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AGED 539:

Graduate Internship Report in Agricultural Education

Cesar R. Lopez Barreras

Spring 2015

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Table of Contents:

Section Tab

Part 1: Quality Criteria Narrative.... 1

Part 2: Project..... 2

Part 3: Supporting Documents..... 3

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Part 1:

Quality Criteria Narrative

California Agricultural Incentive Grant Review

Indio High School Agricultural Department

By Cesar R. Lopez

Section 1 - Curriculum and Instruction

The Indio Agricultural Department has developed coursework with the guidance of our Agricultural Advisory Committee, which is composed of parents, industry partners, administrators and former students. Together, along with the Career Technical Education Model Curriculum Standards for the Agricultural and Natural Resources Industry Sector, the California State Science Standards, the Common Core State Standards and the Next Generation Sciences Standards, have shaped our curriculum to adequately train and prepare students so they are college and career ready. Programs of study have been developed to support the needs of our local community as well as the needs of the state of California. At the moment, the program has two pathways. Career paths have been identified in these pathways and a diagram has been developed to share with students, parents, administration, counselors, Advisory, Industry and community members. These pathways serve as the sequence of courses for all students enrolled in the agricultural department. The strongest pathway in the program is that of Animal Science. The sequence of courses in this program are as follows: Agricultural Biology CP/HP, Companion Animal Health Care CP, Veterinarian Science CP/HP and Agricultural Economics and Government CP/HP. In development is a Horticultural pathway. The course sequence so far is: Agricultural Biology CP/HP, Environmental Horticulture I CP/HP, Floral I CP, Agricultural Economics and Government CP/HP. The department is developing two additional course which will serve as additional concentrator and capstone courses. The horticulture teacher will develop the Greenhouse/Turf Management and Sustainable Practices as an additional concentrator course in the horticultural pathway. The new capstone course will be the History of Landscape Design/Construction/Maintenance and Water Management. In addition, in the reconstruction of the high school and when the Ag shop is reconstructed for the Ag Department, the department hopes to reinstate the Agriculture Mechanics pathway. All courses taught by the

department meet both high school graduation requirements and received A-G credit by the UC system.

Leadership development through the FFA and the application of student knowledge through students' Supervised Agricultural Experience (SAE) is an integral component of the program at Indio High School. Incorporated in every course, especially by utilizing the FFA organization and students' SAE, are the "Foundation" standards which include topics such as communication, career planning/management, problem solving/critical thinking skills, the proper use of technology, health and safety, responsibility and flexibility, technical knowledge and skills, ethics and leadership/teamwork. These foundation standards provide the "soft skills" that many employers are looking in their employees and hence why former FFA members make such great hires.

Every year during the summer as the master schedule is being developed, the Ag Department head will verify that there are no major conflicts with other courses to ensure students are able to follow the sequence of courses. Computer aided instruction is included in all courses but specially in the capstone course of Ag Econ/Government in which students create a Portfolio of Introduction, resume and participate in a speech contest. All classes are taught record keeping skills, through the use of the California record book to justify and verify their SAE project. The only improvements that need to be made to this area of the Incentive Grant is the completion of the record books. Although the department does maintain students' record books for one year following graduation, not all students' record books are closed-out. A system should be developed to follow up and close record books at the end of every calendar year.

Section 2 - Leadership and Citizenship Development

Leadership development through the FFA is an integral component of the program at Indio High School. The Indio FFA Chapter has been chartered by the California Association in 1976. Yearly the chapter officers will prepare the chapter's Program of Activities which outlines the goals, objectives and vital information for that academic year. The Program of Activities (POA) is then distributed to the Regional Supervisor (by November 15), school board members, Indio High's administration, Advisory Committee Members and to any parent and student who wished to have a copy. In fact, when the high school is showcased at the district during a special School Board Meeting, the FFA officers address the school board members and thank them for their continued support of our program and provide the School Board Members with the current Program of Activities and a small gift as a token of appreciation.

FFA and leadership development is so important that all teachers in the department require FFA participation from students to the point that the final grading determination is dependent in the students' FFA participation. In completing the FFA Roster and R2 report by the deadline of October 15th every year, every student enrolled in agriculture class are affiliated with the State and National FFA Associations. The high school is a low income, high needs, high poverty rate (over 90% of students are on the free/reduced lunch program) school. As a result, the department pays for the students' state and national association member dues. The Agricultural Incentive Grant is therefore vital to the success of this program, for part of the grant that is received is utilized to pay for the membership dues which on average are a cost of $4,000.

Annually, the Indio FFA program will participate in leadership development/conferences, judging field days and contest, livestock showmanship, landscape/floral/horticultural entries to the county fair, community service events, local, sectional, regional and state FFA meetings, public speaking events and award applications such as the State FFA Degree and the SAE Proficiency Awards. As a result, the chapter surpasses more than 12 activities listed on the FFA Activities Check Sheet portion of the Incentive Grant application.

The chapter would like to have more membership involvement. Plans are in order to host a local Agriscience Fair to increase the participation of students in the FFA. In able to motivate the younger membership, the chapter also plans to host a local Best Informed Greenhand Contest in which all freshmen will be asked to participate. The current reconstruction of the high school will bring an actual agriscience facility. This new facility will increase involvement for the new facility will allow students to host more SAE projects on campus and as a result an increase in the number of State and American Degree as well as SAE Proficiency Award applications. The facility will also lead to more community involvement for plans for a school-wide farmer's market is underway.

Section 3 - Practical Applications of Agricultural Skills

The practical application of agricultural skills is demonstrated in students' Supervised Agricultural Experience (SAE) projects. All students enrolled in an agricultural course are required to have an SAE project. Failure to apply their skills into the SAE project is detrimental to students' final grade. The SAE is part of the grading criteria in all the courses offered by the department. Even first year members plan and engage in an SAE project, specially those who become very active in the FFA program and earn the FFA Greenhand Degree. The advanced members are also expected to have SAE projects. Advance members can continue a project or enhance it in some way or try a different project if so desired. All students with SAE projects are visited at least twice a year to monitor the progress and offer advice for a successful completion of their project. Those students that utilize the school's livestock facility are more closely monitored for the agricultural teachers visit and track the progress of all the livestock animals on a daily basis. I do believe because of this daily interaction and relationship building that the local chapter is able to dominate at the country fair in both showmanship and market classes in all breeds. The department has a fleet of two SUVs and one truck which can be used for traveling to events/contest/conferences with students, or for professional development for the agricultural teachers or even utilized for project supervision.

As urban sprawl is affecting the city of Indio, more and more of the students that attend the high school do not have a strong agricultural background or connection and knowledge to the origins of their food and fiber. As a result, the department must encourage students to develop new, innovative, non-traditional and cutting-age SAE projects. Although the chapter is fortunate to use the county fairgrounds livestock facilities as their livestock barn for students' livestock

SAEs, the department should secure other facilities to further develop and foster additional students' interest other than just animal science. Plans are in other to build a horticultural and agriscience facilities on the actual high school campus. This new facility will increase involvement for the new facility will allow students to host more SAE projects on campus and as a result increase the number of State and American Degree as well as SAE Proficiency Award applications. The facility will also lead to more community involvement for plans for a school-wide farmer's market is underway. The planned greenhouse will allow for students to focus SAEs in plant and floricultural science. Plans for this facility also include non-traditional SAE projects such as aquaculture, hydroponics and Ag communications. The department must also continue to strive towards the reinstatement of the agricultural mechanics facility. The agricultural mechanics pathways can offer many possibilities including welding, Ag engineering, Ag machinery sales and Ag mechanic technicians and repair. The agricultural industry has always been on the cutting edge of engineering as we developed tools to help increase our yields. This is why it is vital to include an Agricultural Mechanics Shop into the plans of the Agriscience Facility. The shop would further give students the opportunity to develop SAE projects where students will apply the STEM knowledge they have learned within the agricultural department. STEM careers should be the focus of the department and what better way than to showcase STEM careers then through the application of knowledge in the SAE projects.

Section 4 - Qualified and Professional Personnel

In able to provide students with a high quality agricultural education, all three agricultural teachers at Indio High School hold a cleared Single Subject Teaching Credential and a cleared Specialist Instruction Credential in Agriculture. Copies of the authorizing credentials need to be updated into the program plan, especially of the newest agricultural teacher. The following are the assignments for each teacher:

McBride, Melissa:	Ag. Biology CP/HP, Veterinary Science CP/HP, Companion Animal Health Care CP and Plant and Animal Physiology CP/HP, Ag Economics/Government CP/HP
Lauritzen, Nancy:	Ag. Biology CP/HP, Special Ag Projects and History of Floral Design I/II/III and IV CP
Lopez, Cesar:	Ag. Chemistry CP/HP, Environmental Horticulture Science I CP/HP and Special Ag Projects

All teachers teach over ½ time in agricultural sciences and to remain current all teachers participate in several professional development activities. Yearly, all three teachers participated in the Southern Region CATA Fall In-service, the Southern Region Winter Roadshow and attend the CATA Statewide Annual Conference. In addition, Mr. Lopez was selected to participate and attended the National Agriscience Teacher Ambassador Academy (NATAA). During the NATAA, teachers are taught how to restructure their lessons so they are more inquiry based and to encourage further involvement in the agriscience projects contest.

As a department, we have decided to meet every week to discuss and plan matters pretending to the advancement of the agricultural department and our FFA program. As a department we need to keep a better record of minutes of actions taken during the agricultural staff meetings and keep them in the Department files and/or the Comprehensive Program plan.

When teachers do incur personal expenses while participating in all approved integral activities associated with FFA, SAE and professional CATA in-service activities, teachers are reimbursed on a timely fashion. Teachers need to complete a Request to Attend Conference (RTAC) form for all activities planned outside regular classroom instruction and SAE supervision. Once the Request to Attend Conference is approved, then what ever personal expenses that are incurred will be reimbursed. Once the event has occurred, the approved Request to Attend Conference form for the event is resubmitted with requested reimbursement amounts added up and the original itemized receipts must be attached to the RTAC document.

Section 5 - Facilities, Equipment and Materials

Our facilities and equipment will always be modified when it is necessary based on students' needs. At the moment, the three agricultural teachers are spread out throughout the campus. The History of Floral Design and Ag Biology are being taught from a portable classroom. Environmental Horticulture Science I and Agricultural Chemistry are also taught out of a portable classroom. Both portable classrooms have made it challenging to teach the subjects, but we are struggling for two more years in anticipation of the renovation of our school.

Currently our whole campus is under construction for a complete renovation. In the new school, plans are in place for a new animal science laboratory, a new horticultural science laboratory, a new floriculture classroom/shop, two agriscience classrooms and a new ag mechanics shop. Two new greenhouses will be constructed, just outside the agriscience building. This new facility will increase involvement for the new facility will allow students to host more SAE projects on campus and as a result increase the number of State and American Degree as well as SAE and Proficiency Award applications. The facility will also lead to more community involvement for plans for a school-wide farmer's market are underway. The planned greenhouse will allow for students to focus SAEs in plant and floricultural science. Plans for this facility also include non-traditional SAE projects such as aquaculture, hydroponics and Ag communications. The new agriscience facility is expected to open in the spring semester of 2017.

Currently we do have two large cargos to store our materials, records, equipment and supplies. Because of the extreme heat in our summer, we also have a small air conditioned room to store

items that are heat sensitive. In this room we store our high end floral shop products, microscopes and scrapbooking materials. In January, two of our teachers will be temporary moving into the brand new $10 million Science/Business Complex building. The two teachers will have their own lecture rooms and share a laboratory and office for the next two school year terms until the up-and-coming CTE Building is completed in 2017. There is additional storage in the new lab, office and lecture classrooms.

Currently we have an agreement with the Riverside County Fairgrounds to host our livestock barn laboratory. The school does not have the space to host the livestock facility. Our high school is surrounded by residential and business facilities which would also limit the ability to host a livestock facility on the school campus. The agreement with the County allows those students that would otherwise not be able to raise a livestock animal to have a place to house their livestock projects. In exchange for allowing our chapter to house our livestock projects, our chapter keeps the livestock barn clean, advises the County of repairs needed and assist in any way necessary to prepare the livestock barn for the opening of the County Fair. As a chapter we will continue to foster this relationship with the county to ensure our students have a space to participate in livestock projects.

Section 6 - Community, Business and Industry Involvement

Our Indio Agricultural Advisory Committee is active and functioning. Committee members are composed of parents, former students, school site administrators, agricultural business leaders, water district members, community service organizations, local community college faculty and former parents who see the value of our program. Our advisory committee is mainly composed of agriscience business leaders in the Coachella Valley that support our Animal and Environmental Horticulture Pathways. The following is a list of our advisory committee:

President: Lisa Fierro
Past Parent

Secretary: Janell Percy
California Women for Agriculture, 4-H Leader, Past FFA Arizona State Officer

Ellen Way
California Women for Agriculture, FFA Alumni

Ann Copeland
Retired CV Water District

Jeff Place
College of Desert Professor

Mike Chedester
The Living Desert Zoo and Gardens' Curator of Education

Sharon Garcia
Owner Desert Feed Bag

Dr Bradshaw-Veterinarian
Village Park Animal Hospital

Maria Garcia Bonnell
Vet Tech/ Past Student
Valley Animal Clinic

Mike Terry
Wilbur Ellis / Past student

Laura Terry
Imperial Water District

Michael Ling Office Manager
Desert Dunes Animal Hospital

Rudy Ramirez
Indio High Principal

Tammy Sterling
General Contractor/ Past student

Kyle Hinkle
Hinkle Custom Painting/ Past Student

Norma Gonzalez
Robobank- Manager

Mary
Aladdin Florist

Bob Williams
Bob Williams Nursery

Jim Harrison
La Hacienda Nursery and Landscape Inc.

