initial each)

Area One: This is it!

- _____ 1. Be on time for all meetings, activities, and departure times.
- _____ 2. Write dates for activities down in a planner.
- _____ 3. Keep our team and my office as a priority.
- _____ 4. Attend all officer meetings, conference, and FFA meetings.
- _____ 5. Attend all activities that I am able to. If I cannot attend, let other officers/advisors know 24 hours ahead of time.
- _____ 6. Be responsible by staying on task and sticking to the agenda at meetings.
- _____ 7. Always support each other...look for ways to help lighten my fellow officer's load.

Area Two: Living Above the Line

- _____ 1. Be honest with each other and be open to others honesty.
- _____ 2. If confrontations are necessary, do them away from school/FFA activities.
- _____ 3. Do not talk behind the back of my fellow officers.
- _____ 4. Communicate with advisors.
- _____ 5. Keep my family informed of what I am/our team is doing.
- _____ 6. Approach my teammates appropriately.
- _____ 7. Encourage ALL members.
- _____ 8. Take time to get to know ALL members.
- _____ 9. Step away from cliques...meet and learn about new people.
- _____ 10. Be a resource to members.
- _____ 11. Force and maintain a positive attitude.

Area Three: Pay it Forward

- _____ 1. Help my fellow officers, the members, and our chapter.
- _____ 2. Maintain a community focus with activities and/or community service.
- _____ 3. Develop creative ideas to get members involved.
- _____ 4. Be involved ourselves. Be an example.
- _____ 5. Always wear proper official dress.
- _____ 6. Communicate a positive attitude about wearing official dress.
- _____ 7. Wear appropriate clothing to all events.
- _____ 8. Conduct myself in an appropriate manner at FFA events, outside FFA and Social Media Platforms.
- _____ 9. Treat all members equally.
- _____ 10. Step out of my comfort zone.
- _____ 11. Provide constructive criticism for my teammates and fellow members.
- _____ 12. Member focused attitude/actions.
- _____ 13. Guaranteed incentives for member participation (WIIFM).
- _____ 14. Get members to buy-in.

I have read, studied and understand the intent and the spirit of the 3 areas to our chapter officer team's success. I will commit to modeling the 3 areas of success. I understand that failure to do so may result in limitations being set on my roles as a/an Dinuba FFA officer and/or possible removal from office.

Officer Signature: _____

Date: _____

Parent Signature: _____

Date: _____

**Dinuba High School Agriculture Department
Work Credit Contract**

On this day, _____, 20_____, I _____, the student, agree to follow all directions, listen to instructions, work safely at all times, and follow the guidelines presenting by the Agriculture Department and Advisors. The student will be compensated at a rate of \$5.00 per hour of work on the Agriculture Department facilities and/ learning laboratories, to be repaid through FFA or Agriculture expenses that the student may need to pay. Due to high school education regulations, the student will not be compensated in any monetary way, but the Dinuba Agriculture Department or FFA Chapter may pay any incurred registration fees, charges, or payments requested by the student.

It will be the responsibility of the student to seek work and confirm opportunities, complete a work log, and get hours signed off daily by an advisor to verify completion. The student will turn in a log with the date, beginning and ending work times, description of work accomplished, and total minutes worked. Total work time will need to be submitted in 15 minute increments. The record of hours will be turned in at least once a month by the 1st day of the following month, if not more often. I understand that submitting worked time late may result in a delay in updating credit account.

Date	Student Name Printed	Student Signature
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Date	Parent Name Printed	Parent Signature
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Date	Advisor Name Printed	Advisor Signature
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L. Proficiency Standards for Program Completers

Program Completion Standards

1. Personal Skills

Students will understand how personal skill development affects employability. They will exhibit positive attitudes, self-confidence, preserving, and self-discipline. They will manage time and balance priorities, as well as demonstrate a capacity for lifelong learning.

2. Interpersonal Skills

Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.

3. Thinking and Problem Solving Skills

Students will exhibit critical and creative thinking skills, logical, reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation. They will recognize problem situations, identify, locate, and organize needed information or data and the purpose, evaluation, and selection of alternate solutions.

4. Communication Skills

Students will understand the principles of effective communicators. They will communicate both written and orally. They will listen attentively to instructions and request clarification or additional information as needed.

5. Occupational Skills

Students will understand occupational safety issues, including avoidance of physical hazards in the work environment. They will operate equipment safely as not to endanger themselves or others. They will demonstrate proper handling of hazardous materials.

6. Employment Skills

Students will understand career paths and strategies for obtaining employment within their chosen fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including professional organizations.

7. Technology Skills

Students will understand and adapt to changing technology by identifying learning, and applying new skills to improve job performance. They will effectively employ technologies relevant to their field.

Floral Design Pathway

Upon completion of this course:

- Students will identify annual, perennial, bulbs, potted/flowering plants and tools used in the floral industry.
- Students will understand the importance of the floriculture and horticulture industry in California and the United States.
- Students will know the basic principles of design.
- Students will be able to define and describe basic characteristics of floral crops.
- Students will know proper and safe use of materials, tools, and equipment vital to the horticulture/floriculture industry.
- Students can implement the proper techniques in floral crop management, such as handling cut flower crops, decrease deteriorations, and marketing.
- Students will develop floral commodities such as corsages, boutonnieres, and floral arrangements.
- Students will display knowledge of the plant and flower physiology and anatomy.
- Students will identify different media used in floral design.
- Students will identify career opportunities in floriculture.
- Students will explain the history of floral design.
- Students will explain the cultural diversity and implications of different floral designs.
- Students will explain the arrangement styles and techniques of modern floral design and their origination.
- Students will explain, identify, and evaluate the elements and principles of design.
- Students will explain, evaluate, and design seasonal, holiday, and occasion arrangements.
- Students will demonstrate historical arrangements
- Students will demonstrate construction of wedding and sympathy work
- Students will develop a personal portfolio.

Plant Science Pathway

Upon completion of this course, the student will:

- Develop an appreciation of horticulture to create an awareness of the importance of horticulture.
- Be prepared for college level entry in the various disciplines of horticulture.
- Will the importance of plants, their uses, and incorporation of plants in our society.
- Be familiar with cell theory and its application to the organization of all organisms.
- Be able to recognize plant physiology, growth requirements, and nutrients needed for optimum plant growth.
- Be able to understand the role of plants in our landscape, the process of design, installation, and maintenance of those plant materials.
- Be aware of the historical and descriptive nature of horticulture as a science.
- Acquire agricultural and biological vocabulary, and the reading, writing and critical thinking skills pertaining to the science.
- Demonstrate plant identification and selection of for local landscape applications by completion of lab assignments.
- Understand the principles of plant physiology and growth, including: photosynthesis, transpiration, respiration, and plant structure
- Demonstrate methods of sexual and asexual plant propagation and factors affecting.
- Learn the principles of integrated pest management and demonstrate through labs.
- Evaluate water management practices for ornamental plants.
- Learn the relationship between growing mediums, water management, and fertilization
- Demonstrate principles of pruning and training plant material.
- Describe the selection, installation, and care of turf.
- Become familiar with safe work practices with nursery production facilities, equipment, and tools.
- Demonstrate principles of landscape planning, design, construction, and maintenance
- Demonstrate principles and skills of floral design.
- Learn about the California Horticultural Industry and role of supporting industries.
- Learn the importance of record keeping.

Animal Science Pathway

Upon completion of this course:

- Students will be aware of the benefits, uses, economic considerations, industry practices that surround farm animal production.
- Students will be aware of the benefits of biotechnology that surrounds the production of farm animals.
- Students will be able to demonstrate farm safety procedures while working around equipment, livestock, and pathogens.
- Students will understand the role of animal health in the production of farm animals, including the role of disease.
- Students will be able to identify and utilize tools of animal husbandry to care for and ensure the health
- Students will be able to discuss the benefits of the domestication of livestock and their genetic improvement through selective breeding and other technologies.
- Students will be able to demonstrate safe practices on a farm, as well as design a plan to promote human and animal safety on farms.
- Students will be able to safely restrain, work around, and move animals utilizing low stress handling techniques, as well as discuss the benefits of these practices.
- Students will be able to correctly utilize tools of animal husbandry and health including but not limited to scales, squeezes, needles, syringes, scalpels, and elastrators
- Students will be able to conduct animal health checks including taking rectal temperature, pulse, capillary refill time, lung sounds, and an overall soundness check.
- Students will be able to identify signs of animal disease and propose courses of treatment, and prevention of future disease.
- Students will be able to conduct preventative health measures as well as management practices including deworming, vaccination, shearing, hoof trimming, castration, and create an appropriate management calendar for a species.

Ag Mech Pathway

Upon completion of this course, the student will:

- The students will be able to safely wire and install basic household electrical fixtures and switches.
- The students will be able to safely wire and troubleshoot a common 12v circuit as found on vehicles or equipment.
- The student will be able to plan, measure, cut, join and finish a basic wood project.
- The student will be able to maintain and troubleshoot common issues found in small gas engines.
- The student will be able to safely set up the outfit and heat, cut and/or weld mild steel with the apparatus.
- Project Construction: The student will be able to apply the above stated skills with a project or repair in each of the skill areas.
- Supply agriculture students with the knowledge and skills required for entry into successful progress in those agriculture mechanics occupations that do not require education beyond the secondary level.
- Prepare students for the advanced post-secondary level vocational education in agriculture mechanics.
- Assist the students to make informed career choices in the field of agriculture mechanics.
- Enable all students to acquire an understanding of the economic and social impact of the agriculture mechanics industry.
- Provide the agriculture mechanics industry with the appropriate numbers of persons adequately prepared for successful employment in those occupations, which presently exist and which are developing in the industry.

California Career Technical Education Model Curriculum Standards

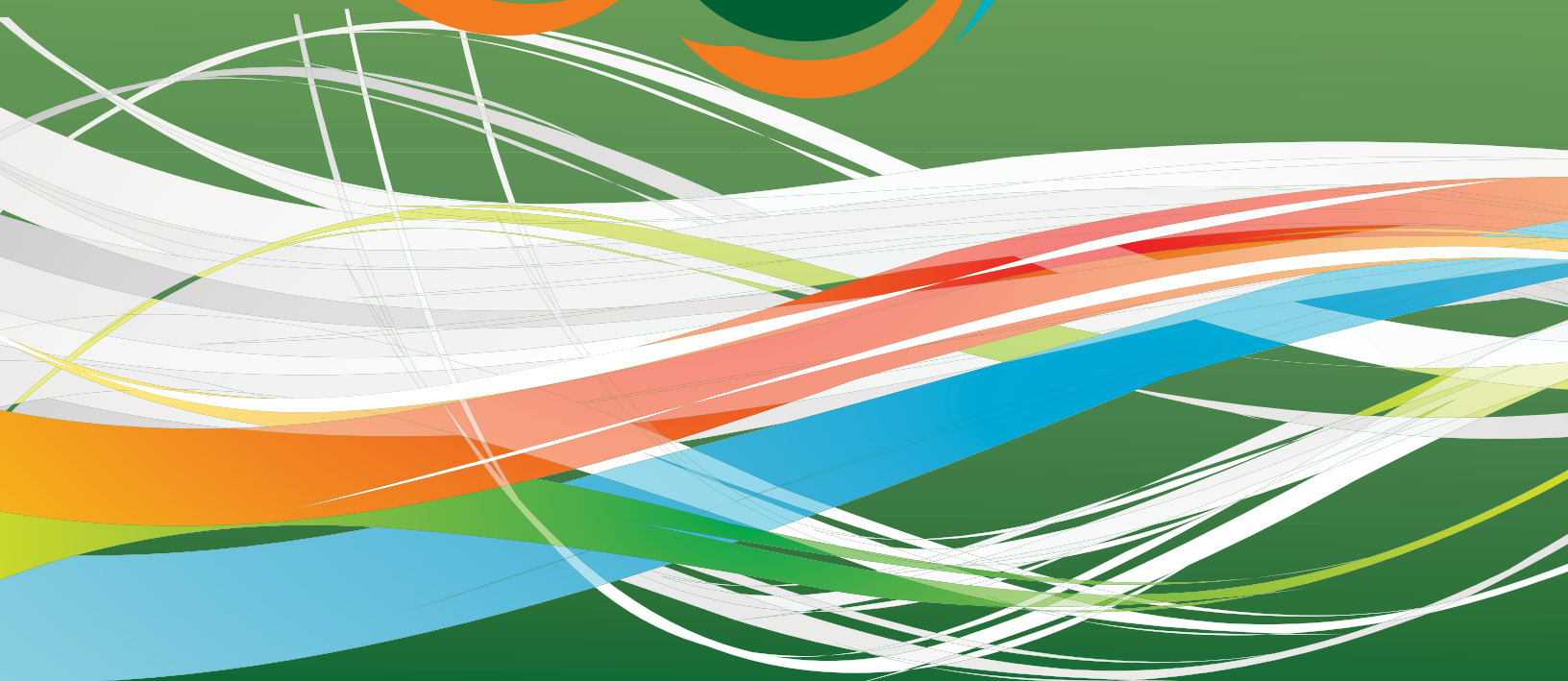
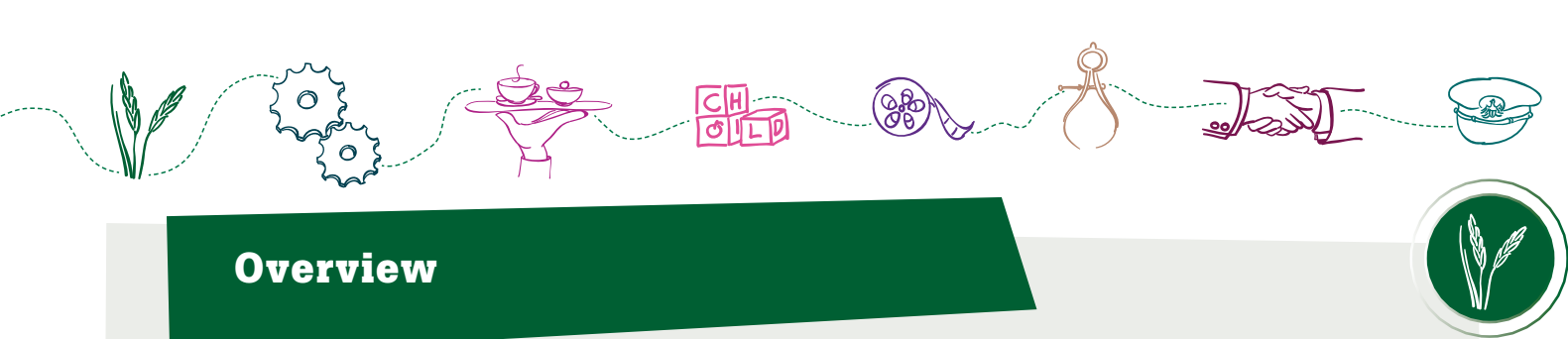




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Overview

The Career Technical Education (CTE) Model Curriculum Standards publication is organized for use as a complete document or for access to individual industry sectors and pathways. The document includes Standards for Career Ready Practice—which describe the knowledge and skills that students need prior to entering a career technical education program—as part of the career technical education sequence or as integrated elements of other course work in preparation for careers and college.

Each of the 15 industry sector sections includes a description, anchor standards, pathway standards, and an academic alignment matrix. The standards can be adjusted to be part of the curriculum (grades seven through twelve), provided through adult education, or included in community college programs. The document also lists the representatives who participated in each sector's content development and the references that were consulted to revise the CTE standards.

Standards for Career Ready Practice

California's Standards for Career Ready Practice, which follow this overview, are based on the Career Ready Practices of the Common Career Technical Core (CCTC), a state-led initiative sponsored by the National Association of State Directors of Career Technical Education Consortium (NASDCTEc):

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. (NASDCTEc 2012, 2)

California's 12 Standards for Career Ready Practice align with the state's CTE anchor standards and reflect the expectations from business and industry, labor and community organizations, and secondary and postsecondary education representatives from 42 participating states.

Anchor Standards

The 11 anchor standards build on the Standards for Career Ready Practice and are common across the 15 industry sectors. Content for these standards was drawn from several documents: "Preparing Students for the 21st Century Economy" (American Association of Colleges for Teacher Education and the Partnership for 21st Century Skills 2010); *How Should Colleges Prepare Students to Succeed in Today's Global Economy?* (Association of American Colleges and Universities and Peter D. Hart Research Associates, Inc. 2006); "Importance of Skills and Knowledge for College and Career Readiness," from *The MetLife Survey of the American Teacher: Preparing Students for College and Careers* (MetLife, Inc. 2011); and *Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce* (The Conference Board et al. 2006).

Each anchor standard is followed by performance indicators using action verbs from the Beyond Knowledge Construct, presented in a hierarchical progression of simple tasks to more complex tasks. Performance indicators provide guidance for curriculum design and standards measurement.



The industry-sector anchor standards have been customized with selected additions to better reflect the needs and special conditions of each industry sector.

Anchor Standard 1 (Academics) guides users to sector-specific core academic standards related to each industry sector, which are listed in the alignment matrix at the end of each sector section. Anchor standards 2–10 are deliberately aligned with one of the Common Core English language arts standards, using similar language demonstrating the natural connections between the two subjects. Anchor Standard 11 (Demonstration and Application) highlights classroom, laboratory, and workplace learning specific to the individual sector and pathways.

Pathway Standards

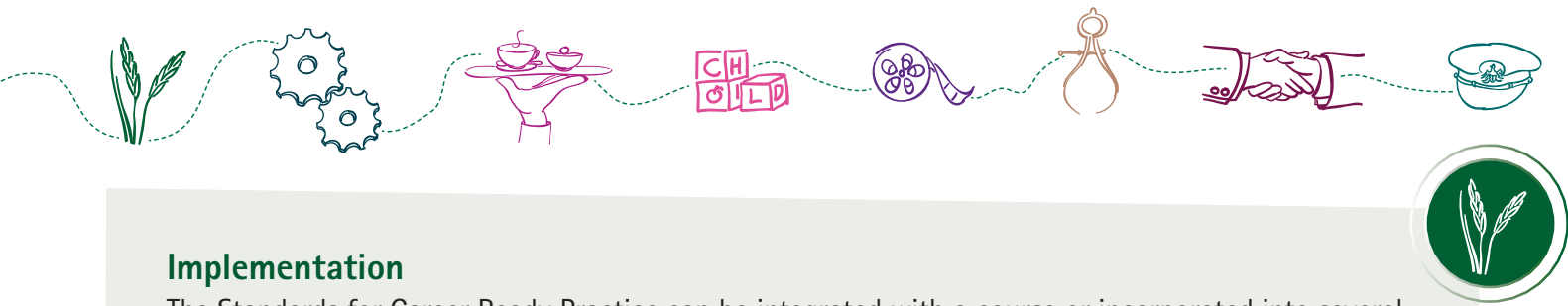
All 15 industry sectors contain multiple pathways. In order to be identified and listed for an industry sector, each pathway had to meet the following criteria:

- unique to an industry sector
- has an occupational focus
- consistent in size and scope
- composed of similar functions
- inclusive of all aspects of the industry
- includes 8–12 pathway-specific standards
- demonstrates sequence potential
- reasonable and appropriate for high school
- leads to high-skill, high-wage, or high-demand jobs
- sustainable and viable over the next 10 years

Academic Alignment Matrix

Each sector includes an academic alignment matrix that displays where a natural, obvious alignment occurs. Compiled by five teams of academic content experts in collaboration with industry-sector consultants, teachers, and other advisers, the alignment was selected if it was determined that the pathway standard would enhance, reinforce, or provide an application for a specific academic subject standard.

The alignment matrices include the subjects of Common Core English language arts and mathematics standards, history/social studies standards, and Next Generation Science Core Ideas. To assist with further review and implementation, each academic alignment is notated with specific pathway standards codes.



Implementation

The Standards for Career Ready Practice can be integrated with a course or incorporated into several courses over multiple school years (grades seven through twelve). The practices are expectations for all students, whether they are enrolled in a CTE program or following a more generalized course sequence. It is expected that all students who exit high school will be proficient in these practices.

The anchor standards are the basis for each of the pathways within each sector. These standards are designed to assist with the development of course curricula and instructional lesson plans; they describe what is to be taught and measured. In most cases, the teacher determines the sequence and strategies to be used to meet the needs of the student population he or she is serving.

The performance indicators that follow each standard offer guidance for both course design and student assessment. They are intended to guide course work as it is developed. The pathways organize the standards with a career focus, but they are not designed to be offered as single courses. Rather, the standards from each pathway are collected and organized into a sequence of learning. To meet local demands of business and industry and particular student populations, standards can be collected from more than one sector to create a course.

Using the academic alignment matrices as a resource, academic and CTE teachers can see where enhancements and support for both sets of standards can be initiated. CTE teachers can quickly identify academic standards that have a substantial relationship to their instruction. Likewise, academic teachers can specify individual academic standards and quickly identify related CTE standards, which will assist them in incorporating application and technology in their curricula and lessons.

The CTE Model Curriculum Standards are intended to serve the entire education community—from middle schools and high schools to postsecondary colleges and career training programs. A major aim of these standards is to prepare students for postsecondary education and training and to help them make a smooth transition into the workforce. In order for both the people and the economy of California to prosper, it is essential for all students to emerge from schools ready to pursue their career and college goals. Equipping all high school students with the knowledge and skills necessary to plan and manage their education and careers throughout their lives will help to guarantee these important outcomes. Strong CTE programs will continue to provide important educational opportunities to assist students as they pursue their dreams and strive for economic prosperity. The CTE Model Curriculum Standards are a resource for educators and the business world for ensuring high-quality CTE learning experiences and improved student outcomes in the twenty-first-century economy.



California Standards for Career Ready Practice

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

1. Apply appropriate technical skills and academic knowledge.

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

2. Communicate clearly, effectively, and with reason.

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

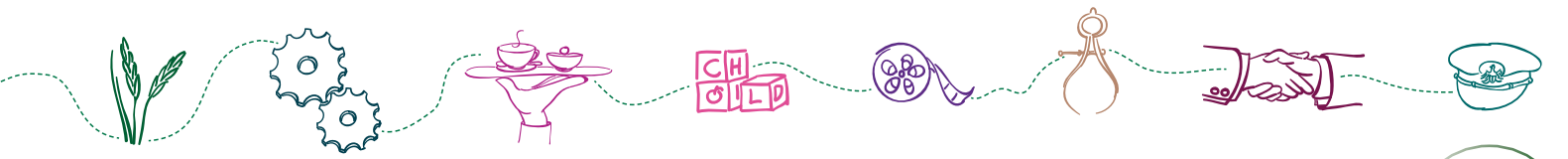
3. Develop an education and career plan aligned with personal goals.

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

4. Apply technology to enhance productivity.

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





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

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

6. Practice personal health and understand financial literacy.

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

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

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

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

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

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

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

10. Demonstrate creativity and innovation.

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



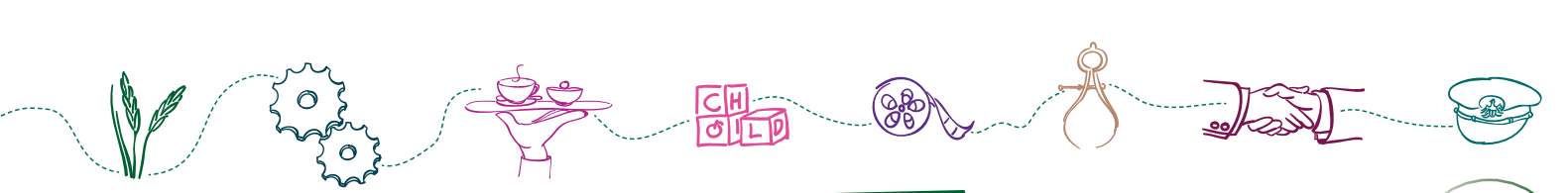
11. Employ valid and reliable research strategies.

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

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

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

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



Agriculture and Natural Resources



Sector Description

The Agriculture and Natural Resources sector is designed to provide a foundation in agriculture for all agriculture students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in seven pathways. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, and Plant and Soil Science. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, or entry to a career.





Agriculture and Natural Resources Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Agriculture and Natural Resources academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

- 2.1 Recognize the elements of communication using a sender-receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.2 Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.
- 3.3 Explore how information and communication technologies are used in career planning and decision making.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
- 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.7 Recognize the importance of small business in the California and global economies.
- 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.



4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Agriculture and Natural Resources sector workplace environment. (Direct alignment with WS 11-12.6)

- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
- 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
- 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.
- 4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.

5.0 Problem Solving and Critical Thinking

Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Agriculture and Natural Resources sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

- 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.



- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- 6.6 Maintain a safe and healthful working environment.
- 6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Agriculture and Natural Resources sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

- 7.1 Recognize how financial management impacts the economy, workforce, and community.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 7.8 Explore issues of global significance and document the impact on the Agriculture and Natural Resources sector.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

- 8.1 Access, analyze, and implement quality assurance standards of practice.
- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Agriculture and Natural Resources industry sector.
- 8.3 Demonstrate ethical and legal practices consistent with Agriculture and Natural Resources sector workplace standards.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 8.5 Analyze organizational culture and practices within the workplace environment.



- 8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
- 8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Agriculture and Natural Resources sector laws and practices.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Farmers of America (FFA) career technical student organization. (Direct alignment with SLS 11-12.1b)

- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills, as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 9.7 Participate in interactive teamwork to solve real Agriculture and Natural Resources sector issues and problems.
- 9.8 Define the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.9 Identify the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.10 Understand how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- 9.11 Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.12 Demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 9.13 Participate in group or team activities, including those offered by the student organization, that develop skills in leadership, cooperation, collaboration, and effective decision making.



10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Agriculture and Natural Resources sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

- 10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Agriculture and Natural Resources sector.
- 10.3 Construct projects and products specific to the Agriculture and Natural Resources sector requirements and expectations.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.
- 10.5 Interpret and explain the aims, purposes, history, and structure of the FFA student organization and know the opportunities it makes available.
- 10.6 Manage, and actively engage in, a career-related, supervised agricultural experience.
- 10.7 Understand the importance of maintaining and completing the California Agricultural Record Book.
- 10.8 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Agriculture and Natural Resources anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the FFA career technical student organization.

- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.
- 11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
- 11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
- 11.4 Employ entrepreneurial practices and behaviors appropriate to Agriculture and Natural Resources sector opportunities.
- 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.



A. Agricultural Business Pathway

In the Agricultural Business pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing, and sales.

Sample occupations associated with this pathway:



- Agriculture Inspector
- Farm and Ranch Manager
- Sales Representative
- Business Controller
- Agricultural Credit Manager

- A1.0 Demonstrate an understanding of decision-making processes within the American free-enterprise system.
 - A1.1 Differentiate among the components of the American free-enterprise system and other forms of economic systems.
 - A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, franchises, and cooperatives.
 - A1.3 Compare the advantages and disadvantages of the types of business ownership.
 - A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.
 - A1.5 Analyze physical production relationships to determine optimum use levels.
 - A1.6 Calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.
- A2.0 Explain the fundamental economic principles of agribusiness and agricultural production.
 - A2.1 Identify basic economic factors affecting agricultural production and agribusiness management decisions.
 - A2.2 Communicate basic agricultural economic terminology.
 - A2.3 Apply the law of supply and demand and evaluate its effect on price determination.
 - A2.4 Assess how agriculture uses scarce resources to meet the needs and demands of its consumers.
 - A2.5 Differentiate between elastic and inelastic supply and demand.
 - A2.6 Predict how the law of diminishing returns impacts agricultural production.
- A3.0 Explore the role of credit in agribusiness and agricultural production.
 - A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-term, intermediate-term, and long-term credit).



- A3.2 Research and discuss the criteria lenders use to evaluate repayment capacity.
- A3.3 Evaluate balance sheets and cash-flow statements to determine the ability to repay loans.
- A4.0 Use proper accounting principles and procedures to accomplish fiscal management and tax planning.
 - A4.1 Compare and contrast cash and accrual accounting systems.
 - A4.2 Demonstrate the use and describe the importance of budgets, income statements, balance sheets, and financial statements.
 - A4.3 Interpret the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.
 - A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.
 - A4.5 Determine property values and complete a depreciation schedule.
 - A4.6 Formulate the tax obligations for an agribusiness.
- A5.0 Manage risk and uncertainty.
 - A5.1 Explore environmental issues that impact agribusiness.
 - A5.2 Determine the meaning and importance of risk and uncertainty.
 - A5.3 Describe alternative approaches to reducing risk, including the use of insurance for product liability, property, production or income loss, and for personnel life and health.
 - A5.4 Maintain appropriate evidence (e.g., Point of Origin, pick/pack dates, production records) to support and defend risk management.
 - A5.5 Identify best practices and include in farm planning to reduce risk.
 - A5.6 Prepare a comprehensive risk management and contingency plan.
- A6.0 Evaluate the role and value of agricultural organizations.
 - A6.1 Distinguish the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
 - A6.2 Understand how participation in organizations would be beneficial in supporting various agricultural operations.
 - A6.3 Identify, and electronically access, public and private agricultural organizations.
- A7.0 Understand agricultural marketing systems.
 - A7.1 Explain how marketing functions in a free-market society.
 - A7.2 Compare the advantages and disadvantages of the various marketing options for agricultural products and services.
 - A7.3 Analyze how the law of comparative advantage affects agricultural production.
 - A7.4 Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services.



- A7.5 Assess how promotion trends for agricultural products influence individuals.
- A7.6 Develop a marketing plan for an agricultural product or service.
- A8.0 Understand the sales of agricultural products and services.
 - A8.1 Determine the most effective methods for assessing customer needs and wants.
 - A8.2 Describe the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
 - A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.
- A9.0 Differentiate among local, national, and international agricultural markets and communicate how trade affects the economy.
 - A9.1 Describe how the importance of agricultural imports and exports affects state and national economies.
 - A9.2 Summarize how governmental, economic, and cultural factors affect international trade.
 - A9.3 Compare and contrast United States trade policies with those of other important trading partners.
 - A9.4 Research how biotechnology affects trade and global economies.
 - A9.5 Evaluate how different cultural values affect agricultural production and marketing.
 - A9.6 Explain how negotiations and bargaining agreements affect trade agreements.
 - A9.7 Analyze agricultural marketing strategies in other parts of the world.



Agriculture and Natural Resources Pathway Standards

B. Agricultural Mechanics Pathway

The Agricultural Mechanics pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

Sample occupations associated with this pathway:



- Agriculture Equipment Operator
- Farm Equipment Mechanic and Service Technician
- Agricultural Engineer
- Welder
- Equipment Fabricator

B1.0 Implement personal and group safety practices.

- B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.
- B1.2 Integrate accepted shop management procedures and a safe working environment.
- B1.3 Safely secure loads on a variety of vehicles.

B2.0 Apply the principles of basic woodworking.

- B2.1 Identify common wood products, lumber types, and sizes.
- B2.2 Measure and lay out lumber, calculating board feet and square feet.
- B2.3 Identify, select, and implement basic fastening systems.
- B2.4 Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

B3.0 Demonstrate basic electricity principles and wiring practices commonly used in agriculture.

- B3.1 Explain the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
- B3.2 Use proper electrical test equipment for AC and direct current (DC) circuits.
- B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).
- B3.4 Implement proper basic electrical circuit and wiring techniques using nonmetallic cable and conduit as defined by the National Electric Code (NEC).
- B3.5 Interpret basic agricultural electrical plans.
- B3.6 Complete an electrical project, including interpreting a plan, following NEC code, selecting materials and components, and completing a circuit.