Eric Moller
Moller's Garden Center

Fernando Nunez- Past Student
"My Little Flower Shop" employee

The Indio High School Agricultural Advisory Committee meets every year at least twice a year, once during the fall months and again in the spring. Additional meetings are scheduled when necessary. Minutes for each meeting are kept in the department files and inside the Comprehensive Program Plan. When the Advisory Committee does meet, we discuss challenges faced by the program. We ask for input and guidance from our Advisory Committee in updating and creating curriculum for our courses to train, remain relevant and prepare students for the local job force and for admission into a post-secondary institution. Since our school is under

construction, in our latest committee meeting, the committee members viewed our construction plans for the updates on the facilities. The Advisory Committee offered suggestions as to the direction of the department. Our Advisory Committee would like the reinstatement of the Agricultural Mechanics Pathway and are excited for the construction of the new CTE building.

Section 7 - Career Guidance

Every school year begins with our students completing and/or updating their 4 year plan/data sheets. In all agricultural courses, students are expected to complete the Student Data Sheets. These sheets are then utilized to complete the R-2 report/roster which is due every Oct. 15th. Every course that is taught in our department, there is a special emphasis on careers available to students in the vast field of agriculture. Supervised Agricultural Experience projects are also utilized to foster an interest in a career in agriculture. Currently our capstone course is that of Agricultural Economics/Government. In Ag Econ/Gov special attention is placed on our senior students. We ensure that our seniors apply to postsecondary educational institutions and for scholarships to support their educational endeavors. We also require all seniors to prepare a portfolio that includes work samples and a resume. Our hope is that students will then use this portfolio for those students who wish to enter the workforce right after high school.

To recruit students to consider the agricultural department as an area of study, our Department Head will travel with the counseling staff when they are meeting with the middle schools that feed into our high school. Our Department Head explains the benefit of the program and the possibilities available to the students. Currently there is a ban on all clubs recruiting at the middle schools, for certain department felt it was unfair for clubs to recruit students prior to attending the high school. I do believe that this will change as we enter into Common Core and a reemphasis on Career Technical Education.

The greatest tool for career guidance and program recruitment/retention are the home visits. Personally, I make every effort to perform a home visit to all my freshmen/1st year students.

Home visits are also vital for retention of students in our program. During the home visits, the possibilities and opportunities available to students through the agricultural department and the FFA are presented to both the student and the parents on a more intimate basis. The sequences of courses are presented to all students and parents to prepare students for a career in agriculture. Annually, the department will also meet with the school counselors so they can also advise students interested in the field of agriculture as to what courses to enroll in while at Indio High School. The sequence of course for our agricultural department can be found on the following page.

In addition to supporting career guidance and exploration, articulation agreements are in place with Mt. San Antonio Community College for students to earn college credits as they complete course work in our agricultural department. Students have the opportunity to earn 3 units of Animal Science and 3 units of Environmental Horticulture Science by completing the Animal Science and Environmental Horticultural Science pathways offered to our students. This gives our students a step up in the right direction towards their career in agriculture.

Indio High School - Agriculture Department Course Offerings Overview

Animal Science Pathway:

9th Grade	10th Grade	11th Grade	12th Grade
Ag Biology CP/HP	Companion Animal Health Care CP	Veterinary Science CP/HP	Plant and Animal Physiology CP/HP
UC: (D-Life Lab Science)	(D - Life Lab Science)	(G-Elective: Life Science)	(D - Life Lab Science)

Environmental Horticulture Pathway:

9th Grade	10th Grade	11th Grade	12th Grade
Ag Biology CP/HP	Environmental Horticulture I CP/HP	Art & History of Floral Design II/III	Art & History of Floral Design III or IV
UC: (D-Life Lab Science)	(D - Life Lab Science)	(F - Fine Art)	(F - Fine Art)
	Art & History of Floral Design I CP (F - Fine Art)		Plant and Animal Physiology CP/HP (D - Lab Science)
	Agricultural Chemistry CP/HP (D - Physical Lab Science)		**Capstone Course:** Ag Economics / Government HP/CP (G - Elective: Social Sciences)

Articulation Agreements (College Credit)

Students can earn 3 credits of Animal Science and/or Environmental Horticulture (Plant Science) by earning a B or better.

To earn 3 credits of Animal Science students must:*

- Earn a B or better in Companion Animal Health Care
- Earn a B or better in Veterinary Science
- Submit an application for Mt San Antonio College

To earn 3 credits of Horticulture Science students must:*

- Earn a B or better in Ag Chemistry
- Earn a B or better in Environmental Horticulture
- Submit an application for Mt. San Antonio CC

*Plant and Animal Physiology is also considered as an approved courses in either animal or horticulture science

Section 8 - Program Promotion

Program promotion is vital to the success of our agricultural department.

To recruit students to consider the agricultural department as an area of study, our Department Head will travel with the counseling staff when they are meeting with the middle schools that feed into our high school. Our Department Head explains the benefit of the program and the possibilities available to the students. Currently there is a ban on all clubs recruiting at the middle schools, for certain department felt it was unfair for clubs to recruit students prior to attending the high school. I do believe that this will change as we enter into Common Core and a reemphasis on Career Technical Education.

The greatest tool for career guidance and program recruitment/retention are the home visits. Personally, I make every effort to perform a home visit to all my Freshmen/1st year students. Home visits are also vital for retention of students in our program. During the home visits, the possibilities and opportunities available to students through the agricultural department and the FFA are presented to both the student and the parents on a more intimate basis. The sequence of courses is presented to all students and parents to prepare students for a career in agriculture. Annually, the department will also meet with the school counselors so they can also advise students interested in the field of agriculture as to what courses to enroll in while at Indio High School. The sequence of course for our agricultural department can be found on the following page.

As far as informing parents, teachers, administrators and the community about the success of our program, we utilize many resources to ensure the future support of our program. One of the resources and strategies we use is the publication of a monthly newsletter that is written by our

chapter Reporter. In addition, during our annual Awards Banquet, the chapter Reporter will also compile our chapter pictures and create a sort of digital scrapbook and slideshow which is presented to the attendees. The Banquet is also an excellent opportunity to showcase our students and all the multiple skills and talents they have developed through their involvement in the agricultural department. Lastly, in able to receive continued support from our school district, our chapter officers will present a copy of our Program of Activities annually presentation to the school board. During this presentation, we update the school board members of the success our chapter has had and what we hope to accomplish in the near future.

I do believe as a chapter we need to develop promotional and information flyers in able to recruit and inform the public at large about the opportunities available to students. All students are welcomed into our program including special education student. Every student is challenged to grow both personally and academically. Articulation agreements are in place with Mt. San Antonio Community College so our students can begin earning college credits for completing the coursework offered through our agricultural department. Our students will also participate in Field Days throughout the state to develop skills within a particular field of study in agriculture. All our success is then showcased for the benefit of our program to promote continued support.

Section 9 - Program Accountability

All courses taught in the agricultural department at Indio High School have been developed with the Career Technical Education Model Curriculum Standards for the Agricultural and Natural Resources Industry Sector, the California State Science Standards, the Common Core State Standards and the Next Generation Science Standards. These standards are vital and show the administrators that the agricultural department can be used to reinforce core academic content in a real world setting. Our goal is also to prepare students for the local workforce, the military and/or post secondary education. Therefore the standard shaped our curriculum to adequately train and prepare students so they are college and career ready. At this moment we do not have a performance-based assessment which our students partake. Students are graded in individual classes as far as the skills they acquire. As a department not all students partake in an official performance-based assessment. This is one area that we would like to improve. In fact we would like to develop performance certificates to certify the skills that students acquire in our courses. These certificates would improve the probability of students being hired because they would have a list of skills they can perform already.

To ensure we are serving our students, at the conclusion of their senior year, a survey is put out to the graduating class. We ask about their future plans and how the agricultural department played a role in their determination towards their future. The survey also ask student to provide contact information so we can perform a graduate follow-up with special focus on what the former students are doing post high school. At the conclusion of the graduate follow-up, all data is summarized and analyzed. This information is then shared with our advisory committee and also shapes the direction of curriculum.

In able to comply with federal, state, and local regulations and policies, our department retains records and reports necessary for the success of our students as well to retain funding (such as Carl D. Perkins Funds). One of the required reports is the Comprehensive Program Plan. Currently there is a Comprehensive Program Plan but it is outdated. Efforts should be made to update the plan especially since the department will be receiving new facilities in the future. The R-2 Report and FFA Roster is submitted to the state and national associations but the deadline of Oct. 15th annually. From the R-2 report we determine our membership dues and these are paid on a timely matter to retain FFA affiliation. Yearly our department head will apply for Perkins and the Agricultural Incentive Grant to ensure we have a steady source of funds. As a department and along with the Advisory Committee, the requirements and protocols required for each funding source are reviewed to ensure compliance.

Last year our school was visited by the Western Association of Schools and Colleges for an accreditation. Our department head volunteered to be a leader in the accreditation process. Our remaining teachers also volunteered to participate in the accreditation process by contributing to the "self-study" process. By participating in the accreditation process the department was able to promote and make the high school's staff and local district realize the importance and the difference that the agricultural program has on the lives of students. In our accreditation report we ensured that attention was brought to the agricultural department and how the department meets and excels the school wide learning objectives.

Section 10 - Student-Teacher Ratio

Student-Teacher ratios throughout our district have been a priority to all teachers district wide. Since the previous budget crisis, class sizes continued to rise into pass the 40 students per teacher. Currently my largest class, a physical lab science class, holds 44 students. I realize that classroom sizes should not be in excess of 25 students per teacher. In a laboratory or shop course, the number of students should not be in excess of 20 students. Efforts will continue to be made with the administration to decrease class sizes within the agricultural department. SB 187 will be shared with our high school's administration as well as with the Career Technical Education Director and other administrators at the district level.

Currently we have nearly 400 students in the agricultural department and only 3 Ag teachers. Currently we do not meet the 75-limitation for supervising students' supervised agricultural experience projects. I feel like an additional teacher would allow us to meet the 75-limitation for supervision of students' supervised agricultural experience projects. Efforts are being made to encourage our administration to hire an additional Ag teacher.

For our upper division classes, a method of recommendation and Ag Teacher approval is in place to ensure program vitality. Since students register for courses during the spring, our Department Head and other Ag teachers can evaluate and approve which students will remain enrolled in the advanced agriscience courses. This way we can ensure students are completing courses according to the sequence of courses approved by the department. We can also ensure program integrity in student enrollment.

Section 11 - Full Year Employment

Full year employment has been difficult to justify to our administration. Living in the southern Californian desert, the heat can be very detrimental to many agricultural commodities, specially livestock. Therefore our annual county fair is actually hosted doing the winter months. In addition, the district has adopted the practice of closing and turning off the electrical power to all school facilities during the summer months in an effort to save money. Due to these two reasons, it has been difficult to justify a full year employment. Yet with the addition of the upcoming CTE building and additional agriscience facilities, the justification would solidify itself. The new facility would provide protection from the warm summer month for production agriculture to continue. Students would be utilized to maintain the agriscience facility running as part of their supervised agriscience experience projects.

Our department as a whole practices the three circle model where the classroom/laboratory, FFA and Supervised Agricultural Experience (SAE) are integral parts of the success of not only our program but for the success of our students. The classroom/laboratory component is addressed during the typical school hours during instruction. Leadership development occurs during school hours and after school as students participate in FFA functions such as meetings, conferences, contest and community service events. To support the guidance of the FFA chapter, one of the Ag Teachers on staff acts as the official FFA Advisor who receives a stipend of $6,000 annually for their efforts in coordinating our FFA chapter. The other teachers act as assistant FFA advisors and will also contribute to the success of the chapter. This stipend also includes compensation for supervising SAE projects at the end of the school day. The other two teachers

are also compensated for supervising SAE projects; one by receiving the Department Head/SAE Supervision Stipend of $8,000 and the other receives the Assistant FFA Advisor/SAE Supervision Stipend of $3,000.

As a professional, our Ag teachers remain involved in improving their skills as career technical education teachers, attend summer conferences, update curriculum, maintain facilities and grow professionally by participating in professional development and workshops. This is done to benefit our students and department. This commitment to professionalism can also be used to justify full year employment.

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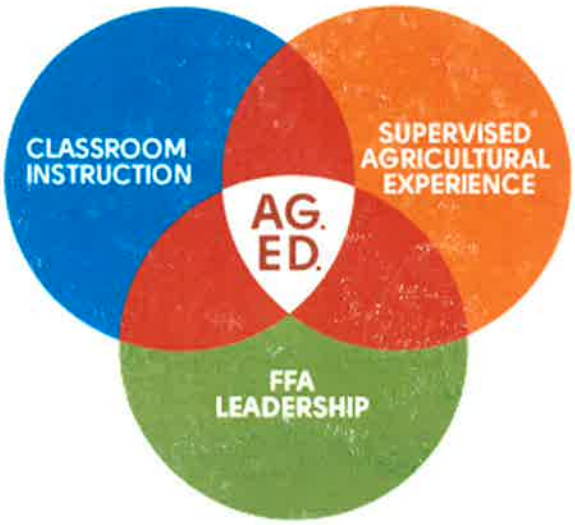
Part 2:

Project – Comprehensive Program Plan for Indio High School

Indio High School
Agriculture Department
Ag. Education Program Plan



Cesar R. Lopez, Coordinator
Melissa McBride, Department Head

April, 2015
Indio, California

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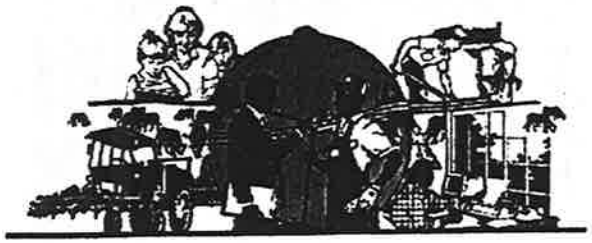

California Agricultural Teacher's Association

Table of Contents

Job Market.....A

Targeted Occupations.....B

Total Program Goals and Objectives.....C

Program Description of included Courses, SOE and Leadership.....D

Program and/or Course Subject Matter Content Outline.....E

Program Completion Standards.....F

Description of Facilities and Major Equipment.....G

Five Year Facility and Equipment Acquisition Schedule.....H

Staff Assignments.....I

FFA Program of Activities.....J

School and/or Department Policies.....K

Proficiency Standards for Program Completers.....L

Teacher Data Sheet for each Teacher.....M

Roster of Agriculture Advisory Committee.....N

Advisory Committee Minutes.....O

Current Year Budget.....P

Signed Articulation Agreement and/or Evidence of Articulation.....Q

Graduate Follow-up System.....R

List of Active Placement Sites.....S

Recruitment Activities and Materials.....T

Staff In-service Record.....U

Staff Minutes.....V

Department Inventory.....W

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Est. 1958

A.

Job Market

Indio is the largest and oldest city of the Coachella Valley. Indio High School is one of four comprehensive high schools in the Desert Sands Unified School District. Established in 1958, the school is located in Indio, California, bordering a residential and business/shopping area in the eastern end of the Coachella Valley. Most recently, the City of Indio was named one of the top 100 Best Communities for Young People by America's Promise Alliance. America's Promise Alliance also named Indio High School as one of the top 10 high schools for young people in the nation.

The primary sources of income and employment are tourism and agriculture. The local community needs highly trained individuals in the field of agriculture and with the new renovations and additional support of Career Technical Education, our department will continue to provide eager, college and career ready individuals. According to Dr. John Husing in his analysis of the Coachella Valley's economy from 2014, he states that the "five sectors have been primarily responsible for the Coachella Valley's economic health: tourism, health care, agriculture, retail trade, and housing (*2014 Annual Coachella Valley Economic Report*)."

The Coachella Valley's economic base is largely driven by money coming into the area through five sectors. Tourism has been a major staple of the region and had a strong 2013-2014. Healthcare increased throughout the recession and growth continues into 2014. The Affordable Care Act could drive a significant healthcare job expansion in the near future. Agricultural production set another record in 2013. Retail trade grew 6.3% in 2013 and another 4.8% in the first half of 2014. The housing sector, which drove growth in the area's economy from 2000-2007, has seen prices soar in 2014, and permit recordings are slowly increasing.

Tourism

Coachella Valley tourism is on its way back. In part this is because the U.S. economy continues gaining strength, having added 9,463,000 jobs through August 2014, or 108.6% of the 8,710,000 lost in the recession. An improving U.S. economy is important to the Coachella Valley as national tourism is a major driver for it:

• According to the Greater Palm Springs CVB, the average daily hotel room rate was a record $142.48 for the first eight months of 2014. That was up 6.8% from that period of 2013. For the eight-month 2014 period, average occupancy was 61.6%, highest since 63.6% in 2007.

• Passenger traffic at Palm Springs International Airport was up 9.4% through July 2014 and headed for another record at 1,916,981. It had soared 14.3% in 2013 and is holding those gains.

• Car rentals related to the airport rose 4% in 2013. They are headed for a gain of 5.9% in 2014 or another record at an estimated $56.7 million.

• From January to August 2014, the Inland Empire's accommodation and food service employment was up 5.6% — or 7,413 jobs — over 2013. Much of the positive force in these sectors was likely located in the Coachella Valley. The area's art, entertainment and recreation sectors in this period were flat.

Healthcare

The one sector of the Coachella Valley and Inland Empire economies that has continued growing despite the deep recession and slow recovery has been healthcare:

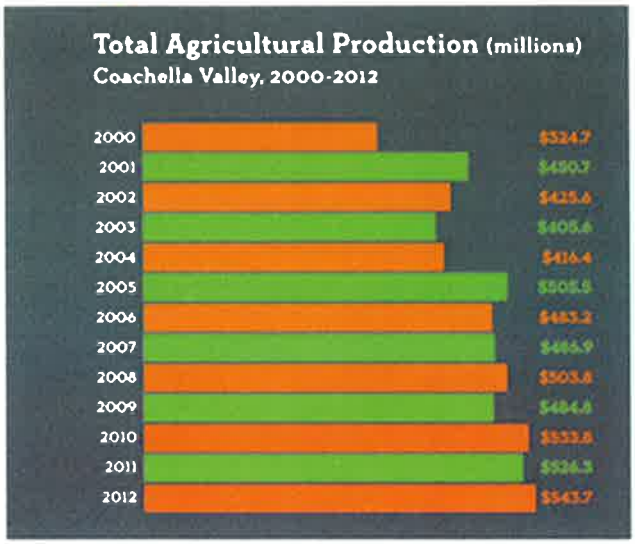
• From August 2007, before the recession started until August 2014, the Inland Empire has added 21,300 healthcare positions, a gain of 21.5%.

• The Coachella Valley's healthcare sector echoed this strength, increasing from 10,795 jobs in 2007 to 13,667 in 2013, up 2,872 positions or 26.6%. This sector is important to the valley's economic base given the local and national importance of facilities like Eisenhower Medical Center, Desert Regional Medical Center, JFK Memorial Hospital and the Hazelden Betty Ford Center. Healthcare is an important economic driver because much of the funding comes from insurance policies and federal programs like Medicare. These dollars flow into the region and help drive the rest of the Coachella Valley economy. Meanwhile, with the Affordable Care Act, the 95,124 valley residents identified by the 2013 Census Bureau as not having health insurance (21.7%) represent a pool of demand that could greatly add to employment in the healthcare sector.

Agriculture

Agricultural production is important to the Coachella Valley's economic base since every $1 brought to an area by the farm economy increases overall output by $3.50. The sector reached a record level of production during 2005 at $505.5 million worth of crops. In 2010, it reached a record of $533.8 million. There was a pause at $526.3 million in 2011 before the sector grew to $543.7 million in 2012 and another 11.7% in 2013 to an all-time high of $615.6 million. These data are particularly important to the Coachella Valley because 58.2% of Riverside County's crop production occurred in the area. Though output has risen, agricultural employment has been flat as the sector continues to gain efficiencies.

AGRIBUSINESS



SOURCE: RIVERSIDE COUNTY AGRICULTURAL COMMISSIONER'S OFFICE

$505,500,000

WORTH OF CROPS HARVESTED IN THE COACHELLA VALLEY DURING 2005

2010 Year crops surpassed a trading range of roughly $500 million to reach a record $533.8 million.

$543.7 MILLION

Record-setting level of business attained in 2012, exceeding 2011 earnings by $17.4 million.

Source: CVEP 2013 Annual Economic Report

$3.50 INCREASE IN OVERALL OUTPUT FOR EVERY $1 THE FARM ECONOMY BRINGS TO ANY GIVEN AREA

CONSERVATION

Preserving the Land

Friends of Palm Springs Mountains – which formed in 2004 to preserve and protect the habitat, scenic vistas, historical and cultural resources, and recreational values of the mountains, alluvial fans, and canyons of Palm Springs – recently acquired 352 acres of open space at the entrance to Palm Springs. This acquisition represents an important milestone in conserving key habitat for the Peninsular bighorn sheep. The land was conserved with support from various funding sources. Referred to as Chino Canyon, the land holds significant aesthetic value with its extraordinary topography and contains a critical wildlife corridor.

Retail Sales

Retail sales contribute to the Coachella Valley's economic base in that a significant source of the spending is from money brought to the area by winter residents, tourists and convention-goers. Also, 86,918 (19.8%) of the valley's residents were 65 or older in 2013 versus 11.5% for the entire Inland Empire. The spending by these people tends to come from savings, pensions and Social Security, adding to the valley's economic base:

• Retail sales were up 28.6% from the low in 2009 through 2013, including 6.3% last year. The gain in the first half of 2014 was 4.8%.

• Riverside County's gain was 36.2% from 2009 to 2013 and 6.4% in first half of 2014.

Housing

The Coachella Valley continues to see a mixed picture in the housing sector. By second quarter of 2014, 41% of Riverside County families were able to afford the bottom 50% of its houses. This affordability rate was 49% a year ago. This picture exists because the 30-year fixed interest rate in September 2014 was 3.80%, down from 4.49% a year ago. Simultaneously, Riverside County's median home price was up 9.8% from July 2013 to 2014 after a gain of 25.6% the prior year.

The Future

The Coachella Valley's expansion should clearly continue into 2015. This is consistent with the fact that the Inland Empire as a whole is adding jobs at a faster pace than the state (2.8% v. 2.2%). That positive prediction is contingent on the valley's fundamental economic drivers continuing to bring outside money to the area:

• Tourism should continue improving with the national and California economies on slow but steady upward paths.

• With housing prices rising rapidly and permits increasing, the housing sector is starting to recover. The existing home market should continue to strengthen on a volume and price basis as more homeowners find they can afford to sell and buyers can participate in the best market in decades. New home activity has started though it will be a relatively long, slow recovery.

• Healthcare will continue to be a growing sector, particularly as the national recovery strengthens. The valley and the Inland Empire have 35% more residents per healthcare worker

than the state average, and almost 100,000 residents in the Coachella Valley could ultimately be covered by the Affordable Care Act.

• It appears that 2015 should be another good year for agriculture amid the sector's continuous expansion.

• Retail trade should continue to expand with tourism and with consumers increasing their spending.

The 5 highest paying degrees of 2015

Erika Rawes, The Cheat Sheet *12:02 p.m. EST January 31, 2015*

(Photo: Thinkstock)

More and more people are earning college degrees. As of 2011, close to one out of every three people over 25 held a bachelor's degree, according to a U.S. Census Bureau release. "As recently as 1998, fewer than one-quarter of people this age had this level of education."

Because more of us are college-educated, this makes it so that "just any" degree will not necessarily suffice for some people anymore. People are starting to see that if they're going to invest all of that hard-earned money, not to mention time and energy, into obtaining a degree, it should be into one that will likely lead to ample job opportunities and higher earnings power.

The Census Bureau reports that a bachelor's degree holder typically earns $2.4 million over his or her lifetime. Some degrees, like those in education, typically result in lower lifetime earnings than this benchmark. Other degrees, however, generally allow graduates to earn more than this lifetime benchmark.

This year's 2015 graduates will earn a variety of different degrees, ranging from the old favorites like business, to degrees like biomedical engineering and software design, which have become increasingly popular in recent years.

Using Census data, coupled with an employer survey analysis by the National Association of Colleges and Employers(NACE), we've made a list of college majors that will likely lead to the highest earnings for 2015 grads.

1. Engineering

2015 projected average starting salary: **$62,998**
Average lifetime earnings of **$3.4 million**

You may be tired of hearing about how engineering is one of the "best college majors" or "most profitable college majors." But the reason you see engineering on so many of these lists is because the data lead right to it. On average, engineering majors earn $3.5 million over the course of their lifetime, which is more than any other college major. This year is expected to be no different, as NACE estimates the average salary of 2015 engineering grads at just under $63,000.

When it comes to specific disciplines within the engineering field, petroleum engineers are expected to have the highest starting salaries in 2015. NACE estimates that the average grad could pull in a cool $80,000.

2. Computer science

2015 projected average starting salary: **$61,287**
Average lifetime earnings of **$3.1 million**

Those who earn computer science degrees are also raking in the dough. And, this year's grads can expect large starting salaries. Over the course of a lifetime, computer grads who work in management occupations earn the most — a whopping $3.7 million. Those computer science majors with a specific discipline or specialty also tend to earn higher wages.

3. Math and sciences

2015 projected average starting salary: **$56,171**
Average lifetime earnings of **$2.6 million** for science grads, and **$3.1 million** for math grads

This year's math and sciences grads will earn average starting salaries that are higher than the typical household income. Among the math and sciences majors, physics majors are expected to earn the highest starting salaries this year, raking in average salaries of nearly $65,000.

Generally speaking, management positions often pay math and science-type majors the most, bringing in lifetime earnings of between $3 million and $3.4 million. Service industries tend to pay these grads the least, with lifetime earnings of as little as $1.5 million.

4. Business

2015 projected average starting salary: **$51,508**
Average lifetime earnings of **$2.6 million**

A dime a dozen or dozens of dimes? Business majors are still earning more cash than the typical grad, with this year's grads earning average starting salaries of over $51,000.

Among business grads, sales workers earn slightly more than than the average for this grad group, with lifetime earnings of $2.7 million. The highest-paid of the business majors work in management occupations, earning $3.3 million over the course of their lifetimes. Service workers and office suppor workers are generally the lowest earners among the business majors, with lifetime earnings of $1.6 million and $1.8 million, respectively.

5. Agriculture and natural resources

2015 projected average starting salary: **$51,220**
Average lifetime earnings: **$2.6 million**

These grads can earn much more than the average grad, raking in an average starting salary of over $51,000. Again, those who work their way up to management positions generally earn the highest earnings over a lifetime — around $800,000 more than the typical college grad.