- B4.0 Select and apply plumbing system practices commonly used in agriculture.
 - B4.1 Match appropriate basic plumbing fitting skills with a variety of materials, such as copper, polyvinyl chloride (PVC), steel, polyethylene, and acrylonitrile butadiene styrene (ABS).
 - B4.2 Explain the environmental influences on plumbing and irrigation system choices (e.g., filter systems, water disposal, drip vs. flood).
 - B4.3 Research and communicate how various plumbing and irrigation systems are used in agriculture.
 - B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.

- B5.0 Understand agricultural cold metal processes.
 - B5.1 Identify common metals, sizes, and shapes.
 - B5.2 Demonstrate basic tool-fitting skills.
 - B5.3 Properly lay out materials for a given project.
 - B5.4 Demonstrate basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending).
 - B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

- B6.0 Understand concrete and masonry practices commonly used in agriculture.
 - B6.1 Identify and explain the use of concrete and masonry tools and demonstrate proper handling of concrete materials.
 - B6.2 Practice bed preparation, concrete forms layout, and construction.
 - B6.3 Complete a concrete or masonry project, including calculating volume, developing a bill of materials, assembling, mixing, placing, and finishing.

- B7.0 Understand oxy-fuel cutting and welding.
 - B7.1 Explain the role of heat and oxidation in the cutting process.
 - B7.2 Properly set up, adjust, shut down, and maintain an oxy-fuel system.
 - B7.3 Flame-cut metal with an oxy-fuel cutting torch.
 - B7.4 Fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.
 - B7.5 Repair metal objects using a variety of techniques, such as brazing or hard surfacing.

- B8.0 Understand electric arc welding processes.
 - B8.1 Select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).
 - B8.2 Read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.



- B8.3 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.
- B8.4 Weld a variety of joints in various positions.
- B9.0 Assimilate metallurgy principles and fabrication techniques.
 - B9.1 Define metallurgy principles, including distortion, hardening, tempering, and annealing.
 - B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.
 - B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.
 - B9.4 Design project plans by using mechanical drawing techniques.
 - B9.5 Finish a metal project by implementing proper sequencing.
 - B9.6 Manipulate and finish metal by using a variety of tools, machines, and techniques (e.g., lathe, mill, CNC plasma, shears, press break, grinders, and sanders).
 - B9.7 Construct a welding project using any electric welding process, appropriate products, joints, and positions, which will include interpreting a plan, determining proper assembly sequence, developing a bill of materials and cutting list, selecting and acquiring materials, and developing a clear and concise fabrication contract.
- B10.0 Understand small and compact engines.
 - B10.1 Understand and explain engine theory, including the application of mathematical and/or physical science laws for both two- and four-stroke cycle engines.
 - B10.2 Differentiate among types of small engines and their applications.
 - B10.3 Identify small-engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, and lubrication systems).
 - B10.4 Troubleshoot and solve problems with small engines.
 - B10.5 Disassemble, inspect, adjust, and reassemble a small engine.
 - B10.6 Look up and order parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.
- B11.0 Understand the principles and applications of various engines and machinery used in agriculture.
 - B11.1 Identify common agricultural machinery and implements.
 - B11.2 Calibrate, operate, and maintain equipment safely and efficiently.
 - B11.3 Summarize the theory, operation, and troubleshooting of various types of engines found on agricultural machinery, including cooling, fuel, and lubrication systems.
 - B11.4 Explain the theory, operation, and troubleshooting of hydraulic systems.
 - B11.5 Explain the theory, operation, and troubleshooting of power train and power take-off systems.
 - B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).



- B12.0 Apply land measurement and construction techniques commonly used in agriculture.
 - B12.1 Describe common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout, GPS).
 - B12.2 Draw and interpret architectural plans.
 - B12.3 Install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.
 - B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).
 - B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).
 - B12.6 Construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).
 - B12.7 Develop clear and concise agricultural construction contracts.



Agriculture and Natural Resources Pathway Standards

C. Agriscience Pathway

The Agriscience pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

Sample occupations associated with this pathway:



- Research Assistant/Associate
- Water Quality Specialist
- Plant Scientist
- Agriscience Teacher
- Entomologist

- C1.0 Evaluate the role of agriculture in the California economy.
 - C1.1 Understand the history of the agricultural industry in California.
 - C1.2 Describe how California agriculture affects the quality of life.
 - C1.3 Analyze the interrelationship of California agriculture and society at the local, state, national, and international levels.
 - C1.4 Research the economic impact of leading California agricultural commodities.
 - C1.5 Assess the economic impact of major natural resources in California.
 - C1.6 Distinguish between the economic importance of major agricultural exports and imports.
 - C1.7 Explore factors that affect food safety and producers' responsibilities to consumers.
- C2.0 Examine the interrelationship between agriculture and the environment.
 - C2.1 Identify important agricultural environmental impacts on soil, water, and air.
 - C2.2 Explain current environmental challenges related to agriculture.
 - C2.3 Summarize how natural resources are used in agriculture.
 - C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.
 - C2.5 Research how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).
- C3.0 Analyze the effects of technology on agriculture.
 - C3.1 Describe how technology affects the logistics of moving an agricultural commodity from producer to consumer.
 - C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, and communication.



- C3.3 Communicate public concern for technological advancements in agriculture, such as genetically modified organisms.
- C3.4 Research the laws and regulations concerning biotechnology.
- C3.5 Integrate the use of technology when collecting and analyzing data.
- C4.0 Determine the importance of animals, the domestication of animals, and the role of animals in modern society.
 - C4.1 Understand the evolution and roles of domesticated animals in society.
 - C4.2 Differentiate between domestication and natural selection.
 - C4.3 Compile the modern-day uses of animals and animal by-products.
 - C4.4 Defend various points of view regarding the use of animals.
 - C4.5 Research unique and alternative uses of animals (e.g., therapeutic riding programs and companion animals).
- C5.0 Compare the structure and function of plants, animals, bacteria, and viruses.
 - C5.1 Identify the function of cells.
 - C5.2 Analyze the anatomy and physiology of cells.
 - C5.3 Understand various cell actions, such as osmosis and cell division.
 - C5.4 Compare and contrast plant and animal cells, bacteria, and viruses.
- C6.0 Explore animal anatomy and systems.
 - C6.1 State the names, and find the locations, of the external anatomy of animals.
 - C6.2 Explain the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.
- C7.0 Comprehend basic animal genetics.
 - C7.1 Differentiate between genotype and phenotype and describe how dominant and recessive genes function.
 - C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.
 - C7.3 Predict phenotype and genotype ratios by using a Punnett Square.
 - C7.4 Explain the fertilization process.
 - C7.5 Distinguish between the purpose and processes of mitosis and meiosis.
- C8.0 Understand fundamental animal nutrition and feeding.
 - C8.1 Identify types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).
 - C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements for ruminant, monogastric, equine, and avian digestive systems.
 - C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.



- C9.0 Evaluate basic animal health.
 - C9.1 Assess the appearance and behavior of a normal, healthy animal.
 - C9.2 Explain the ways in which housing, sanitation, and nutrition influence animal health and behavior.
 - C9.3 Analyze the causes and controls of common animal diseases.
 - C9.4 Summarize effective techniques for controlling parasites and explain why controlling parasites is important.
 - C9.5 Research the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications, and know proper equipment handling and disposal techniques.

- C10.0 Explain soil science principles.
 - C10.1 Recognize the major soil components and types.
 - C10.2 Summarize how soil texture, structure, pH, and salinity affect plant growth.
 - C10.3 Assess water delivery and irrigation system options.
 - C10.4 Differentiate among the types, uses, and applications of amendments and fertilizers.

- C11.0 Analyze plant growth and development.
 - C11.1 Understand the anatomy and functions of plant systems and structures.
 - C11.2 Identify plant growth requirements.
 - C11.3 Discern between annual, biennial, and perennial life cycles.
 - C11.4 Examine sexual and asexual reproduction in plants.
 - C11.5 Understand photosynthesis and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.
 - C11.6 Summarize the respiration process in the breakdown of food and organic matter.

- C12.0 Understand fundamental pest management.
 - C12.1 Classify agricultural pests (e.g., insects, weeds, disease, and vertebrates).
 - C12.2 Compare chemical, mechanical, cultural, and biological methods of plant pest control.
 - C12.3 Analyze the major principles, advantages, and disadvantages of integrated pest management.

- C13.0 Design agricultural experiments using the scientific method.
 - C13.1 State the steps of the scientific method.
 - C13.2 Analyze an agricultural problem and devise a solution based on the scientific method.



D. Animal Science Pathway

In the Animal Science pathway, students study large, small, and specialty animals. Students explore the necessary elements, such as diet, genetics, habitat, and behavior, to create humane, ecologically, and economically sustainable animal production systems. The pathway includes the study of animal anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, and the management and processing of animal products and by-products.

Sample occupations associated with this pathway:



- Veterinarian Technician
- Animal Caretaker/Kennel Operator
- Animal Breeder
- Ranch Manager
- Feed Nutritionist

- D1.0 Evaluate the necessary elements for proper animal housing and animal-handling equipment.
 - D1.1 Design an animal facility focusing on appropriate space and location requirements for habitat, housing, feed, and water.
 - D1.2 Select habitat and housing conditions and materials, such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters, to meet the needs of various animal species.
 - D1.3 Interpret animal behaviors and execute protocols for safe handling of animals.
 - D1.4 Defend the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.
- D2.0 Apply principles of animal nutrition to ensure the proper growth, development, reproduction, and economic production of animals.
 - D2.1 Assess the flow of nutrients from the soil, through the animal, and back to the soil.
 - D2.2 Explore the principles for providing proper, balanced rations for a variety of production stages in ruminants and monogastrics.
 - D2.3 Compare the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.
 - D2.4 Distinguish how animal nutrition is affected by the digestive, endocrine, and circulatory systems.
- D3.0 Apply principles of comparative anatomy and physiology to uses within various animal systems.
 - D3.1 Compare and contrast animal cells, tissues, organs, and body systems.
 - D3.2 Develop efficient procedures to produce consistently high-quality animals that are well suited for their intended purposes.
 - D3.3 Relate the importance of animal organs to the health, growth, and reproduction of animals.



- D4.0 Demonstrate understanding of animal reproduction, including the function of reproductive organs.
 - D4.1 Illustrate animal conception, including estrus cycles, ovulation, and insemination.
 - D4.2 Research the gestation process and basic fetal development.
 - D4.3 Explain the parturition process, including the identification of potential problems and their solutions.
 - D4.4 Select animal breeding methods based on reproductive and economic efficiency.
 - D4.5 Select a breeding system based on the principles of genetics.
- D5.0 Discuss animal inheritance and selection principles, including the structure and role of deoxyribonucleic acid (DNA).
 - D5.1 Evaluate a group of animals for desired qualities, and discern among them for breeding selection.
 - D5.2 Select animals, based on quantitative breeding values, for specific characteristics.
 - D5.3 Research and discuss current technology used to measure desirable traits.
 - D5.4 Predict phenotypic and genotypic results of a dominant and recessive gene pair.
 - D5.5 Research the role of mutations, both naturally occurring and artificially induced, and hybrids in animal genetics.
- D6.0 Prescribe and implement a prevention treatment program for animal diseases, parasites, and other disorders.
 - D6.1 Evaluate the signs of normal health in contrast to illness and disease.
 - D6.2 Analyze the importance of animal behavior in diagnosing animal sickness and disease.
 - D6.3 Research common pathogens, vectors, and hosts that cause disease in animals.
 - D6.4 Evaluate preventative measures for controlling and limiting the spread of diseases, parasites, and disorders among animals.
 - D6.5 Discuss procedures used at the local, state, and national levels to ensure biosecurity of the animal industry.
 - D6.6 Explain the health risk of zoonotic diseases to humans, their historical influence, and future implications.
 - D6.7 Discuss the impacts on local, national, and global economies, as well as on consumers and producers, when animal diseases are not appropriately contained and eradicated.
- D7.0 Explore common pasture and rangeland management practices and their impact on a balanced ecosystem.
 - D7.1 Evaluate a rangeland and identify methods of rangeland improvement used in an effective animal production program.
 - D7.2 Summarize how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.



- D7.3 Develop a management plan for rangelands, including how to calculate carrying capacity, for a variety of animal species and locations.
- D7.4 Evaluate a plan to balance rangeland use for animal grazing and for wildlife habitat.
- D8.0 Explain challenges associated with animal waste management.
 - D8.1 Assess treatment and disposal management systems for animal waste.
 - D8.2 Compare various methods for using animal waste and the environmental impacts associated with each method.
 - D8.3 Research the health and safety regulations that are an integral part of properly managed animal waste systems.
- D9.0 Assess animal welfare concerns and management practices that support animal welfare.
 - D9.1 Evaluate the early warning signs of animal distress and how to rectify the problem.
 - D9.2 Discuss consumer concerns with animal production practices relative to human health.
 - D9.3 Summarize federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.
 - D9.4 Research the regulations for humane transportation and harvesting of animals, such as those delineated by the U.S. Department of Agriculture (USDA) Food Safety and Inspection Service and the Humane Methods of Slaughter Act.
- D10.0 Demonstrate understanding of the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits).
 - D10.1 Formulate and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.
 - D10.2 Develop, maintain, and use growth and management records for large or small animals to make data-driven management decisions.
- D11.0 Demonstrate understanding of the production of specialty animals (e.g., fish, marine animals, llamas, and tall, flightless birds).
 - D11.1 Assess specialty animals' role in agriculture (e.g., fish farms, pack animals, working dogs).
 - D11.2 Explore the unique nutrition, health, and habitat requirements for specialty animals.
 - D11.3 Synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.
 - D11.4 Develop, maintain, and utilize growth and management records for specialty animals to make data-driven management decisions.



D12.0 Understand how animal products and by-products are processed and marketed.

D12.1 Research animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of nonedible by-products, such as those outlined in Hazard Analysis and Critical Control Point, Sanitation Standard Operating Procedures, and good manufacturing practices documents.

D12.2 Compare the relative importance of the major meat, dairy, and egg classifications, including the per-capita consumption and nutritive value of those classifications.

D12.3 Discuss how meat-based, dairy, and egg retail products are produced.

D12.4 Describe how nonmeat products, such as wool, pelts, hides, and by-products, are harvested and processed.

D12.5 Evaluate how meat products and nonmeat products are marketed.

D12.6 Compare the value of animal by-products to nonagricultural industries.

D12.7 Apply point-of-origin safety and sanitation procedures in the production, harvest, handling, processing, and storing of meat products.



E. Forestry and Natural Resources Pathway

The Forestry and Natural Resources pathway helps students understand the relationships between California's natural resources and the environment. Topics include energy and nutrient cycles, water resources and management, soil conservation, wildlife preservation and management, forest and fire management, and lumber production. In addition, students study the outdoor recreation industry and multiple-use management.

Sample occupations associated with this pathway:



- Forestry Technician
- Park Ranger
- Fish Hatchery Technician
- Logging Operation Inspector
- Biological Science Technician

- E1.0 Understand the importance of energy and energy cycles.
 - E1.1 Diagram the oxygen, carbon, nitrogen, and water cycles.
 - E1.2 Differentiate between renewable and nonrenewable energy sources.
 - E1.3 Differentiate between natural resource management conservation strategies and preservation strategies.
 - E1.4 Compare the effects on air and water quality of using different forms of energy.
 - E1.5 Analyze the way in which human activities influence energy cycles and natural resource management.
- E2.0 Understand air and water use, their management practices, and conservation strategies.
 - E2.1 Explain the government's role in regulating air, soil, and water use management practices and conservation strategies.
 - E2.2 Research and discuss air and water conservation issues.
 - E2.3 Define appropriate water conservation measures.
 - E2.4 Interpret the component of a plan that monitors water quality.
 - E2.5 Interpret the component of a plan that monitors air quality.
 - E2.6 Analyze the way in which water management affects the environment and human needs.
- E3.0 Explore soil composition and soil management.
 - E3.1 Demonstrate techniques used to classify soils.
 - E3.2 Explain the reasons for, and importance of, soil conservation.
 - E3.3 Analyze soils found in the different natural resource management areas.



- E3.4 Develop and implement a soil management plan for a natural resource management area.
- E3.5 Understand how to analyze existing soil surveys to develop effective management plans.
- E4.0 Explore rangeland management.
 - E4.1 Map the locations of major U.S. and California rangeland areas.
 - E4.2 Summarize the interrelationship of rangeland management, the environment, wildlife management, and the livestock industry.
 - E4.3 Define practices used to improve rangeland quality.
 - E4.4 Analyze the carrying capacity in various rangelands for both wildlife species and domestic livestock.
 - E4.5 Distinguish among different browse and forage species in California rangelands.
 - E4.6 Evaluate a rangeland and develop a rangeland monitoring plan.
 - E4.7 Analyze the requirements and rights accompanying public land grazing permits and the government agencies involved (e.g., Bureau of Land Management and U.S. Forest Service) and abide by specific laws pertaining to natural resource systems.
- E5.0 Investigate wildlife management and habitat.
 - E5.1 Describe the relationship between habitat and wildlife population.
 - E5.2 List habitat requirements for different species and identify factors that influence population dynamics.
 - E5.3 Determine existing wildlife species populations.
 - E5.4 Explain mammalian and avian reproductive processes and infer how nutrition and habitat affect reproduction and population.
 - E5.5 Differentiate among a variety of management practices used to manage wildlife populations for hunting and other recreational purposes.
 - E5.6 Analyze the economic and environmental significance of sport hunting and fishing industries.
 - E5.7 Research and report on the purpose, history, terminology, and challenges of the Endangered Species Act and current activities related to the Act.
- E6.0 Understand aquatic resource use and management.
 - E6.1 Summarize the different types of aquatic resources.
 - E6.2 Identify and describe the major body parts, digestive systems, and reproductive organs of aquatic species.
 - E6.3 Determine the populations of existing aquatic species using a variety of methods.
 - E6.4 Analyze the relationship between water quality and aquatic species habitat.



- E6.5 Explore a variety of management practices for managing aquatic species for sport fishing and other purposes.
- E6.6 Make financial and production decisions and maintain growth and management records for a selected aquatic species.
- E7.0 Understand the outdoor recreation industry.
 - E7.1 List the potential environmental impacts of recreational activities and describe how to manage the resources affected.
 - E7.2 Demonstrate basic survival skills and first aid procedures.
 - E7.3 Construct and maintain trails.
 - E7.4 Select appropriate recreational gear for trips of varying types and durations and how to use it safely and appropriately (for minimum environmental impact).
 - E7.5 Set up a campsite for minimum environmental impact.
- E8.0 Explore basic plant physiology, anatomy, and taxonomy.
 - E8.1 Use scientific method to classify animals, including order, family, genus, and species.
 - E8.2 Use a dichotomous key to identify plants and animals.
 - E8.3 Identify local trees, shrubs, grasses, forbs, and wildlife species by common name.
 - E8.4 Recognize and explain the factors that influence plant growth, such as respiration, temperature, nutrients, and photosynthesis.
- E9.0 Explore the role of fire in natural resource management.
 - E9.1 Differentiate between desirable and undesirable fire in forest and rangeland ecosystems.
 - E9.2 Explain the significance of each of the components of the "fire triangle."
 - E9.3 Know appropriate wildland fire-suppression practices.
 - E9.4 Develop a fire-control plan.
 - E9.5 Use fire-control tools safely.
 - E9.6 Research and report on the training requirements for fire-suppression certification.
- E10.0 Implement forest management practices.
 - E10.1 Describe how social, political, and economic factors can affect the use of forests.
 - E10.2 Discuss the California Forest Practice Act and the requirements for Timber Harvest and Habitat Conservation Plans.
 - E10.3 Analyze forest management systems (e.g., sustained yield, watershed management, ecosystem management, multiple-use management).
 - E10.4 Analyze harvest and renewability (e.g., reseeded and thinning) systems and identify the impact of each on the land.



- E10.5 Explain silvicultural systems and skills and use appropriate related tools.
- E10.6 Identify and diagnose damage from destructive insects, diseases, and weather and choose methods for their management.
- E11.0 Understand the basic concepts of measurement, surveying, and mapping.
 - E11.1 Describe the Public Land Survey System.
 - E11.2 Use surveying equipment, including global positioning satellites, maps, and a compass, to determine area, boundaries, and elevation differences.
 - E11.3 Apply timber-cruising and log-scaling skills to determine timber and log volume for management and marketing.
 - E11.4 Create a management plan map that includes layer information and data points from global information systems.
- E12.0 Produce, harvest, process, and market products from natural resource industries.
 - E12.1 Explain the marketing processes and manufacturing standards for a variety of natural resource products, including mining, quarrying, and drilling.
 - E12.2 Process natural resource products adhering to manufacturing standards.
 - E12.3 Analyze the production of specialty and seasonal products from natural resources.
 - E12.4 Compare different wood types and their uses.
 - E12.5 Diagram lumber manufacturing processes.
- E13.0 Understand public and private land issues.
 - E13.1 Interpret the differences between publicly and privately held lands.
 - E13.2 Explain the differences between public land designations (e.g., State Park, National Forest, wilderness areas, wild and scenic areas).
 - E13.3 Compare the role of public and private property rights and how they affect agriculture.
 - E13.4 Describe the role of government in managing public and private property rights.



F. Ornamental Horticulture Pathway

The Ornamental Horticulture pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture, as well as landscaping design, installation, and maintenance.

Sample occupations associated with this pathway:



- Florist/Floral Designer
- Landscape Design/Architect
- Hydroponics Grower
- Botanical Specialist
- Nursery/Greenhouse Manager

- F1.0 Compare and contrast the hierarchical classification of plants.
 - F1.1 Practice how to classify and identify plants by order, family, genus, and species.
 - F1.2 Demonstrate how to identify plants by using a dichotomous key.
 - F1.3 Illustrate how common plant parts are used to classify the plants.
 - F1.4 Distinguish how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
 - F1.5 Identify and select plants for local landscape applications.
- F2.0 Summarize plant physiology and growth principles.
 - F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
 - F2.2 Diagram the seed's essential parts and explain the functions of each.
 - F2.3 Explain how primary, secondary, and trace elements are used in plant growth.
 - F2.4 Experiment with the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
 - F2.5 Differentiate the tissues seen in a cross section of woody and herbaceous plants.
 - F2.6 Explore the factors that affect plant growth.
- F3.0 Demonstrate plant propagation techniques.
 - F3.1 Explain the different forms of sexual and asexual plant reproduction.
 - F3.2 Demonstrate the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
 - F3.3 Utilize and monitor plant reproduction for the development of a saleable product.
- F4.0 Develop and implement a plan for basic integrated pest management.
 - F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.



- F4.2 Research how pesticide regulations and government agencies affect agriculture.
- F4.3 Identify common horticultural pests and diseases and methods of controlling them.
- F4.4 Design an integrated approach to solving plant problems.
- F5.0 Summarize water and soil (media) management practices.
 - F5.1 Explain how basic soil science and water principles affect plant growth.
 - F5.2 Illustrate basic irrigation design and installation methods.
 - F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.
 - F5.4 Research major issues related to water sources and water quality.
 - F5.5 Explain the components of soilless media and test the use of those media in various types of containers.
- F6.0 Apply ornamental plant nutrition practices.
 - F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental plants.
 - F6.2 Use basic nutrient testing procedures on soil and plant tissue.
 - F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.
 - F6.4 Read and interpret labels to properly apply fertilizers.
- F7.0 Develop a plan for the selection, installation, and maintenance of turf.
 - F7.1 Explain the selection and management of landscape and sports field turf.
 - F7.2 Demonstrate how to select, install, and maintain a designated turf grass area.
 - F7.3 Distinguish how the use of turf benefits the environment.
- F8.0 Employ nursery production principles.
 - F8.1 Demonstrate the proper use of production facilities and common nursery equipment.
 - F8.2 Use common nursery production practices.
 - F8.3 Demonstrate how to propagate and maintain a horticultural crop to the point of sale.
 - F8.4 Design a marketing and merchandising strategy to use in nursery production.
- F9.0 Demonstrate the proper use of containers and horticultural tools, equipment, and facilities.
 - F9.1 Use different types of containers and demonstrate how to maintain growing containers in controlled environments.
 - F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
 - F9.3 Select proper tools for specific horticultural jobs.
 - F9.4 Install landscape components and electrical, land, and water features.



F10.0 Understand basic landscape planning, design, construction, and maintenance.

F10.1 Utilize terms associated with landscape and design in appropriate context.

F10.2 Produce a residential design, including how to render design to scale using design technology and principles.

F10.3 Use proper landscape planting and maintenance practices.

F10.4 Prune ornamental shrubs, trees, and fruit trees.

F10.5 Produce clear and concise landscape business contracts.

F11.0 Understand basic floral design principles.

F11.1 Demonstrate the use of plant materials and tools.

F11.2 Apply basic design principles to products and designs.

F11.3 Handle, prepare, and arrange cut flowers appropriately.

F11.4 Develop a marketing and merchandising strategy to use in the floral industry.



Agriculture and Natural Resources Pathway Standards

G. Plant and Soil Science Pathway

The Plant and Soil Science pathway covers topics such as plant classification, physiology, reproduction, plant breeding, biotechnology, and pathology. In addition, students learn about soil management, water, pests, and equipment, as well as cultural and harvest practices.

Sample occupations associated with this pathway:



- Soil Conservationist
- Environmental Analyst
- Plant and Soil Scientist
- Crop Consultant
- Pest Control Advisor

G1.0 Apply plant classification principles.

- G1.1 Classify and identify plants by order, family, genus, and species.
- G1.2 Practice how to identify plants by using a dichotomous key.
- G1.3 Demonstrate how common plant parts are used to classify the plants.
- G1.4 Communicate the differences between, and uses of, native and nonnative plants.
- G1.5 Distinguish the differences between monocots and dicots.
- G1.6 Explain the differences between plants under production and weeds.

G2.0 Explore cell biology.

- G2.1 Compare differences between prokaryotic cells and plant and animal eukaryotic cells and how viruses differ from them in complexity and general structure.
- G2.2 Test plant cellular function reactions when plants are grown under different conditions.
- G2.3 Explain functions organelles play in the health of the cell.
- G2.4 Recognize the part of the cell that is responsible for the genetic information that controls plant growth and development.
- G2.5 Summarize plant inheritance principles, including the structure and role of DNA.
- G2.6 List which organelles in plant cells carry out photosynthesis.

G3.0 Understand plant physiology and growth principles.

- G3.1 Investigate plant systems, nutrient transportation, and energy storage.
- G3.2 Label the seed's essential parts and describe their functions.
- G3.3 Discern how primary, secondary, and trace elements are used in plant growth.
- G3.4 Research the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.



- G3.5 Identify the tissues seen in a cross section of woody and herbaceous plants.
- G3.6 Conduct experiment(s) testing the factors that affect plant growth and predict plant response.
- G4.0 Demonstrate an understanding of sexual and asexual reproduction of plants.
 - G4.1 Explain the different forms of sexual and asexual plant reproduction.
 - G4.2 Demonstrate the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, and seeds).
 - G4.3 Use the proper sterile technique used in tissue culture.
- G5.0 Assess pest problems and management.
 - G5.1 Demonstrate how to categorize insects as pests, beneficial or neutral, and describe their roles.
 - G5.2 Explain the role of other pests, such as nematodes, molds, mildews, and weeds.
 - G5.3 Compare and contrast conventional, sustainable, and organic management methods to prevent or treat plant disease symptoms.
 - G5.4 Use integrated pest management to prevent, treat, and control plant disease symptoms (including conventional, sustainable, and organic management methods).
 - G5.5 Research how biotechnology can be used to manage pests.
- G6.0 Assess the role of soils in plant production.
 - G6.1 Understand soil types, soil texture, structure, and bulk density and explain the U.S. Department of Agriculture (USDA) soil-quality rating procedure.
 - G6.2 Analyze soil properties necessary for successful plant production, including pH, electrical conductivity (EC), and essential nutrients.
 - G6.3 Explain soil biology and diagram the cycles in nature as related to the soil food chain.
 - G6.4 Research how soil biology affects the environment and natural resources.
- G7.0 Integrate effective tillage and soil conservation management practices.
 - G7.1 Plan how to effectively manage and conserve soil through conventional, minimum, conservation, and no-tillage irrigation and through drainage and tillage practices.
 - G7.2 Assess how global positioning systems, surveying, laser leveling, and other tillage practices conserve soil.
 - G7.3 Use tools such as the USDA and the local Resource Conservation District soil survey maps to determine appropriate soil management practices.
- G8.0 Evaluate effective water management practices.
 - G8.1 Summarize California water history, current issues, water rights, water law, and water transfer through different distribution projects throughout the state.
 - G8.2 Research and describe the local, state, and federal agencies that regulate water quality and availability in California.



- G8.3 Define the definition of a watershed and explain how it is used to measure water quality.
- G8.4 Explain effective water management and conservation practices, including the use of tailwater ponds.
- G8.5 Use water-testing standards and perform bioassay and macro-invertebrate protocols to assess water quality.
- G9.0 Explain the concept of an "agrosystem" approach to production.
 - G9.1 Identify and classify the plants and animals in an agricultural system (as producers, consumers, or decomposers).
 - G9.2 Compare and contrast the elements of conventional, sustainable, and organic production systems.
 - G9.3 Differentiate among the components of "whole-system management."
- G10.0 Apply local crop management and production practices.
 - G10.1 Practice local cultural techniques, including monitoring, pruning, fertilization, planting, irrigation, harvest treatments, processing, and packaging practices for various tree, grain, hay, and vegetable classes.
 - G10.2 Explain common marketing and shipping characteristics of local commodities.
 - G10.3 Interpret general maturity and harvest-time guidelines for specific local plant products.
 - G10.4 Apply point-of-origin safety and sanitation procedures in the production, harvesting, handling, processing, and storing of edible plant products.
- G11.0 Demonstrate competence in applications of scientific principles and techniques in plant science.
 - G11.1 Research how changing technology, such as micro-propagation, biological pest controls, and genetic engineering (including DNA extraction and gel electrophoresis), affects plant production, yields, and management.
 - G11.2 Explain the various technology advancements that affect plant and soil science, such as global positioning systems, global information systems, variable rate technology, and remote sensing.
 - G11.3 Assess how herbicide-resistant plant genes can affect the environment.
 - G11.4 Communicate how genetic engineering techniques have been used to improve crop yields.
 - G11.5 Compare and contrast the effects of agricultural biotechnology, including genetically modified organisms, on the agriculture industry and the larger society and the pros and cons of such use.