2015 salaries for other degrees

Didn't see your major on the list? Check out a few more popular college degrees that didn't make the top five list:

Healthcare: 2015 grads will earn average starting salaries of $50,839

Communications: This year's grads will earn average starting salaries of $49,3951

Social sciences: 2015 grads can expect to start out earning an average salary of $49,0472

Humanities: This year's grads will earn average salaries of $45,0421

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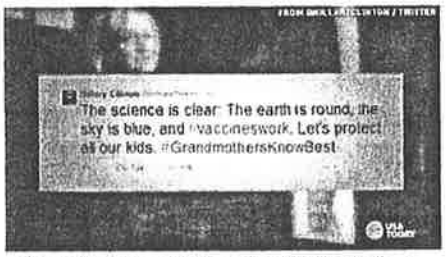

Hillary Clinton pairs Christie, Paul with vaccine tweet (/media/cinematic/video/32702983/hillary-clinton-pairs-christie-paul-with-vaccine-tweet/)
Feb 03, 2015

LOOKING FOR A JOB?

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B.
Targeted Occupations

Animal Science Pathway

There are many career options open to students who complete the animal science pathway. Listed below are many of those careers. The following are the targeted occupations list. In addition to the Associates degree, some careers require advanced degrees, local and/or state certification, and licensing.

- Agricultural Product Inspector
- Animal Breeder
- Animal Control Officer
- Animal Health Products Warehouse Person
- Animal Nursery Worker
- Animal Research Scientist
- Animal Shelter Attendant
- Animal Shelter Clerk
- Announcer/Ringmaster/Ring Steward
- Artificial Insemination Technician
- Auction Yard Manager/Marketer
- Auction Yard Worker
- Auctioneer
- Beef Cattle Improvement Association Bull Test Manager
- Beef Ranch Herdsperson/Manager
- Beef Ranch Owner/Operator
- Beef Scientist
- Boarding Stable Manager
- Bookkeeper
- Brand Inspector
- Breed Association Field Representative
- College Professor
- Commodity Grader (including meat, poultry, dairy, wool)
- Computer Operator/Analyst
- Dairy Calf Feeder
- Dairy Cow Feeder
- Dairy Equipment Repair Person
- Dairy Farm Herdsperson/Manager
- Dairy Inspector Dairy Scientist
- Dairy/Milk Processor Embryo Transplant Technician
- Equitation Instructor
- Fair Manager
- Farm Accountant
- Farm Advisor/Consultant
- Farrier (Horse Shoer)
- Federal Meat Grader
- Federal Meat Inspector
- Feed Batch Programmer

- Feed Field Person
- Feed Lot Crew Foreperson
- Feed Mill Operator/Manager
- Feed Salesperson/Representative
- Feed Store Clerk
- Feed Analysis Technician
- Feedlot Manager
- Field Representative
- Financial Loan Officer
- Fish Farmer
- Game Bird Farmer
- General Manager
- Geneticist
- Government Agriculture Agency: Administrator/Manager/Supervisor
- Herdsperson/Foreperson
- Horse Agent/Trader
- Horse Breeding Farm Manager
- Horse Ranch Manager
- Horse Ranch Owner/Operator
- Horse Scientist
- Horse Stable Attendant
- Horse Stable Manager
- Horse Trainer
- Insurance Agent
- Kennel Manager
- Livestock Advertiser
- Livestock Appraiser
- Livestock Buyer/Broker
- Livestock Consultant/Analyst
- Livestock Equipment Manufacturer Sales Representative
- Livestock Groomer/Fitter
- Livestock Journalist
- Livestock Marketing Agent
- Livestock Ranch Tenant
- Livestock Transportation Owner
- Livestock/Poultry Researcher
- Meat Cutter (Retail)
- Meat Inspector/Grader
- Meat Marketing (Wholesale)
- Milk Tester
- Nutritionist
- Pet Store Jobs
- Pharmaceutical Sales Representative
- Phone Salesperson/Telemarketer

- Range Management Specialist
- Range Manager
- Salesperson, Livestock Supplies
- Salesperson, Semen
- Semen Collector
- Sheep Ranch Herdsperson/Manager
- Sheep Ranch Owner/Operator
- Sheep Scientist
- Shepherd
- Slaughter House Manager
- State Dairy Analyst
- Swine Farm Herdsperson/Manager
- Swine Farm Owner/Operator
- Swine Scientist
- Teacher, Animal Science
- USDA Animal Health Inspector
- USDA Meat Inspector
- Warehouse Supervisor
- Weigh Master/Clerk

Environmental Horticulture Science Pathway

There are many career options open to students who complete the animal science pathway. Listed below are many of those careers. The following are the targeted occupations list. In addition to the Associates degree, some careers require advanced degrees, local and/or state certification, and licensing.

Nursery Management

Wholesale Production Nursery

- Propagator
- Inventory Controller
- Field Foreperson
- Field Superintendent
- Manager
- Salesperson
- Sales Manager
- Shipping Foreperson

Broker Wholesale Production of Seeds

- Breeder Propagator
- Independent Grower
- Sales Manager
- Salesperson and Dealer

Retail Nursery and Garden Center

- General Manager
- Buyer
- Division Manager
- Plant Doctor (Horticulturist)
- Landscape Designer
- Salesperson
- Floral Designer
- Maintenance Person
- Delivery Person (Truck Driver)

Arboretum, Botanical Garden and Horticulture Garden

- Director
- Superintendent of Operations
- Educational Director
- Curator
- Librarian
- Writer
- Propagator
- Researcher
- Greenhouse Manager

Education and Research

- Extension Agent (Farm Advisor)
- Private Horticultural Consultant
- Garden Writer
- Ornamental Horticulture Instructors
    - High School
    - Community College
    - University
        - Landscape Design
        - Landscape Contracting
        - Floriculture Production
        - Diseases and Pests
        - Floral Design
        - Management
- Research Scientists
- Research Technicians
- Plant Inspector
- Horticulture Therapy

Landscape Industry

Landscape Contracting

- Landscape Designer
- Landscape Estimator
- Landscape Contractor
- Landscape Construction Crew Foreperson
- Landscape Maintenance Foreperson
- Landscape Gardener
- Salesperson
- Landscape Draftsperson

Turf Management

- Greenskeeper
- Greenskeeper, Head Foreperson
- Turf Grower

Parks Management

- Parks Service Manager
- Parks Maintenance Supervisor
- Groundskeeper

Interior Landscape

- Designer - Salesperson
- Contractor (Installer)
- Contractor, Rental and/or Maintenance

Arboriculture

- Urban Forester
- Tree Trimmer
- Tree Trimming Foreperson
- Tree Surgeon

Floriculture and Design

Production

- Grower
- Production Superintendent or Foreperson

Marketing Manager

- Propagator
- Inventory Controller

Wholesale Commission

- Florist
- Manager
- Buyer
- Sales Manager
- Salesperson Route
- Salesperson

Retail Florist

- Store Manager
- Sales Clerk
- Head Designer
- Designer
- Wire Service Field Representative
- Panel or Show Designer

C.
Total Program Goals and Objectives

Indio High School's Agricultural Education Aims

The outcome of achievements derived from courses in agriculture are many even though they are not always realized immediately. The more desirable ones are described below.

- The student's interest in agriculture is determined.
- An appreciation of conversation of our natural resources is developed in the student.
- The student is given a knowledge of living and growing things.
- Gives the student the ability to make intelligent selections of farm products for home use.
- Teaches the student to provide and maintain attractive home surroundings.
- Develops in the student an appreciation and understanding of the importance of agriculture to all citizens.
- Acquaints the student with related agricultural fields. (Job prospects)
- Trains the student for related agricultural fields.
- Prepares the student to become engaged in an agricultural production enterprise.
- Prepares the student for higher education in agriculture or its related fields.
- Encourage recordkeeping skills in agricultural enterprises.
- Develop in students an appreciation for the water delivery system that has been develop for the benefit of the people of California.
- Develop a conservation and appreciation for the natural resources in our great state and nation.
- Students will use and develop methods of water delivery that is practical and not wasteful.
- Develop students' interest towards related STEM careers, in particular agriculture which encompasses the concepts of STEM, which should be rebranded to include agriculture to "STEAM."
- Encourage curriculum in which students explore engineering within agriculture.

- Encourage curriculum in which biotechnology and genetic engineering is explored.
- Encourage curriculum in which students use technology and computer aided design.
- Prepare students not just for the local workforce but for post secondary education, hence students are both career and college ready.
- Students will face a global economy therefore the department must develop in all students a global awareness of perspective and various agricultural practices and markets

Program Goals and Objectives

A. Animal Science Pathway

This instructional program is designed to prepare persons for employment in enterprises associated with animal science, animal husbandry, breeding, animal health care, animal welfare, animal handling, zoology, animal biology, veterinary medicine, animal nutrition and management. The occupations in this industry involve mostly outdoor work growing and managing animals.

The goals of this instructional program are:

- Fulfill the educational needs of students by educating them on issues facing agriculture and provide them with the tools to make informed decisions for their future and the future of animal agriculture.
- Develop animal production systems that are sustainable and either maintain or enhance our environment and renewable resources.
- Be aware of the ever-changing demands of animal agriculture.
- Identify, define and analyze existing and emerging issues in animal science by applying an understanding of specific animal production systems and industries.
- Provide technical training in animal science – genetics, nutrition, reproduction, biotechnology and animal production
- Equip animal scientists with skills applied in a variety of contexts – including poultry, wildlife, pig, aquaculture, dairy, companion and pedigree animals, sheep, goat and beef
- Search, identify, evaluate, collate and present scientific knowledge.
- Analyze and integrate information to achieve better understanding of complex issues involving animal industries.
- Identify, define and analyze problems affecting animal health and production.
- Supply students with the knowledge and skills required for entry into and successful progress in those ornamental/environmental horticulture occupations that do not require education beyond the secondary school level.
- Prepare students for post secondary education in agriculture.
- Enable students to acquire an understanding of the economic and social impact of the animal industry on society and its relationship to agriculture in general.

- Provide the animal industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that presently exist and that are developing in the industry.

B. Environmental Horticulture Science Pathway

This instructional program is designed to prepare persons for employment in enterprises associated with floriculture, greenhouse operation, turf production and management, landscape design, construction and management and floristry. The occupations in this industry involve mostly outdoor work growing and managing plants.

The goals of this instructional program are:

- Supply students with the knowledge and skills required for entry into and successful progress in those ornamental/environmental horticulture occupations that do not require education beyond the secondary school level.
- Prepare students for post secondary education in agriculture.
- Enable students to acquire an understanding of the economic and social impact of the horticulture industry on society and its relationship to agriculture in general.
- Provide the horticulture industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that presently exist and that are developing in the industry.
- The student performs hands on experimentation with various forms of plant propagation.
- The student learns various techniques in pest management with a focus on organic solutions.
- Every aspect of nursery production from seed to liner is explored.
- Train in the Earth friendly Xeriscaping (water-wise landscaping) field. This aspect of the Horticulture field integrates art and science to create a beautiful landscape with Earth friendly concepts in mind.
- Apply scientific and quantitative reasoning to address real world problems in plant production and management systems.
- Understand the growth and development of horticultural and agronomic crop plants, current management practices, and factors that influence yield, aesthetics, and end-use quality.
- Students integrate skills, facts, concepts, principles and research methods from plant and other sciences in order to actively participate in a wide variety of environmental and agricultural activities, including research, outreach, education and management

- Understand and appreciate the importance of horticultural and agronomic crop plants to global society, and use this knowledge to contribute to the welfare of global society.
- Obtain, evaluate, and apply scholarly information to expand understanding and knowledge-base of the plant sciences.
- Communicate effectively to a broad range of audiences using appropriate traditional and emerging technological media.
- Appreciate the breadth and depth of professional opportunities in plant science.
- Understand hydrology and proper irrigation techniques as to be resourceful in providing water to plants.

Chapter Specific Goals and Objectives for the 2014-2015 Academic Year

Division I - Student Development

1. To motivate 100 members to participate in various activities.
2. To encourage all livestock members to complete record book(s) before auction.
3. To encourage new and advance members to compete and prepare in Public Speaking.
4. To have 3 teams compete in local, state, and regional level.

Division II - Chapter Development

1. To have 5 members receive their State Degree
2. To have at least 3 community service for the year.
3. To have fundraisers to potentially raise $2000 by end of the school year.

Division III - Community Development

1. To have at least 25 members volunteer at the local food bank distribution center
2. To educate local elementary students on the importance of agriculture, animal care and horticulture.
3. To have members be active with environmental activities.
4. To have citizenship within the chapter and community.
5. To have the chapter promote the Indio FFA in the community

Division I - Student Development

I. Goal 1- Ways and Means

- To motivate 100 members to join and stay in the FFA.
    a) Officers go to Ag classes to talk and encourage students.
    b) Officers talk individually to students.
    c) Have an ice cream social to make the new members feel comfortable and to have them meet new people.
    d) Have entertaining meetings; provide refreshments, fun icebreakers, reward members' accomplishment, and officers should have enthusiasm when speaking.
    e) Invite members to participate in events.

II. Goal 2- Ways and Means

- To encourage all livestock members to complete record book before auction (week before).
    a) Have workshops once a month.
    b) Remind members to keep track of all activities.
    c) Reward the members that complete with goody bags.

VI. Goal 3- Ways and Means

- To encourage new and advance members to compete and prepare in Public Speaking.
    a) By giving positive feedback.
    b) Telling them of past experiences.

c) Meeting new people.
d) How it's a great experiences.
e) Workshops to encourage people to participate.
f) Make a list of potential speakers.
g) Have local contest.
h) Recognize them at meetings.

VII. Goal 4- Ways and Means

- To have 3 teams compete in local, state, and regional level.

a) Have a meeting to explain what each team does and what they will be tested on. (Preferable members with experience in these teams)
b) Encourage members to participate in a team.
c) Remind them to attend practices.
d) Have practice contest.
e) Have the teams participate in sectional contests.
f) Recognize the team at meetings by giving an award or prize.
g) Recognize them at the banquet.