Academic Alignment Matrix

		PATHWAYS						
		A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
AGRICULTURE AND NATURAL RESOURCES								
ENGLISH LANGUAGE ARTS								
Reading Standards for Literacy in Science and Technical Subjects – RLST (Standard Area, Grade Level, Standard #)								
9–10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0		C13.0	D1.0, D2.0, D3.0, D5.0, D6.0, D7.0, D9.0, D10.0, D11.0, D12.0	E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0	F1.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G3.0, G4.0, G6.0, G7.0, G8.0, G10.0
9–10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i> .		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0		C5.0, C6.0, C9.0, C10.0, C11.0, C13.0	D5.0, D6.0, D7.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G6.0, G7.0, G8.0, G10.0
9–10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).		A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
9–10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.		A3.0, A4.0, A6.0, A8.0	B1.0, B9.0, B12.0	C10.0, C11.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, G10.0, D11.0, D12.0	E3.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0	F1.0, F2.0, F3.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G3.0, G4.0, G6.0, G7.0, G10.0
11–12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, 11.0, B12.0		C13.0	D1.0, D2.0, D3.0, D5.0, D6.0, D7.0, D9.0, D10.0, D11.0, D12.0	E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E12.0	F1.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G3.0, G4.0, G6.0, G7.0, G8.0, G10.0



Academic Alignment Matrix

		PATHWAYS						
		A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
AGRICULTURE AND NATURAL RESOURCES								
Reading Standards for Literacy in Science and Technical Subjects – RLST (Standard Area, Grade Level, Standard #) <i>(continued)</i>								
1-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics.</i>	A2.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C5.0, C6.0, C7.0, C8.0, C10.0, C11.0	D5.0, D6.0, D7.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G6.0, G7.0, G8.0, G10.0	
Writing Standards – WS (Standard Area, Grade Level, Standard #)								
9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	A1.0, A2.0, A5.0, A7.0, A9.0	B12.0		D1.0	E3.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0		G3.0, G8.0, G11.0	
9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B9.0, B10.0, B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0	
9-10.8 Gather relevant information from multiple authoritative print and digital sources (primary and secondary) using advanced searches effectively; assess the usefulness of each source in answering the research questions; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citations.	A1.0, A2.0, A5.0, A6.0, A7.0, A9.0	B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0	



Academic Alignment Matrix

	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Writing Standards – WS (Standard Area, Grade Level, Standard #) <i>(continued)</i>							
9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B9.0, B10.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	A1.0, A2.0, A5.0, A7.0, A9.0	B12.0	C13.0	D1.0	E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0		G3.0, G8.0, G11.0
11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B9.0, B10.0, B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.0, A8.0, A9.0	B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B9.0, B10.0		D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	A2.0, A5.0, A7.0, A9.0,	B11.0, B12.0	C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0, C11.0, C12.0, C13.0	D1.0, D4.0, D5.0, D6.0, D7.0, D9.0	E2.0, E3.0, E5.0, E10.0, E13.0	F8.0, F11.0	G5.0, G6.0, G8.0, G11.0



Academic Alignment Matrix

		PATHWAYS						
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AGRICULTURE AND NATURAL RESOURCES								
MATHEMATICS								
Algebra – A–CED – Creating Equations								
<i>Create equations that describe numbers or relationships</i>								
1. Create equations and inequalities in one variable including ones with absolute value and use them to solve problems in and out of context, including equations arising from linear functions. 1.1 Judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step.		C13.0		E10.0				
Algebra – A–APR – Arithmetic with Polynomials and Rational Expressions								
<i>Perform arithmetic operations on polynomials</i>								
1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication: add, subtract, and multiply polynomials, and divide polynomials by monomials. Solve problems in and out of context. (Common Core Standard A-APR-11)		C13.0						
Algebra – A–REI – Reasoning with Equations and Inequalities								
<i>Solve equations and inequalities in one variable</i>								
3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. 3.1 Solve equations and inequalities involving absolute value. (CA Standard Algebra I – 3.0 and CA Standard Algebra II – 1.0)		C13.0	D5.0	E10.0				



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AGRICULTURE AND NATURAL RESOURCES							
Functions – F-IF – Interpreting Functions							
<i>Interpret functions that arise in applications in terms of the context</i>							
4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	A1.0, A2.0		C13.0	D5.0			
Geometry – G-CO – Congruence							
<i>Make geometric constructions</i>							
12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.		B6.0, B9.0, B12.0		D1.0	E11.0	F5.0, F10.0	G7.0
Geometry – G-MD – Geometric Measurement and Dimensions							
<i>Explain volume formulas and use them to solve problems</i>							
3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.		B6.0, B12.0		D1.0, D7.0	E4.0, E11.0	F5.0, F10.0	G7.0
Geometry – G-MG – Modeling with Geometry							
<i>Apply geometric concepts in modeling situations</i>							
2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).		B4.0, B6.0, B11.0, B12.0	C8.0, C10.0	D1.0, D7.0	E4.0, E9.0, E11.0	F5.0, F7.0, F10.0, F11.0	G7.0



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AGRICULTURE AND NATURAL RESOURCES							
Geometry – G-SRT – Similarity, Right Triangles, and Trigonometry							
<i>Define trigonometric ratios and solve problems involving right triangles</i>							
8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. 8.1 Know and use angle and side relationships in problems with special right triangles, such as 30°, 60°, and 90° triangles and 45°, 45°, and 90° triangles. (CA Standard Geometry – 20.0)		B6.0, B9.0, B12.0		D1.0	E11.0	F10.0	
Statistics and Probability – S-IC – Making Inferences and Justifying Conclusions							
<i>Understand and evaluate random processes underlying statistical experiments</i>							
1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population. <i>Make inferences and justify conclusions from sample surveys, experiments, and observational studies</i>	A1.0, A2.0		C3.0	D11.0	E3.0, E4.0, E5.0, E6.0, E9.0, E10.0	F5.0	G7.0, G11.0
3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	A1.0, A2.0, A7.0		C7.0, C13.0	D5.0	E1.0, E10.0, E11.0, E12.0		G3., G6.0
5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	A1.0, A2.0		C3.0	D11.0	E3.0, E4.0, E5.0, E6.0, E9.0, E10.0	F5.0	G7.0, G11.0



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AGRICULTURE AND NATURAL RESOURCES							
Statistics and Probability – S-ID – Interpreting Categorical and Quantitative Data							
<i>Summarize, represent, and interpret data on a single count or measurement variable</i>							
1. Represent data with plots on the real number line (dot plots, histograms, and box plots).	A1.0, A2.0		C3.0	D11.0	E4.0, E5.0, E6.0	F5.0	G7.0
2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	A1.0, A2.0		C3.0	D11.0	E4.0, E5.0, E6.0	F5.0	G7.0
<i>Interpret linear models</i>							
7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	A1.0, A2.0		C3.0	D11.0	E4.0, E5.0, E6.0	F5.0	G7.0
SCIENCE							
Scientific and Engineering Practices – SEP							
1. Asking questions (for science) and defining problems (for engineering)		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F9.0, F10.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0
2. Developing and using models		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C2.0, C5.0, C6.0, C7.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F10.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0



Academic Alignment Matrix

		PATHWAYS						
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AGRICULTURE AND NATURAL RESOURCES								
Scientific and Engineering Practices – SEP <i>(continued)</i>								
3. Planning and carrying out investigations		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B9.0, B12.0	C2.0, C4.0, C5.0, C9.0, C12.0, C13.0	D1.0, D2.0, D6.0	E7.0	F2.0, F3.0, F4.0, F5.0, F6.0, F10.0	G2.0, G3.0, G5.0	
4. Analyzing and interpreting data		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B12.0	C1.0, C4.0, C5.0, C8.0, C12.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F8.0, F10.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0	
5. Using mathematics and computational thinking		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B9.0, B12.0	C7.0, C13.0	D1.0, D2.0, D6.0, D10.0, D11.0, D12.0	E5.0, E6.0, E7.0, E10.0, E12.0, E13.0	F2.0, F3.0, F4.0, F5.0, F6.0, F10.0	G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G11.0	
6. Constructing explanations (for science) and designing solutions (for engineering)		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D10.0, D11.0, D12.0	E5.0, E6.0, E7.0, E10.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0	
7. Engaging in argument from evidence		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C2.0, C4.0, C13.0	D1.0, D2.0, D6.0, D8.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0	
8. Obtaining, evaluating, and communicating information		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C3.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0, G11.0	



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	PATHWAYS						
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AGRICULTURE AND NATURAL RESOURCES							
Crosscutting Concept – CC							
1. Patterns		B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C7.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E8.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0, F11.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0, G8.0, G9.0, G10.0, G11.0
2. Cause and effect: Mechanism and explanation		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E11.0	F2.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G2.0, G3.0, G4.0, G6.0, G8.0, G9.0, G10.0, G11.0
3. Scale, proportion, and quantity		B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E11.0	F1.0, F2.0, F6.0, F7.0, F8.0, F9.0, F10.0	G1.0, G2.0, G3.0, G6.0, G8.0, G9.0, G10.0, G11.0
4. Systems and system models		B1.0, B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B12.0	C5.0, C6.0, C11.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G1.0, G2.0, G3.0, G6.0, G8.0, G9.0, G10.0, G11.0
5. Energy and matter: Flows, cycles, and conservation		B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B12.0	C2.0, C13.0	D1.0, D2.0, D6.0, D7.0, D8.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E11.0	F2.0, F9.0, F10.0	G2.0, G3.0, G6.0, G8.0, G9.0, G11.0
6. Structure and function		B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C5.0, C6.0, C10.0, C11.0, C13.0	D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E11.0, E12.0, E13.0	F1.0, F2.0, F3.0, F4.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G1.0, G2.0, G3.0, G5.0, G6.0, G8.0, G9.0, G10.0, G11.0



Academic Alignment Matrix

	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
AGRICULTURE AND NATURAL RESOURCES							
Crosscutting Concept – CC <i>(continued)</i>							
7. Stability and change		B2.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C13.0	D1.0, D2.0, D5.0, D6.0, D7.0, D8.0, D9.0, D10.0, D11.0, D12.0	E1.0, E2.0, E3.0, E4.0, E5.0, E6.0, E7.0, E9.0, E10.0, E11.0	F2.0, F5.0, F6.0, F7.0, F8.0, F9.0, F10.0	G2.0, G3.0, G5.0, G6.0, G8.0, G9.0, G10.0, G11.0
Physical Sciences – PS							
PS1: Matter and Its Interactions							
PS1.A: Structure and Properties of Matter							
PS1.B: Chemical Reactions		B5.0, B7.0, B9.0	C8.0	D8.0, D12.0	E1.0	F6.0	
PS2: Motion and Stability: Forces and Interactions							
PS2.A: Forces and Motion		B10.0, B11.0, B12.0					
PS2.B: Types of Interactions							
PS2.C: Stability and Instability in Physical Systems		B4.0					
PS3: Energy							
PS3.A: Definitions of Energy							
PS3.B: Conservation of Energy and Energy Transfer		B3.0, B7.0, B8.0, B9.0, B12.0					
PS3.C: Relationship Between Energy and Forces							
PS3.D: Energy in Chemical Processes and Everyday Life							
PS3.D: Energy in Chemical Processes and Everyday Life			C6.0, C8.0, C9.0, C11.0	D2.0, D3.0, D4.0, D6.0	E8.0	F2.0	
PS4: Waves and Their Applications in Technologies for Information Transfer							
PS4.A: Wave Properties		B12.0					



Academic Alignment Matrix

	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Life Sciences – LS							
LS1: From Molecules to Organisms: Structures and Processes							
LS1.A: Structure and Function			C5.0, C6.0, C8.0, C9.0, C10.0, C11.0	D2.0, D3.0, D4.0, D5.0, D6.0 D10.0 D11.0	E3.0, E5.0, E6.0, E8.0	F1.0, F2.0, F3.0, F4.0, F6.0	G1.0, G2.0, G3.0, G4.0, G5.0, G6.0
LS1.B: Growth and Development of Organisms			C5.0, C7.0, C8.0 C11.0	D5.0, D10.0, D11.0 D12.0	E8.0	F2.0, F3.0 F4.0, F5.0, F7.0, F8.0	G2.0, G3.0, G4.0, G5.0
LS1.C: Organization for Matter and Energy Flow in Organisms			C4.0, C5.0, C11.0	D8.0	E8.0	F2.0, F7.0	G2.0, G3.0
LS1.D: Information Processing	A8.0			D3.0, D1.0			
LS2: Ecosystems: Interactions, Energy, and Dynamics							
LS2.A: Interdependent Relationships in Ecosystems			C9.0, C10.0, C11.0, C12.0	D6.0, D.70, D8.0, D12.0	E2.0, E3.0, E8.0	F2.0, F4.0	G3.0, G5.0, G6.0, G7.0, G8.0, G9.0, G10.0
LS2.B: Cycles of Matter and Energy Transfer in Ecosystems			C11.0	D2.0, D7.0	E1.0, E8.0	F2.0, F4.0, F6.0, F8.0	G3.0, G5.0
LS2.C: Ecosystems Dynamics, Functioning, and Resilience			C11.0	D7.0	E4.0, E5.0, E6.0, E8.0, E9.0 E10.0	F2.0, F4.0	G3.0, G5.0, G10.0
LS2.D: Social Interactions and Group Behavior			C2.0, C9.0	D1.0, D10.0, D11.0			
LS3: Heredity: Inheritance and Variation of Traits							
LS3.A: Inheritance of Traits			C3.0, C7.0, C11.0	D3.0, D5.0	E8.0	F2.0, F3.0	G3.0, G4.0, G11.0
LS3.B: Variation of Traits			C7.0, C12.0	D3.0, D5.0	E8.0	F2.0, F3.0	G3.0, G4.0, G11.0



Academic Alignment Matrix

	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Life Sciences – LS <i>(continued)</i>							
LS4: Biological Evolution: Unity and Diversity							
LS4.B: Natural Selection			C3.0, C4.0, C9.0, C11.0, C12.0	D6.0			G11.0
LS4.C: Adaptation							
LS4.D: Biodiversity and Humans	A9.0		C4.0, C12.0		E2.0, E8.0		G11.0
Earth and Space Sciences – ESS							
ESS2: Earth's Systems							
ESS2.A: Earth Materials and Systems			C1.0, C2.0		E1.0, E2.0		
ESS2.C: The Roles of Water in Earth's Surface Processes							
ESS2.E: Biogeology			C10.0		E1.0, E6.0		G8.0
ESS3: Earth and Human Activity							
ESS3.A: Natural Resources			C1.0, C2.0		E3.0, E4.0, E9.0	F5.0	G5.0
ESS3.B: Natural Hazards			C1.0				
ESS3.C: Human Impacts on Earth Systems			C4.0		E4.0, E5.0, E7.0, E10.0		G9.0, G11.0
Engineering, Technology, and the Applications of Science – ETS							
ETS1: Engineering Design							
ETS1.A: Defining and Delimiting an Engineering Problem		B3.0, B4.0, 5.0, B6.0, B7.0, 8.0, B9.0, B10.0, B11.0, B12.0				F10.0	G7.0, G8.0
ETS1.B: Developing Possible Solutions							
ETS1.C: Optimizing the Design Solution							



Academic Alignment Matrix

		PATHWAYS						
AGRICULTURE AND NATURAL RESOURCES		A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
Engineering, Technology, and the Applications of Science – ETS (continued)								
ETS2: Links Among Engineering, Technology, Science, and Society			B1.0, B3.0, B4.0, B5.0, B6.0, B7.0, B8.0, B9.0, B10.0, B11.0, B12.0	C1.0, C2.0	D2.0, D5.0, D6.0, D7.0, D8.0, D10.0, D11.0, D12.0	E1.0, E2.0 E3.0, E4.0, E5.0, E6.0, E9.0, E10.0, E11.0, E12.0	F2.0, F3.0, F4.0, F5.0, F6.0, F8.0, F9.0, F10.0	G2.0, G3.0, G4.0, G5.0, G6.0, G7.0, G8.0, G10.0, G11.0
ETS2.A: Interdependence of Science, Engineering, and Technology								
ETS2.B: Influence of Engineering, Technology, and Science on Society and the Natural World								
HISTORY/SOCIAL SCIENCE								
Principles of Economics – PE								
12.1 Students understand common economic terms and concepts and economic reasoning.								
12.1.1. Examine the causal relationship between scarcity and the need for choices.		A2.0						
12.1.2. Explain opportunity cost and marginal benefit and marginal cost.		A2.0						
12.1.3. Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior.		A2.0						
12.1.4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.		A2.0				E2.0, E13.0		
12.2 Students analyze the elements of America's market economy in a global setting.								
12.2.1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.		A2.0						



Academic Alignment Matrix

	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
AGRICULTURE AND NATURAL RESOURCES							
Principles of Economics – PE (continued)							
12.2.2. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.	A1.0, A2.0						
12.2.3. Explain the roles of property rights, competition, and profit in a market economy.	A1.0, A2.0, A3.0, A4.0, A5.0, A7.0, A8.0, A9.0						
12.2.4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.	A2.0, A7.0, A9.0						
12.2.5. Understand the process by which competition among buyers and sellers determines a market price.	A1.0, A2.0, A7.0, A9.0						
12.2.6. Describe the effect of price controls on buyers and sellers.	A2.0, A7.0						
12.2.7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.	A9.0						
12.2.8. Explain the role of profit as the incentive to entrepreneurs in a market economy.	A1.0, A2.0, A7.0						
12.2.10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.	A2.0						
12.4 Students analyze the elements of the U.S. labor market in a global setting.							
12.4.3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.	A2.0						
12.4.4. Explain the effects of international mobility of capital and labor on the U.S. economy.	A9.0						



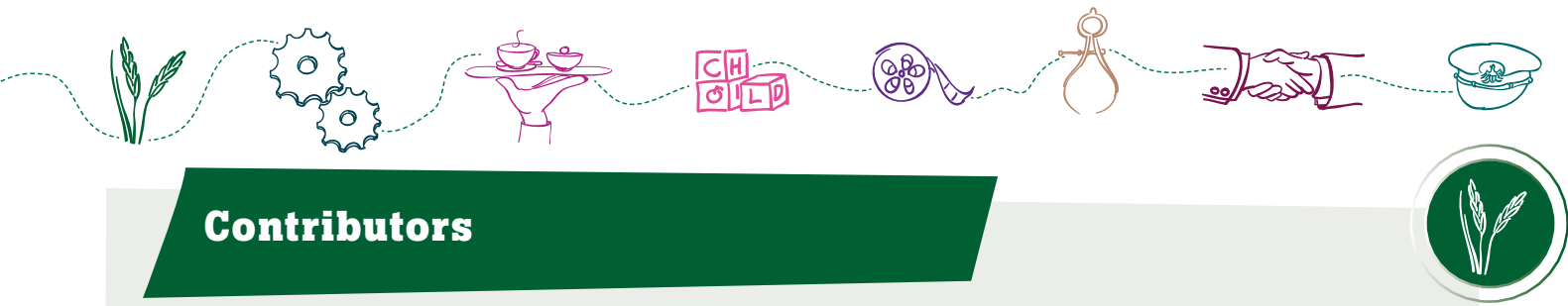
Academic Alignment Matrix

	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
AGRICULTURE AND NATURAL RESOURCES							
Principles of Economics – PE <i>(continued)</i>							
12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.							
12.6.1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.	A9.0						
12.6.2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.	A9.0						
12.6.3. Understand the changing role of international political borders and territorial sovereignty in a global economy.	A9.0						
12.6.4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.	A9.0						
12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.							
12.7.5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.					E2.0		



Academic Alignment Matrix

	PATHWAYS						
	A. Agricultural Business	B. Agricultural Mechanics	C. Agriscience	D. Animal Science	E. Forestry and Natural Resources	F. Ornamental Horticulture	G. Plant and Soil Science
AGRICULTURE AND NATURAL RESOURCES							
U.S. History and Geography – US							
11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.							
11.6.3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.			C1.0				
11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.							
11.11.5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.					E2.0, E10.0, E13.0		
11.11.7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.					E2.0		



Contributors

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M. Teacher Data Sheet for
Each Teacher

ORBA, NICOLE | Document:

New Search Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.

Last Name: BORBA Last Known County of Employment: TULARE COUNTY OFFICE OF
 First Name: NICOLE Adverse and Commission Actions Indicator:
 Middle Name: R

Note: Please verify County of Employment is current
 If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Current Document All Documents Adverse and Commission Actions

1 - 4 of 4

Document Number	Document Title	Term	Issue Date	Expiration Date	Original Issue Date	Status	Grade	Special Grade
180177465	Single Subject Teaching Credential	Clear	7/23/2018	8/1/2023	6/10/2016	Valid		
160130909	Single Subject Teaching Credential	Preliminary	6/10/2016	7/1/2021	6/10/2016	Valid		
160130911	Specialist Instruction Credential (Agriculture)	Clear	6/10/2016	7/1/2021	6/10/2016	Valid		
140177100	Certificate of Clearance		9/17/2014	10/1/2019	9/17/2014	Valid		

Authorization/Subjects

1 - 2 of 2

Authorization Code	Subject Code	Authorization Description	Subject Description	Major/ Minor	Added Authorization Date
R1S	AGRI	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults. The following instructional services may be provided to English learners within the content area(s) listed on this document: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students. This English learner authorization also covers classes	Agriculture	MAJ	
ELAS	NONE			MAJ	

BROWNE, ROY | Document:

New Search Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.

Last Name: BROWNE
 First Name: ROY
 Middle Name: OWEN

Last Known County of Employment:
 Adverse and Commission Actions Indicator:

Note: Please verify County of Employment is current.
 If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Current Document All Documents Adverse and Commission Actions

1-3 of 3

Document Number	Document Title	Term	Issue Date	Expiration Date	Original Issue Date	Status	Grade	Special Grade
> 070358169	Crosscultural, Language and Academic Development Certificate	Clear	8/24/2007		8/24/2007	Valid		
160038010	Specialist Instruction Credential (Agriculture)	Clear	7/1/2016	7/1/2021	6/26/1996	Valid		
160038009	Single Subject Teaching Credential	Clear	7/1/2016	7/1/2021	10/24/1995	Valid		

Navigation icons

Authorization/Subjects

1-1 of 1

Authorization Code	Subject Code	Authorization Description	Subject Description	Major/ Minor	Added Authorization Date
> S12	NONE	This certificate, when held in conjunction with a prerequisite credential or permit specified in Education Code Section 44253.3, authorizes the holder to provide the following services to limited-English-proficient pupils: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults, except when the prerequisite credential or permit is a designated subjects adult education teaching credential, a children's center instructional permit, or a children's center supervision permit, in which case instruction for English language development is limited to the programs authorized by that credential or permit; and (2) specially designed content		MAJ	

WILTERDING, KARIANN | Document:

New Search

Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.

Last Name: WILTERDING
 First Name: KARIANN
 Middle Name: LOUISE

Last Known County of Employment: FRESNO COUNTY OFFICE OF
 Adverse and Commission Actions Indicator:

Note: Please verify County of Employment is current.
 If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Current Document

[All Documents](#) [Adverse and Commission Actions](#)

1 - 2 of 2

Document Number	Document Title	Term	Issue Date	Expiration Date	Original Issue Date	Status	Grade	Special Grade
150100979	Specialist Instruction Credential (Agriculture)	Clear	7/1/2015	7/1/2020	1/18/2008	Valid		
150100980	Single Subject Teaching Credential	Clear	7/1/2015	7/1/2020	1/18/2008	Valid		

« « « » » »

Authorization/Subjects

1 - 1 of 1

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

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Renewal Requirements 1 - 2 of 2

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

Renewal Code	Renewal Description	Additional Description
		To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months

N. Roster of Agriculture
Advisory Committee

Agriculture Advisory Committee Roster

Tory Torosian
Viticulture/Committee Chair
Tory Farms



Ron Nishinaka
Horticulture/Education
CSU Fresno/Tree Fresno/SCCCD



Joshua Terry
Diversified Agriculture/Alumni
Terry Farms



Dave Lopes
Animal Science/Education
Reedley College



Kara Langley
Floral/Alumni
Alumni/Floral Business



Mary Villarreal
Agriculture Business
Warren and Baerg Manufacturing Inc



Rhonda Watson
Horticulture/Alumni
Watson's Nursery and Landscape



Carlos Murrieta
Agriculture Business
Mechanical Raisin Harvesting



Mike Naylor
Diversified Agriculture
Naylor Organics



Steve Soria
Agriculture Business
Valley Soil and Forest Products



O. Advisory Committee Minutes

**Dinuba High School Ag. Department
Advisory Committee Meeting Minutes
November 5, 2018
Started 6:43pm**

Welcome: By Mr. Tory Toroian Ag. Advisory Chair And Roy Browne

Introductions of Ag Advisory Members: Present: Torosian, Browne, Layne, Robison, Wilterding, Borba, R. Watson, Nishinaka, J. Terry, Lopes, western milling, Villarreal, Naylor

Introduction of Teachers: Roy Browne:
Kari Wilterding
Nicole Borba

Approval of Minutes: Did not do this meeting

Introduction of FFA Officers: all officers were present to introduce themselves. Gave a brief synopsis on their involvement in the FFA.

- Nate spoke about the Tulare County Fair exhibits
- Karen spoke about the Officer Retreat
- Jesus G. spoke about the Alta Historical Society Community Service Event
- Itzel spoke about the Raisin Day Community Service Petting Zoo and Informational booth
- Ulices spoke about fundraisers: BBQ dinner, Flower Pen Sales, Cookie Dough Sales
- Leslie spoke about the Opening/Closing Contest and included the Discovery Students
- Jose spoke about cotton judging team.
- Jesus A. Spoke about Lions Club and the Sunrise Rotary Club
- Steven spoke about the Chapter Meetings that we have the students participate in.

Call Warren and Baerg for buyers of Hogs next year.

Introduction of Puppy GDB--Vancouver was introduced and that we have 7 kids waiting for puppies and finish their trainings.

Update on activities: Browne went over the upcoming events
Winter CDE: Cotton, Vine Pruning: Contest schedule for January 16
Spring CDE: Landscape Design: Floriculture: Vet. Science: Landscape Design : Contest here- March 16th
State conference- April 25-28th, 2019 in Anaheim, Ca.

Up and coming events:

Chapter meeting: Nov 15 – game night and potluck

Cookie Dough sales

Up-date on classes: Browne explained what graduation credits each class and what dual enrollment courses are. Nishinaka said students at Sanger in the dual enrollment program received their AA at the commencement ceremonies. Planning on expanding to other schools the same model.

Classes on the schedule now for next year:

Vet Science- CSU, Graduation (science), Dual Enrollment

Floriculture- CSU, graduation (fine arts), Dual Enrollment

Ag. Biology- CSU, graduation (Science)

Intro to Ag

Landscape design: CSU, Dual Enrollment

Ag Leadership

Ag and Natural Resources

Ornamental Horticulture- CSU Graduation (Science) Dual Enrollment

Floriculture II, Dual Enrollment

Animal science- CSU, Graduation (Science) Dual Enrollment

Classes at Washington Intermediate School. Ag Discovery- 2 periods that Browne teaches. heavily into plant unit: building greenhouse, self watering pots, plant reproduction and propagation, improving their “Ag Farm” , Beginning of the year Big career unit, introduced our Discovery Officer Team that will work with the Chapter officers on events and the banquet at the end of the year. Exciting to see how it will grow and the excitement about learning.

Pathways and Science Flow Charts- Browne showed flow chart of science and pathways the students can go through to get their pathway complete. Wilterding the only one we cannot complete is the physical science but we would like to do that with our intro to ag course.

11 Elements of High Quality CTE Programs- Looking for your help in the following area’s:

What do we want our program to be: We want to provide our students with the skills to be successful in a college and or in career?

How do we accomplish this ?

Help locate jobs for our students

Internships

Job Shadowing

Field Trips

Industry Certification

Work Based Learning

Notes: Browne- IN these type “jobs” they will be covered by the schools insurance, Robison asked about average hours- Browne says 3-5 hours a week Villareal- looking at just hours like the engineering we did with visalia and will be doing with Orosi they did it during the summer and 2 weeks on break. Browne- working with manjeet in meetings but we are looking for different options for our students Robison we can do something with producers Dairy- they would be willing, ill give you contact info.

Browne- if you can go back to your company and see what they can do to help us out with these items

Nishinaka- does it have to be in this region

Browne- No

Nishinaka- central coast has lots of growers that i can help you get in contact with to set those up.

Torosian- Sarkis can hook us up with winery tours, main products grapes in our area. Distilling is coming back

Nishinaka- Certified California nursery growers.

Borba- looked last year never got a response

Nish- pilot program at merced this year so hoping they will expand to HS

Browne- Connections to paramount or large companies here

Villareal- will ask windle spray? brother used to work at paramount

Torosian- Sun Pacific

Layne- well what would you want from them

Browne- Tours, classroom visitations, make ag world more viable to them, maybe future jobs or internships.

Community Partnerships Chart- Just a visual of everything we have done for the community, how many hours we have participated in, and what they have done for us

Ag Incentive: 361 students this year up from 354 last year

Review from Mr. Parker State Staff- Where can we improve ??? Your ideas are welcome.

Browne- enclosed is our annual review with parker, spent the afternoon with, We are working on some of these items so we can see improvement. He then worked through the incentive checklist

Need to work on: 1F- more kids with a project on AET

2G- 80% in leadership events

3 D- 80% engaged in SAE projects verified by ag records

3E- SAE projects visited by advisors

5B- Appropriate storage space

7C- progress towards student certification

10A- Shop classes have no more than 22 (we think he is going off last year because this year all classes except junior high didnt)

11B- project supervision period in addition to a prep period

12 A- program meets program achievement

Browne- always looking for improvement please give us your feedback, comments, opinions etc to help us improve.

Facilities:

Horticulture Facility- New Greenhouse on its way. Hydroponics/ commercial

Animal Facility:

Ag Mechanics: Lost the battle we are down to 1 class period this year 18 kids, because of the different pathways (IT) there is not a draw to offer for our kids. the pathway was dwindling with second class and this years first class numbers have decreased, Brought in Weaver to teach the class and enrollment went from 2-3 periods to 1 period. Even though we are loosing this we have a strong 3 pathways and we would like to increase enrollment and increase pathways. Jr. High would like to get a full time ag teacher.

Nish- would you be able to bring ag mech back?

Browne- we would have to jump through a lot of hoops to get it back largest thing would be the competition. but because of the other IT taking over we can no longer support it. So we may never get it back.

Other concerns:

Update on New High School: New Area for Ag department, Lab rooms, Farm – 5 acres ETC.

Torosian- Saw some tree's down are they starting with it..

Villarreal- We are in line to get funding but governor wont do anything so we are contacting CTE, we are under hardship- paying down our debts but could get out of debt, but we just need the bonds sold, drawings are approved, calling our legislators, working hard on the different cfo and board work days etc.

Questions, Comments, Concerns, Advice=

Set the next advisory meeting (will be a joint meeting with Perkins then we will do a short Ag meeting) March 4th, 2019 @6:30pm

Send a save the date in January Reminder

Borba-Update on OH from changes discussed

Reached out to Birchall will donate new fruit trees' and re-do the irrigation

New greenhouse is build

Local greenhouse supply company is donating the whole shade house cloth will come out and take measurements.

Watson's nursery donations

Diversification from cuttings and mother plants

Ordered new succulent plants for xmas boxes

Purge sale tomorrow to make room for large succulent order

kids run, create bills of sales, pulling orders etc.

Thank you for coming and for your support.

Meeting Adjourned 7:51pm

Respectfully prepared by Kariann Wilterding

**Dinuba High School Ag. Department
Advisory Committee Meeting Minutes
March 30, 2017**

Welcome: Started 6:09 Called to Order by Roy Browne

By Mr. Tory Torojian Ag. Advisory Chair

Introductions of Ag Advisory Members: Kara Langley, Carlos Murrieta, John Robison, Dave Lopes, Steve Soria, Josh Terry, Mary Villireal, Tory Torojian.

Introduction of Teachers: Roy Browne: Dept. Head
Kari Wilterding
Codee Bontrager

Approval of Minutes: Move to approve: Steve Soria, 2nd Josh Terry

Introduction of New Members: Carlos Murrieta

Update on activities:

Winter CDE: Cotton, Vine Pruning- team did top 10 in state

Spring CDE: Landscape Design- 3 contests, 2nd, 8th, 3rd

Floriculture: Held contest here- March 11: 6th, 10th,

Vet. Science: Held Contest here- March 18- 35 teams, next year combined with floral,
teams are doing well 10th, B team took 10th, MJC 7th place,

Teams Doing Well.

Contests coming up:

Reedley College April 1

Pomona Field Day April 8th

Fresno State Field day

Madera and Hanford contests

State conference- April 22-25-

Ag Leadership projects. Autism: Autism awareness day on April 2nd at the Rec Center,
Environment: earning money to plant trees, Human: Working with open gate and serving
food, Animal groups: Pet food drive

End of the Year Banquet- May 18th

Guide Dogs Update-

Up-date on classes:

See proposal for a better pathways- No comment back from Dr. Hernandez or Mr. Roberts about
this proposal

Show packet- would like to add a floral 2 and an animal science as a second dual enrollment
class. Unless we have our own shop we cannot really teach all components to Ag Mechanics,
would like to work with IT to allow welding class into our pathway. Mary Checking on date for
meeting. Roy- People are scared to see us grow. Steve- who and when are these classes for, Roy-
money and location of teacher. Marv - these classes is for now and future. Roy sharing shop with

construction and share classrooms. Mary explains buy outs for group. Mary and Kari-Floral 2 would be one period buy out only.

Classes on the schedule now for next year:

Vet Science- CSU, year of science

Floriculture- CSU, graduation (fine arts)

Ag. Biology- CSU, graduation (Science)

Intro to Ag

Landscape design

Ag Leadership

Ag and Natural Resources

Environmental Horticulture (Name Change to Plant Science or back to Ornamental Horticulture)

Classes not allowed to put on schedule: Floriculture II- cannot buy out periods for 11/12 grade

Classes at Washington IF State FFA Approves it: Ag Discovery

What do we want our program: We want to provide our students with the skills to be successful in a college and/or in career. We will be going back to see where our kids are at and what they are doing-Kid Tracker will help field the success stories.

Up and coming events:

CDE's very busy with excited students. Finals May 5/6th

June: Teaching Bridge Program: 6-8th graders – 4 days-to reach out to the younger kids to get them excited to attend our programs. John- why didn't they pass the 7/8th graders last year. Roy- students were worried about young kids and overnights, been more talk about the benefits, the rest of the country has been doing it for years. Tory- what is this type classroom? Roy explained why it didn't pass last year. 83k students, 340 chapters in Ca. and growing. Kari-Conferences geared for younger kids

Ag Incentive:

Facilities:

Horticulture Facility- New Greenhouse

Animal Facility:

Other concerns:

New High School: New Area for ag department, Stages, Farm – 5 acres ETC.- Mary- recently joint meeting with city, Kamm extended to four lane school will have to pay for 4 lanes-5 million dollars. \$78 Million dollars for hardship, submitting plans on the 30th- funds maybe in the fall, 4.5 million just for IT and Ag. we need to not have to develop the other side but city isn't getting us headway to develop both sides of the road. Tory- no one else will assume that cost. Mary- talk to city councilman. saying that because someone will have to end up doing but city won't pay for it. willing to do what is our part is. Phase one shown in black and white. Kids less 1/3 who drive. it's the parents and staff that do the driving. Unknown where bus flow will be at. Kari-district item. Mary- like a warehouse to store items instead of c-trains. Josh- 5 acres does not include the classrooms. Roy close enough to walk to, Mary- thank goodness to the FFA kids who persuaded the board to give another acre. Roy- kids were happy to get another acre for them. Mary- i'll do my best.

roy- not sure what it will look like but we will use this greenhouse and roberts has been in contact about getting a new one to house here for the time being. want to use the old one as a hydroponics, open land for traditional crops, raised beds, small pasture maybe for breeding, and livestock facilities. small animal breeding.

New classrooms- thoughts to have office for staff and dogs. Steve- codes for cooler in the room, Kara-put outside? Portables for need right now but would get stuck in there for a long period of time. Tory-timeline? Mary- phase one 5 years about. trying to avoid busing kids for IT, grants available for facilities like Med Pathway. Kari- what is the grants and how much does the med building cost?. Mary 2 million but unsure which it was going to Med building or total cost for all CTE. John- unsure about phase thing? Mary-Bond capacity challenge about classes at old school and new school. IT had people fighting at the board saying that isn't going to work. John \$78 million for phase one only. Mary- trying to save money by building half the school and not developing all the street. 4.5 million for IT and Ag. Roy Ag building 1.2 million for 3 classrooms. Kari- DSA approval ag buildings- out buildings. Mary- Classrooms yes other buildings no. Roy- Tried talking to Dr. Hernandez about putting a fence around ag farm so we can start moving stuff. Roy- why are they resurfacing the football field if we are going to move. Mary- money was already saved to do it cause its safety. Roy- more meetings with board and principal to move forward and support the program. Mary- yes advocate but we need to treat all programs equally, look what three kids did they got another acre so we need your voice. John- main concern master plan going to go south because you won't be able to have the class offering. Kara- transportation will be difficult, cancel classes who will return, Jon reduce the the student body to participate because of logistics of movement. Mary- come to a board meeting and do public comment. John- put some of the tracking info together, impact of programs in california huge!!! Roy 10 new schools and teachers getting added and here we are just trying to stay alive. Mary and we are in the central valley the heart. had to explain benefit of the ffa - leadership- key throughout the program all kids have leadership skills in all the classes. John- at reedley what's the academic success? Dave- getting involved the kids that get involved go further. Mary 98% kids graduate who are active. John- What other program on campus can do that? Mary- med pathway. John well i can argue that it's not to the size and scope of ag? Mary- working to expand the others to do internships but the others are success. John- public session how long. Mary 3 minutes to speak will send agenda. two meetings a month will send you an agenda. be targeted with facts, phase 1, adding classes, Roy- we don't get the support here that the others get counselors push others not ours, yes meeting with counselors . Mary just stick to the benefits of the program and points, would help board to ask questions. It does matter and your voices do matter. Dave- are they being counseled out and told no? Mary- are the kids being told not to take them. Roy- classes being pushed that the classes aren't being offered because we didn't offer that the previous year. Some classes counselors say our classes don't count for a four year. Like Ag Biology. some students wanted to take floral but can't because class was full- could have run another floral class because we weren't allowed to offer another period of it. Inviting a newest counselor to the state degree. Mary- coordinate meeting with mike, roy, Dr. Hernandez to talk about it. Codee- counselor had to take chem before vet science, but there is a miscommunication intentional or unintentional about ag and classes. Mary- I need back up. Roy-We will put that together. Dave- ag building approved but doing at a later stage. Mary it is but just money, it's phase two. Codee and when we get the money this is what we get, the three classrooms. roy- portable storage units like portable classrooms still in the planning of that, DAVE who is working on the grant. Mary- we have a grant writer. Roy- speak at board meeting, that there are people who are concerned about the program and put the pressure on them. Mary- there are other business people who aren't here. When we talk about partnerships and interns you guys have that. Roy- We are still considered CTE. April 6th, then two weeks after that April 20th. Open is 6PM. Closed is 5-6pm.

**Questions, Comments, Concerns, Advice=
new school will be annexed into city.**

Dave motion to approve 2nd Tory.

Thank you for coming and for your support.

Adjournment: 7:29pm

**Dinuba High School Ag. Department
Advisory Committee Meeting Minutes
October 19, 2017
Started 6:17pm**

Welcome: By Mr. Tory Torosian Ag. Advisory Chair

Introductions of Ag Advisory Members: Mr. Nishinaka, Josh Terry, Mary Villarreal, Mrs. Watson, Mr. Torojian.

Introduction of Teachers: Roy Browne: Dept. Head
Kari Wilterding
Nicole Borba

Approval of Minutes: Motion to approve March minutes: Josh second: Mary Voice Vote: Approved

Introduction of FFA Officers: Madasen Gutierrez- President, Jose Gutierrez- Vp, Shania Cardenas- Sec, Jose Flores- Treasurer, Jesus Aguilera- Sentinel, Leslie Garcia- Reporter.

Spoke about various trips students went on since the beginning of the year

- Officer Retreat Review of Activities
- Boot Camp with the San Joaquin Region (physical and mental team building activities)
- Groovy Chapter Meeting-August (tie dye tshirt/game night)
- Pool Party Chapter Meeting- September (fiesta night)
- Twisted Farms Chapter Meeting- October-fright night/bonfire/smores
 - Photography contest NEW
- Farmers Market at TSC- great community involvement- sold plants
- Alta Historical Society- Volunteer to set up and serve at their fundraiser event.
- COLC - workshops for officer involvement, meeting ideas, team building, Personality quiz, Relay race.
- BBQ Dinner Fundraiser- selling tickets Oct 27th is the drive thru dinner.
- Opening/Closing Contest- 3rd place novice team, 3 outstanding novice individual awards

Roy: This years team has been a breath of fresh air and they are doing very well as a team meshing well.

Update on activities:

Winter CDE: Cotton 12 students on the team this year, Vine Pruning, Citrus Judging- going to start up pretty soon.

Spring CDE: Landscape Design.

Floriculture: Held contest here- March 17th

Vet. Science: Held Contest here- March 17th

- Will be held here on campus
- Last year 24 teams for vet
- Last year 8 teams for floral
- we know combining them will make it grow.

State conference- April 22-25th, 2018 in Anaheim, Ca. - biggest thing is we are running out of space in Fresno so looking at the transition due to housing situation, hoping to take three vehicles and walk because hotel is 500 yards of convention center.

Mary-driving issue hows that because of the "baby"

Roy- they have continued to let us know do what we need to do, next year wont be a problem

Up-date on classes:

Classes on the schedule now for next year:

Vet Science- CSU, year of science

Floriculture- CSU, graduation (fine arts)

Ag. Biology- CSU, graduation (Science)

Intro to Ag- Looking at getting it a science a-g

Landscape design- 29 kids Nicole does a good job everyone is on our toes.

Ag Leadership- Not this year

Ag and Natural Resources

Environmental Horticulture (Name Change to Plant Science or back to Ornamental Horticulture)

-Leaning to just Horitculutre

Working on classes: Floriculture II- going beyond initial skills, Animal science- would llike to dual enrollment and be a pre-req for Vet Science Class to allow for more vet stuff in vet class and specifics to animal anatomy in animal sci.

Working on Classes at Washington and Monson Sultana School. Ag Discovery- working on it. Monson is in but cant hire full time due to their funding they have to have half here and half there. But due to schedule change not looking possible right not. but we will keep pushing forward.

Up and coming events:

Chapter meeting tomorrow- Twisted farms 7pm

BBQ Dinner on October 27th- 4-7:00 pm

Ag Incentive: 354 students this year up from 304 last year.

Roy reviewed each level of the Ag incentive grant checklist

1A-Yes
1B- Yes
1C- Yes

1D- Students need to be aggressive to finish pathways and stay in classes- yes	5D- Yes
1E- Yes	5F- Yes
1F- Yes	6A-Yes
1G- Yes	6B- Yes
1H- Yes	6C- Yes
	6D- Yes
	6E- Yes
2A- Yes	
2B- Yes	7A- Yes
2C- Yes	7B- Need to do current student career plan
2D- Yes	7C- No but working towards that
2E-Yes	
2F-Yes We did 16 on the checklist	8A- Yes should add flyers for community service events: tsc, raisin day etc
2G-Yes	
	8B- Yes
3A- Yes	8C- Yes
3B- Yes	
3C- Yes	
3D- Just under but with system will be easier for the kids to keep up with it and broadens the scope of projects	9A-Yes
	9B- Yes
	9C- Yes
	9D- Yes
3E-Yes	9E- Yes
3F- Yes	9F- Yes
4A- Yes	10A- NO over numbers in classes
4B- Yes	
4C- Yes	
4D- Yes	11A- Yes
	11B- Kari and Nicole yes, Roy No
5A- Yes	
5B- Yes barely adequate	
5C- Yes, new greenhouse on the way new will be modern growing and old turns to hydroponics	12A- Yes

Reflection: Mr. N- 7C can the advisory committee help with that? CCN Pro Program Roy can you send us that so we can see about meeting the requirements, May not meet exactly professional standards.

Floral has a couple but high in cost

CCANGC program look into

Vet Assistant Program Certification- \$100 per kid (50) kids in program now allows students to work in a vet clinic as an assistant- grunts of the vet clinic.

Ag incentive is based on kids enrolled and how well we complete the forms and requirements. this years based on last years numbers at 304 next year will be based on 354.

***Moved to approve the AIG Report : Ron N, Second Josh Approved Voice Vote.

Mary- 4-5 years out before ground breaking
applying for the grant for the ag dept.

Roy has been working with the grant writer many times calling back and forth. If we get this grant we will get the enclosed classrooms and labs. Full animal clinic, and floral with guide dog program.

Mary- fully working for the grants to improve and keep our programs.

Tory- enrollment?

Mary- growth is about 2% per year kinder was low last year.

Roy- over 2000 here.

Roy- would be a sad day if we have to turn kids away from the program but we have a 50 student increase.

Facilities:

*Horticulture Facility- New Greenhouse on its way. Hydroponics/ commercial
Animal Facility:*

Other concerns:

*Update on New High School: New Area for Ag department, Lab rooms, Farm – 5 acres
ETC.*

Nicole grew up on nursery

Watson- will be getting plants donated so the hort can grow, full of plants so they can study.

Mary- gives school and kids a different perspective, lots of curiosity

Watson- new blood helps move the program.

Ron- new drought tolerant program at cal poly

Nikki- want to do a whole section of xeroscape and drought tolerant because its the push right now

Ron- Takoa nursery-garden bloomers on polk ave. verta vista.

Roy- with this addition kids are a lot happier. fair was amazing

Kari- had the most kids showing

Mary- Warren and Baerg bought 3 pigs this year

Roy smooth no issues at the fair it was nice and pleasant.

Kari- i have really been the one pushing the junior high program because college and career ready is coming to be a true 7-12 pathway

Tory- 4h?

Roy- yes wilson dinuba still heapping and we keep stealing them cause we like them in our program.

Questions, Comments, Concerns, Advice=

What do we want our program to be: We want to provide our students with the skills to be successful in a college and or in career.

Thank you for coming and for your support.

Adjournment: 7:36pm

**Dinuba High School Ag. Department
Advisory Committee Meeting Minutes**

April 5, 2018

Started: 6:09pm

Welcome: By Mr. Tory Torojian Ag. Advisory Chair

Introductions of Ag Advisory Members: introductions all around Langley, Browne, Terry, Watson, Naylor, Torosian, Nishinaka, Wilterding and Borba
PRESENT

Introduction of Teachers: Roy Browne: Dept. Head
Kari Wilterding
Nicole Borba- coming back next Yeah !!!

Approval of Minutes: Motion to approve minutes: Josh Terry
2nd: Ron Niskinaka

Next year schedule: 6 period days instead of a 7 period day

Teach 5 periods out of 6 periods instead of teaching 5 on 7

- **Impact on our numbers-** numbers looking around the same 350. thing thats saving us is with the sophomore class with kids taking Ag Biology and in some cases they are taking both their science and their elective classes.
- **Classes (2) at the middle school- Ag Discovery-** California Association allowed middle school 7-8 graders into the FFA. So we will be adding 2 classes there so our numbers on the R-2 will increase.
 - o Torry- what kind of class, Roy- its an introductory to all ag classes here at the high school. Called Ag Discovery- will teach lots of plants, ca ag, animals, ag mech (little of everything) and in addition will teach leadership degrees and all students will leave with their Discovery Degree the first of all the degrees to excite them about the next degrees they can get at the high school.
 - o Langley- are they attending the high school meetings or?
Roy- waiting on info from the
- Torry- how many years off from new high school
 - roberts on track with city but with new governor we dont know when they will release funds.
 - if everything stays on track best case breaking ground will be 3 years. district is pretty stable one class will bump we are at 1900 roughly. starting to help with the building of houses.
- **Maybe an addition—for a couple of periods-**Due to increase in jr high we may be bringing back rod weaver to teach shop for 2 periods.

Update on Activities: (upcoming events also) -Roy continued to provide updates regarding the following activities:

Spring CDE: Nursery/Landscape Design. Will be adding this to our contest next year

Floriculture: Held contest here- March 17th over 200 students here

Vet. Science: Held Contest here- March 17th

Next year adding the Nursery landscape contest and the following year BIG

Brought back our BIG team that will travel locally and to state finals- young and enthusiastic.

Other contest dates Cal Poly Pomona – April 6 & 7th

Reedley college- April 14th

Fresno State and Clovis Landscape contest - April 21st

Liberty Vet, Fowler Nursery and Madera Floral contest April 28th

State FFA Finals – Cal Poly S.L.O. May 4 & 5th

State conference- April 22-25th, 2018 in Anaheim, CA.

Plant Sales – May 10th & 11th -Will have veggies, legal herbs, several types so if you need plants please stop on by.

Watson- can you send out a flyer to all of us when it gets closer?

Chapter Officer Interviews- May 14th : Any helpers to be interviewers ????????

Students will fill out applications on Monday, be apart of an interview on May 14th

Will send out flyer. Kara, Mr. Nish would like to volunteer starts around 3:30 hopefully done by 5. check with Torry's wife she loves it always enjoys meeting the kids and is impressed. If you want to be a part of it please let us know. we also like to include an admin.

End of the Year Banquet- May 18th 5 PM – Memorial Building on Alta-Please join us.

Fair Animal Parent Meeting May 21st 6pm- meetings with the kids at lunches, then the parent meeting contracts are due and deposits.

April 14th- Nicole will be at the farmers market at tractor supply. We will be selling our local plants

Up-date on classes:

Classes on the schedule now for next year:

Vet Science- CSU, year of science

Floriculture- CSU, graduation (fine arts)

Ag. Biology- CSU, graduation (Science)

Intro to Ag

Landscape design-not this year-due to the change in the course sequencing the kids will need to start by taking the OH class.

Environmental Horticulture (Name Change to Ornamental Horticulture)

Ag Mechanics- Mr. Weaver ??????

New offerings: Floriculture II, Animal science-looking into industry certifications for floral, vet and OH.

What do we want our program to be: We want to provide our students with the skills to be successful in a college and or in career?

Trying to find our---- Wow moment--- for our department. What do we want to be famous for?

Help? Suggestion? Ideas?

Torry- see up coming fast... precision ag-high tech computers, gps, things are changing.

Naylor- ag technology classes should be your next thing to look into, more layers to farming.

Roy-forgot to mention that 5 kids received state degree's last night, discusses needing a drone to look at landscapes from above and watering area's etc.

ARE we representing the things in our community?

Torry- Kerney station- traditional farming is very labor intensive new things are coming about that labor. everyone is removing to do nuts and citrus not stone fruits. different farming then what we grew up with. who knows with immigration issues now.

Josh- the way Florida got hit hard.

Kara- are you still doing the hydroponics

Roy- yes that's something we would like to be known for.

Naylor- what do we teach our kids- need for hands on quality produce.

Roy- Still opportunities for ppl to get into industry but not easy

Josh- 50% PCA's will be retiring in the next few years and agronomist

Roy- in landscape we did do a hefty unit on bugs

Nicole- This year was a shortened version but next year with the OH class we will do a better lessons and more in-depth such as a insect collection unit. I would like in the future to bring back the pests team.

Naylor IPP-integrated pest protection.

Nish- new plants coming about will get you a new list. old plants made new

Kara- would wish kids could be more interested in growing different types of plants because there are other chapters with very large plant sales.

Roy- Always open to emails and calls with idea's suggestions etc.

Working on putting up our second greenhouse its a large endeavor.

Ag Incentive: 354 students this year up from 304 last year.

Facilities:

Horticulture Facility- New Greenhouse working on getting it up.-working on getting that up

Kara could you have building trades help
Roy- busy building house but we will be revamping the cooling system and the larger greenhouse will be the traditional greenhouse the other will be hydroponics.

Hydroponics/ commercial - Roy we are setting up our hydroponics system as soon as our new greenhouse is up and running, in addition we are going to try growing strawberries vertically like Cal Poly Pomona does. We also would like to start a smaller version at the junior high facility.

Animal Facility: New trailer possibility

Roy- Due to the deteriorating form of our current trailer we have proposed to Dr. Robert's to purchase a new livestock trailer with CTE funding. In a meeting with Dr. Roberts it was proposed and we were told to look at costs and present options. Kari- I looked up several dealers and the two for the best price are featherlite and alumline.

Kara- that's a good idea that trailer is so old.

Tory- Can I have a motion to move forward with the proposal?

Kara 1st

Josh 2nd

Pass voice vote

Other concerns:

Update on New High School: New Area for Ag department, Lab rooms, Farm – 5 acres ETC. No update not sure when they will be breaking ground?

Questions, Comments, Concerns, Advice=

Roy-We are not high on the list in the construction phase. Governor will decide whether or not to release funding or just wait for the new one to take over.

Naylor- do you do Projects outside

Borba- we have not been asked yet asked principal to do something around campus but has not come to fruition yet

Naylor- but for state degree

Roy- we have had kids in the past but kinda got away from that searching for the right trustworthy kids. We have eager kids that would like to work

Nish- Reedley college Board report- See handout

Thank you for coming and for your support.

Adjournment: Ended: 7:12pm

P. Current Year Budget

Department Budget

Overall Budget

Perkins Funds	\$8,000
Ag Incentive Grant	\$19,832
Dual Enrollment	\$1,000
School General Fund	\$600
TOTAL	\$29,432

Ag Incentive Grant

Books and Supplies	\$9,832
Transportation	\$8,000
Conferences	\$2,000
TOTAL	\$19,832

Dual Enrollment

Supplies and Tools	\$1,000
TOTAL	\$1,000

School General Fund

Office Supplies	\$600
TOTAL	\$600

Carl Perkins

Materials and Supplies	\$2,000
Travel and Conferences	\$5,000
Equipment	\$1,000
TOTAL	\$8,000

Q. Signed Articulation
Agreement and/or Evidence
of Articulation

Signed Articulation Agreement and/or Evidence of Articulation

In the 2018-2019 school year, the Dinuba High School Agriculture Department will be seeking Dual Enrollment credit for the Ornamental Horticulture (EH 30) and Animal Science (AS 1) classes through Reedley College. A scheduled meeting will invite instructors and the Dual Enrollment administrators to collaborate to determine if courses meet the requirements for credit through Reedley College.

SPRING 2017 Reedley College Dual Enrollment Courses

	Course	Instructor	High School	Units	Begin Time	End Time
1	AS 1	Martin Castro	RMCHS	3	11:00 AM	11:50 AM
2	AS 1	Martin Castro	RMCHS	3	11:55 AM	12:45 PM
3	AGNR 2	Martin Castro	RMCHS	3	2:25 PM	3:15 PM
4	EH 37	Kariann L Wilterding	Dinuba HS	3	9:55 AM	10:45 AM
5	EH 37	Kariann L Wilterding	Dinuba HS	3	10:50 AM	11:40 AM
6	CRIM 1	Mark Bray	Dinuba HS	3	8:00 AM	8:50 AM
7	CRIM 1	Mark Bray	Dinuba HS	3	9:00 AM	9:50 AM
8	CRIM 1	Mark Bray	Dinuba HS	3	9:55 AM	10:45 AM
9	CRIM 1	Mark Bray	Dinuba HS	3	10:50 AM	11:40 AM
10	CRIM 1	Mark Bray	Dinuba HS	3	12:30 PM	1:20 PM
11	CRIM 8	Mark Bray	Dinuba HS	3	1:25 PM	2:15 PM
12	CHDEV1	Rubisela Sanchez	Dinuba HS	3	8:00 AM	9:50 AM
13	CHDEV1	Rubisela Sanchez	Dinuba HS	3	9:55 AM	10:45 AM
14	CHDEV1	Rubisela Sanchez	Dinuba HS	3	10:50 AM	11:40 AM
15	CHDEV1	Rubisela Sanchez	Dinuba HS	3	12:30 PM	1:20 PM
16	CHDEV1	Rubisela Sanchez	Dinuba HS	3	1:25 PM	2:15 PM
17	Mag 41	Scott Johnson	Dinuba HS	3	8:00 AM	8:50 AM
18	Mag 41	Scott Johnson	Dinuba HS	3	9:00 AM	9:50 AM
19	Mag 41	Scott Johnson	Dinuba HS	3	9:55 AM	10:45 AM
20	Mag 41	Scott Johnson	Dinuba HS	3	10:50 AM	11:40 AM
21	Mag 41	Scott Johnson	Dinuba HS	3	2:20 PM	3:10 PM
22	mag 40	Brian Donovan	Kingsburg HS	3	11:15 AM	12:45 PM
					10:25 AM	12:20 PM
23	mag 40	Brian Donovan	Kingsburg HS	3	1:30 PM	1:05 PM
					3:00 PM	3:00 PM
24	mag 41	Brian Donovan	Kingsburg HS	3	11:15 AM	12:45 PM
					10:15 AM	12:00 PM
25	CRIM 8	Bryan Morgan	Kingsburg HS	3	9:35 AM	11:10 AM
					8:10 AM	9:55 AM
26	CRIM 1	Bryan Morgan	Kingsburg HS	3	11:15 AM	12:45 PM
					10:15 AM	12:00 PM
27	CRIM 8	Bryan Morgan	Kingsburg HS	3	11:15 AM	12:45 PM
					10:25 AM	12:20 PM
28	NAT 101	Diana Gomez	Kingsburg HS	6	9:35 AM	11:10 AM
					8:10 AM	10:05 AM
29	NAT 101	Diana Gomez	Kingsburg HS	6	1:30 PM	3:00 PM
					1:05 PM	3:00 PM
30	CRIM 1	Frank Santillan	Orange Cove HS	3	8:00 AM	8:55 AM
31	CRIM 8	Frank Santillan	Orange Cove HS	3	9:00 AM	9:50 AM
32	CRIM 8	Frank Santillan	Orange Cove HS	3	10:10 AM	11:00 AM

2018 Spring Semester – 18 weeks – January 08, 2018 – June 7, 2018

Beginning Floral Design – EH 37 – 3 Units

Teacher: Kari Wilterding
 Department: Agriculture
 School Email: kari.wilterding@dinuba.k12.ca.us
 School Phone: (559) 595-7247
 Office Hours: By appointment only
 Class Room: AG 05
 Location: **DINUBA HIGH SCHOOL**
 Section Number: 74544
 Class Meets: M-F 12:20pm to 1:10pm

Course Description

An introduction to the fundamentals of theory, techniques and skills currently practiced in the floral industry. Includes applied art principles, cut flower care, handling practices, proper use of florist tools and materials, pricing of floral products and use of current floral business technology. Includes constructing corsages, floral arrangements, and foliage plant items, which meet floral industry standards.

Lecture / Lab Hours:			
Course Hours			
	Weekly Lec hours:		2.00
	Weekly Lab hours:		3.00
	Total Contact hours:		90.00
Grading Basis:	Grading Scale Only		X
	Pass/No Pass option		
	Pass/No Pass only		
Advisories:			
	<ul style="list-style-type: none"> Eligibility for English 125, 126, and Mathematics 201. 		
Pre-requisites (requires C grade or better):			

Course Outline

- Safety and Tool/Material Identification
- Elements & Principles of Floral Design
- History of Floral Design
- Holiday & Seasonal Flower Arrangements
- Basic Arrangement Shapes and Corsages
- Care and Handling of Cut Flowers and Foliage
- Flower and Plant Identification
- Proper Use of Dried and Silk Products
- Business Skills, Pricing, & Marketing

Course Objectives

- Correctly condition and handle cut flowers, greens, and foliage plants used in the floral industry.
- Identify flowers, greens, and foliage plants commonly used in the floral industry.
- Demonstrate an understanding of basic floral design theory.
- Demonstrate the correct care and handling of foliage plants.
- Describe 10 floral designs and styles from different historical periods.
- Demonstrate the correct uses of business machines and wire services used in the floral industry.

Course Outline

Lecture Content:

1. Introduction
 - A. Floral design defined
 - B. Tools and supplies needed
 - C. The floral industry: past, present and future
 - D. Careers in the floral industry
2. History of floral design
 - A. The Classical period
 - B. European periods
 1. Classical Greek and Roman
 2. Italian Renaissance
 3. Dutch and Flemish
 4. French
 5. Georgian
 6. Victorian
 - C. American designs
 1. Colonial
 2. Colonial Williamsburg
 3. Federal
 4. American Victorian
 5. Early 20th Century
 6. Contemporary
 7. Western
 - D. Oriental flower designs
3. Care and handling of cut flowers
 - A. Container selection and sanitation
 - B. Water preparation
 - C. Cleaning and preparation of flowers
 - D. Refrigeration and storage
 - E. Sanitation and floral refrigerator maintenance
4. Materials and supplies used in floral design
 - A. Flowers and greens - identification and uses if floral design
 - B. Wire - sizes and uses
 - C. Ribbon - sizes, types and uses
 - D. Nets, Tulle, Aqua Net
 - E. Flower holders and fasteners
 - F. Corsage accessories and packaging
 - G. Containers - sizes, shapes and uses
 - H. Florist Foams and Frogs
 - I. Foils and laces
 - J. Other commonly used materials
5. The principles and elements of floral design
 - A. Design principles
 1. Emphasis
 2. Balance
 3. Proportion
 4. Harmony
 5. Unity
 - B. Design elements
 1. Line
 2. Form
 3. Texture

Lab Content

Introduction

- A. Tools and supplies needed
- B. Careers in the floral industry

History of floral design

- A. The Classical period
- B. European periods
- C. American designs
- D. Oriental flower designs

Care and handling of cut flowers

- A. Container selection and sanitation
- B. Water preparation
- C. Cleaning and preparation of flowers
- D. Refrigeration and storage
- E. Sanitation and floral refrigerator maintenance

Materials and supplies used in floral design

The principles and elements of floral design

Floral orders

Arrangement Pricing

Candelabra Arrangement

Bouquets' Centerpiece Techniques

Grading

The final semester grade will depend upon the accumulation of points during the semester. The points will be a result of credit received on assignments, tests and final examination. The instructor reserves the right to adjust scores as it may be required throughout the semester.

- 90-100% = A
- 78-89% = B
- 65-77% = C
- 51-64% = D
- 50% and below = F

Test material is constructed from class discussions, assigned readings, guest lectures, video presentations, and special assignments. Tests will consist of true/false and multiple choice questions. Unless the student receives prior approval from the instructor, no make-up tests will be allowed.

Assignments and corresponding labs:

- Chapter 12 (20)
- Shape Lab (50)
- Design & Create Triangle Arrangement & Lab Sheet(100)
- Outside Shape Lab (20)
- FFA Record Book (100)
- Shape Arrangement Test (50)
- V-Day Novelty Item & Lab Sheet (100)
- Wax Roses & Lab Sheet (100)
- Candy Bouquet & Lab Sheet (100)
- Corsage & Lab Sheet (100)
- Flower Meaning Worksheet (20)
- Pressed & Dried Flowers & Lab Sheet (100)
- Chapter 15 (20)
- Silk Corsage & Lab Sheet (100)
- Mid-Term Wall-Mount (100)
- Chapter 16 (20)
- Floral Styles Test (50)
- Baby's Breath Chaplet & Lab Sheet (100)
- Boutonnière & Lab Sheet (100)
- Bouquets to Art Assignment (50)

Chapter 17 (20)
 Chapter 18 (20)
 Wedding Project (50)
 Chapter 19 (20)
 Design a sympathy arrangement (50)
 Chapter 21 (20)
 Novelty Item (20)
 Create a budget Test (50)
 Chapter 22 (20)
 Mother's Day Flowers & Lab Sheet (50)
 Event Centerpiece Test (50)
 Advertisement (20)
 Mini Carnation Hawaiian Lei (100)
 May 29th Final

Tentative Schedule

Week	Topic/Assignment
Week1	Shapes Unit
Week2	Shapes Unit Cont. – Lab Triangle Arrangement
Week3	Record Keeping Unit
Week4	Valentine's Day Unit – Lab Wax Roses
Week5	Valentine's Day Shop – Lab Hershey Kiss Roses, Candy Bouquets
Week6	Pressed Flower Unit
Week7	Dried & Silk Flower Unit
Week8	Design Style Unit
Week9	Design Styles Unit Cont. – Lab Spring Chaplet
Week10	Contemporary Design Unit – Lab Bouquets to Art
Week11	Wedding Unit
Week12	Sympathy Unit
Week13	Novelty Item Unit
Week14	Budgeting Unit
Week15	Floral Careers & Continuing Education
Week16	Advertising

Required or Recommended Textbooks and Materials:

- A. Textbook, shears, and other materials will be provided on a daily basis.
- B. The Art of Floral Design, Second Edition (Floral 1)
 Floriculture: Designing & Merchandising, Second Edition (Advanced Floral)
(A classroom set of the text will be provided for in class assignments)

Materials Needed

- ~ pen or pencil
- ~ note book or writing paper
- ~ binder

Important Dates

JANUARY 08, 2018	Class Begin for 2018 Spring Semester
JANUARY 15, 2018	MLK Holiday – No Class
MARCH 23, 2018	Last day to drop a class (no “W” on transcript)**
FEBRUARY 12&19	Presidents Holiday
MARCH 26 - APRIL 2, 2018	Spring break – No Class
MAY 31, 2018	Spring semester ends.
JUNE 7, 2018	Report Grades to WebAdvisor

** Withdrawal (W): A student will be assigned a grade of “W” for classes dropped on or after 20 percent of the duration of the class, up to and including 50 percent of the duration of the class. After the 50 percent point, the student must receive a letter grade other than a “W” (i.e., A, B, C, D, F, I, P, NP). Check with your instructor for the deadline applicable to your class.