Division II - Chapter Development

I. Goal 5- Ways and Means

- To have 5 members receive their State Degree.
  a) Potential recipients
     a. Cera López, Lidia Mascareno, Alexander Gallardo, Jessie Gutiérrez and Alex Paz
  b) Have workshops in December to have Rewords Books up to date.
  c) Officers will encourage potential recipient by reminding them to participate in FFA activities outside the Chapter.
  d) Encourage them to raising an animal or do a landscape to reach the required amount of profit to receive the degree (if needed).

II. Goal 6- Ways and Means

- To have at least 3 community service activities for the year.

a) Have the members and officers suggest ideas for community service. Potential community service: food bank, healing horses, Coachella valley wild bird center.
b) The members will be informed through; chapter meetings, Ag white board, and chapter website.
c) Have visual information such as pictures and videos.

III. Goal 7- Ways and Means

- To have fundraisers to potentially raising $2000 by end of the school year.

a) Have enough money to pay for banquet, field days, refreshments for chapter meetings, gas for traveling, conferences, and livestock expenses such as dumpsters.

b) Some fundraiser ideas are selling tacos.
c) Have friendly competitions when selling tickets for car wash and truck tickets.
d) Keep on bringing it up. (Announcements, flyers, & posters)
e) Inform members on how it would benefit all members.

Division III – Community Development

I. Goal 8 - Ways and Means

- To have at least 25 members volunteer at the local food bank distribution center
  a) Vice President will contract FIND Food Band to determine when we could volunteer at the local food bank
  b) Promote the event, have members sign-up for the event and hand out permission slips for the event. Contract parents who might want to help with this project

II. Goal 9 - Ways and Means

- To educate local elementary students on the importance of agriculture, animal care and horticulture.
  a) Contract the local elementary school as to when we could come educate the students
  b) Promote the event, have members sign-up for the event, determine what animals to take for the petting zoo and hand out permission slips for the event.
  c) Ask for donations for plants to teach elementary students how to transplant

III. Goal 10 - Ways and Means

- To have members be active with environmental activities
  d) Inform members the benefits of having or creating an environmental project: garden, landscape, and gardening.
  e) Helping out ones house and neighborhood. Ideas are: recycling trash, panting plants, or prevent wastefulness of water.

IV. Goal 11- Ways and Means

- To have citizenship within the chapter and community.
  a) Officers remind members to be courteous when in community events.
  b) Encourage members to be helpful and hardworking.
  c) Recognize members who have great citizenship in the chapter during a chapter meeting.

V. Goal 12- Ways and Means

- To have the chapter promote the Indio FFA in the community
  a) Participate at local events or community service and introducing ourselves as a chapter.
  b) Through newspapers or social media on events that affect or benefit the community. Some ideas are through school backboards, school newscast, face book, or twitter.

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INDIO HIGH SCHOOL
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"Dedicated to academic achievement and personal success for all"
Rudy Ramirez, Principal
Est. 1958
81-750 Ave. 46 | Indio, CA 92201 | (760) 775-3550 | FAX (760) 775-3565

D.
Program Description

Indio is the largest and oldest city of the Coachella Valley. Indio High School is one of four comprehensive high schools in the Desert Sands Unified School District. Established in 1958, the school is located in Indio, California, bordering a residential and business/shopping area in the eastern end of the Coachella Valley. Most recently, the City of Indio was named one of the top 100 Best Communities for Young People by America's Promise Alliance. America's Promise Alliance also named Indio High School as one of the top 10 high schools for young Hispanics in the nation.

The administration at Indio High School has been and continues to be very supportive of the agricultural program. Indio High School's agricultural department is unique in their school district, for none of the other three comprehensive high schools host an agricultural department. The program currently operates with three agricultural teachers and countless parents, community and industry supporters. In the past, the program focused on Animal Science, Floriculture, Agribusiness and Agricultural Mechanics. A complete renovation of the high school is underway, which will support the emerging Environmental Horticulture Pathway.

The primary sources of income and employment are tourism and agriculture. The local community needs highly trained individuals in the field of agriculture and with the new renovations and additional support of Career Technical Education, our department will continue to provide eager, college and career ready individuals. Our students are successful in their post-secondary studies and within the local agricultural industry. For a school of high needs, 94% Hispanic population (largest English Learner population in the district) and 91% of student population receiving "Free/Reduced Lunch," a graduation rate of 92% is impressive. The agricultural department at Indio High School is proud to support the graduation effort by providing a rigorous, comprehensive and challenging curriculum.

The scientific method has been a cornerstone in teaching students about science and agriculture. I have always felt strongly about teaching the scientific method and ensuring students remain curious about the world around them. In every class activity and laboratory, I require that students develop their own questions and conduct research so they can pose a valid and rigorous hypothesis. All of my students determine what evidence they will need to be able to prove their hypothesis and they collect their data either in groups or as individuals. Data and observations must be collected accurately so that it can be interpreted appropriately. All students formulate explanations to phenomena after they summarize their evidence. Lastly, all students examine how they can apply the knowledge they have learned in every experiment and how they can apply it to other agriscience concepts and potential solutions to problems. Oral communication is vital; therefore all students present their hypothesis and arguments by orally explaining their justification and evidence to the class.

The curriculum at Indio High School has always favored a curriculum that is "hand-on." As a former student of the program, I learn first-hand the effects this pedagogical method can have on student learning. All curriculum development takes the input of the local community and industry needs. In addition, all agricultural courses are developed to meet the "A-G" UC admissions requirements. These driving forces are preparing our students toward college and career readiness. As a personal endeavor of mine, I made it a personal goal to earn "A-G" UC admission requirement credit for all of our agricultural courses.

As of this fall, all agricultural courses have been UC admission approved. I have personally developed and teaching these newly UC admission approved courses: Agricultural Chemistry CP, Agricultural Chemistry Honors, Environmental Horticultural Science I CP and Environmental Horticultural Science I Honors. Both Ag Chemistry CP and Honors sections meet the "D" requirement for UC admission in physical lab science credit. In addition, both EHS I CP and EHS I Honors sections meet the "D" requirements for UC admission in life lab science credit. All agriscience courses that are taught meet the California Physical/Life Sciences State Standards, the Next Generation Science Standards, the Common Core State Standards and infused into application and for relevance are the California Career Technical Education Model Curriculum Standards in the Agriculture and Natural Resources Industry Sector through laboratory and learning activities.

My philosophy in teaching and curriculum development is to prepare students for all of the following: college admission, an agriscience career and to developed informed citizens of our nation. Therefore in all my courses I encourage literacy development for all students, with special emphasis on English Language Learners, through daily analyzation of informational text. Oral communication and group collaboration is vital. As a result, when students collaborate in their laboratory activities, all teams are expected to express their results orally to the whole class. Team members must rotate the oral presentation duty among the team so that this responsibility

does not solely fall simply on one individual and we also develop the oral presentation skills of all students in the class. In addition to reading informational text, students in my agriscience courses must be able to complete the scientific process and special emphasis is placed on their conclusion. All conclusions must be based on their experimental data and all claims must be justified by the evidence from their experimental data. In fact, I encourage inquiry-based learning in all my classes where the students guide their learning and I act as a facilitator of learning.

Our chapter has a strong and active FFA membership. Officers are elected yearly by the local chapter membership. Our chapter membership is nearly 400 members, which means that a quarter of the students that attend Indio High School are FFA members. For the past three years, I have served the Indio FFA chapter as the Assistant FFA advisor. In these past three years I have coached a sectional winning and regional participant in Creed Speaking, Best Informed Greenhand teams, Nursery/Landscape teams, Public Speaking and Opening/Closing teams. In the past three years our Officer Team has continuously earn a "gold placing" for their participation in the sectional Opening/Closing contest. In addition, the Nursery/Landscape team I have coached and continue to coach has won first place two years in a row at the annual Los Angeles County Fair Field Day. This year I actually had three teams participate at the LA County Fair Field Day and we won 1st, 3rd and 4th place. As far as SAE, I supervise the horticulture and swine projects that are submitted from our chapter into the Riverside County Fair. I aid in the guidance of design and construction of the Junior Landscapes entries on behalf of our chapter. The first year we entered landscape entries we had 8 entries and all 8 landscapes earned a 1st place placing. That year my students also won the Best of Show, the People's Choice and Sweepstakes Awards in Horticulture. This past year was just as successful, with 10 entries, eight 1st place placing and two 2nd place placing. This past year our students also took home the Best of Show, the People's Choice and the Sweepstakes Award.

All our success in FFA could not be possible without the support of countless volunteers, administrators, community and industry leaders and our Agricultural Advisory Committee. Many parents and family members volunteer to help supervise, care and feed our membership especially during the stress of the county fair. Our administrators volunteer to conduct our local Project Comp Competition and at the same time we educate our administration on the great things our members accomplish. The Animal and Horticultural Sciences pathways could not have been as successful without the support of the local veterinarian hospital, the Living Desert Zoo and Botanical Gardens, our local water district, several of our local nurseries and the support from the California Women for Agriculture of the Coachella Valley. Our Advisory Committee is composed of leaders in the local agricultural industry that can shape the direction and purpose of the agricultural department.

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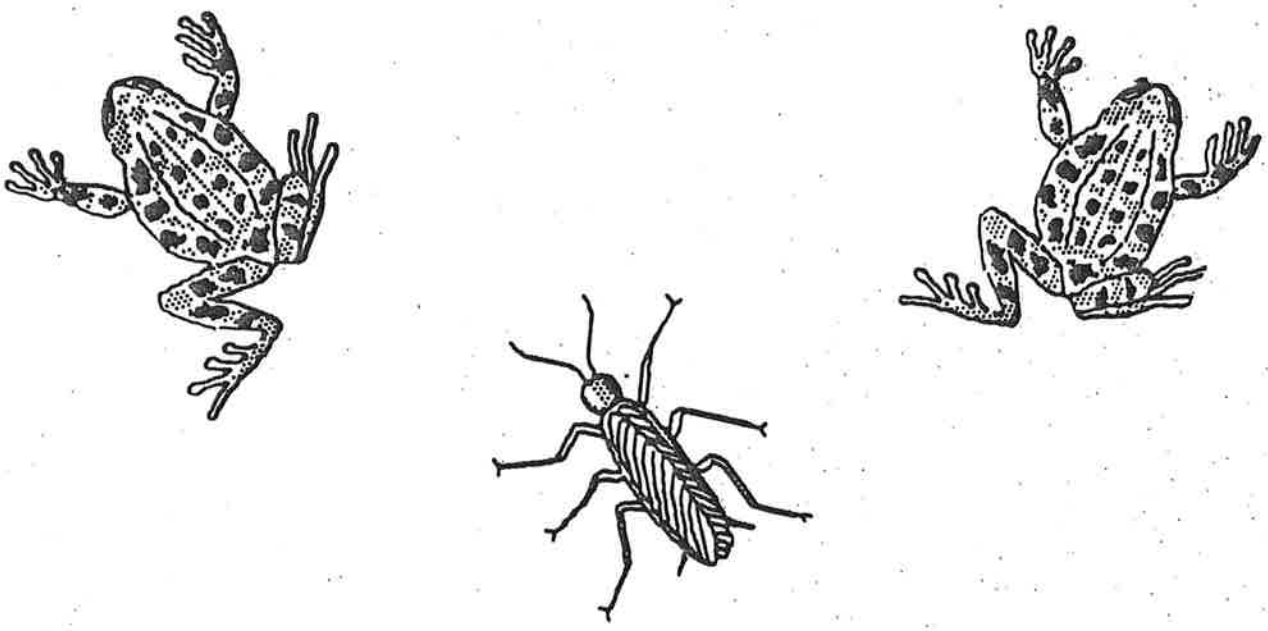
E.

Program and/or Course Subject Matter Content Outline

Indio High School

Ag Biology
CP/HP



_____

Student's Name/ Year in Ag

_____

Class Period

_____

Grades on Notebook

Indio Agriculture Department

Indio High School

"A Community Dedicated to Academic and Personal Success for All"

Course Syllabus

AGRICULTURAL BIOLOGY CP/HONORS

Location Offered:	Indio High School
Grade Offered:	**9, 10, 11, 12**
Length:	Year
Prerequisite:	None
College Information:	**UC/CSU** (CP only)

1. Course Description:

This course offers laboratory science credit for the college bound as well as a sound scientific basis for students pursuing different paths. It covers the living world and its relationship to man using many hands-on scientific methods. It covers many of the most promising areas like genetic, ecological relationships, animals, and plants. Honors students are required to complete additional projects and lab work.

2. General School Rules:

All students are expected to be prepared to learn and work in a classroom setting. Students are <u>required</u> to bring their student agendas to class as part of their necessary materials, they will be used daily as an aide to learning activities and organization.

School rules are to be followed at all times. Any disruption to the learning process may result in disciplinary action, which may include parent conferences, classroom suspensions, or school suspensions. More detailed rules will be handed out and covered in class.

<u>Mrs. McBride's Class Procedures</u>

1. Come into class on time; Get your Class Notebook; Find your seat before the bell rings.
2. Have a notebook, paper, pencil or pen ready to start work.
3. At the beginning of class, students will read The Standards, Objectives, Activities for the day and complete the Warm-up activity, which are all located on the Board in the Classroom. The Daily Warm-ups and their Answers need to be on lined paper and handed in for a grade at the end of each week.
4. Put your Name, Date Course enrolled in and Class Period on **<u>ALL</u>** papers.
5. Homework or daily assignments will be placed in an assigned area.
6. My sign for you to be quiet will be me standing in the front of the class saying "Focus on me." It should not take more than three seconds before complete silence.
7. All students are expected to have their own paper, pen/pencil everyday.