Cancellation Class Notification

Check high school website for any notification, Foggy Day Schedule, etc.

Attendance Policy make ups, Extra Credits etc.

Absences: It is the student’s responsibility to obtain any missed notes, assignments, quizzes, and tests. Students should first look in the weekly work organizer for their handouts. If there are any questions, it is the student’s responsibility to see the instructor *outside* of class time on the day of their return. Any assignments or exams missed due to an excused absence, must be completed within the same number of days as the absence. Assignments, exams, etc. missed due to an unexcused absence or suspension will count as a zero.

Late Work: Late work will be accepted for half credit, one day after the due date. If you are absent, work is due immediately on the day of your return. Projects of assignments with a “Firm Due Date” will not be accepted late.

Class Rules and Behavior

Please refer to your school handbook for complete details, however some of these policies include:

- ❖ Cheating and Plagiarism
- ❖ Drug/Alcohol free campus
- ❖ Sexual harassment
- ❖ Student conduct
- ❖ Bullying

Each student is expected to assist in the overall environment of the classroom making it conducive to learning.

Expectations and Class Rules:

Please see your student handbook for campus policies.

General Behavior:

- Respect other’s right to learn.
- Respect other’s property.
- Be courteous, cooperative, respect others!

General Work Habits:

- Use time wisely... There’s only so much of it!
- Quality... Strive for excellence and understanding.
- Learn to enjoy learning... The possibilities are endless.

Workplace Rules:

- Act professional.
- Follow directions.
- Work for your pay (grade).

Be in class on time and prepared to work. Always have your binder available. Tardiness is not acceptable, the school tardy policy will be used and enforced.

Absolutely NO cell phones, i-Pods, MP3 players, or other electronic devices may be used or out during class. First Offense = Warning / Second Offense = Teacher Confiscation for duration of the period / Third Offense = Confiscated and sent to the office.

Wear appropriate clothing for the class learning activity. You will be notified ahead of time if we are going to be doing a lab or working outside the classroom. You may store an extra pair of closed-toe shoes in the classroom for use on the school farm and greenhouse areas.

All tools and equipment are to be properly maintained and stored. If something is found broken or not working, please notify the instructor immediately.

The classroom/lab will be kept neat and clean at all times. If the classroom/lab is not cleaned properly after an activity, the entire class will stay until it is done.

No food or open containers should be in the classroom at any time. Please dispose of these items outside before class begins.

No hats or sunglasses will be worn in class.

Be responsible and take care of bathroom necessities before class. Restroom use is for emergencies only.

Class will end when the instructor has dismissed you.

Cheating is:

- A. Copying someone else's class work or letting someone copy you, when your teacher tells you that the work is to be done on your own (includes asking/telling orally).
- B. Copying answers on a test or letting someone copy from your test (includes asking/telling orally).
- C. Using a cheat sheet or unauthorized notes.
- D. Turning in someone else's work as your own.
- E. Text messaging and multi-media messaging.

Consequences, Per School Year:

Selma High 1st Offense - The teacher shall send a referral to office. Student shall receive an "F" or zero on the work or the test and a one (1) day suspension or Saturday School, parent contact required.

2nd Offense - The teacher shall send a referral to the office. The student shall receive an "F" or zero on the work or the test and a one (1) day suspension with parent contact required. Student placed on honesty contract. A high school student shall be removed to a study hall/or alternative class with a "W/F" for the semester.

3rd Offense - Recommendation for transfer to an alternative program.

Instances of cheating need not be confined to one (1) class. Each of the three (3) offenses could happen in a different class. Any student who is transferred to a study hall/or alternative class and then required disciplinary removal from the study hall/or alternative class shall be transferred to an alternative school site/program. Each student must be enrolled in 20 credits per semester in order to remain at Selma High.

Accommodations for students with disabilities:

"If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or section 504 of the Rehabilitation Act, please contact me as soon as possible."

Valley Regional Occupational Program

Monday, May 15, 2018

To: All Spring 2018 Dual Enrollment Teachers

From: Maria Meraz, Special Projects Coordinator

RE: END-OF-SEMESTER DUAL ENROLLMENT CLOSEOUT PROCEDURES

Make sure to follow this list to complete duties and responsibilities before the end of the academic semester. Once you have checked all that apply **place this memo back in the Valley ROP Mail-box at your school site.**

You will need to do the following for the college:

1. **Reaffirm you can log into Web Advisor.** You'll need your user id and password. If you can't, call the college help desk – (559) 499-6070. They are available M-F 8:00 am – 5:00 pm.
2. **Prepare your grades**
 - Download the Grade-book Template from the VROP webpage www.valleyrop.net. Click on **Resources >Dual Enrollment Resources>**
 - Fill in Course information**
 - Instructor
 - Section # (this is the college course code)
 - Semester (Spring)
 - Year (2018)
 - Fill in grades.**
 - College requires a minimum of 4 grades.
 - Rename the assignments and adjust point value (if needed)
 - Student's college ID needs to be entered- You can get this info on Web Advisor when you click on one of your classes.
 - Make sure final grade matches the grade scale and the grade they will receive on the high school report card.
 - Save the Grade-book and upload to WEBADVISOR no later than June 7th**
 - As: **SECTION_LAST NAME_TERM**
 1. Example: **PHOTO-5-12345_LOFARO_2018SP**
 - Save your Attendance and upload to WEBADVISOR no later than June 7th**
 - We will send you a PDF of your attendance from Jan-May 2018.
 - Rename the Attendance File as: **SECTION_LAST NAME_TERM**
 1. Example: **PHOTO-5-12345_LOFARO_2018SP**
 - Follow handout for entering and uploading GRADES and ATTENDANCE to WEBADVISOR**

You will need to do the following for VROP:

Prep Finals and Grades to Upload to your Schoology account <https://www.schoology.com/> . If you **cannot log-in** please let me know so that I can check if I have the ability to reset your password.

Once you are logged into Schoology, (upload no later than June 7th)

1. Upload 1 Final for **each section** with Answer Key (or rubric for projects) to Schoology by the last week of school.
 - Save the Final as: SECTION_LAST NAME_FINAL_TERM**
 1. Example: **PHOTO-5-12345_LOFARO_FINAL_2018SP**
2. Upload Grades for each section you submitted to the College to Schoology
 - Save the Grades as: SECTION_LAST NAME_TERM**
 1. Example: **PHOTO-5-12345_LOFARO_2018SP**

Teacher Signature

Date

Cc: Mrs. Deborah Marvin

R. Graduate Follow-Up System

Graduate Follow Up System

The Dinuba Agriculture Department has a physical graduate follow up survey form currently, however, it is outdated and does not get mailed out to all students. We currently rely on our smaller community and interactions with graduates to collect information. Formal follow up surveys are generally only completed by graduates who are most active following graduation, such as guest coaches, volunteers and fair exhibitors. We plan to send out a Google Form copy of a survey to recent graduates to receive graduate data information, including feedback about instructors, courses, facilities, and other general comments. This will allow for department reflections and improvement to meet the diverse needs of our students.

**Dinuba High School Ag. Department
Graduate Follow- up**

Name: _____

Address: _____

Phone: _____

1. What are you doing at the present time?

_____ Attending School
_____ Full- time
_____ Part- time

_____ Working
_____ Full- time
_____ Part-time

_____ In the military

_____ not working

_____ Homemaker

_____ Looking for work

_____ Not looking for work

_____ Other _____

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

3. What is your job title or job description?

4. Which statement best applies to your present occupation?

_____ I am using most of the skills I learned in the vo-ag program at DHS.

_____ I am using some of the skills I learned in the vo-ag program at DHS.

_____ I am not using any of the skills I learned in the vo-ag program at DHS.

5. What type of school are you currently attending?

_____ High School

_____ Trade/technical school

_____ 4-year college

_____ Private business school

_____ 2-year college

_____ Adult education

_____ Other _____

6. What is your major course of study?

7. How would you rate the training received in the DHS vo-ag program
_____ Excellent _____ Good _____ Fair _____ Poor

8. How do you rate the career guidance and counseling you received in vo-ag?
_____ Excellent _____ Good _____ Fair _____ Poor

FFA

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

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

2. What were the most valuable aspects of the SAE (Supervised projects)?

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

3. Please rate the facilities and equipment used at DHS for the Vo-ag program:

Facilities: _____ Overcrowded _____ Adequate space
 _____ Modern _____ Out-of-date

Equipment: _____ Modern _____ Out-of-date
 _____ Well- maintained _____ Poorly maintained
 _____ Adequate amount of equipment for all students

Other- please describe _____

Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, Shop, Greenhouse, school farm, etc; FFA: SAE (supervised projects); teaching methods used; Facilities/equipment. (Please be open with us we want to change and grow so we need your suggestions here. Thank you!)

S. List of Active Placement Sites

List of Active Placement Sites

Most of our students are currently involved with ownership projects. Those students who are involved in placements are arranged by the student. We would like to work more with our community and advisory committee to create a list of opportunities for students that might not have established connections in the community to get a placement position.

Some placement sites are as follows:

- Country Ag
- Dinuba Ag Department
- Lone Oak Large Animal Veterinary Services
- Naylor Organics
- Reedley Veterinary Hospital
- Rustic Roots Floral
- Tory Farms
- Tulare County Stockyard
- Wilgenburg Greenhouses

T. Recruitment Activities and Materials

Recruitment Activities and Materials

There are numerous strategies that the Dinuba Agriculture Department uses for recruitment purposes. At our middle school, we attend their annual “Choices” night in which clubs and teachers come out to promote their classes in order to recruit students for the following year. We were able to attend this year’s event and we believe it was pivotal in filling two full Ag Discovery courses in their first year of existence. Presentations are also given to elementary schools when invited to speak about agriculture. At the high school level, we attend the annual Club Fair, Harvest Fest, and the 8th Grade visit. At these events, courses are discussed with students, including FFA activities, with some sort of hands on activities, such as planting seeds, flower pens, petting snakes, and a Guide Dog.

Every summer, we teach two sections of agriculture lessons to community groups. The first one is the Summer Bridge program that is set up for elementary to middle school students to come to the high school for one week and learn about agriculture for a few hours each day. We talk about animals, plants, mechanics, and California agriculture as it relates to our food. The second session is given to the Dinuba Recreation Center students, ranging from 1st grade to 6th grade. This group rotates between handling and showing livestock, animal science, and plant science. We have seen a spike in numbers and early interest in our program since we began to offer these events to young students, with numerous students stating they enrolled in agriculture classes because of these efforts.

Classroom

Welcome to the Agriculture Department at Dinuba High School. We have the unique opportunity to offer classes that allow our students to experience the "learning by doing" model through our career and tech education program. We strive to develop student potential for **premier leadership, personal growth, and career success.**

Courses Available

Freshman Courses

Intro to Agriculture
Intro to Mechanics

Sophomore Courses

Ag Biology

Junior/Senior Courses

Floral 1
Advanced Floral
Animal Science
Vet Science
Ornamental Horticulture
Landscape Design
Ag Leadership



SAE

A Supervised Agricultural Experience project is a component of agriculture courses and offers the student a chance to gain realistic, hands-on experience by operating and managing their own business or work experience. This requirement of the course is done outside of class time, under the supervision of an advisor. Students can choose any SAE project they want. Here a few SAEs suggestions:

- Guide Dogs
- Market Beef Project
- Market Goat Project
- Market Hog Project
- Market Lamb Project
- Dairy Cattle Project
- Poultry Production
- Rabbit Production
- Dairy Goat Production
- Greenhouse Management
- Plant Production and Propagation
- Floral Design Management
- Ornamental Horticulture
- Landscape Management
- Tree Fruit Production
- Vegetable Production

The options are limitless!



FFA

The FFA is a National Organization that provides opportunities for students to grow personally, professionally, and develop their leadership abilities. Learning about and participating in the FFA is a required component of the agriculture education program and agriculture courses. Students will have numerous opportunities to participate and take advantage of all of the benefits this organization has to offer.

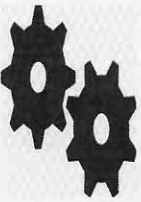
- Monthly FFA Chapter Meetings
- Greenhand Leadership Conference
- Community Service Projects
- Made for Excellence Conference
- Advanced Leadership Conference
- Sacramento Leadership Conference
- Washington Leadership Experience
- State Leadership Convention
- National Leadership Convention
- Career Development Events
- Public Speaking Events
- Leadership Development Events
- Parliamentary Procedure Events
- Scholarships
- Proficiency Awards
- Year End Point Award Trip
- Tulare County Fair
- World Ag Expo
- Agriculture Career Day



Facilities

Agricultural Mechanics Shop

Students have access to the mechanics and woodworking shop when enrolled in mechanics classes where students can learn advanced skills that can be used for SAE projects, FFA activities, and



Horticulture Laboratory

Students have the opportunity to utilize a working, hands-on horticulture facility, including greenhouses, garden beds, and a stone fruit and citrus orchard. Students also can work with working in a floral facility that develops their experience in a floral industry including floral sales and service.



Livestock Barn

Animal facilities allow for students to work directly with animals through a hands-on approach. SAE projects can also be housed on campus, allowing students to get involved in projects, regardless of person's

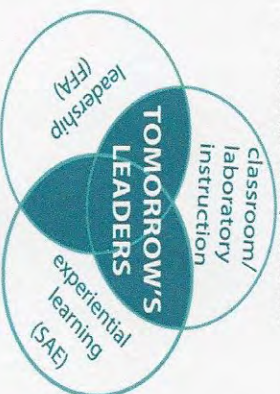


Benefits of Agricultural

Students enrolled in agriculture courses will receive a rigorous education while earning credit approved for CSU and UC colleges. Agriculture students have the opportunity to learning in a hands-on approach that is applicable to real life situations.

Other Benefits:

- Travelling
- Compete
- Awards
- Scholarships
- Conference
- Meet new people
- Earn money
- Career exploration
- College campus tours



Advisors

Mr. Roy Browne
Mrs. Kariann Wilterding
Mrs. Nicole Borba



Dinuba High School



Agriculture
Education
Program
340 E. Kern
Dinuba, CA 93618

Recruitment Photos





Dinuba Agriculture Department Class Sign ups

What pathway would you like to complete?

Animal Science

Ornamental Horticulture

Ag Mechanics

Floral

What is your next course to sign up for?

Intro to Ag

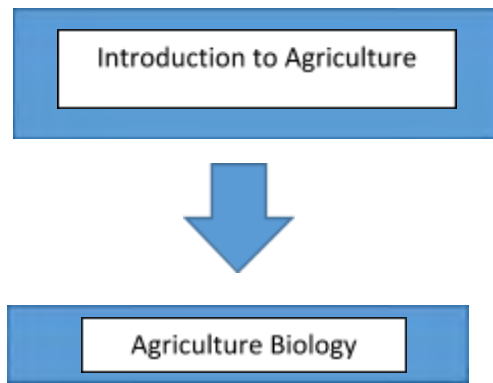
Ag Biology

Animal Science	Ornamental Horticulture (OH)	Ag Mechanics	Floral
<input type="checkbox"/> Animal Science	<input type="checkbox"/> O.H.	<input type="checkbox"/> Ag Mechanics	<input type="checkbox"/> Floral
<input type="checkbox"/> Vet Science	<input type="checkbox"/> Landscape Design	<input type="checkbox"/> Equipment Op/Mt	<input type="checkbox"/> Adv. Floral

*** Reminder Check the Recommendations and Pre-Requisites prior to enrollment/sign ups.

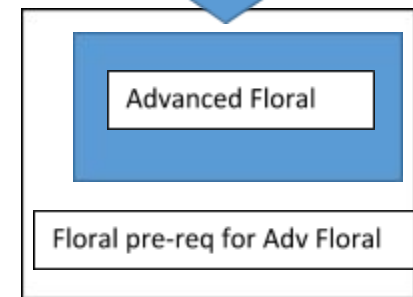
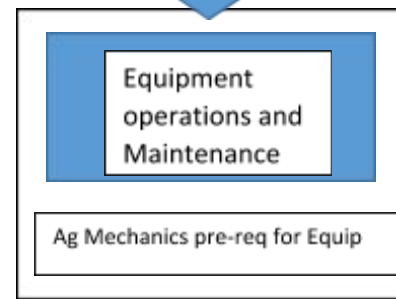
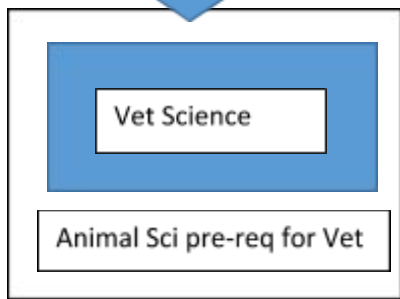
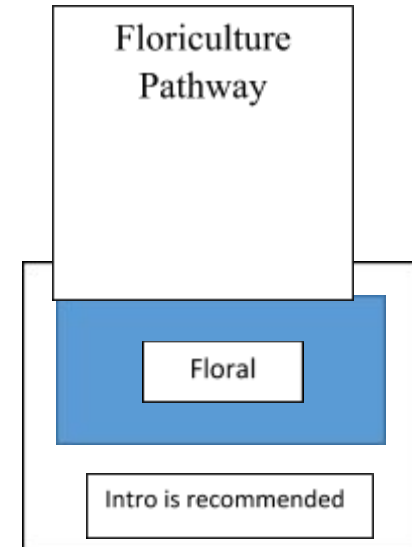
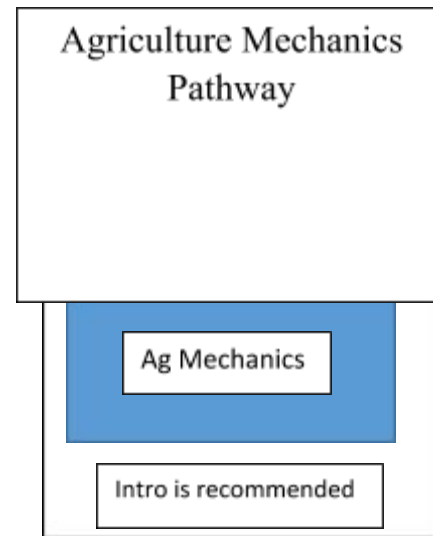
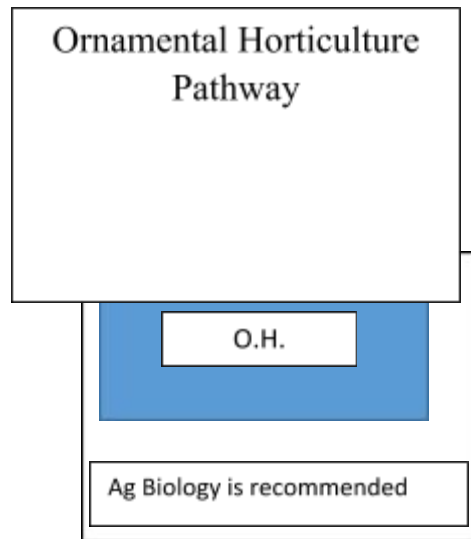
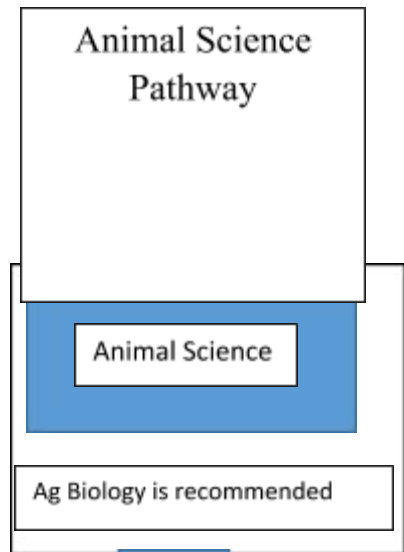
Student Signature: _____

Agriculture Department Pathways



*Concentrators and Capstones can be concurrently taken with Intro to Ag and/or Ag Biology.
*Capstones- Pre-requisite is Concentrator

Credits: Ag Biology- Science Credit, Floral- Art Credit
Dual Enrollment: Floral (Other possible DE courses: OH, Animal Science, Ag Mech, Vet Science and Landscape-with COS and RC)





Ag Discovery



Plants

**Food, Clothing, Leadership
Skills & Travel**

Animals



**Hands-On
Activities**

Do you love
Animals? Do

you

desire to make the world beautiful by creating new life with plants? Are you that hands on student who doesn't mind getting a little dirty? Then, Ag Discovery is the class for you! In this class you will learn all types of new and interesting things about Agriculture, Animals, Plants, Soil and Where our food comes from.

Want to join? Simply tear off the corner of this paper and take it to your counselors to sign up for the class!!



Ag Discovery Class

_____ Yes! I would like to Join Ag Discovery as my elective this year.

_____ Yes! But unsure if I have room in my schedule. (Ill speak to my counselor.)



U. Staff In-service Record

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENT

CRITERIA 4.B

School Year

17-18

School

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of 10 development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES			
	Borba	Browne	Witterding	
Fall Region Meeting	X	X	X	
Region In-service Day	X	X	X	
Spring Region Meeting	X	X	X	
Section In-service*	X	X	X	
Section In-service*	X	X	X	
Section In-service*	X	X	X	
Section In-service*	X	X	X	
Section In-service*	X	X	X	
Summer Conference	X	X	X	
University Aged Skills Week	X			
Professional Development **				

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than the Development:

- 1 AET Inservice Event-Borba, Browne, and Witterding
- 2
- 3
- 4
- 5

V. Staff Minutes

Staff Minutes

The Agriculture staff meets weekly to discuss upcoming events, student concerns, vehicle use, department logistics, and other concerns that directly impact student success inside, and outside of the classroom. Meetings are held formally and informally, after school on Mondays. There is scheduled PLC time for the entire high school campus, however, since one department member teaches at the middle school, the schedules do not match up.

DINUBA AG. DEPARTMENT

July 11, 2017

AG Department room 601

Meeting called by: R.Browne **Type of meeting:** Summer get together
: _____

Attendees: Kari Wilterding, Nicole Borba

Please read: _____

Please bring: _____

AGENDA ITEMS

Topic

- ✓ Rec Center Classes- Rec Center kids, 12th and 13th. Roy will teach about animal science and take out his snakes. Nicole will do plant science and create leaf art. Kari will take students to the barn and let them touch and "show" animals. Grades 1st-5th. Will have 3 rotations. Second day will be new kids.
- ✓ Fair Registration- Will meet for fair registration July 17th. Can come in between noon and 5pm. Must bring a credit card with them to pay online fees. Must include require fair insurance. Ride wristbands are optional. Must print out receipt after completed to keep at the department.
- ✓ Classrooms and Schedules- Kari will be in 600 all periods. Per 1-prep, 2- Intro, 3-floral, 4-intro, 5 floral, 6-advanced floral. Nicole will be in 601 and 600. Per 1-Ag Bio, 2-prep, 3 ag bio, 4-ag bio, 5-OH, 6-ag bio. Roy will be in 600, 305 and WIS. Per 1-Animal science, 2 animal science, 3 intro-per 4 prep, 5 WIS Ag discover, 6 WIS Ag discovery.
- ✓ Responsibility Chart- Updated Chart of Responsibilities. Added: student teacher, student observers, Citrus Judging.
- ✓ Officer/Parent Meeting July 13- Have tacos and condiments. ROy and Nicole will pick up day of. Roy will pick up meet on the 12th. Nicole will do the introduction and get to know you game. Roy will review officer responsibilities, kari will review officer expectations, and Nicole will cover parent's role.
- ✓ New High School- Update says school will be ready 2022-2023. Need to review grant application since it was kicked back. What changes can we make? Need more letters? Will have a conversation with Dr. Roberts about how we can improve.
- ✓ Pre Fair and Barn Clean Up- Pre Fair will be August 31st at 5pm. Will request judges from reedley College. Nicole has a lead on a Pig Judge from fresno state. barn clean up will be Aug 28. Mandatory for all exhibitors. Check off item to release fair checks. Will need to pull weeds, clean pens, clean shed, rake, move bleachers, dump trashes and wheelbarrows.
- ✓ Animal/Barn Concerns - Shania has missed numerous feedings, watering, poor attitude. Should have been struck out. Set Up a meeting with er and advisors on July 19th. Steven needs to have a one-on-one meetings with all advisors about not feeding each day, no grain, having other purchase feed for him. Will meet next monday during scheduled practice time.
- ✓ Boot Camp- Roy and Nicole will attend, Kari will be out of town. Need to put in a Sub Request for PD day and email Mona to let her know.

DINUBA AG. DEPARTMENT

August 20, 2018

AG Department room 601

Meeting called by: R.Browne **Type of meeting:** Department Meeting
_____ : _____

Attendees: Kari Wilterding, Nicole Borba, Rod Weaver (late)

AGENDA ITEMS

Topic

- ✓ Dual Enrollment meeting? - Dual enrollment meeting with Fabrizio for Animal Science and Ornamental Horticulture credit. Nicole needs to reach out to Dr. Smith about obtaining syllabi for EH 30, EH 43, and EH 48. Meeting in Sanger 9/26/2018 at 4pm
- ✓ Sunrise Rotary August 28, 2018 6:30 am 4 students and 3 advisors - Students will meet tomorrow after school to create their powerpoint presentation. Pig Rep: Adriana, Goat Rep: Angelica, Lamb Rep: Jesus, Steer Rep: Steven. Need to highlight their experiences with this year's project. Full uniform
- ✓ Laptop.. Speeches. Each advisor needs to proofread and approve their specie's sections
- ✓ Club President Meeting August 21, 2018 2:30 – 3:30 - Jesus will need to attend, along with ASB Rep. Bring calendar to discuss our upcoming events. Discuss Harvest.
- ✓ Harvest Picks on September 18th - Jesus and Nate will need to select Food items for our three clul Floral and OH. FFA-Pizza, Floral-Water, OH- Nachos. Back up items
- ✓ FFA Meeting August 23, 2018—Want do we need to do?- Need to go through supplies of slow sticks. Need glow in the dark dodgeballs from Roy. At Officer meeting, have them prepare the agenda, talking points, and the program.
- ✓ Fair Schedule: Bus etc. Number of students each day etc Names - Reviewed fair schedule of transportation and departure times. Leaving Friday at 6am instead of 6:30. Roy will pick up shavings the saturday before fair begins for all species.
- ✓ Clean Up Saturday—2 vans and the truck- Mandatory fair clean up. All members attending, except for Shania who went as an individual the first day.
- ✓ Calendar up date- confirmed Cotton interest meeting date, cotton practices and times, meeting with the Dinuba Sentinel Editor
- ✓ Fundraising schedule: Cookie Dough, Drive thru dinner - Cookie Dough fundraiser will be Nov 2- Nov 14, Drive Thru Fundraiser will be Sept 24-Oct 5. \$10/meal. Roy will pick up meat Oct 11.
- ✓ Sports assignments are taken off. We are good. - Roy spoke with Freitas, we are no longer expected to do Sport Assignments.
- ✓ Calendar events for weaver - At this time, there will be no calendar events expectations for him

DINUBA AG. DEPARTMENT

September 24, 2018

AG Department room 601

Meeting called by: R.Browne Type of meeting: Department Meeting
: _____

Attendees: Kari Wilterding, Nicole Borba, Rod Weaver (did not attend)

Please read: _____

Please bring: _____

AGENDA ITEMS

Topic

- ✓ Dual Enrollment Meeting- Wednesday Sept 26. Bring copies of syllabus from Reedley College. Fabrizio will walk us through the class sign up, attendance, and observations. 4pm in Sanger
- ✓ Program Review; Nicole finished review binder. Department will clean up outside and inside to prepare. Tory Torosian and Dr. Roberts will meet Mr. Parker at 1pm. Roy to put in sub Request for WIS classes
- ✓ To Clean Up- Put away fair tack and equipment, Trash all around and dump, Kari will finish her shelving units, need to clean up Construction debris
- ✓ Cotton Contests- discussed dates and would would be driving. Orosi- Kari, Corcoran-Roy, MJC-Roy, Hanford-Roy
- ✓ Roster- Kari and Roy will complete rosters Tuesday, Nicole will Complete Wednesday.
- ✓ Raisin Day- Roy will have sign ups available tomorrow morning for shifts. Will begin clean up at 5pm. Petting zoo will have snakes, turtles, sheep, goats, and rabbits.
- ✓ T-Shirts- Sale ends this friday. Need T-Shirt guy info from Ulices for creating a PO. Shirt sales not going very well. Need to promote more.
- ✓ Drive Thru BBQ Fundraiser- Start selling Tuesday. Tickets all cut, stapled, and numbered. Can begin to check out tickets tomorrow. Roy will pick up meat Oct 11th

OTHER INFORMATION

Any concerns?????

Our students may not remember what we taught them but they will remember the way we treated them.

W. Department Inventory

Department Inventory

Machinery

- Tractor (1)
- 2016 GMC Express Van (1)
- 2001 Chevrolet Truck (1)
- Livestock Trailer (1, small)
- Shipping Container (3)

Animal Husbandry

- Chicken Coop (1)
- Hog Feeders (20)
- Hog Boards (4)
- Sheep/Goat Stanchions (2)
- Beef Stanchion (2)
- Blowers (2)
- Beef Equipment (various)
- Sheep Equipment (various)
- Goat Equipment (various)
- Electronic Livestock Scale (3)
- Upright Tack Boxes (3)
- Flat Tack Box (1)
- Hanging Tack Box (1)
- Wheelbarrows (4)
- Wash Racks (3)
- Show ring (1)
- Livestock Storage Shed (1)
- Dog Washing Sink (1)
- Dog Drying Stand (1)
- Dog Blower (1)
- Guide Dog Supplies (various)

Horticulture

- Traditional Greenhouse (1)
- Greenhouse Tables (18)
- Hydroponics Greenhouse (1)
- Shade House (1)
- Outdoor Growing Tables (10)
- Raised Garden Beds (10)
- Orchard and Vineyard (plan to replace in 2019)
- Hand Garden Tools (various)

- Heated Seed Propagation Mats (10)
- Soil Bin (1)
- Tool Storage Shed (1)
- Floral Shed (1)
- Horticulture Storage Shed (1)
- Gravel Bin (1)

Food/Serving Items

- Catering Utensils (various)
- Refrigerator (1)
- Freezer (1)
- Ice Chest (1)
- Igloo Coolers (3)
- Food Warmer (4)
- Microwave (1)

Classrooms

- Classrooms (3)
- Teacher Desks (3)
- Chromecarts (2)
- Chromebooks (70)
- Student Chairs (90)
- Office Chair (4)
- Filing Cabinets (6)
- TV with Chromebox (3)
- Teacher Laptop (3)
- Teacher Desktop (2)
- Compound Microscopes (various)
- Veterinary Science Supplies (various)
- Floral tools and equipment (various)
- Horticulture tools and equipment (various)
- Sink (2)

15. Advisory Committee Agendas

**Dinuba High School Ag. Department
Advisory Committee Meeting Minutes
November 5, 2018**

Welcome: By Mr. Tory Toroian Ag. Advisory Chair

Introductions of Ag Advisory Members:

Introduction of Teachers: Roy Browne:
, Kari Wilterding
Nicole Borba

Approval of Minutes:

**Introduction of FFA Officers:
Introduction of Puppy GDB--**

Update on activities:

Winter CDE: Cotton, Vine Pruning: Contest schedule for January 16

Spring CDE: Landscape Design.