8. All students will have a Class notebook for their work. These notebooks are graded quarterly and are to be left in an assigned area within the classroom.
9. If we are working in the Lab area stools will be picked up at the end of the day.
10. It is your responsibility to clean-up your area and desk when completing work on assignments or labs. Leave things cleaner than you found them.
11. If you are absent, it is your responsible to see me before school, at lunch or after school for your make-up work.
12. You may not talk or go over to Mrs. L's side of the classroom, without permission.

3. **Attendance and Make-up Work-**
Students are expected to be in class every day to actively take part in the curriculum and our daily discussions. When students are absent, parents have 10 school days to clear those absences through the Attendance Office. Make-up work will be allowed for the amount of days equaling the days the student missed. For example, if the student was absent due to illness for 3 days, that student will be provided with make-up work for those 3 days, and will be allowed 3 days to turn it in. Failure to turn in make-up work may negatively affect students' academic standing.

Grading Policy-

The grading policy for this class correlates to that adopted by DSUSD:

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

The students will be graded on the following: Classroom assignments, Individual and Group Projects, Record Books, Class Notebook, Labs, Quizzes, and Tests. Extra Credit is given for participating in FFA Activities outside of class time. All students will be required to have an approved project outside of class time.

4. **Contact Information-**
For your parent's information, I can be reached during my prep period, which is period **2**, between the hours of 8:31-9:20am at 775-3550 ext. 5337. I may also be reached via email at **melissa.mcbride@dsusd.us**. If your parents would like access to your grades or class progress, they may do so at **www.ihsrajahs.com**. Please encourage your parents to contact me at any time.

5. By signing below, both parents and student acknowledge that they have read the course syllabus and rules and agree to abide by them every day. It is a pleasure to have you in my class, and I look forward to working with all of you.

Melissa McBride
Agriculture Instructor,
Ag Department Chair
Indio High School
(760) 775-3550
(760) 342-9300 (Ag Dept. Direct line)

CALIFORNIA STANDARDS TEST
BIOLOGY/LIFE SCIENCE

(Blueprint adopted by the State Board of Education 10/02)

CALIFORNIA CONTENT STANDARDS: BIOLOGY/LIFE SCIENCES	# of Items	%
Cell Biology	**9**	**15.0%**
1. The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells. As a basis for understanding this concept:		
a. *Students know* cells are enclosed within semipermeable membranes that regulate their interaction with their surroundings.	1	
b. *Students know* enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.	1 or 2**	
c. *Students know* how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.	1 or 2**	
d. *Students know* the central dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm.	1	
e. *Students know* the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.	1	
f. *Students know* usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.	1	
g. *Students know* the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.	1	
h. *Students know* most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.	1	
i.* *Students know* how chemiosmotic gradients in the mitochondria and chloroplast store energy for ATP production.	NA*	
j.* *Students know* how eukaryotic cells are given shape and internal organization by a cytoskeleton or cell wall or both.	NA*	
Genetics	**19**	**31.6%**
2. Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept:	7	
a. *Students know* meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.	1	
b. *Students know* only certain cells in a multicellular organism undergo meiosis.	1	
c. *Students know* how random chromosome segregation explains the probability that a particular allele will be in a gamete.	1	

* Not assessed

** Alternate years

*** Fractional values indicate rotated standards (e.g., 1/2 = rotated every two years; 1/3 = rotated every three years)

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(Blueprint adopted by the State Board of Education 10/02)

CALIFORNIA CONTENT STANDARDS: BIOLOGY/LIFE SCIENCES	# of Items	%
d. *Students know* new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).	1	
e. *Students know* why approximately half of an individual's DNA sequence comes from each parent.	1	
f. *Students know* the role of chromosomes in determining an individual's sex.	1	
g. *Students know* how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.	1	
3. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. As a basis for understanding this concept:	3	
a. *Students know* how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).	1 or 2**	
b. *Students know* the genetic basis for Mendel's laws of segregation and independent assortment.	1 or 2**	
c.* *Students know* how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes.	NA*	
d.* *Students know* how to use data on frequency of recombination at meiosis to estimate genetic distances between loci and to interpret genetic maps of chromosomes.	NA*	
4. Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. As a basis for understanding this concept:	5	
a. *Students know* the general pathway by which ribosomes synthesize proteins, using tRNAs to translate genetic information in mRNA.	1	
b. *Students know* how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.	1	
c. *Students know* how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein.	1	
d. *Students know* specialization of cells in multicellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves.	1	
e. *Students know* proteins can differ from one another in the number and sequence of amino acids.	1	
f.* *Students know* why proteins having different amino acid sequences typically have different shapes and chemical properties.	NA*	

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5. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept:	4	
a. *Students know* the general structures and functions of DNA, RNA, and protein.	1 or 2**	
b. *Students know* how to apply base-pairing rules to explain precise copying of DNA during semiconservative replication and transcription of information from DNA into mRNA.	1 or 2**	
c. *Students know* how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.	1 or 2**	
d.**Students know* how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, ligation, and transformation) is used to construct recombinant DNA molecules.	NA*	
e.**Students know* how exogenous DNA can be inserted into bacterial cells to alter their genetic makeup and support expression of new protein products.	NA*	
Ecology	**7**	**11.7%**
6. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:		
a. *Students know* biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.	1	
b. *Students know* how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.	1	
c. *Students know* how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.	1 or 2**	
d. *Students know* how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.	1 or 2**	
e. *Students know* a vital part of an ecosystem is the stability of its producers and decomposers.	1	
f. *Students know* at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.	1	
g.**Students know* how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.	NA*	

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Evolution	**9**	**15.0%**
7. The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time. As a basis for understanding this concept:	**4**	
a. *Students know* why natural selection acts on the phenotype rather than the genotype of an organism.	1	
b. *Students know* why alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool.	1	
c. *Students know* new mutations are constantly being generated in a gene pool.	1	
d. *Students know* variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.	1	
e.* *Students know* the conditions for Hardy-Weinberg equilibrium in a population and why these conditions are not likely to appear in nature.	NA*	
f.* *Students know* how to solve the Hardy-Weinberg equation to predict the frequency of genotypes in a population, given the frequency of phenotypes.	NA*	
8. Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept:	**5**	
a. *Students know* how natural selection determines the differential survival of groups of organisms.	1	
b. *Students know* a great diversity of species increases the chance that at least some organisms survive major changes in the environment.	1	
c. *Students know* the effects of genetic drift on the diversity of organisms in a population.	1	
d. *Students know* reproductive or geographic isolation affects speciation.	1	
e. *Students know* how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.	1	
f.* *Students know* how to use comparative embryology, DNA or protein sequence comparisons, and other independent sources of data to create a branching diagram (cladogram) that shows probable evolutionary relationships.	NA*	
g.* *Students know* how several independent molecular clocks, calibrated against each other and combined with evidence from the fossil record, can help to estimate how long ago various groups of organisms diverged evolutionarily from one another.	NA*	

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Physiology	**10**	**16.7%**
9. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment. As a basis for understanding this concept:	**6**	
a. *Students know* how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.	2/3***	
b. *Students know* how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.	1/3***	
c. *Students know* how feedback loops in the nervous and endocrine systems regulate conditions in the body.	1	
d. *Students know* the functions of the nervous system and the role of neurons in transmitting electrochemical impulses.	1	
e. *Students know* the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.	1/3***	
f.* *Students know* the individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.	NA*	
g.**Students know* the homeostatic role of the kidneys in the removal of nitrogenous wastes and the role of the liver in blood detoxification and glucose balance.	NA*	
h.**Students know* the cellular and molecular basis of muscle contraction, including the roles of actin, myosin, Ca^{+2}, and ATP.	NA*	
i.* *Students know* how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.	NA*	
10. Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response:	**4**	
a. *Students know* the role of the skin in providing nonspecific defenses against infection.	1 or 2 (every three years)	
b. *Students know* the role of antibodies in the body's response to infection.	1	
c. *Students know* how vaccination protects an individual from infectious diseases.	1 or 2 (every three years)	
d. *Students know* there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections.	1	

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e. *Students know* why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign.	1 or 2 (every three years)	
f.* *Students know* the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.	NA*	
Investigation and Experimentation	**6**	**10.0%**
1. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will:		
a. Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.		
b. Identify and communicate sources of unavoidable experimental error.		
c. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.		
d. Formulate explanations by using logic and evidence.		
e. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.		
f. Distinguish between hypothesis and theory as scientific terms.		
g. Recognize the usefulness and limitations of models and theories as scientific representations of reality.		
h. Read and interpret topographic and geologic maps.		
i. Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).		
j. Recognize the issues of statistical variability and the need for controlled tests.		
k. Recognize the cumulative nature of scientific evidence.		
l. Analyze situations and solve problems that require combining and applying concepts from more than one area of science.		
m. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.		

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n. Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., Ptolemaic model of the movement of the Sun, Moon, and planets).		
TOTAL	**60**	**100%**

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"INTRODUCTION TO CALIFORNIA AGRICULTURE"

Agriculture is a very important industry in California, yet few Californians really understand the tremendous contribution the agricultural industry provides to California's economy and society as a whole. The following thirteen questions, developed by the California Farm Bureau, are designed to test your current knowledge of California agriculture. Following the quiz, additional information highlighting the constantly changing dynamic agriculture industry will be provided.

1. Agriculture is California's leading industry. True False

2. California is the nation's #1 farm state. True False

3. California farmers and ranchers produce _____ different crops and livestock products.

100, 175, 250

4. California leads the nation in the production of _____ different crops and livestock products.

25, 37, 53

5. The top 3 states listed in order from 1 to 3, in agricultural production are:

1. _____
2. _____
3. _____

6. _____ County is California's leading agricultural county producing over _____ billion dollars of commodities.

1 1.4 2.1

7. List 5 of the top 10 commodities produced in California.

1. _____
2. _____
3. _____
4. _____
5. _____

8. The average size of a California farm is _____ acres.

9. The nationwide average size of a farm is _____ acres.

10. California farms and ranches are predominately family owned and operated or corporately owned?

family, corporatel

11. The major owner of land in California is _____.

12. According to government statistics, there are approximately _____ farms and ranches in California.

13. Agriculture directly contributes nearly _____ billion dollars to California's economy.

8 11 14

Indio High Agriculture Department

This is to certify that I have read and reviewed all the information with my student and that we both understand what is expected. I also know that I may contact teachers at the mentioned phone number or email address.

Student's Name_____
Class and Period_____

Parent Signature_____

Date_____

Parents- Please have your student return this Page only to Mrs. McBride for class points. I'm looking forward to having your student this year.

Thank You for your time,
Melissa McBride

Environmental Horticulture Science I CP/HP

Course Description & Grading Procedures
Indio High School

Instructor: Mr. Lopez-Barreras **Telephone:** (760) 775- 3550
E-mail: cesar.lopezbarreras@desertsands.us **Classroom / Office:** IE 33
Available Hours: Daily 7:00-7:18 am, After School with notice.

* If you need help with any class material, need to use the equipment or simply want a place to study, I will be the room most days both before school (7:00am) and after school. The door is always open when I am around, but no promises without a little advanced notice.

COURSE DESCRIPTION

Environmental Horticulture Science I CP/HP will provide the student with theories and principals related to environmental and ornamental horticulture. This is a college preparatory, UC approved elective, course designed to successfully expose students to both the environmental and botanical nature of horticulture. This course is intended to develop an appreciation of horticulture, incorporate scientific methods and biological principals within the environment, understand plant functions and uses, and recognize the diversity of life and the interrelationships among organisms in nature. This course is designed to develop knowledge and skills in the following areas: Basic botany, classification and identifying horticultural plants; using soil and other plant growing media; propagating horticultural plants; basics of growing horticultural plants in greenhouse and landscape settings; and landscape maintenance. Improving workplace skills will be a focus. Honor students are expected to participate in the FFA Agriscience Fair in which they will create a hypothesis, design and run a well-balanced experiment, record data, and analyze results of an agriculture related experiment. Honor students will also submit a research paper for each semester. Both the CP and Honors course supports leadership development of each student through their graded participation in FFA and in a Supervised Agriculture Experience project. Honor students will also be expected to develop their leadership skills by participating in the FFA Public Speaking and the Nursery/Landscape Career Development Events.

COURSE OBJECTIVE

The purpose of this course is to equip students with the skills and knowledge necessary to be successful in Ornamental and Environmental Horticulture Science. This course is the introductory course of the Environmental Horticulture Science Pathway. The goal is to build a foundation in the area of plant science, biochemistry and horticulture in which students can build upon as they continue to build their skills in the areas of science. It is also my hope that students would like to further their education in science to support the agricultural industry in feeding, clothing, housing and protection of the natural resources of the world. This course will enhance

the technical science knowledge and skills needed to carry out the applied science of horticulture. Due to the emerging Common Core State Standards in writing and literacy, students will be required to enhance their literacy skills in researching and reading comprehension of informational text. Students will also express themselves through technical scientific writing as they complete research papers and an agriscience fair project. Environmental Horticulture is designed to provide students with the theories and principles related to environmental horticulture science. Emphasis is placed on horticultural terminology, plant identification, plant physiology, soil science, plant reproduction, plant propagation and plant pathology and entomology. This course will also prepare those students planning on majoring in agriculture sciences at a 2-year and/or 4-year college or university.

NATIONAL FFA ORGANIZATION & SAE PROJECT

The FFA, formerly known as the Future Farmers of America, is a national organization found in thousands of high schools across the United States. The goals of the organization are to develop leadership, cooperation, and citizenship in its members. You automatically became a member of the National FFA Organization when you enrolled in this agriculture class. Becoming involved in the FFA will help you develop valuable leadership, social, and public speaking skills. It is an integral part of this course.