Floriculture: Vet. Science: Landscape Design : Contest here- March 16th
State conference- April 25-28th, 2019 in Anaheim, Ca.

Up-date on classes:

Classes on the schedule now for next year:

Vet Science- CSU, Graduation (science), Dual Enrollment

Floriculture- CSU, graduation (fine arts), Dual Enrollment

Ag. Biology- CSU, graduation (Science)

Intro to Ag

Landscape design: CSU, Dual Enrollment

Ag Leadership

Ag and Natural Resources

Ornamental Horticulture- CSU Graduation (Science) Dual Enrollment

Floriculture II, Dual Enrollment

Animal science- CSU, Graduation (Science) Dual Enrollment

Classes at Washington Intermediate School. Ag Discovery

What do we want our program to be: We want to provide our students with the skills to be successful in a college and or in career?

How do we accomplish this ?

Help locate jobs for our students

Internships

Job Shadowing

Field Trips

Industry Certification

Work Base Learning

11 Elements of a High Quality CTE Program

Up and coming events:

Chapter meeting: Nov 15 – game night and potluck

Cookie Dough sales

Ag Incentive: 361 students this year up from 354 last year

Review from Mr. Parker State Staff- Where can we improve ??? Your ideas are welcome.

Facilities:

Horticulture Facility- New Greenhouse on its way. Hydroponics/ commercial

Animal Facility:

Other concerns:

Update on New High School: New Area for Ag department, Lab rooms, Farm – 5 acres ETC.

Questions, Comments, Concerns, Advice=

Thank you for coming and for your support.

Adjournment:

16. Advisory Committee Minutes

**Dinuba High School Ag. Department
Advisory Committee Meeting Minutes
November 5, 2018
Started 6:43pm**

Welcome: By Mr. Tory Toroian Ag. Advisory Chair And Roy Browne

Introductions of Ag Advisory Members: Present: Torosian, Browne, Layne, Robison, Wilterding, Borba, R. Watson, Nishinaka, J. Terry, Lopes, western milling, Villarreal, Naylor

Introduction of Teachers: Roy Browne:
Kari Wilterding
Nicole Borba

Approval of Minutes: Did not do this meeting

Introduction of FFA Officers: all officers were present to introduce themselves. Gave a brief synopsis on their involvement in the FFA.

- Nate spoke about the Tulare County Fair exhibits
- Karen spoke about the Officer Retreat
- Jesus G. spoke about the Alta Historical Society Community Service Event
- Itzel spoke about the Raisin Day Community Service Petting Zoo and Informational booth
- Ulices spoke about fundraisers: BBQ dinner, Flower Pen Sales, Cookie Dough Sales
- Leslie spoke about the Opening/Closing Contest and included the Discovery Students
- Jose spoke about cotton judging team.
- Jesus A. Spoke about Lions Club and the Sunrise Rotary Club
- Steven spoke about the Chapter Meetings that we have the students participate in.

Call Warren and Baerg for buyers of Hogs next year.

Introduction of Puppy GDB--Vancouver was introduced and that we have 7 kids waiting for puppies and finish their trainings.

Update on activities: Browne went over the upcoming events
Winter CDE: Cotton, Vine Pruning: Contest schedule for January 16
Spring CDE: Landscape Design: Floriculture: Vet. Science: Landscape Design : Contest here- March 16th
State conference- April 25-28th, 2019 in Anaheim, Ca.

Up and coming events:

Chapter meeting: Nov 15 – game night and potluck

Cookie Dough sales

Up-date on classes: Browne explained what graduation credits each class and what dual enrollment courses are. Nishinaka said students at Sanger in the dual enrollment program received their AA at the commencement ceremonies. Planning on expanding to other schools the same model.

Classes on the schedule now for next year:

Vet Science- CSU, Graduation (science), Dual Enrollment

Floriculture- CSU, graduation (fine arts), Dual Enrollment

Ag. Biology- CSU, graduation (Science)

Intro to Ag

Landscape design: CSU, Dual Enrollment

Ag Leadership

Ag and Natural Resources

Ornamental Horticulture- CSU Graduation (Science) Dual Enrollment

Floriculture II, Dual Enrollment

Animal science- CSU, Graduation (Science) Dual Enrollment

Classes at Washington Intermediate School. Ag Discovery- 2 periods that Browne teaches. heavily into plant unit: building greenhouse, self watering pots, plant reproduction and propagation, improving their “Ag Farm” , Beginning of the year Big career unit, introduced our Discovery Officer Team that will work with the Chapter officers on events and the banquet at the end of the year. Exciting to see how it will grow and the excitement about learning.

Pathways and Science Flow Charts- Browne showed flow chart of science and pathways the students can go through to get their pathway complete. Wilterding the only one we cannot complete is the physical science but we would like to do that with our intro to ag course.

11 Elements of High Quality CTE Programs- Looking for your help in the following area’s:

What do we want our program to be: We want to provide our students with the skills to be successful in a college and or in career?

How do we accomplish this ?

Help locate jobs for our students

Internships

Job Shadowing

Field Trips

Industry Certification

Work Based Learning

Notes: Browne- IN these type “jobs” they will be covered by the schools insurance, Robison asked about average hours- Browne says 3-5 hours a week Villareal- looking at just hours like the engineering we did with visalia and will be doing with Orosi they did it during the summer and 2 weeks on break. Browne- working with manjeet in meetings but we are looking for different options for our students Robison we can do something with producers Dairy- they would be willing, ill give you contact info.

Browne- if you can go back to your company and see what they can do to help us out with these items

Nishinaka- does it have to be in this region

Browne- No

Nishinaka- central coast has lots of growers that i can help you get in contact with to set those up.

Torosian- Sarkis can hook us up with winery tours, main products grapes in our area. Distilling is coming back

Nishinaka- Certified California nursery growers.

Borba- looked last year never got a response

Nish- pilot program at merced this year so hoping they will expand to HS

Browne- Connections to paramount or large companies here

Villareal- will ask windle spray? brother used to work at paramount

Torosian- Sun Pacific

Layne- well what would you want from them

Browne- Tours, classroom visitations, make ag world more viable to them, maybe future jobs or internships.

Community Partnerships Chart- Just a visual of everything we have done for the community, how many hours we have participated in, and what they have done for us

Ag Incentive: 361 students this year up from 354 last year

Review from Mr. Parker State Staff- Where can we improve ??? Your ideas are welcome.

Browne- enclosed is our annual review with parker, spent the afternoon with, We are working on some of these items so we can see improvement. He then worked through the incentive checklist

Need to work on: 1F- more kids with a project on AET

2G- 80% in leadership events

3 D- 80% engaged in SAE projects verified by ag records

3E- SAE projects visited by advisors

5B- Appropriate storage space

7C- progress towards student certification

10A- Shop classes have no more than 22 (we think he is going off last year because this year all classes except junior high didnt)

11B- project supervision period in addition to a prep period

12 A- program meets program achievement

Browne- always looking for improvement please give us your feedback, comments, opinions etc to help us improve.

Facilities:

Horticulture Facility- New Greenhouse on its way. Hydroponics/ commercial

Animal Facility:

Ag Mechanics: Lost the battle we are down to 1 class period this year 18 kids, because of the different pathways (IT) there is not a draw to offer for our kids. the pathway was dwindling with second class and this years first class numbers have decreased, Brought in Weaver to teach the class and enrollment went from 2-3 periods to 1 period. Even though we are loosing this we have a strong 3 pathways and we would like to increase enrollment and increase pathways. Jr. High would like to get a full time ag teacher.

Nish- would you be able to bring ag mech back?

Browne- we would have to jump through a lot of hoops to get it back largest thing would be the competition. but because of the other IT taking over we can no longer support it. So we may never get it back.

Other concerns:

Update on New High School: New Area for Ag department, Lab rooms, Farm – 5 acres ETC.

Torosian- Saw some tree's down are they starting with it..

Villarreal- We are in line to get funding but governor wont do anything so we are contacting CTE, we are under hardship- paying down our debts but could get out of debt, but we just need the bonds sold, drawings are approved, calling our legislators, working hard on the different cfo and board work days etc.

Questions, Comments, Concerns, Advice=

Set the next advisory meeting (will be a joint meeting with Perkins then we will do a short Ag meeting) March 4th, 2019 @6:30pm

Send a save the date in January Reminder

Borba-Update on OH from changes discussed

Reached out to Birchall will donate new fruit trees' and re-do the irrigation

New greenhouse is build

Local greenhouse supply company is donating the whole shade house cloth will come out and take measurements.

Watson's nursery donations

Diversification from cuttings and mother plants

Ordered new succulent plants for xmas boxes

Purge sale tomorrow to make room for large succulent order

kids run, create bills of sales, pulling orders etc.

Thank you for coming and for your support.

Meeting Adjourned 7:51pm

Respectfully prepared by Kariann Wilterding

17. Advisory
Committee
Constitution and
Bylaws

Dinuba High School Agriculture Department Advisory Committee -Constitution



1. Introduction

A. Advisory committees for education in various fields and on various levels, are established devices for using lay resource people to assist professional staffs. Agriculture education in the secondary schools has a great need for such committees. The Ag Advisory Committee plays a vital role in guiding, directing, and helping to implement new directions and goals within an agricultural department. In California, there is a growing appreciation of the need for, and assistance, which may be provided, by, local agriculture councils or committees.

Changes in California agriculture make it extremely valuable to have the organized assistance of successful farmers, producers, educators, and businesspeople that are in the evolving ag world every day. Agriculture today is a highly scientific, mechanized and ordered procedure; yet new materials and methods are appearing constantly. It is virtually impossible for an agriculture teacher to "keep up to date" on all agriculture changes, and still carry the heavy routine which is expected.

Many areas of California are changing from rural to urban. Yet, even in the latter there is demand and need for practical agriculture education. Increased farm production per operator demands higher training in skills and techniques and more individuals gainfully employed in specialized occupations. To keep abreast of these conditions is one purposes of an advisory committee. The increasing number and complexity of school farms also heightens the need for advisory committees.

The establishment of a state advisory committee has further implemented the need and encouragement for local advisory committees in agriculture. This group, which advises the bureau of Agriculture Education, consists of nine outstanding farmers, many of who have had long experience as school board members and on local advisory committees. They have seen the advantages of these local groups.

The importance of advisory committees is emphasized in a quotation from Administration of Vocational Education at State and Local Levels, a publication for superintendents and boards of trustees, prepared by the American Vocational Association: *"It would be difficult to over emphasize the importance of advisory committees a feature of all types of vocational education programs. Like many of the effective techniques of instruction and coordination now used throughout the actual program, the use of lay advisory groups was first pioneered by vocational education. "*

" School authorities should not distrust advisory committees as potential usurpers of their functions. Lay advisory groups have no administrative or legislative authority and cannot establish policy or take the place of the administrator or the board of education. The purpose and function of advisory committees is to provide a two-way system of understanding and communication between the school and the community. .. School administrators should respect and solicit the democratic assistance of representative advisory groups in building a vocational education program, which is responsive to the changing needs of the American people and fundamental to the economic wellbeing and security of the nation.

II. Using Advisory Committees

A. In terms of what can be gained from using advisory committees, the following points are pertinent:

- 1. Improve public relations by providing two-way communication between an agriculture department and representative citizens of a community.*
- 2. Help in developing a program of agricultural education tailor-made for and bases upon, the crucial needs of a community.*
- 3. Represent the laymen of a community in systematic evaluations of a department, which results in better objectives, improved programs, and more adequate facilities.*
- 4. Guide and support a teacher of agriculture, making it possible for him to be more effective, to gain more satisfaction from his work, and to advance more rapidly in his profession.*
- 5. Provide a continuing program where teachers change, and prevent frequent changes of teachers.*
- 6. Assist in adjusting a department program to emergencies and to gradual changes, thus keeping it more nearly up to date and able to serve the future rather than the past.*
- 7. Correlate the work of a department with that of other agencies (working with farmers) with which committee members may have close relationships.*
- 8. Assist a school administrator and a local governing board by making plans and suggested procedures, saving their time.*
- 9. Assist an agriculture department in resisting inappropriate and unreasonable demands from outside the school system.*
- 10. Develop committee members, particularly the active ones, into valued community leaders.*
- 11. Assist in disseminating new agriculture ideas, back into the community.*

III. Advisory Committee Duties

A. The duties of the advisory committee shall include, but not limited to:

- 1. Assist vocational agricultural teachers in developing a strong curriculum.*
- 2. Assist in providing on job training sites for vocational students.*
- 3. Provide effective public relations.*
- 4. Assist in evaluating the effectiveness of the vocational agricultural programs.*
- 5. Assist teachers in unifying other groups and agencies interested in agriculture.*
- 6. Assist teachers in developing annual and long-term program goals and plans.*
- 7. Visit the Supervised Occupational Experience programs of students.*
- 8. Meet with the Dinuba High School Agriculture Instructors at least twice a school year*

IV. Operation of Committee

A. *The make-up and operation of the committee shall be as follows:*

1. *Actual appointments to the committee shall be initiated by the agriculture staff and approved by the school board*
2. *Annual reports of actions and meetings of the committee shall be presented to the board of trustees by the Presidents of the advisory committee.*
3. *A minimum of two meetings per year shall be conducted or as needed*
4. *Officers shall consist of chairman and vice-chairman selected from the committee membership at the meeting of the year. The vice-chairman shall move up to the chairman. The term of the chairman shall be one year. The agriculture department staff, or appointee of staff, shall serve as Secretary for the committee.*
5. *The committee shall consist of eight members and one ex officio.*
6. *The membership shall consist of members from the following areas:*
 - a. *Animal Science*
 - b. *Plant Science*
 - c. *Agriculture Business and Sales/Service d Agriculture Mechanics*
 - e. *Forestry/Natural Resources Construction*
7. *The first and second meetings are to be held at the agriculture department site and the third if one is held will be held at a local ag business in the community.*

V. Term of Advisory Committee Members

- A. *The term of an advisory member shall be, 3, 2 or 1 year(s). However, all members may "Re-Up" their membership if they wish to at the end of their term.*
- B. *The term of committee members shall begin on July 1 of the year elected and shall end on June 30 of the year ending their term.*

VI. Filling Vacancies on Committee

A. Vacancies, which occur because of term completion or other reasons, should be filled by appointment by the advisory committee and agriculture staff with the approval of the administration and school board.

B. A committee should not be permitted to choose its own replacements.

1. This would be self-perpetuating.

2. May become unrepresentative and unduly independent of the school administration.

VII Amendments

A. Amendments to this constitution shall be made with two-thirds consent of the committee members present as a regularly scheduled meeting and approved by the board of trustees.

18. Proficiency Standards

Program Completion Standards

1. Personal Skills

Students will understand how personal skill development affects employability. They will exhibit positive attitudes, self-confidence, preserving, and self-discipline. They will manage time and balance priorities, as well as demonstrate a capacity for lifelong learning.

2. Interpersonal Skills

Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.

3. Thinking and Problem Solving Skills

Students will exhibit critical and creative thinking skills, logical, reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation. They will recognize problem situations, identify, locate, and organize needed information or data and the purpose, evaluation, and selection of alternate solutions.

4. Communication Skills

Students will understand the principles of effective communicators. They will communicate both written and orally. They will listen attentively to instructions and request clarification or additional information as needed.

5. Occupational Skills

Students will understand occupational safety issues, including avoidance of physical hazards in the work environment. They will operate equipment safely as not to endanger themselves or others. They will demonstrate proper handling of hazardous materials.

6. Employment Skills

Students will understand career paths and strategies for obtaining employment within their chosen fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including professional organizations.

7. Technology Skills

Students will understand and adapt to changing technology by identifying learning, and applying new skills to improve job performance. They will effectively employ technologies relevant to their field.

Floral Design Pathway

Upon completion of this course:

- Students will identify annual, perennial, bulbs, potted/flowering plants and tools used in the floral industry.
- Students will understand the importance of the floriculture and horticulture industry in California and the United States.
- Students will know the basic principles of design.
- Students will be able to define and describe basic characteristics of floral crops.
- Students will know proper and safe use of materials, tools, and equipment vital to the horticulture/floriculture industry.
- Students can implement the proper techniques in floral crop management, such as handling cut flower crops, decrease deteriorations, and marketing.
- Students will develop floral commodities such as corsages, boutonnieres, and floral arrangements.
- Students will display knowledge of the plant and flower physiology and anatomy.
- Students will identify different media used in floral design.
- Students will identify career opportunities in floriculture.
- Students will explain the history of floral design.
- Students will explain the cultural diversity and implications of different floral designs.
- Students will explain the arrangement styles and techniques of modern floral design and their origination.
- Students will explain, identify, and evaluate the elements and principles of design.
- Students will explain, evaluate, and design seasonal, holiday, and occasion arrangements.
- Students will demonstrate historical arrangements
- Students will demonstrate construction of wedding and sympathy work
- Students will develop a personal portfolio.

Plant Science Pathway

Upon completion of this course, the student will:

- Develop an appreciation of horticulture to create an awareness of the importance of horticulture.
- Be prepared for college level entry in the various disciplines of horticulture.
- Will the importance of plants, their uses, and incorporation of plants in our society.
- Be familiar with cell theory and its application to the organization of all organisms.
- Be able to recognize plant physiology, growth requirements, and nutrients needed for optimum plant growth.
- Be able to understand the role of plants in our landscape, the process of design, installation, and maintenance of those plant materials.
- Be aware of the historical and descriptive nature of horticulture as a science.
- Acquire agricultural and biological vocabulary, and the reading, writing and critical thinking skills pertaining to the science.
- Demonstrate plant identification and selection of for local landscape applications by completion of lab assignments.
- Understand the principles of plant physiology and growth, including: photosynthesis, transpiration, respiration, and plant structure
- Demonstrate methods of sexual and asexual plant propagation and factors affecting.
- Learn the principles of integrated pest management and demonstrate through labs.
- Evaluate water management practices for ornamental plants.
- Learn the relationship between growing mediums, water management, and fertilization
- Demonstrate principles of pruning and training plant material.
- Describe the selection, installation, and care of turf.
- Become familiar with safe work practices with nursery production facilities, equipment, and tools.
- Demonstrate principles of landscape planning, design, construction, and maintenance
- Demonstrate principles and skills of floral design.
- Learn about the California Horticultural Industry and role of supporting industries.
- Learn the importance of record keeping.

Animal Science Pathway

Upon completion of this course:

- Students will be aware of the benefits, uses, economic considerations, industry practices that surround farm animal production.
- Students will be aware of the benefits of biotechnology that surrounds the production of farm animals.
- Students will be able to demonstrate farm safety procedures while working around equipment, livestock, and pathogens.
- Students will understand the role of animal health in the production of farm animals, including the role of disease.
- Students will be able to identify and utilize tools of animal husbandry to care for and ensure the health
- Students will be able to discuss the benefits of the domestication of livestock and their genetic improvement through selective breeding and other technologies.
- Students will be able to demonstrate safe practices on a farm, as well as design a plan to promote human and animal safety on farms.
- Students will be able to safely restrain, work around, and move animals utilizing low stress handling techniques, as well as discuss the benefits of these practices.
- Students will be able to correctly utilize tools of animal husbandry and health including but not limited to scales, squeezes, needles, syringes, scalpels, and elastrators
- Students will be able to conduct animal health checks including taking rectal temperature, pulse, capillary refill time, lung sounds, and an overall soundness check.
- Students will be able to identify signs of animal disease and propose courses of treatment, and prevention of future disease.
- Students will be able to conduct preventative health measures as well as management practices including deworming, vaccination, shearing, hoof trimming, castration, and create an appropriate management calendar for a species.

Ag Mech Pathway

Upon completion of this course, the student will:

- The students will be able to safely wire and install basic household electrical fixtures and switches.
- The students will be able to safely wire and troubleshoot a common 12v circuit as found on vehicles or equipment.
- The student will be able to plan, measure, cut, join and finish a basic wood project.
- The student will be able to maintain and troubleshoot common issues found in small gas engines.
- The student will be able to safely set up the outfit and heat, cut and/or weld mild steel with the apparatus.
- Project Construction: The student will be able to apply the above stated skills with a project or repair in each of the skill areas.
- Supply agriculture students with the knowledge and skills required for entry into successful progress in those agriculture mechanics occupations that do not require education beyond the secondary level.
- Prepare students for the advanced post-secondary level vocational education in agriculture mechanics.
- Assist the students to make informed career choices in the field of agriculture mechanics.
- Enable all students to acquire an understanding of the economic and social impact of the agriculture mechanics industry.
- Provide the agriculture mechanics industry with the appropriate numbers of persons adequately prepared for successful employment in those occupations, which presently exist and which are developing in the industry.

19. Teacher Credentials

New Search Note: If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment page](#).

Last Name:
 First Name:
 Middle Name:

Last Known County of Employment:

Note: Please verify County of Employment is current. If no flag, review Status field under the All Documents tab to view any adverse action taken if flag displayed, click the Adverse and Commission Actions tab.

Current Document All Documents Adverse and Commission Actions

Document Number	Document Title	Term	Issue Date	Expiration Date	Original Issue Date	Status	Grade	Special Grade
180177465	Single Subject Teaching Credential	Clear	7/23/2018	8/1/2023	6/10/2016	Valid		
180130909	Single Subject Teaching Credential	Preliminary	6/10/2016	7/1/2021	6/10/2016	Valid		
160130911	Specialist Instruction Credential (Agriculture)	Clear	6/10/2016	7/1/2021	6/10/2016	Valid		
140177100	Certificate of Clearance		9/17/2014	10/1/2019	9/17/2014	Valid		

Authorization/Subjects

Authorization Code	Subject Code	Authorization Description	Subject Description	Major/ Minor	Added Authorization Date
R1S	AGRI	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults. The following instructional services may be provided to English learners within the content area(s) listed on this document: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students. This English learner authorization also covers classes	Agriculture	MAJ	
ELAS	NONE			MAJ	

20. Department Calendar

Dinuba FFA Events Calendar

All Dates and Activities Subject to Change

August

- 9-10** Chapter Officer Boot Camp
- 23-** Chapter Meeting
- 25-** Fair Clean Up-Livestock Exhibitors
- 28-** Barn Clean Up
- 31-** Pre-Fair

September

- 10-16-** Tulare County Fair
- 20-** Chapter Meeting
- 21-** Greenhand Leadership Conference
- 22-** Chapter Officer Leadership Conference
- 29-** Raisin Day Festival

October

- 2-** Sequoia Sectional Activity @ McDermott Field House
- 6-** Alta Historical Society
- 10-** Opening/Closing Speech Contest
- 13-** Corcoran Cotton Contest
- 19-** Chapter Meeting
- 20-**MJC Cotton Contest
- 26-** Reedley College Freshman Field Day

November

- 1-** Hanford HS Cotton Contest
- 3-** Cotton Judging State Finals @ Fresno State
- 15-** Chapter Meeting
- 28-**Discover Leadership Conference
(7th/8th Graders)

December

- 1-** Christmas Parade
- 6-** Sequoia/Tulare Kings Sectional Banking Contest
- 14-** Chapter Meeting

January

- 4-5-** St. Helena HS Pruning Contest
- 5-** Porterville College Citrus Contest
- 12-** Dinuba HS Vine Contest
- 17-** Chapter Meeting
- 19-**Tulare Citrus Contest @ Tulare High School District Farm
- 19-** Selma HS Vine Contest
- 20-** Reedley Tree Pruning Contest @ Reedley High School
- 26-** Reedley College Field Day

February

- 2-** Mid-Winter Fresno State Finals
- 7-** Sequoia Sectional Speaking Contest @ Mission Oak HS
- 13-** World Ag Expo @ Tulare
- 15-16-** Made for Excellence and Advanced Leadership Academy Conferences @ Visalia
- 19-22-** National FFA Week (activities at lunch)
- 22-** Roses for Wrinkles Community Service Event
- 23-** San Joaquin Regional FFA Meeting @ Mission Oak HS

March

- 1-2-** UC Davis Field Day
- 15-** Regional Speaking Contest
- 16-** Dinuba HS Field Day
- 20-** Sectional Activity Sports Tournament @ Exeter HS
- 21-** Chapter Meeting
- 23-** MJC Field Day
- 30-** Reedley College Field Day
- 30-** Woodlake Floral

April

- 3-** Sequoia Section State Degree and Proficiency Banquet @ International Agricenter
- 6-** Clovis East HS Vet Contest
- 11-** Sectional Officer Elections
- 13-** Fresno State Field Day
- 24-** State Speaking Finals in Anaheim
- 24-** Chapter Meeting
- 26-29-** State FFA Leadership Conference

May

- 3-4-** State FFA Finals @ Cal Poly SLO
- 10-11-** Plant Sale @ Dinuba High School
- 17-** Chapter Awards banquet
- 25-** Point Award Trip

Dinuba FFA

2018-2019
Calendar



July 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4 <i>Independence Day</i>	5	6	7
8	9 ROLC-Tomales Bay	10	11	12 State Fair	13	14
15 State Fair	16	17 SOLC-Fresno	18	19 Region CATA Golf Tournament-Visalia	20	21
22 State Fair State President Conference	23 Delta Conference	24	25	26	27	28
29	30	31				

August 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2 Mandatory AET Meeting @ 3pm	3 Orchard/Greenhouse Workday @ 8am	4
5	6 Region FFA Off Conf Call-9am	7	8 DUSD In-Service	9 Boot Camp 1 DUSD In-Service	10 DUSD In-Service	11
12	13 First Day of School Dept Mtg	14 Off Mtg	15	16	17	18
19	20 Dept Mtg	21 Off Mtg	22 TK CATA Mtg.-ED	23 Chapter Meeting-Glow in the Dark Dodgeball	24 STEMscopes Training	25
26	27 Dept Mtg	28 Off Mtg Farm Bureau Youth Leadership Orientation	29 Cotton Interest Meeting	30 SQ CATA Mtg-Monache	31 Pre-Fair @5pm	

September 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3 <i>Labor Day</i> <i>NO SCHOOL</i>	4 Off Mtg	5	6	7	8 TC Fair Plot Work Day
9 TC Fair Plot Work Day	10 Fair-Haul In Hogs/Steer AM Sheep/Goats PM	11 Fair- Skeleton Crew	12 Fair- Hog Market Goats- Both Sheep-Showman.	13 Fair- Hog Showman Sheep Market	14 Fair-Skeleton Beef-Both	15 Fair-Skeleton
16 Fair-Auction Day	17 Dept Mtg	18 Off Mtg	19	20 Chapter Meeting-Pool Party	21 GLC-Lemoore	22 SQ/TK COLC-Golden West HS
23 Kern County Fair	24 Dept Mtg	25 Program Review-AM Off Mtg	26	27	28 Set Up for Raisin Day	29 Raisin Day
30						

October 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Dept Mtg	2 Off Mtg McDermott Field House	3 =====	4 Farm Bureau Trip	5 Farm Bureau Trip	6 Alta Historical Society Dinner
7 -----	8 Dept Mtg	9 Off Mtg	10 SQ O/C-Tulare Union	11 Orosi Cotton Contest	12 Drive Thru BBQ	13 Corcoran Cotton
14	15 Dept Mtg	16 Off Mtg	17	18	19 Chapter Meeting-Halloween	20 MJC Cotton
21	22 Dept Mtg	23 Off Mtg	24	25	26	27
28 DC Trip	29 Dept Mtg Start Canned Food Drive	30 Off Mtg	31 <i>Halloween</i> Harvest Fest			

November 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 NO SCHOOL Hanford Cotton	2 Begin Cookie Dough Sales	3 Cotton State Finals
4	5 Dept Mtg	6 Off Mtg	7 New Professionals	8 New Professionals	9	10
11 <i>Veteran's Day</i>	12 NO SCHOOL	13 Off Mtg	14 End Cookie Dough	15 Chapter Meeting-Potluck End Canned Food Drive	16 Region Road Show-Tenaya Lodge	17 Region CATA Mtg-Tenaya Lodge
18	19 Thanksgiving Break	20 Thanksgiving Break	21 Thanksgiving Break	22 <i>Thanksgiving</i>	23 Thanksgiving Break	24
25	26 Dept Mtg Nicole Gone-NAAE	27 Off Mtg Nicole Gone-NAAE	28 Nicole Gone-NAAE	29 Discovery Leadership Conference-Visalia Nicole Gone-NAAE	30 Nicole Gone-NAAE	

December 2018

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1 Mid-Winter CC Mtg. Mariposa Nat Res
2	3 Dept Mtg	4 Off Mtg	5	6 SQ/TK Banking-El Diamante	7	8 Reedley MC Nat Res Reg FFA Officer Mtg-Selma
9	10 Dept Mtg	11 Off Mtg	12	13	14 Chapter Meeting-White Elephant	15
16	17 Dept Mtg	18 Off Mtg	19	20 End of Semester	21 Break	22
23	24 Break	25 <i>Christmas Day</i>	26 Break	27 Break	28 Break	29
30	31 Break					

January 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 <i>New Year's Day</i>	2 Break	3 Break	4 St. Helena Vine Pruning	5 Porterville College Citrus
6	7 Spring Semester Begins Dept Mtg	8 Off Mtg	9 Work Day with Joy Soares	10	11	12 Dinuba Vine Pruning Exeter Citrus
13	14 Dept Mtg	15 Off Mtg	16	17 Chapter Meeting-Greenhand/ Chapter Ceremonies	18 SJR Off Apps Due	19 Tulare Citrus Selma Vine Pruning
20	21 NO SCHOOL	22 Off Mtg	23	24 SQ Manuscripts Due-Tulare	25	26 Reedley College FD & Nat Res Finals
27	28 SQ/TK State Degree-Mt. Whitney Start Flower Sales	29 Off Mtg	30 EFM/WFM State Degree-Kingsburg	31		

February 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2 Winter State Finals
3	4 Dept Mtg	5 — Off Mtg	6	7 SQ Speaking-Mission Oaks	8 End Flower Sales	9 Reg Off Screening
10	11 NO SCHOOL	12 _____	13 World Ag Expo	14	15 MFE/ALA I-Visalia	16
17	18 NO SCHOOL	19 Off Mtg	20	21 SQ BIG/COOP-COS Tulare	22 Roses for Wrinkles	23 Reg CATA/FFA Mtg-Mission Oaks
24	25 Dept Mtg	26	27	28		

March 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 UC Davis-Leave	2 UCD Field Day
3	4 State Off Cand Exam-Tulare Dept Mtg	5 SLE Off Mtg	6	7	8	9 Chico Field Day
10	11 State Nom Com Mtg - Galt Dept Mtg	12 Off Mtg	13	14 SQ/TK Parli Pro-Hanford	15 SJR Speaking Finals-COS Tulare	16 Merced College FD Dinuba Field Day
17	18 Dept Mtg	19 Off Mtg	20 Sectional Activity @ Exeter HS	21 Chapter Meeting-badminton Tournament	22	23 MJC Field Day Pomona Field Day
24	25 Dept Mtg	26 Off Mtg	27 SV Banquet-Kern Fair	28 KI Banquet-Kern Fair	29	30 Reedley College Field Day Woodlake Floral
31						

April 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Dept Mtg	2 Off Mtg	3 SQ Banquet-Tulare SQ Off Apps Due-Exeter	4	5	6 State Off Cand Trainn Clovis Vet Sci
7 State Off Cand Train	8 SQ Off Interv-Exeter Dept Mtg	9 Off Mtg	10	11 SQ Off Elections	12	13 Fresno State Field Day Clovis Field Day
14	15 Spring Break	16 Spring Break	17 Spring Break	18 Spring Break	19 Spring Break	20 Fowler Nursery/BIG
21 <i>Easter</i>	22 Spring Break	23 Off Mtg	24 Speaking Finals-Anaheim Chapter Meeting-Rewind	25	26 State Leadership Conf.—	27 State Leadership Conf
28 State Leadership Conf.	29 State Leadership Conf	30 Off Mtg				

May 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3 Cal Poly-Leave	4 Cal Poly State Finals
5	6 Porterville Fair Dept Mtg	7 Off Mtg	8	9	10 Plant Sale	11 Plant Sale
12 <i>Mother's Day</i>	13 Chowchilla Fair Dept Mtg	14 Off Mtg	15 Banquet Practice	16 Banquet Rehearsal	17 Banquet	18
19 Chowchilla Fair	20 Dept Mtg	21 SQ CATA Mtg-Dinuba	22	23	24 American Degree Apps Due	25 Point Awards Trip
26	27 <i>Memorial Day</i> NO SCHOOL	28 New Officer Mtg	29	30 Graduation	31 Last Day Of School	

June 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1 Get Pigs
2	3	4	5	6 Kings County Fair	7	8
9 Kings County Fair	10	11	12	13	14	15
16 <i>Father's Day</i>	17	18 Region Officer Retreat-TBD	19	20	21	22
23	24 CATA Conference-SLO	25	26	27	28	29
30						

June 2018

Roy-**Yellow**

Kari-**Purple**

Nicole-**Blue**

All-**Green**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
28	29	30	31	1 Pick up Hogs Prep for Summer Bridge	2 Out of town Pick up Lambs	3 Out of Town
4 Summer Bridge Goat Practice Pig Practice Water	5 Summer Bridge Guide dog mtg Lamb Practice Water	6 Summer Bridge Pig Practice	7 Summer Bridge Pick up feed for animals Pig Practice Water	8 Summer Bridge Water	9 Out of Town Water	10 Out of Town Water
11 Out of town Pig Practice Water	12 Goat Practice Lamb Practice Guide dog mtg Water	13 Water	14 Goat Practice Pig Practice Water Work in Classroom	15 Pick up feed for animals Water Work in Classroom	16 Guide dog Mandatory raiser meeting Water	17
18 Goat and Pig Practice Guide Dog mtg Masters Classes	19 Lamb Practice Masters Classes	20 Masters Classes Work in Classroom	21 Goat and Pig Practice Masters Classes	22 Masters Classes Work in Classroom	23 Masters Classes	24
25 CATA	26 CATA	27 CATA	28 CATA	29 Pick up feed for animals Goat and Pig Practice	30	1
2	3	4	5	6	7	8

July

2018

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
25	26	27	28	29	30	1
2 Goat and Pig Practice Guide dog mtg Masters Classes	3 Masters Classes Lamb Practice	4 Masters Classes	5 Goat Practice Pig Practice Water	6 Pick up Feed for animals Water Work in Classroom	7 Water	8 Water
9 Goat Practice Pig Practice Water	10 Record book lesson with animal kids Lamb Practice Guide Dog Mtg	11 Work in classroom. Water	12 Goat Practice Pig Practice Work in classroom	13 Water	14 Water	15 Water
16 Goat Practice Pig Practice Water	17 Lamb Practice Water	18 Pick up feed and work in classroom. Water	19 Goat and Pig Practice Water Out of Town	20 Out of Town Work in Classroom Water	21 Out of Town Work in Classroom Work in Classroom Water	22 Out of Town Water
23 Out of Town Pig Practice Water	24 Out of Town Lamb Practice Water	25 Officer Retreat	26 Officer Retreat	27 Officer Retreat	28 Water Work in Classroom	29 Water
30 Work in Classroom Water	31 Work in Classroom Water	1	2	3	4	5

21. Professional Development Activities

Current Year's Growth and Development Activities

1. New Professionals Institute-Year 3 (11/7/2018-11/8/2018)
2. CATA Fall Regional Roadshow (11/16/2018)
3. CATA Fall Regional Meeting (11/17/2018)
4. National Association of Agricultural Educators-Teachers Turn the Key Program (11/26/2018-12/1/2018)
5. CATA Spring Regional Meeting (2/23/2019)
6. CATA Summer Conference (6/23/2019-6/27/2019)
7. Agriskills 2019 (6/23/2019, 6/27/2019)

22. R-2 Report



Dinuba

CA0059

Complete Student Enrollment

Grad Year	Account Type	Years in Ag	FFA ID	FFA Inv Code
2018	Member	1		\$VFZ3T
2021	Member	1		752AXE
2018	Member	1		4FBHRP
2018	Member	2		\$DRSH@
2021	Member	1		PLFMBY
2021	Member	1		B6@S87
2020	Member	1		6CXNH
2019	Member	1		VFFT
2020	Member	2		LDZ4A
2018	Member	1		5DZ8RV
2020	Member	1		TX69P
2018	Member	1		SW782W
2020	Member	1		EX\$GS8
2019	Member	1		GQEYR
2020	Member	2		MUFLV
2018	Member	3		GSJ@WF
2019	Member	2		CLF2Z
2021	Member	1		FAFXJV
2021	Member	1		L\$Y\$5J
2021	Member	1		V4JTY
2019	Member	3		G8IJ30
2019	Member	1		ZY23U5
2019	Member	2		2DUH6L
2016	Member	5		U5W1B
2021	Member	1		Y\$CST
2020	Member	2		B9Q6SJ
2020	Member	2		3GSETR
2019	Member	1		HDP68T
2021	Member	1		H3ELWD
2019	Member	2		PP44\$A

	2021	Member	1	@9N@ZT
	2020	Member	2	FDB6R
	2019	Member	3	WAP6PH
	2020	Member	1	LM3@Y9
	2019	Member	3	DNZQ!
	2018	Member	3	U9VLWN
	2021	Member	1	JGWHC
	2015	Member	6	HIKJAN
	2018	Member	4	JHSD0X
	2018	Member	4	G@7VME
	2021	Member	1	F6\$LJ@
	2021	Member	1	G@FR3C
	2020	Member	2	H5L91K
	2020	Member	2	A3M5E
	2018	Member	4	
	2020	Member	2	BDC!P5
	2021	Member	1	PZP4JE
	2018	Member	1	X3V5DF
	2018	Member	3	2EFHDV
	2018	Member	1	AMQX5
	2020	Member	1	AHEW7W
	2019	Member	3	GW1JSJ
	2021	Member	1	\$UTBVN
	2020	Member	1	SRG\$H4
	2018	Member	4	SK857
	2021	Member	1	5CP8CG
	2021	Member	1	\$@G4Z
	2021	Member	1	33@7WW
	2019	Member	1	@2CJAB
	2021	Member	1	DHXTB
	2018	Member	3	@TXWBQ
	2019	Member	3	NJLWWK
	2018	Member	4	5FB6HA
	2020	Member	2	V0AYR6
	2020	Member	1	S\$W9AW
	2019	Member	3	3X94KH

2019	Member	3	QL4AAD
2020	Member	2	88EUY
2019	Member	3	U\$8PM@
2020	Member	1	5G83WZ
2020	Member	2	5YXHK0
2020	Member	2	81F\$SR
2018	Member	2	
2020	Member	1	U5HEE8
2021	Member	1	VKZHMx
2021	Member	1	S84AR\$
2021	Member	1	GY\$6CJ
2019	Member	2	DKYM4C
2020	Member	2	A4\$Q6
2020	Member	1	REGAA@
2021	Member	1	T\$YQ3L
2018	Member	4	6XM1Q7
2020	Member	1	EK25V
2018	Member	1	R4W49N
2020	Member	2	U1YPL
2020	Member	2	G5QWXX
2020	Member	2	NCAHWQ
2019	Member	3	B3QIHE
2021	Member	1	8UQWBU
2018	Member	1	2TZ4SK
2020	Member	1	U54L87
2021	Member	1	LXKF87
2018	Member	3	E3DJGN
2018	Member	1	B@Z3\$C
2019	Member	2	1@U60O
2020	Member	1	U9V6DE
2019	Member	3	VGB77J
2018	Member	1	\$SCV7
2020	Member	1	T7Y5D8
2019	Member	2	EN00H2
2018	Member	1	U8FTJB
2018	Member	1	CM7XVH
2018	Member	1	BMJJJS

2021	Member	1	U6XK@J
2021	Member	1	85RWWJ
2020	Member	2	XO0JBT
2020	Member	1	4UWY9V
2020	Member	1	YM6@T
2020	Member	1	JZN@WB
2020	Member	2	EL\$OK
2021	Member	1	VMD\$39
2019	Member	1	DX\$WFM
2020	Member	2	LB!A67
2018	Member	4	LUE50Q
2020	Member	1	7T6N3V
2021	Member	1	8D\$NHH
2021	Member	1	LP\$N\$H
2020	Member	2	46@1RR
2020	Member	2	\$1QHUG
2021	Member	1	@TRZFC
2020	Member	1	Y@48JC
2016	Member	3	YOGK4!
2018	Member	1	L338PV
2021	Member	1	6HG55@
2019	Member	2	2X0CH1
2020	Member	2	JJGPY0
2016	Member	3	!06WWB
2019	Member	1	BVC2CC
2020	Member	2	@\$5OJP
2019	Member	2	C8M0VK
2021	Member	1	WXZV2
2020	Member	1	VF56V3
2018	Member	4	@8BSF\$
2018	Member	4	N0H3\$2
2021	Member	1	YHWE3X
2018	Member	1	B3LQ@Z
2019	Member	5	01XQL4
2018	Member	3	4EWCVF
2021	Member	1	MKCJQ3
2020	Member	1	3FRH55

2020	Member	1	BXTJUL
2020	Member	1	8WDV2
2020	Member	3	S2AJJK
2020	Member	1	RTQN@9
2020	Member	2	LGQ\$HX
2020	Member	1	S3MT6U
2020	Member	1	HA5DQ
2021	Member	1	BDD8R4
2020	Member	1	SR8BHN
2020	Member	2	U1HKMM
2018	Member	4	D4V@4Q
2018	Member	4	A6NY3X
2020	Member	2	!GTOW
2020	Member	2	4XL1RE
2020	Member	1	W3QYNF
2020	Member	2	EQBLSG
2019	Member	1	6XDZHM
2021	Member	1	F7PU8W
2019	Member	3	X@57DG
2020	Member	2	\$7EI78
2019	Member	1	PTFDQE
2021	Member	1	QCPEPR
2018	Member	1	M6FNB4
2021	Member	1	NVYDVU
2020	Member	1	ZGFVW2
2020	Member	1	7VRQUG
2021	Member	1	L\$H4XV
2020	Member	2	L3HI5F
2017	Member	3	M3FN47
2020	Member	1	LQ\$6K2
2018	Member	3	GLZKTZ
2021	Member	1	UBK4W9
2021	Member	1	R\$7NBJ
2020	Member	1	VS55AY
2020	Member	2	8UTLUJ
2019	Member	1	S6JG7F
2020	Member	1	SZ2@3V

2019	Member	3	HQ3QWU
2021	Member	1	3HBMU
2019	Member	3	8IG3LV
2018	Member	2	
2020	Member	3	YULBU
2018	Member	4	IYNQ8N
2019	Member	2	1E0H@0
2021	Member	1	HPA5WP
2020	Member	1	87\$8S7
2020	Member	1	H4FNZ8
2018	Member	3	DJQK\$W
2020	Member	1	BH434B
2017	Member	2	
2020	Member	1	U6X56@
2018	Member	2	XZ6S8C
2020	Member	2	OWXTEL
2018	Member	4	@V1XTO
2021	Member	1	JF63CJ
2019	Member	2	VL8II
2021	Member	1	9456B
2018	Member	1	BU\$\$AF
2020	Member	2	\$8Z9TA
2020	Member	2	6DZIMK
2018	Member	3	2MYP9Y
2020	Member	2	3BGR@H
2019	Member	3	CHL5D!
2021	Member	1	CXFQZX
2020	Member	1	8B5PS9
2021	Member	1	XK4XB6
2020	Member	2	ZLFRB1
2021	Member	1	VF4KW7
2020	Member	2	P!NDMK
2019	Member	1	LVVQYG
2021	Member	1	W\$7FZW
2020	Member	1	L8PN7D
2018	Member	1	XCDNJ
2021	Member	1	KER5Z5


2020	Member	2	U6\$Q00
2018	Member	3	GVOF56
2020	Member	1	NM7WP
2020	Member	1	9XK54M
2020	Member	1	N983V9
2021	Member	1	JVLCNS
2019	Member	1	92FAQB
2021	Member	1	9SAK6X
2021	Member	1	NCGASC
2020	Member	2	VZMF29
2021	Member	1	ES5WWF
2020	Member	2	F\$FGCM
2021	Member	1	9TEXTT
2020	Member	1	\$MFLHX
2020	Member	2	35JHY9
2020	Member	1	E96W@W
2018	Member	1	RLZEV
2021	Member	1	XDCGL@
2018	Member	4	WAU4T1
2020	Member	2	Y0O\$@F
2020	Member	2	V9GJ3\$
2019	Member	1	X5R26
2021	Member	1	B9865T
2019	Member	1	DEZ9A7
2021	Member	1	FHY3SZ
2021	Member	1	GSVJY4
2020	Member	2	!Q\$7T0
2018	Member	4	V!NEOU
2020	Member	1	BUMPEH
2020	Member	1	A6J@RV
2018	Member	4	X6WR73
2020	Member	2	!PXS73
2019	Member	3	Q5@RVX
2021	Member	1	BAMN9K
2020	Member	2	LE\$C17
2021	Member	1	\$QWEMG
2020	Member	2	FTG915

	2021	Member	1	@98JC
	2018	Member	1	\$\$@@X
	2020	Member	2	@YY8NK
	2018	Member	1	\$M3QL
	2021	Member	1	S4UEX
	2021	Member	1	ZG7H@R
	2021	Member	1	V9LBS5
	2021	Member	1	S4\$E5V
	2019	Member	1	95L48H
	2021	Member	1	GESLW8
	2019	Member	2	W791HQ
	2021	Member	1	C9VXT2
	2020	Member	2	T96YZE
	2019	Member	1	Q@THQG
	2021	Member	1	55H585
	2019	Member	3	\$Z7SNI
	2020	Member	2	PKFG35
	2021	Member	1	MLFVZ
	2021	Member	1	W59KYE
	2020	Member	1	WZHQH8
	2021	Member	1	AYVETS
	2021	Member	1	S7B37W
	2021	Member	1	VJ2NQ9
	2018	Member	3	VEH7TG
	2020	Member	1	ELPUAD
	2021	Member	1	S@743T
	2020	Member	1	SY8P45
	2021	Member	1	4XL\$GC
	2021	Member	1	63@FGD
	2020	Member	2	8UTG21
	2019	Member	1	GK LUD
	2021	Member	1	@@46NV
	2018	Member	2	CPLHHC
	2021	Member	1	R6E8GZ
	2019	Member	1	2ZBF5G
	2020	Member	2	1D88I8
	2021	Member	1	EWCKJW

2018	Member	1	CZ8QEA
2020	Member	2	WT4KIS
2020	Member	2	C2D0
2018	Member	3	VC69D!
2018	Member	1	C8RWA
2021	Member	1	5PK2DC
2020	Member	2	9XQA45
2019	Member	2	@8CWJ7
2020	Member	2	F9Q!!I
2021	Member	1	ZXFB3J
2019	Member	3	5534A1
2021	Member	1	8FXTZB
2021	Member	1	T5B37W
2021	Member	1	RNM\$K@
2020	Member	1	TCM68
2021	Member	1	K4HZXF
2021	Member	1	CEU4A3
2018	Member	3	V6VFGF
2019	Member	2	V@IOCP
2021	Member	1	59SM9B
2018	Member	1	9LDVX3
2020	Member	2	AAUM00
2018	Member	1	5PSR93
2020	Member	1	ZV64G4
2021	Member	1	JXJUB
2021	Member	1	DZEZ3P
2020	Member	1	8PYWS8
2021	Member	1	QEKXH
2020	Member	2	08@WF!
2020	Member	2	!TWSW1
2020	Member	1	MRKT94
2019	Member	2	LLD@EG
2018	Member	3	FGMG\$N
2021	Member	1	DZ3YQA
2019	Member	2	ER7DNC
2020	Member	1	AM28XS
2018	Member	2	8FE2!W

2018	Member	4	F2C5KJ
2020	Member	1	KDECR@
2020	Member	1	EVQY9Q
2017	Member	5	\$9XL5R
2019	Member	1	XB8YGT
2020	Member	2	PLCMME
2021	Member	1	D\$3ZED
2021	Member	1	ZEN56
2021	Member	1	H3AJD2
2020	Member	2	B57YBU
2021	Member	1	YS75PS
2021	Member	1	PNB7\$K
2020	Member	2	PFI\$@J
2020	Member	1	JGEUZM
2019	Member	1	P5R\$RQ
a 2020	Member	2	DYRAV!
2017	Member	5	L\$11IF
2017	Member	5	NIIH\$Z
2021	Member	1	NYRSHY
2021	Member	1	87CS7W
2021	Member	1	BAV\$7
2021	Member	1	7A6CSJ
2020	Member	2	E6OBD8
2020	Member	1	U5JD85
2019	Member	1	LP2MU\$
2020	Member	1	MZRJHF
2020	Member	2	00ENL
2020	Member	2	JD5OS
2018	Member	1	3HARUU
2019	Member	3	F!@2M

23. Completed Travel Requests

	<p>Agenda Item Title: 2019 MFE/ALA Conferences</p> <p>Contact Person: Roy Browne</p> <p>Information Date: August 16, 2018</p> <p>Action Date:</p>
<p>DINUBA USD Board Agenda Item</p>	

RECOMMENDATION

We recommend that the board approve the student trip entitled “Made for Excellence and Advanced Leadership Academy” at the Visalia Convention Center from February 15-16, 2019. This trip will be a day trips only, No overnight is required. Although the flyers talks about overnight however, due to the proximity of the conference we have chosen not to spend the night but take a bus with students each day.


DISCUSSION/RATIONALE

Students will participate in the 2 day Made for Excellence conference that allows self-discovery of the talents and strengths, interests and personal character of each FFA member that attends. Students will learn how to become leaders in their home chapter, where they will explore roles, responsibility and integrity of character development. Students that participate in the Advanced Leadership Academy will discover how to work as a team of innovative leaders in their chapter while analyzing their programs needs and creating a plan of action to create change within their organization. Students will attend workshops in conflict resolution strategies, create a plan of action for the implementation of their program of activities and develop methods of establishing buy-in and build support for their chapters projects.

FISCAL IMPACT

Two substitutes will be needed to cover two teacher’s classes for the days each teacher is out at the standard sub rate. Subs are to be paid for by the district. Students will put a deposit down of \$50 to hold their spot. And the Ag Incentive Grant or Perkins will fund the remaining portion of the conference for each student.

BOARD REVISIONS

 <p>Cultivating Excellence</p>	<p>Agenda Item Title: 2018 Tulare County Fair</p> <p>Contact Person: Roy Browne</p> <p>Information Date: August 8, 2018</p> <p>Action Date:</p>
<p>DINUBA USD Board Agenda Item</p>	

RECOMMENDATION

We recommend that the board approve the student trip entitled “Tulare County Fair” at the Tulare County Fairgrounds from September 10- 16, 2018. This trip will be a day trips only, No overnight is required.


DISCUSSION/RATIONALE

Students will showcase their individual animals in their respective classes, by breed and species, at the Tulare County Fair. These 26 students have worked tirelessly over the summer or longer to raise quality product that can be sold at the fair.

FISCAL IMPACT

Three substitutes will be needed to cover three teacher’s classes for the days each teacher is out (see attached schedule) at the standard sub rate. To be paid for by the district.

BOARD REVISIONS

	Agenda Item Title: National Association of Agriculture Educators National Convention
DINUBA USD Board Agenda Item	Contact Person: Nicole Borba
	Information Date: August 21, 2018
	Action Date:

RECOMMENDATION

We recommend that the board approve the trip entitled “National Association of Agriculture Educators National Convention” in San Antonio, Texas from November 26 thru December 1, 2018. For this trip, overnight is required.

DISCUSSION/RATIONALE

Mrs. Nicole Borba has been awarded the Teachers Turn The Key Scholarship to the NAAE National Convention. The National Association of Agriculture Educators National Convention offers teacher professional development sessions for new teachers to keep them in the Agriculture Profession. Mrs. Borba is the only one from California to receive the Teachers Turn the Key Scholarship Award.

Agricultural education is continually faced with a shortage of qualified teachers. Unless those who have been trained actually enter and remain in the profession for a period of several years, the shortage of qualified teachers will prevail. In 2003, NAAE developed the Teachers Turn the Key program as a means of encouraging young teachers to remain in the profession and to support and recognize participation in professional development. Since its inception, the program has impacted over 400 teachers across the United States.

The Teachers Turn the Key professional development program is a year-long program which focuses on providing early-career ag teachers with the tools and support they need to grow and flourish in the profession. Participants are challenged to improve their teaching and classroom management, develop time management skills, and immerse themselves in professional development activities that will support their professional goals.

FISCAL IMPACT

One substitute will be needed to cover Mrs. Borba’s classes for the days each teacher is out at the standard sub rate. Subs are to be paid for by the district. Teachers Turn the Key Scholarship Award Program is an all expense paid trip, they have already booked travel, hotel and transportation for Mrs. Borba. The only thing the district has to pay for is the substitute teacher.

BOARD REVISIONS

24. CATA Membership Card

CALIFORNIA AGRICULTURAL
TEACHERS' ASSOCIATION

Nicole Borba

SERVING AGRICULTURE BY TEACHING
2018/2019 ACTIVE MEMBER

25. Professional Development Report



Dinuba Unified School District

OUT OF DISTRICT CONFERENCE/EVALUATION FORM

NAME: Nicole Borba

SCHOOL: Dinuba High School

GRADE/DEPT: Ag Dept

CONFERENCE/WORKSHOP/INSERVICE: NAAE Convention in San Antonio, TX DATE: 11/27/2018-12/1/2018

Evaluations of professional development activities provide records required by auditors and program administrators. Please complete this evaluation whenever you participate in a professional development activity. If you are claiming reimbursement for personal expenses, you must include a copy of the agenda, or registration form and receipts for your reimbursement along with this form. The funding for this activity should be noted below. All forms require site administrator's signature.

Program Funding Source: Please select funding

If grant funded or funding is not listed above, please identify grant or funding source here:

National Association of Agricultural Educators-Teachers Turn the Key Award Program

1. What did you gain from the conference/workshop/inservice that will benefit the students in your class, grade/department, school or district?

Networked with other early career Ag teachers across the nation. learned new ways to approach the classroom instruction, building community support, program promotion, and identifying strengths. Specific workshops were geared towards the challenges young teachers face, especially agriculture teachers. We collaborated with other teachers in various types and sizes of departments to discuss challenges and successes in our programs. New ideas for classroom activities, technology integration and flipping a classroom were gained that can be brought into the classroom. Other states do not have students become FFA members by enrolling in an agriculture course, their membership is paid by the individual, so it was great to learn unique promotional tasks that we can use to continue to build our program.

2. What did you learn that will advance your personal goals or teaching ability in conjunction with your school's program goals and plans?

New ideas for chapter meetings, fundraisers, community service, and ways to coach teams were also learned. Had the opportunity to sit through workshops specifically for program Teachers Turn the Key program, as well as professional development workshops available to all conferences. Workshops included planning inquiry-based labs for agriculture courses, teaching landscape design, positive social media use for chapter promotion, interactive foldables.

3. How and when will you share the information learned from this conference with your school site, grade level, or department?

Information and new ideas will be brought forward to my department at our weekly department meetings. Pictures were taken during various workshops and brainstorming that will be uploaded onto a shared department Google Drive folder.

4. What was your overall evaluation of the conference/workshop/inservice?

Excellent Very Good Good Fair Poor

5. Additional comments/recommendations/strengths or weaknesses of the professional development

Best conference I have ever attended! Happy to have the opportunity to represent Dinuba Unified and our state at this national event.

Signature *Nicole Borba*

Date: 12/7/2018

Principal's Signature _____

Date:

26. Five Year Acquisition List

DINUBA HIGH SCHOOL
AGRICULTURE DEPARTMENT
FIVE-YEAR PLAN

Year 1: 2018-2019

1. Upgrade shade area, clothe
2. New Animal trailer
3. build shelving in storage sheds
4. Renovate the Orchard
5. New Ag Truck

Year 2: 2019-2020

1. upgrade lighting in greenhouse
2. purchase new glazing for greenhouse
3. Add tar to roof of C-Trains
4. Develop ornamental tree area
5. Renovate propagation (mist) House

Year 3: 2020-2021

1. Develop a outside potting area
2. purchase additional livestock trailer
3. new laptops for computer lab & staff & printer
4. Add more hydroponics/Aquaponics
5. Add lights to shed in the livestock area.

Year 4: 2021-2022

1. outside potting area
2. create outdoor mother stock area for horticulture
3. Add another raised bed
4. Add feed containers in the livestock area.

Year 5: 2022-2023

1. purchase smaller greenhouse
2. purchase walk in floral cooler
3. Purchase soil sterilizer
4. Purchase soil mixer

27. Current Operating Budget

Department Budget

Overall Budget

Perkins Funds	\$8,000
Ag Incentive Grant	\$19,832
Dual Enrollment	\$1,000
School General Fund	\$600
TOTAL	\$29,432

Ag Incentive Grant

Books and Supplies	\$9,832
Transportation	\$8,000
Conferences	\$2,000
TOTAL	\$19,832

Dual Enrollment

Supplies and Tools	\$1,000
TOTAL	\$1,000

School General Fund

Office Supplies	\$600
TOTAL	\$600

Carl Perkins

Materials and Supplies	\$2,000
Travel and Conferences	\$5,000
Equipment	\$1,000
TOTAL	\$8,000

28. District/Department Budget Description

Our department budget processes and ran and overseen by Roy Browne, the department chair. The Dinuba High School Agriculture Department receives two main grant funds each year, the Agricultural Incentive Grant and Perkins Grant. The agriculture teachers plan each year to identify the financial needs of the program. Large purchases are outlined in our Five Year Plan. Additional fundraisers are held throughout the year to generate additional revenue for FFA related activities.

The Agricultural Incentive Grant is used to pay for transportation needs for the yearly events, conference fees, books and supplies. Perkins is used to pay for travel and conferences, equipment, as well as materials and supplies. Additionally, \$1,000 is received for Dual Enrollment courses and \$600 is received from the general school fund for office supplies.

The department chair submits requisitions to the Dinuba Unified Financial Office to use AIG and Carl Perkins funding. All agricultural teachers can create purchase orders in small amounts for various supplies or activities. Payment request forms are used for all ASB accounts for FFA funds, projects, floral, and horticulture accounts.

29. Department Chairperson's Duties

Roy Browne is currently our Department Chair. His duties and responsibilities can be reference on the submitted Chart of Responsibilities.

30. Chart of Responsibilities

**Dinuba High School Agriculture Department
Chart of Responsibilities 2018– 2019**

Assignment	Date	Roy Browne	Kari Wilterding	Nicole Borba
Leadership Advising				
Officer Team Advisor	All Year	XX	X	X
Officer Retreat	July	XX	X	X
Opening Closing Ceremonies	October	Officer Team	Novice Teams	Open Teams
Sectional Officer Team Officer	All Year			
Sectional Activities	All Year	X	X	X
Judging Teams				
Creed Speaking	Fall-Spring	X	XX	X
Cooperatives	February	XX		
Banking Quiz	December		XX	
Cotton Judging CDE	Sept – Nov			XX
Vine Pruning CDE	Winter	XX		
Citrus Judging CDE	Winter	X	X	
Prepared speaking	Spring		X	XX
Extemporaneous Speaking	Spring	XX	XX	X
Job Interview	Spring		XX	X
Veterinary Science CDE	Spring	XX		
Impromptu	Spring	X		XX
Best Informed Greenhand	Spring	X	XX	
Landscape Design- CDE	Spring			XX
Veterinary Science – CDE	May -Oct	XX		
Floriculture CDE			XX	
GUIDE DOGS		X	XX	X
Department / Reports				
Department Head	All Year	XX		
R2 – Roster	October	XX	X	X
Program of Activities	Fall	X		XX
Requisitions	All Year	XX	X	
Transportation Forms	All Year		XX	
Advisory Committee Meetings	All year	XX	X	X
Advisory Committee Minutes	All year		XX	
Grants	All Year	X	X	X
Student Teachers observer			XX	X
CATA				
State Conference	June	X	X	X
Road Show Prof. Dev.	December	X	X	X
Fall Sectional Meeting	September	X	X	X
Spring Sectional Meeting	May	X	X	X
Fall Regional Meeting	November	X	X	X
Spring Regional Meeting	February	X	X	X
Summer Regional Meeting	June	X	X	X
Proficiency Application Scoring	February	X	X	X
Record Book Scoring	January	X	X	X

Sectional Officer Position	All Year	X	X	X
Leadership Conferences				
Chapter Officer Lead. Conf.	October		X	X
Greenhand Leadership Conf.	November		X	
Made for Excellence Conf.	February	X	X	X
Advanced Leadership Academy	February	X	X	X
State FFA Convention	April	X	X	X
National FFA Convention Trip	October	XX		
FFA Meetings				
Aug. Mtg. – Groovy meeting	August	X	X	X
Sept. Mtg- Pool party	September	X	X	X
Oct. Mtg. – Halloween Movie	October	X	X	X
Nov. Mtg. – Thanksgiving	November	X	X	X
Dec. Mtg. – Chapter / GH Degree	December	X	X	X
Jan. Mtg. –	January	X	X	X
Feb. Mtg. - Softball Night	February	X	X	X
Mar. Mtg. - Chapter Degree	March	X	X	X
Apr. Mtg. – Park - Games	April	X	X	X
May Mtg. - Banquet Awards	May	XX		
May Mtg. - Banquet Food	May			XX
May Mtg. - Banquet Program, Decor & Certificates	May		XX	
Community Service				
Thanksgiving Baskets	November	X	X	X
Raisin Day Petting Zoo	September	XX		
Grand View Carnival Petting Zoo	October	XX		
Women’s Club Mtg.	October		XX	
Christmas Float	December	X	X	X
Pet Food Drive	January	XX	X	X
Valentine Roses	February		XX	
Rose/Carnations for the Elderly	February	X	XX	X
Earth Day - Tree Planting	March			XX
Pet therapy	November		X	X
		X		
SAE Projects				
Sheep	May –Sept.	XX		
Swine	May – Sept.			XX
Goats	Mar – Sept.		XX	
Beef	Jan - Sept		XX	
Tulare County Fair	September	X	X	X
Plant Sales – Fall / Spring	Nov. / May			XX
Bare Root Trees	Jan – May			X
Vegetable Plots	Mar – Jun	X	X	X
Small Animals	All year	XX		
Orchard/Vineyard	All year	X		XX
Open Shop Projects	All year	X		
Poultry at the Jr. High	All year	X		
Ag Sci & Animal Proficiencies	Spring	XX		

Ag Mech & Landscape Prof.	Spring			XX
Sales, Floral & Horticulture Prof.	Spring		XX	X
Pre-Fair	Fall	X	X	X
State/Am. Degree Applications	Winter	X	X	X
Officer Duties				
Chapter Officer Applications	March	X	XX	X
Regional Officer Applications	February	X	XX	X
Sectional Officer Applications	April	X	XX	X
State Conference Applications	January		XX	
MFE-ALA Applications	November		XX	
Fundraisers				
Drive Thru BBQ	Fall	XX	X	X
Shirt Orders	All Year	X	XX	X
Cookie Dough	November	XX	X	X
Smencils		XX		
Other				
World Ag Expo		X	X	X
National FFA Week	February	X	X	X
Officer Meetings	All Year	XX	X	X
Dual Enrollment Classes	All Year	X	XX	X
Reedley Showmanship Day	November			
XX = lead advisor X = assistant advisor				

31. Substitute Teacher Procedures and Plans

Review Assignments

Review Absence Detail

Job Number: **110790**

Job Status: Finished/Web Sub Search

Location: DINUBA HIGH SCHOOL

Classification: AGRICULTURE

Reason: SCHOOL BUSINESS

Voice Instructions: None

Text Instructions: World Ag Expo Field Trip

(Maximum Characters=1000)

File Attachments: Nonez

Add a File: Browse... No file selected. (Maximum file size=1024K)

Start Date: 02/13/2019

End Date: 02/13/2019

Weekly Schedule: **Employee**

Substitute

Wednesday 07:40 AM - 03:10 PM

07:40 AM - 03:10 PM

Specified Substitute: None

Assigned Substitute: ROJAS, [REDACTED] (Call Back #: [REDACTED])

[Return To List](#)

Sub Plans

Mrs. Borba

Wednesday Feb. 13, 2019

Rooms 601 and 600

Thank you for subbing my class!