One of the National FFA Organization's requirements is for every FFA member to have an agriculturally related project. These projects are termed Supervised Occupational Experience Projects or SAEs. The students are to keep accurate records on their SAEs, in which they will produce a product or provide a service, and hopefully make a profit. The project is the actual, hands-on application of concepts and principles learned in the agricultural education classroom. Students are supervised by their ag teachers in cooperation with parents, employers and other adults who assist them in the development and achievement of the SAE.

PRE-REQUISITES

- Agriculture Biology or Biology CP/HP - Required
- Algebra 1 or higher – Required
- Ag Chemistry or Chemistry CP/HP – Recommended

MISSION STATEMENT:

Indio High School is a comprehensive school that bridges the rich tradition of the Indio community to the challenges of the twenty-first century by providing its diverse student population with rigorous academics, complimented by athletics, the arts and activities. The school offers its students a safe and inclusive environment in which they can pursue courses of study in a supportive, intellectual, social, emotional, and physical environment that cultivates each student's individuality and talents. Indio High School utilizes best instructional practices supplemented by effective assessment and timely intervention. Highly qualified and caring professional educators, in concert with its parents and community are committed to the goal of

preparing all students to successfully meet future educational challenges. As a cornerstone of the city, Indio High School is committed to building relationships among students, parents, staff, alumni, and the Indio community.

ATTENDANCE:

Points are given for daily attendance and participation. If you have an **EXCUSED ABSENCE** it is your responsibility to make up any work that was done on that day. No makeup work will be allowed for truancies and/or unexcused absences.

THINGS YOU WILL NEED:

- **Textbook** – Please keep textbook in good shape. Students will have access to a class set of texts and will be assigned a specific textbook to use in class. Textbook contracts will be sent home about two weeks after the start of class (to allow for student movement). ***If the contract doesn't come back signed the student will not be allowed to use the class textbooks and will be required to bring their book from home as needed***
- **Science and Lab Notebook** – This notebook will be utilized everyday and must come to school with you every day of class. This notebook will also be utilized when students have inquiry based laboratories in class to use to develop experiments, collect data, analyze data and work out their conclusion.
- **FFA Record Book** – All records of your SAE. Please keep in good condition and follow all instructions. Replacement cost is $5.00.

COURSE PROCEDURES:

- Homework: There will be approximately 2-3 hours of homework per week. Homework is due at the beginning of class (not the middle or at the end). You will utilize your Notebook
- **Detention: may be given if homework is continuously not completed**.
- **Late Work**: Late homework assignments will only be accepted for HALF credit. If you wish to earn full credit, homework MUST be turned in when due.
- **I refuse to grade assignments I can't read**. Please proofread assignments before turning them in.
- **Note-taking:** The majority of the course content is delivered through an interactive class lecture. That is why your notebook is such a valuable portion of your grade. You can expect a minimum of 2-3 lectures a week. I will try to limit the length of the lecture to 30 minutes. Be prepared to participate during lecture by answering questions on a white board, doing pair shares with a partner, using hand motions, and repeating important words and phrases orally. Notebooks are graded at the end of every week.
- **Formal Lab Reports:** You can expect 2-3 formal labs per unit. For each lab you will utilize your Lab Notebook to record a hypothesis, collect data, analyze the data to create a conclusion and answer analysis questions provided by the teacher. You will also be expected to create graphs and write conclusion paragraphs for every lab. Utilizing your Lab Notebook you will report you findings in a formal lab report (format will be discuss in class).

- **Weekly Quizzes:** There will be a short answer quiz every Friday. Quizzes will vary in length and will test student knowledge on the objectives for the given week. Students are expected to write out their responses, citing evidence and deep understanding of the weekly objectives.
- **Science Fair Project:** Each student is encouraged to design and carry out their own science fair project. Students seeking honors credit MUST participate in the science fair. Some class time will be given throughout the year for teacher guidance and support, but the majority of the work will be done at home. The final product will include a paper and project board that will be displayed at the California Polytechnic State University's Spring Agriculture Field Day.
- **Final Exams:** There will be one final exam per semester. Exams will cover all of the material of that particular semester. Final exams consist of selective response questions, short answer and performance based test. Some questions will be new, but many of the questions are taken from previous tests and quizzes. A lab practical may also be administered.

GRADING:

Grades are based on the following areas:

- Science Notebook and assignments = 25%
- Quizzes & Tests = 20%
- Labs & Projects = 35%
- Supervised Ag Experience = 10%
- Attendance & Participation = 5%
- FFA = 5%

AGRISCIENCE PROJECT:

Each student is encouraged to complete an Agriscience project over the course of the year. Students will be required to work on these projects both inside and outside of class. Students seeking honors credit MUST complete an Agriscience project. Following the scientific method, students will be asked to assemble a board in order to display the results of their project. Those students will that choose to participate in the Agriscience Fair will be expected to attend FFA competitions during the second semester, particularly California Polytechnic State University's Spring Agriculture Field Day. An Agscience project can also become a Supervised Agricultural Experience project, hence meeting both requirements if an Agscience project is developed and presented.

FFA PARTICIPATION:

All students are required to attend 3 distinctly different FFA activities per semester. This participation is worth 5% of your grade. Students will be provided access to an FFA calendar.

GRADE REPORTS:

Teacher generated grade reports will be sent home once a month. They are to be signed by a parent/guardian for 5 extra credit points. Any mistakes need to be immediately pointed out to the teacher so they can be corrected.

STUDENT EXPECTATIONS:

- **Responsibility** – You are expected to keep track of your Daily Science Journals (DSJ), Daily Classroom Reflections (DCR), on top of your Cornel Notes, homework, classroom and lab work and turn in at the end of the week, your agenda that contains due dates of all assignments, and completion of all class assignments.
- **Exercise Good Judgment** – Always think before you speak or act. Also, manage your time both in and outside of class.
- **Study** – Truly learning the subject will require effort on your part. Studying outside of class is vital to your success.
- **Be Prepared** – Bring notebooks, papers, pens/pencils, and yes, even your BRAIN! Neglecting to bring the proper materials on a routine basis will result in loss of participation points.
- **Respect** – All students have the right to learn and achieve without the interference of others.
    - Exhibiting prejudice or prejudicial behaviors will NOT be tolerated.
    - Appropriate language should be used at all times.
    - Interruption of the teacher or another student who is speaking is rude and limits the opportunity for others to learn.
- **Classroom Rules** – Food, drinks (with the exception of water at your desk), and gum will NOT be allowed in the classroom. Also, all electronic devices are strictly prohibited and may be confiscated if seen or used. Indio High School dress code will be followed daily.
- **Timeliness** – Please be on time! Tardiness will NOT be tolerated. This means being in your seat with pen, paper, homework, etc. ready before the tardy bell rings!

PARENT EXPECTATIONS:

- **Studying** – Provide student with a quiet place to study and needed materials.
- **Monitor** – Monitor student progress (sign weekly agendas and biweekly grade printouts).
- **Encourage**- Encourage student to focus on their education and goals.

TEACHER EXPECTATIONS:

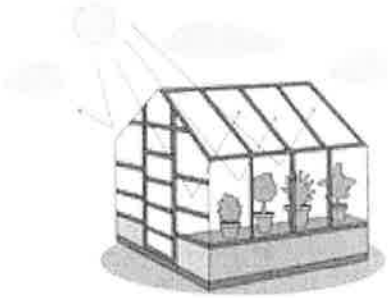
- Help all students to understand scientific concepts and apply them to life.
- Keep students and parents/guardians informed or grades and behavior.
- Respect students' right to learn (suspensions and detentions will be given to students distracting the classroom environment).

- Follow and enforce school rules.
- Help students develop the skills and tools needed to be successful.
- Share the love of agriculture!

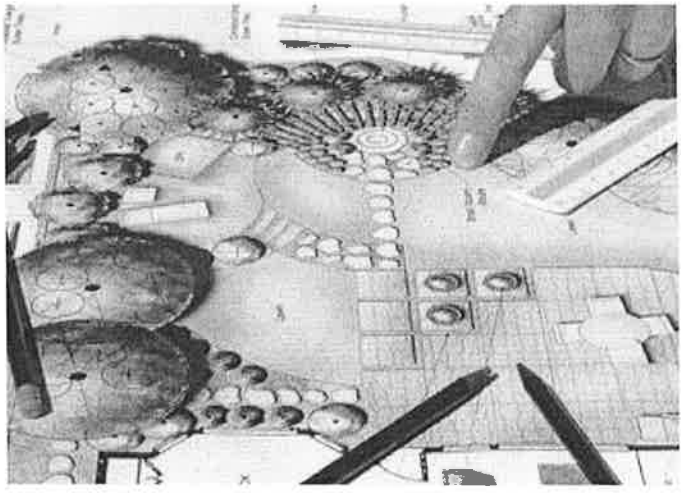
HOME ACCESS:

It is highly recommended that all parents and students utilize Home Access. With Home Access, parents and students are able to login and use the website to view student academic progress, including access to attendance, grades, and current assignments. Through Home Access one can email teachers, receive emailed reports from teachers, access student testing results and much more. To access Home Access go to: https://ds-hac1.dsusd.k12.ca.us/homeaccess/

COURSE OUTLINE:



- Horticulture Introduction and Careers
- Plant Classification and Binomial Nomenclature
- Plant Cells and Genetics
- Plant Structures and Functions
- Propagation by Seed
- Clonal Propagation
- Grafting, Layering and Budding
- Micropropagation & Biotechnology
- Edible Gardens
- Landscape Design, Maintenance and Plant Selection
- Temperature Response, Growth Regulators, Retardants and Rooting Hormones
- Pests and Diseases
- Soil Chemistry and Water
- Pruning
- Fertilizers
- Turfgrass



HOME VISITS:

If I may come by your home for 10-15 minutes, I would like to share with students and parent/guardians some of the opportunities available to students enrolled in agriculture courses at Indio High School. If there are dates and time preferences, please list them so I best accommodate your schedule. I will be contacting you to confirm the date and time of our visits.

Tentative Home Visit:
Possible Dates: _____ Times: _____

Environmental Horticulture Science I CP/HP & Classroom Policies Agreement Form

Please complete all of the following information. Students - **Tear off this entire sheet from your syllabus and bring it to class once it is completed and signed.**

Student Name (print):_____ Period: _____

Parent #1 Name: _____ (see below)

Parent #2 Name: _____ (see below)

1. Language(s) spoken at home (if different homes, please indicate the language spoken at each):

_____

2. If English is NOT the primary language spoken at home is there someone at home who speaks English?
Circle One: No Yes Who: _____

3. Is there a computer with internet access in the home? _____
(If not, do you have a way of accessing a computer with internet when needed for assignments? _____)

4. **PARENT/GUARDIAN #1 CONTACT INFORMATION:**
Parent/Guardian #1 Home Phone Number (please indicate if it is a cell phone): _____

Parent/Guardian #1 Work Phone Number: _____

Parent/Guardian #1 e-mail: _____

Please circle your preferred method of teacher-parent communication.
PHONE E-MAIL Mail Service

5. **PARENT/GUARDIAN #2 CONTACT INFORMATION:**
Parent/Guardian #2 Home Phone Number (please indicate if it is a cell phone): _____

Parent/Guardian #2 Work Phone Number: _____

Parent/Guardian #2 e-mail: _____

Please circle your preferred method of teacher-parent communication.
PHONE E-MAIL Mail Service

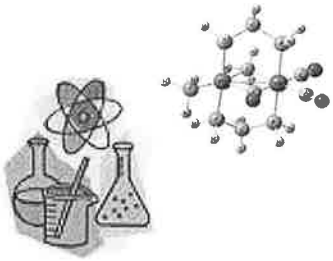
IMPORTANT: PLEASE SIGN BELOW!

I have read and understood the policies and procedures as outlined in the syllabus & Classr

Student Signature: _____

Parent Signature: _____

☐ I am aware that I can check student grades on e-school.



Indio High School - Agriculture Department
Agricultural Chemistry CP / HP
Course Syllabus for 2014-2015 School Year

81-750 Avenue 46
Indio, Ca 92201
cesar.lopezbarreras@desertsands.us

Mr. Lopez-Barreras
(760) 775-3550
Room: IE33

Agriculture Chemistry is a college preparatory course for students interested in pursuing agricultural science programs in college, with emphasis on chemistry's applications to the environment and agricultural practices. Students will spend approximately 30% of this course engaged in laboratory exercises. Since this is an agricultural education course, students will also participate in leadership development and create a supervised agricultural experience program. Assessments will include selective and constructive responses and performance task. Students will write lab reports for each major unit of study as well as a research paper for each semester. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course. As a culminating component to the class, students will also develop and present a content-relevant research project for the state Agriscience Fair. Students must have received satisfactory grades in Algebra as well as Agriculture Biology.

NATIONAL FFA ORGANIZATION & SAE PROJECT

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- Agriculture Biology or Biology CP - Required
- Algebra 1 or higher - Required

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Grades are based on the following areas:

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- **Be Prepared** – Bring notebooks, papers, pens/pencils, and yes, even your BRAIN! Neglecting to bring the proper materials on a routine basis will result in loss of participation points.
- **Respect** – All students have the right to learn and achieve without the interference of others.
  - Exhibiting prejudice or prejudicial behaviors will NOT be tolerated.
  - Appropriate language should be used at all times.
  - Interruption of the teacher or another student who is speaking is rude and limits the opportunity for others to learn.
- **Classroom Rules** – Food, drinks (with the exception of water at your desk), and gum will NOT be allowed in the classroom. Also, all electronic devices are strictly prohibited and may be confiscated if seen or used. Indio High School dress code will be followed daily.
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PARENT EXPECTATIONS:

- **Studying** - Provide student with a quiet place to study and needed materials.
- **Monitor** - Monitor student progress (sign weekly agendas and biweekly grade printouts).
- **Encourage**- Encourage student to focus on their education and goals.