If you have ANY questions, feel free to give me a call at [REDACTED]

Rules and Expectations

- Please only allow one student at a time to use the restroom. Students are not allowed to use the restroom the first or last 10 minutes of class. Students must take the orange pass with my name on it.
- Cells phones are not allowed during instructional time. Provide a warning to the students, after that they can receive a step
- Students **MUST** have the classroom clean with all materials returned before they can be excused. This includes CHROMEBOOKS. They must be plugged in for them to leave. If they chose to not clean up on time, they must stay to clean up.
- **DO NOT** collect any work from students. They will keep all work in their notebooks. Any work that is due I will collect when I return.
- Please complete the rating survey at the very end of these sub notes.
- Do not allow students to move/change seats.

Non-Lab Aide Students are not allowed to go out to the greenhouse or farm unless specified by myself in writing. ONLY TA's

Assigned seating charts for each class are in this sub folder if you need to use them for noting specific students, good or bad. My expectations have been given to the class so I expect them to act accordingly and show you respect.

Additional Notes to Sub:

Period 1 will be in room 601

Periods 3, 4, 5, and 6 will be in room 600

Please take subfolder and materials to each classroom

All Classes

- All Ag Biology students are in the habit of grabbing their notebooks out of the crate.
- Students are expected to be working efficiently and productively. Any students who are not working or being defiant, please make note of in sub notes.

Periods 1, 3, 4, and 6 - Ag Biology

- Students will complete the posted assignment on Google Classroom. If for some reason they do not have a copy already, they can select “make a copy” to complete.
- Assignment is due tonight at 11:59pm
- Please write the following on the board:

Ag Biology

- Complete SAE Board Pre Assignment
 - Due tonight at 11:59pm

Per 5- Horticulture

- Students will complete the posted assignment on Google Classroom. If for some reason they do not have a copy already, they can select “make a copy” to complete.
- Assignment is due tonight at 11:59pm
- *there will be just a few who are repeaters for Horticulture and Biology. They can submit same info again and add more to the assignment for this period.
- Please write the following on the board:

Horticulture

- Complete SAE Board Pre Assignment
 - Due tonight at 11:59pm

Lab Aides- 1, 4, and 6

- Per 1 Lab Aide-Jesus Aguilera.
 - Per 4 Lab Aides- Adriana Ledesma and Steven Jimenez
 - Per 6 Student Assistant (but enrolled in Ag Bio) Tricia Gallardo
- *Any work or copies will be left for them in this folder**

Please rate each class below appropriately. Feel free to add commentary or indicate any problems that may have occurred. Students are aware that I have high expectations and expect them to be well behaved for you.

1st Period (Ag Bio)

Poor

Satisfactory

Good

Excellent

3rd Period (Ag Bio)

Poor

Satisfactory

Good

Excellent

4th Period (Ag Bio)

Poor

Satisfactory

Good

Excellent

5th Period (Horticulture)

Poor

Satisfactory

Good

Excellent

6th Period (Ag Bio)

Poor

Satisfactory

Good

Excellent

32. Program Completer Description

A program completer is a student who is part of the agriculture education program for four years at Dinuba High School. The student must also complete at least one pathway within the department, for example Ornamental Horticulture, Floral, or Animal Science.

Program Completion Standards

1. Personal Skills

Students will understand how personal skill development affects employability. They will exhibit positive attitudes, self-confidence, preserving, and self-discipline. They will manage time and balance priorities, as well as demonstrate a capacity for lifelong learning.

2. Interpersonal Skills

Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.

3. Thinking and Problem Solving Skills

Students will exhibit critical and creative thinking skills, logical, reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation. They will recognize problem situations, identify, locate, and organize needed information or data and the purpose, evaluation, and selection of alternate solutions.

4. Communication Skills

Students will understand the principles of effective communicators. They will communicate both written and orally. They will listen attentively to instructions and request clarification or additional information as needed.

5. Occupational Skills

Students will understand occupational safety issues, including avoidance of physical hazards in the work environment. They will operate equipment safely as not to endanger themselves or others. They will demonstrate proper handling of hazardous materials.

6. Employment Skills

Students will understand career paths and strategies for obtaining employment within their chosen fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including professional organizations.

7. Technology Skills

Students will understand and adapt to changing technology by identifying learning, and applying new skills to improve job performance. They will effectively employ technologies relevant to their field.

Floral Design Pathway

Upon completion of this course:

- Students will identify annual, perennial, bulbs, potted/flowering plants and tools used in the floral industry.
- Students will understand the importance of the floriculture and horticulture industry in California and the United States.
- Students will know the basic principles of design.
- Students will be able to define and describe basic characteristics of floral crops.
- Students will know proper and safe use of materials, tools, and equipment vital to the horticulture/floriculture industry.
- Students can implement the proper techniques in floral crop management, such as handling cut flower crops, decrease deteriorations, and marketing.
- Students will develop floral commodities such as corsages, boutonnieres, and floral arrangements.
- Students will display knowledge of the plant and flower physiology and anatomy.
- Students will identify different media used in floral design.
- Students will identify career opportunities in floriculture.
- Students will explain the history of floral design.
- Students will explain the cultural diversity and implications of different floral designs.
- Students will explain the arrangement styles and techniques of modern floral design and their origination.
- Students will explain, identify, and evaluate the elements and principles of design.
- Students will explain, evaluate, and design seasonal, holiday, and occasion arrangements.
- Students will demonstrate historical arrangements
- Students will demonstrate construction of wedding and sympathy work
- Students will develop a personal portfolio.

Plant Science Pathway

Upon completion of this course, the student will:

- Develop an appreciation of horticulture to create an awareness of the importance of horticulture.
- Be prepared for college level entry in the various disciplines of horticulture.
- Will the importance of plants, their uses, and incorporation of plants in our society.
- Be familiar with cell theory and its application to the organization of all organisms.
- Be able to recognize plant physiology, growth requirements, and nutrients needed for optimum plant growth.
- Be able to understand the role of plants in our landscape, the process of design, installation, and maintenance of those plant materials.
- Be aware of the historical and descriptive nature of horticulture as a science.
- Acquire agricultural and biological vocabulary, and the reading, writing and critical thinking skills pertaining to the science.
- Demonstrate plant identification and selection of for local landscape applications by completion of lab assignments.
- Understand the principles of plant physiology and growth, including: photosynthesis, transpiration, respiration, and plant structure.
- Demonstrate methods of sexual and asexual plant propagation and factors affecting.
- Learn the principles of integrated pest management and demonstrate through labs.
- Evaluate water management practices for ornamental plants.
- Learn the relationship between growing mediums, water management, and fertilization
- Demonstrate principles of pruning and training plant material.
- Describe the selection, installation, and care of turf.
- Become familiar with safe work practices with nursery production facilities, equipment, and tools.
- Demonstrate principles of landscape planning, design, construction, and maintenance
- Demonstrate principles and skills of floral design.
- Learn about the California Horticultural Industry and role of supporting industries.
- Learn the importance of record keeping.

Animal Science Pathway

Upon completion of this course:

- Students will be aware of the benefits, uses, economic considerations, industry practices that surround farm animal production.
- Students will be aware of the benefits of biotechnology that surrounds the production of farm animals.
- Students will be able to demonstrate farm safety procedures while working around equipment, livestock, and pathogens.
- Students will understand the role of animal health in the production of farm animals, including the role of disease.
- Students will be able to identify and utilize tools of animal husbandry to care for and ensure the health
- Students will be able to discuss the benefits of the domestication of livestock and their genetic improvement through selective breeding and other technologies.
- Students will be able to demonstrate safe practices on a farm, as well as design a plan to promote human and animal safety on farms.
- Students will be able to safely restrain, work around, and move animals utilizing low stress handling techniques, as well as discuss the benefits of these practices.
- Students will be able to correctly utilize tools of animal husbandry and health including but not limited to scales, squeezes, needles, syringes, scalpels, and elastrators
- Students will be able to conduct animal health checks including taking rectal temperature, pulse, capillary refill time, lung sounds, and an overall soundness check.
- Students will be able to identify signs of animal disease and propose courses of treatment, and prevention of future disease.
- Students will be able to conduct preventative health measures as well as management practices including deworming, vaccination, shearing, hoof trimming, castration, and create an appropriate management calendar for a species.

Ag Mech Pathway

Upon completion of this course, the student will:

- The students will be able to safely wire and install basic household electrical fixtures and switches.
- The students will be able to safely wire and troubleshoot a common 12v circuit as found on vehicles or equipment.
- The student will be able to plan, measure, cut, join and finish a basic wood project.
- The student will be able to maintain and troubleshoot common issues found in small gas engines.
- The student will be able to safely set up the outfit and heat, cut and/or weld mild steel with the apparatus.
- Project Construction: The student will be able to apply the above stated skills with a project or repair in each of the skill areas.
- Supply agriculture students with the knowledge and skills required for entry into successful progress in those agriculture mechanics occupations that do not require education beyond the secondary level.
- Prepare students for the advanced post-secondary level vocational education in agriculture mechanics.
- Assist the students to make informed career choices in the field of agriculture mechanics.
- Enable all students to acquire an understanding of the economic and social impact of the agriculture mechanics industry.
- Provide the agriculture mechanics industry with the appropriate numbers of persons adequately prepared for successful employment in those occupations, which presently exist and which are developing in the industry.

33. Articulation Agreements

Course Name : EH37_Wilterding**Course Section #: Period 5****College (FCC or RC): RC****Instructor: Wilterding**

	Student First Name	Last Name	College ID
1	Jesus	[REDACTED]	[REDACTED]
2	Diego	[REDACTED]	[REDACTED]
3	Shania	[REDACTED]	[REDACTED]
4	Ann	[REDACTED]	[REDACTED]
5	Elizabeth	[REDACTED]	[REDACTED]
6	Ricardo	[REDACTED]	[REDACTED]
7	Jesus	[REDACTED]	[REDACTED]
8	Leslie	[REDACTED]	[REDACTED]
9	Bianca	[REDACTED]	[REDACTED]
10	Bertha	[REDACTED]	[REDACTED]
11	Bethany	[REDACTED]	[REDACTED]
12	Genessee	[REDACTED]	[REDACTED]
13	Jennifer	[REDACTED]	[REDACTED]
14	Madasen	[REDACTED]	[REDACTED]
15	Fatima	[REDACTED] z	[REDACTED]
16	Jennifer	[REDACTED]	[REDACTED]
17	Ashley	[REDACTED]	[REDACTED]
18	Gerardo	[REDACTED]	[REDACTED]
19	Mercedes	[REDACTED]	[REDACTED]
20	Wendy	[REDACTED]	[REDACTED]
21	Daisy	[REDACTED]	[REDACTED]
22	Marlen	[REDACTED]	[REDACTED]
23	Jenifer	[REDACTED]	[REDACTED]
24	Gisel	[REDACTED]	[REDACTED]
25	Alexis	[REDACTED]	[REDACTED]
26	Mandi	[REDACTED]	[REDACTED]

2018 Spring Semester – 18 weeks – January 08, 2018 – June 7, 2018

Beginning Floral Design – EH 37 – 3 Units

Teacher: Kari Wilterding
 Department: Agriculture
 School Email: kari.wilterding@dinuba.k12.ca.us
 School Phone: (559) 595-7247
 Office Hours: By appointment only
 Class Room: AG 05
 Location: **DINUBA HIGH SCHOOL**
 Section Number: 74544
 Class Meets: M-F 12:20pm to 1:10pm

Course Description

An introduction to the fundamentals of theory, techniques and skills currently practiced in the floral industry. Includes applied art principles, cut flower care, handling practices, proper use of florist tools and materials, pricing of floral products and use of current floral business technology. Includes constructing corsages, floral arrangements, and foliage plant items, which meet floral industry standards.

Lecture / Lab Hours:			
Course Hours			
	Weekly Lec hours:		2.00
	Weekly Lab hours:		3.00
	Total Contact hours:		90.00
Grading Basis:	Grading Scale Only		X
	Pass/No Pass option		
	Pass/No Pass only		
Advisories:			
	<ul style="list-style-type: none"> Eligibility for English 125, 126, and Mathematics 201. 		
Pre-requisites (requires C grade or better):			

Course Outline

- Safety and Tool/Material Identification
- Elements & Principles of Floral Design
- History of Floral Design
- Holiday & Seasonal Flower Arrangements
- Basic Arrangement Shapes and Corsages
- Care and Handling of Cut Flowers and Foliage
- Flower and Plant Identification
- Proper Use of Dried and Silk Products
- Business Skills, Pricing, & Marketing

Course Objectives

- Correctly condition and handle cut flowers, greens, and foliage plants used in the floral industry.
- Identify flowers, greens, and foliage plants commonly used in the floral industry.
- Demonstrate an understanding of basic floral design theory.
- Demonstrate the correct care and handling of foliage plants.
- Describe 10 floral designs and styles from different historical periods.
- Demonstrate the correct uses of business machines and wire services used in the floral industry.

Course Outline

Lecture Content:

1. Introduction
 - A. Floral design defined
 - B. Tools and supplies needed
 - C. The floral industry: past, present and future
 - D. Careers in the floral industry
2. History of floral design
 - A. The Classical period
 - B. European periods
 1. Classical Greek and Roman
 2. Italian Renaissance
 3. Dutch and Flemish
 4. French
 5. Georgian
 6. Victorian
 - C. American designs
 1. Colonial
 2. Colonial Williamsburg
 3. Federal
 4. American Victorian
 5. Early 20th Century
 6. Contemporary
 7. Western
 - D. Oriental flower designs
3. Care and handling of cut flowers
 - A. Container selection and sanitation
 - B. Water preparation
 - C. Cleaning and preparation of flowers
 - D. Refrigeration and storage
 - E. Sanitation and floral refrigerator maintenance
4. Materials and supplies used in floral design
 - A. Flowers and greens - identification and uses if floral design
 - B. Wire - sizes and uses
 - C. Ribbon - sizes, types and uses
 - D. Nets, Tulle, Aqua Net
 - E. Flower holders and fasteners
 - F. Corsage accessories and packaging
 - G. Containers - sizes, shapes and uses
 - H. Florist Foams and Frogs
 - I. Foils and laces
 - J. Other commonly used materials
5. The principles and elements of floral design
 - A. Design principles
 1. Emphasis
 2. Balance
 3. Proportion
 4. Harmony
 5. Unity
 - B. Design elements
 1. Line
 2. Form
 3. Texture

Lab Content

Introduction

- A. Tools and supplies needed
- B. Careers in the floral industry

History of floral design

- A. The Classical period
- B. European periods
- C. American designs
- D. Oriental flower designs

Care and handling of cut flowers

- A. Container selection and sanitation
- B. Water preparation
- C. Cleaning and preparation of flowers
- D. Refrigeration and storage
- E. Sanitation and floral refrigerator maintenance

Materials and supplies used in floral design

The principles and elements of floral design

Floral orders

Arrangement Pricing

Candelabra Arrangement

Bouquets' Centerpiece Techniques

Grading

The final semester grade will depend upon the accumulation of points during the semester. The points will be a result of credit received on assignments, tests and final examination. The instructor reserves the right to adjust scores as it may be required throughout the semester.

- 90-100% = A
- 78-89% = B
- 65-77% = C
- 51-64% = D
- 50% and below = F

Test material is constructed from class discussions, assigned readings, guest lectures, video presentations, and special assignments. Tests will consist of true/false and multiple choice questions. Unless the student receives prior approval from the instructor, no make-up tests will be allowed.

Assignments and corresponding labs:

Chapter 12 (20)

Shape Lab (50)

Design & Create Triangle Arrangement & Lab Sheet(100)

Outside Shape Lab (20)

FFA Record Book (100)

Shape Arrangement Test (50)

V-Day Novelty Item & Lab Sheet (100)

Wax Roses & Lab Sheet (100)

Candy Bouquet & Lab Sheet (100)

Corsage & Lab Sheet (100)

Flower Meaning Worksheet (20)

Pressed & Dried Flowers & Lab Sheet (100)

Chapter 15 (20)

Silk Corsage & Lab Sheet (100)

Mid-Term Wall-Mount (100)

Chapter 16 (20)

Floral Styles Test (50)

Baby's Breath Chaplet & Lab Sheet (100)

Boutonnière & Lab Sheet (100)

Bouquets to Art Assignment (50)

JANUARY 08, 2018	Class Begin for 2018 Spring Semester
JANUARY 15, 2018	MLK Holiday – No Class
MARCH 23, 2018	Last day to drop a class (no “W” on transcript)**
FEBRUARY 12&19	Presidents Holiday
MARCH 26 - APRIL 2, 2018	Spring break – No Class
MAY 31, 2018	Spring semester ends.
JUNE 7, 2018	Report Grades to WebAdvisor

** Withdrawal (W): A student will be assigned a grade of “W” for classes dropped on or after 20 percent of the duration of the class, up to and including 50 percent of the duration of the class. After the 50 percent point, the student must receive a letter grade other than a “W” (i.e., A, B, C, D, F, I, P, NP). Check with your instructor for the deadline applicable to your class.

Cancellation Class Notification

Check high school website for any notification, Foggy Day Schedule, etc.

Attendance Policy make ups, Extra Credits etc.

Absences: It is the student’s responsibility to obtain any missed notes, assignments, quizzes, and tests. Students should first look in the weekly work organizer for their handouts. If there are any questions, it is the student’s responsibility to see the instructor *outside* of class time on the day of their return. Any assignments or exams missed due to an excused absence, must be completed within the same number of days as the absence. Assignments, exams, etc. missed due to an unexcused absence or suspension will count as a zero.

Late Work: Late work will be accepted for half credit, one day after the due date. If you are absent, work is due immediately on the day of your return. Projects of assignments with a “Firm Due Date” will not be accepted late.

Class Rules and Behavior

Please refer to your school handbook for complete details, however some of these policies include:

- ❖ Cheating and Plagiarism
- ❖ Drug/Alcohol free campus
- ❖ Sexual harassment
- ❖ Student conduct
- ❖ Bullying

Each student is expected to assist in the overall environment of the classroom making it conducive to learning.

Expectations and Class Rules:

Please see your student handbook for campus policies.

General Behavior:

- Respect other’s right to learn.
- Respect other’s property.
- Be courteous, cooperative, respect others!

General Work Habits:

- Use time wisely... There’s only so much of it!
- Quality... Strive for excellence and understanding.
- Learn to enjoy learning... The possibilities are endless.

Workplace Rules:

- Act professional.
- Follow directions.
- Work for your pay (grade).

Be in class on time and prepared to work. Always have your binder available. Tardiness is not acceptable, the school tardy policy will be used and enforced.

Absolutely NO cell phones, i-Pods, MP3 players, or other electronic devices may be used or out during class. First Offense = Warning / Second Offense = Teacher Confiscation for duration of the period / Third Offense = Confiscated and sent to the office.

Wear appropriate clothing for the class learning activity. You will be notified ahead of time if we are going to be doing a lab or working outside the classroom. You may store an extra pair of closed-toe shoes in the classroom for use on the school farm and greenhouse areas.

All tools and equipment are to be properly maintained and stored. If something is found broken or not working, please notify the instructor immediately.

The classroom/lab will be kept neat and clean at all times. If the classroom/lab is not cleaned properly after an activity, the entire class will stay until it is done.

No food or open containers should be in the classroom at any time. Please dispose of these items outside before class begins.

No hats or sunglasses will be worn in class.

Be responsible and take care of bathroom necessities before class. Restroom use is for emergencies only.

Class will end when the instructor has dismissed you.

Cheating is:

- A. Copying someone else's class work or letting someone copy you, when your teacher tells you that the work is to be done on your own (includes asking/telling orally).
- B. Copying answers on a test or letting someone copy from your test (includes asking/telling orally).
- C. Using a cheat sheet or unauthorized notes.
- D. Turning in someone else's work as your own.
- E. Text messaging and multi-media messaging.

Consequences, Per School Year:

Selma High 1st Offense - The teacher shall send a referral to office. Student shall receive an "F" or zero on the work or the test and a one (1) day suspension or Saturday School, parent contact required.

2nd Offense - The teacher shall send a referral to the office. The student shall receive an "F" or zero on the work or the test and a one (1) day suspension with parent contact required. Student placed on honesty contract. A high school student shall be removed to a study hall/or alternative class with a "W/F" for the semester.

3rd Offense - Recommendation for transfer to an alternative program.

Instances of cheating need not be confined to one (1) class. Each of the three (3) offenses could happen in a different class. Any student who is transferred to a study hall/or alternative class and then required disciplinary removal from the study hall/or alternative class shall be transferred to an alternative school site/program. Each student must be enrolled in 20 credits per semester in order to remain at Selma High.

Accommodations for students with disabilities:

"If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or section 504 of the Rehabilitation Act, please contact me as soon as possible."

Chapter 17 (20)
 Chapter 18 (20)
 Wedding Project (50)
 Chapter 19 (20)
 Design a sympathy arrangement (50)
 Chapter 21 (20)
 Novelty Item (20)
 Create a budget Test (50)
 Chapter 22 (20)
 Mother's Day Flowers & Lab Sheet (50)
 Event Centerpiece Test (50)
 Advertisement (20)
 Mini Carnation Hawaiian Lei (100)
 May 29th Final

Tentative Schedule

Week	Topic/Assignment
Week1	Shapes Unit
Week2	Shapes Unit Cont. – Lab Triangle Arrangement
Week3	Record Keeping Unit
Week4	Valentine's Day Unit – Lab Wax Roses
Week5	Valentine's Day Shop – Lab Hershey Kiss Roses, Candy Bouquets
Week6	Pressed Flower Unit
Week7	Dried & Silk Flower Unit
Week8	Design Style Unit
Week9	Design Styles Unit Cont. – Lab Spring Chaplet
Week10	Contemporary Design Unit – Lab Bouquets to Art
Week11	Wedding Unit
Week12	Sympathy Unit
Week13	Novelty Item Unit
Week14	Budgeting Unit
Week15	Floral Careers & Continuing Education
Week16	Advertising

Required or Recommended Textbooks and Materials:

- A. Textbook, shears, and other materials will be provided on a daily basis.
- B. The Art of Floral Design, Second Edition (Floral 1)
 Floriculture: Designing & Merchandising, Second Edition (Advanced Floral)
(A classroom set of the text will be provided for in class assignments)

Materials Needed

- ~ pen or pencil
- ~ note book or writing paper
- ~ binder

Important Dates

SPRING 2017 Reedley College Dual Enrollment Courses

	Course	Instructor	High School	Units	Begin Time	End Time
1	AS 1	Martin Castro	RMCHS	3	11:00 AM	11:50 AM
2	AS 1	Martin Castro	RMCHS	3	11:55 AM	12:45 PM
3	AGNR 2	Martin Castro	RMCHS	3	2:25 PM	3:15 PM
4	EH 37	Kariann L Wilterding	Dinuba HS	3	9:55 AM	10:45 AM
5	EH 37	Kariann L Wilterding	Dinuba HS	3	10:50 AM	11:40 AM
6	CRIM 1	Mark Bray	Dinuba HS	3	8:00 AM	8:50 AM
7	CRIM 1	Mark Bray	Dinuba HS	3	9:00 AM	9:50 AM
8	CRIM 1	Mark Bray	Dinuba HS	3	9:55 AM	10:45 AM
9	CRIM 1	Mark Bray	Dinuba HS	3	10:50 AM	11:40 AM
10	CRIM 1	Mark Bray	Dinuba HS	3	12:30 PM	1:20 PM
11	CRIM 8	Mark Bray	Dinuba HS	3	1:25 PM	2:15 PM
12	CHDEV1	Rubisela Sanchez	Dinuba HS	3	8:00 AM	9:50 AM
13	CHDEV1	Rubisela Sanchez	Dinuba HS	3	9:55 AM	10:45 AM
14	CHDEV1	Rubisela Sanchez	Dinuba HS	3	10:50 AM	11:40 AM
15	CHDEV1	Rubisela Sanchez	Dinuba HS	3	12:30 PM	1:20 PM
16	CHDEV1	Rubisela Sanchez	Dinuba HS	3	1:25 PM	2:15 PM
17	Mag 41	Scott Johnson	Dinuba HS	3	8:00 AM	8:50 AM
18	Mag 41	Scott Johnson	Dinuba HS	3	9:00 AM	9:50 AM
19	Mag 41	Scott Johnson	Dinuba HS	3	9:55 AM	10:45 AM
20	Mag 41	Scott Johnson	Dinuba HS	3	10:50 AM	11:40 AM
21	Mag 41	Scott Johnson	Dinuba HS	3	2:20 PM	3:10 PM
22	mag 40	Brian Donovan	Kingsburg HS	3	11:15 AM	12:45 PM
					10:25 AM	12:20 PM
23	mag 40	Brian Donovan	Kingsburg HS	3	1:30 PM	1:05 PM
					3:00 PM	3:00 PM
24	mag 41	Brian Donovan	Kingsburg HS	3	11:15 AM	12:45 PM
					10:15 AM	12:00 PM
25	CRIM 8	Bryan Morgan	Kingsburg HS	3	9:35 AM	11:10 AM
					8:10 AM	9:55 AM
26	CRIM 1	Bryan Morgan	Kingsburg HS	3	11:15 AM	12:45 PM
					10:15 AM	12:00 PM
27	CRIM 8	Bryan Morgan	Kingsburg HS	3	11:15 AM	12:45 PM
					10:25 AM	12:20 PM
28	NAT 101	Diana Gomez	Kingsburg HS	6	9:35 AM	11:10 AM
					8:10 AM	10:05 AM
29	NAT 101	Diana Gomez	Kingsburg HS	6	1:30 PM	3:00 PM
					1:05 PM	3:00 PM
30	CRIM 1	Frank Santillan	Orange Cove HS	3	8:00 AM	8:55 AM
31	CRIM 8	Frank Santillan	Orange Cove HS	3	9:00 AM	9:50 AM
32	CRIM 8	Frank Santillan	Orange Cove HS	3	10:10 AM	11:00 AM

34. Reimbursement Process

The reimbursement process for teachers in the Dinuba High School Agriculture Department varies based upon the account that the reimbursement is requested. Receipts must be presented with accompanying payment forms in order to process the paperwork. Emergency Purchase Orders are recommended for each account in order to repay the advisor when a purchase order was not approved prior. After processing the payment request, the Finance employee will prepare a check for the instructor. The department head oversees all reimbursement and processes paperwork as required.



Dinuba Unified School District
 1327 East El Monte Way
 Dinuba, CA 93618

Personal Expense Claim Form

Name _____

Address _____ City _____, CA Zip _____

School _____ Date of Governing Board Approval _____

Conference Name _____ Business Purpose _____ City of Event _____
Attach conference form to this expense claim i.e. Staff Development, Chaperone Students, etc

USE DISTRICT CREDIT CARD

Registration: Dates Inclusive of Conference _____ - _____ Reg Fees \$ _____ N/A

Meals included in Conference? Yes No

Lodging: No of Nights _____ amount per Night \$ _____ Total per Lodging \$ _____ N/A
(Attach Lodging receipts to this expense claim)

DISTRICT OFFICE

Meals: \$46 Claimed Meal Costs (no receipts required)

Date _____	Day 1	<input type="checkbox"/> Breakfast \$10	<input type="checkbox"/> Lunch/\$12	<input type="checkbox"/> Dinner /\$24	= \$ _____
Date _____	Day 2	<input type="checkbox"/> Breakfast \$10	<input type="checkbox"/> Lunch/\$12	<input type="checkbox"/> Dinner /\$24	= \$ _____
Date _____	Day 3	<input type="checkbox"/> Breakfast \$10	<input type="checkbox"/> Lunch/\$12	<input type="checkbox"/> Dinner /\$24	= \$ _____
Date _____	Day 4	<input type="checkbox"/> Breakfast \$10	<input type="checkbox"/> Lunch/\$12	<input type="checkbox"/> Dinner /\$24	= \$ _____

Total of Meals Receipts \$ _____
Parking \$ _____

Parking _____
(Attach receipts)

Miscellaneous:

Description _____ Misc \$ _____
 Description _____ Misc \$ _____

(Attach Miscellaneous Receipts to this expense form)

Mileage: _____ X 0.545 ¢ (attach a google/mapquest map) **Total Mileage \$ _____**

Account Code: _____ **TOTAL REIMBURSEMENT: \$ _____**

Keep a copy of this form and a copy of your receipts for your files

The above expenses were actual and necessary in the performance of my official duty. No tips, alcohol, or expenses for a family member or other non-district affiliated person(s) are included in this request. No part of the above claim has been paid by the District or reimbursed by other entities.

I hereby declare under penalty of perjury that the foregoing statements are true and correct.

Dated this _____ day of _____, 20 _____

Employee Signature

Principal/Administrator: _____ Date _____

Director of Business Services: _____ Date _____

Clarification of Meal Reimbursement Procedures

Meals: The Cost of meals shall be reimbursed at the following rate:

Breakfast	\$10.00
Lunch	\$12.00
Dinner	\$24.00

Reimbursements will not be made for tips, guests, or alcoholic beverages or when costs of meal(s) are included in workshop fee or airfare.

1 Meal = Amount spent or maximum per meal rate, whichever is less

2 Meal = Breakfast & Lunch, Amount spent or the maximum reimbursement of \$22.00, whichever is less

= Lunch & Dinner, Amount spent or the maximum reimbursement of \$36.00, whichever is less

Reimbursements will not be made for tips, guests, or alcoholic beverages or when costs of meal(s) are included in workshop fee or airfare, the total per diem allowance is reduced for each meal included according to the rates shown above:

When Travel Begins

Prior to	&	Ends After	These Meals May Be Claimed
6:30 A.M.		9:00 A.M.	Breakfast
6:30 A.M.		2:00 P.M.	Breakfast & Lunch
11:00 A.M.		2:00 P.M.	Lunch
11:00 A.M.		7:00 P.M.	Lunch & Dinner
5:00 P.M.		7:00 P.M.	Dinner
6:30 A.M.		7:00 P.M.	Breakfast/Lunch/Dinner