TEACHER EXPECTATIONS:

- Help all students to understand scientific concepts and apply them to life.
- Keep students and parents/guardians informed or grades and behavior.
- Respect students' right to learn (suspensions and detentions will be given to students distracting the classroom environment).
- Follow and enforce school rules.
- Help students develop the skills and tools needed to be successful.
- Share the love of agriculture!

HOME ACCESS:

It is highly recommended that all parents and students utilize Home Access. With Home Access, parents and students are able to login and use the website to view student academic progress, including access to attendance, grades, and current assignments. Through Home Access one can email teachers, receive emailed reports from teachers, access student testing results and much more. To access Home Access go to: https://ds-hac1.dsusd.k12.ca.us/homeaccess/

Mr. Lopez' Class Procedures

1. Come into class on time; Get your Class Notebook; Find your seat BEFORE the bell rings. Tardy Sweep is enforced and you will be sent to Tardy Sweep for being late.

2. Have your notebook, paper, pencil or pen ready to start work.

3. At the beginning of class, students will read the Standards, Objectives, Activities for the day and complete the warm-up activity, which are all located on the Board in the Classroom. The Daily Warm-Ups and their answers will need to be completed on the weekly forms provided and handed in for a grade at the end of the week.

4. Put your name, date, course enrolled in and class period on ALL papers

5. Homework or daily assignments will be placed in the assigned area.

6. All students are expected to have their own paper, pen/pencil and notebook everyday.

7. Please ensure the student has the following for the course:
    a. A 3 ring binder (at least 1 inch thick)
    b. A composition or spiral notebook
    c. 5 tab inserts to separate and organize their notebook

    These two items are due the Thursday or Friday of the first complete week of class. The binder and notebook will be graded quarterly (at random and announced) and are left in an assignment area within the classroom.

8. Students will pick up their assignments from the assigned area. Students must keep a table of content in both their 3-ring binder and one in their notebook.

9. If you are working in the Lab area, you will pick up at the end of the Lab and return all materials.

10. If is your responsibility to clean-up your area and desk when completing work on assignments or labs. Leave things cleaner than you found them.

11. If you are absent, it is your responsibility to gather your missed worked before school, at lunch or after school (after school becomes a problem once Livestock are in our barn area).

12. Make-up work will only be accepted for **EXCUSED** absences and only given the same amount of days of absence to make up the work.

13. All students will participate and collaborate with their fellow classmates. Participation scores are gathered every day for contributing to the class discussion, answering questions, sharing facts and insights. Participation is linked to attendance, so if you are missing class, you are also missing on participation points and classwork.

14. Student will complete the reflective activity just before departing. Once the reflection is completed, student may put their notebook away and prepare to travel to their following class. Mr. Lopez will excuse you, NOT THE BELL. No one is to be lined up at the door before the bell rings.

Indio High School

Rules and Regulations
2014-2015

Indio High School rules are based on a few simple considerations - good taste, courtesy, safety and health. Students should review these rules as they will be held responsible for following them while at school as well as during all school activities, functions, and sporting events; both at home and away.

1. Indio High School is a closed campus. This means that once you arrive to school, you may not leave campus without permission. Students must check out of school through either the Attendance or Health offices. This includes lunch.

2. Indio High School adheres to an honor policy regarding student work. Refer to your Student Handbook for more information.

3. During the lunch period, students are not permitted in the stadium and construction areas, any of the baseball and softball fields, or the tennis courts.

4. Students are required to have a hall pass during class time. Students found on or off campus without a pass may be suspended.

5. Gang-related markings are not allowed. Students may not openly advertise their affiliation, in any way, with any gang or crew while on campus or while involved in any school function.

6. Students are not to be at any location where alcohol, tobacco, or drugs are present during school hours or during any school activity. The use, possession, sale, or distribution of any drugs, tobacco, and/or alcohol will lead to immediate suspension and possible expulsion from school.

7. Students may not use cellular telephones or electronic devices during class time, including passing periods. Cellular telephones and electronic devices may only be used during lunch, before or after school. During class they must be turned off and put away. Any violation of this will result in a referral to the Dean's office and possible suspension. Repeat offenders **will** be suspended. Device will be confiscated and will only be released to parent/guardian.

8. The staff and student parking lot is off limits during class time, during lunch, and between periods.

9. Student parking is permitted **only** in the student parking lot.

10. Hats are not to be worn in the classroom or office area. Hats are not permitted that display lewd, obscene, vulgar, or offensive statements or pictures. Hats should be in good taste, neat, clean, modest and decent. Hats may not be customized or identify the wearer as a member of any organization that is not recognized by the school. Hats may not be customized or identify the wearer as living or belonging to a particular part of town.

11. Failure to report to the Dean's Office with disciplinary referrals will result in automatic suspension.

12. Food and drinks are not permitted in classrooms during class time. Class parties are not allowed during instructional hours.

13. Clothing is not permitted that displays lewd, obscene, vulgar, or offensive statements or pictures. Clothing must be in good taste - neat, clean, modest and decent. Please note the following...
    - shirts and shoes must be worn at all times
    - midriff may not be exposed
    - no low-cut or plunging neck lines
    - all clothing is to be worn appropriately and may not expose a student's undergarments
    - no clothing that is sexual
    - no sleeveless undershirts may be worn
    - no oversize clothing, belts that hang, or clothes that sag
    - no cutoff, ragged or torn garments may be worn
    - no hair nets or bandannas may be worn
    - no initialized belt buckles may be worn
    - no slippers may be worn in place of shoes
    - no pajama clothing
    - no clothing or other items, which can be intimidating to others or that put the wearer in danger i.e. chains and spiked apparel, etc.
    - no clothing that displays a weapon
    - no "in memory" clothing

    Clothing may not be customized or identify the wearer as a member of any organization, area or group that is not recognized by the school.

14. Publications, posters, and announcements may only be distributed with prior administrative approval and only in designated posting areas.

15. Skateboards, rollerblades and bicycles are not to be ridden on campus at anytime (day or night). Items will be confiscated and only released to parent/guardians.

16. Students are to exhibit acceptable standards of behavior at all times on campus, at all school activities, and to and from school.

17. Balloon and flower deliveries to Indio High School will not be accepted and students are not to bring balloons and flower bouquets to school.

18. Harassment is prohibited and subject to disciplinary action. Harassment includes sexual (unwelcome advances, verbal or physical conduct of a sexual nature), intimidation, or threats to cause injury to another person or damage to his/her property.

19. Bullying, in any form (personal, cyber, etc.) is prohibited and will be lead to disciplinary action.

20. Fighting is prohibited. Students involved in fights will be arrested by Indio Police Department, suspended and be required to attend counseling and conflict resolution sessions. A second fight will result in an expulsion.

21. Messages will be delivered for emergencies only. No messages will be delivered after the start of 4th and 8th periods, as we cannot guarantee delivery by the end of the school day.

22. Candy sales are not permitted on campus during school time.

Mission Statement

Indio High School is a comprehensive school that bridges the rich tradition of the Indio community to the challenges of the twenty-first century by providing its diverse student population with rigorous academics, complemented by athletics, the arts and activities. The school offers its students a safe and inclusive environment in which they can pursue courses of study, in a supportive, intellectual, social, emotional, and physical environment that cultivates each student's individuality and talents. Indio High School utilizes best instructional practices, supplemented by effective assessment and intervention. Highly qualified and caring professional educators, in concert with its parents and community are committed to the goal of preparing all students to successfully meet future educational challenges. As a cornerstone of the city, Indio High School is committed to building relationships among students, parents, staff, alumni, and the Indio community.

Academic Honesty Policy

All members of the Indio High School community are expected to abide by ethical standards in their conduct. Students are to adhere to high standards of honesty and academic integrity. These standards include, but are not limited to the following:

1. In projects and assignments, students never intentionally represent the ideas or the language of others as their own. This includes plagiarism from the Internet as well as paper sources. This also includes copying of homework. Plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.
2. Students neither give nor receive unauthorized assistance on quizzes or examinations. This includes looking at someone else's test paper to copy the answer, discussing a test problem or sharing its solution with others, copying test problems or answers and sharing them, stealing a test, and stealing the answers to a test.
3. Using any unauthorized aids on quizzes or examinations. The use of notes during a test, that have not been expressly allowed by the teacher, are prohibited. This includes all notes, whether handwritten, computer generated, or programmed into any electronic device.
4. Submitting someone else's work as your own. Also, copying homework is NOT acceptable under any circumstances.
5. In laboratory or research projects, involving the collection of data, students accurately report data observed and do not alter the data for any reason.
6. Students do not destroy or alter the work of other students or the educational resources and materials of Indio High School.

An extended discussion of the ethics of cheating is beyond the scope of the above items. What IS important to understand is that any form of academic dishonesty, at any level, is taken very seriously by ALL academic institutions. Cheating places your grade at risk and jeopardizes your academic career. And it's just plain WRONG and will lead to disciplinary action.

Academic Culture

Academic Honor Roll

After every quarter, Indio High School recognizes academic excellence. The following Honor Rolls reward students at three levels of academic achievement.

- 3.0 Honor Roll
  - Certificate presented by the Principal
- 3.5 Academic Honor Roll
  - Certificate presented by the Principal
  - Early lunch release
- 3.8 Principal's Honor Roll
  - Certificate presented by the Principal
  - Early lunch release
  - Lunch with the Principal
- Have a college shirt day each week every 1st Wednesday of the month
- Posters, "I'm going to college!"

Attendance/Absences

DISTRICT POLICY

Absences will be recorded in one of the following categories:

1. Excused
   - Illness
   - Quarantine
   - Medical/dental appointment
   - Funeral
   - Appearance at court
   - Religious holiday/ceremony
   - School activity
2. Unexcused - any absence not included in number 1, even if the parent or guardian is aware of the absence or has given consent. Examples include:
   - Baby-sitting
   - Car Trouble
   - Shopping
   - Studying for a test
   - Taking a trip
   - Working
3. Unexcused
   - Suspensions
   - Tardy sweep
   - OCS for discipline/attendance

Bell Schedules

REGULAR SCHEDULE

PERIOD	TIME			MINUTES	PASSING
1-5	7:30	to	8:57	87	
2-6	9:04	to	10:37	93	7
3-7	10:44	to	12:11	87	
LUNCH	12:11	to	12:51	40	7
4-8	12:58	to	2:25	87	

INDIO HIGH SCHOOL STAFF COLLABORATION SCHEDULE
On Wednesdays, classes begin at 8:30 a.m.

PERIOD	TIME			MINUTES	PASSING	
Collaboration	7:30	to	8:25	55		
1-5	8:30	to	9:42	72		7
2-6	9:49	to	11:07	78	7	
3-7	11:14	to	12:26	72		
Lunch	12:26	to	1:06	40	7	
4-8	1:13	to	2:25	72		

MINIMUM DAY SCHEDULE (1, 2, 3, 4 OR 5, 6, 7, 8)

PERIOD	TIME			MINUTES	PASSING
1-5	7:30	to	8:35	65	7
2-6	8:42	to	9:54	72	
NUTRITION	9:54	to	10:09	15	7
3-7	10:16	to	11:21	65	7
4-8	11:28	to	12:33	65	

Graduation Requirements

220 credits to graduate

English		40 credits
Mathematics		30 credits
10 credits of Algebra is required		
Science		20 credits
10 credits of Physical Science		
10 credits of Life Science		
Social Studies		30 credits
World History	10 credits	
United States History	10 credits	
American Government	5 credits	
Economics	5 credits	
Physical Education		20 credits
Foreign Language or Fine Arts		10 credits
Electives		70 credits

Requirements for College Admission

Community Colleges

Community Colleges do not require SAT or ACT tests.

1. Requirements - 18 years of age or high school graduate
2. Applications - Available on-line
3. Transcripts - Request a copy of your high school transcript from the Registrar to be sent to College of the Desert upon graduation
4. Entrance Exams - Placement tests are given in English and Math

Independent Universities

Most Independent public or private Universities have minimum GPA requirements as well as minimum required scores on either SAT I and SAT Subject or ACT tests. These are updated yearly. Please see your counselor or visit the Career Center for the most current information.

University Of California (UC)

Berkeley	Los Angeles	Santa Barbara	San Francisco
Davis	Merced	Santa Cruz	
Irvine	Riverside	San Diego	

California State University (CSU)

Bakersfield	Fresno	Long Beach	Sacramento	San Luis Obispo
Channel Islands	Fullerton	Maritime Academy	San Bernardino	San Marcos
Chico	Hayward	Monterey Bay	San	Diego
Sonoma				
Dominguez Hills	Humboldt	Northridge	San	Francisco
Stanislaus				
East Bay	Los Angeles	Pomona	San Jose	

Eligibility

UC/CSU campuses require students to meet an eligibility index requirement determined by a combination of GPA in A-G required courses and scores on either SAT I or ACT tests. See your counselor or go to the Career center for specifics regarding the eligibility index.

In addition, to be eligible for admission an applicant must be a high school graduate and meet the requirements listed below:

A. History/Social Science – 2 years required

Two years of history/social science, including one year of world history, cultures and geography; and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.

B. English – 4 years required

Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.

C. Mathematics – 3 years required, 4 years recommended

Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.

D. Laboratory Science – 2 years required, 3 years recommended

Two years of laboratory science providing fundamental knowledge in at least two of these three foundational subjects: biology, chemistry and physics. Advanced laboratory science classes that have biology, chemistry or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement, as may the final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects.

E. Language Other than English – 2 years required, 3 years recommended

Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.

F. Visual and Performing Arts (VPA) – 1 year required

A single yearlong approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.

G. College-Preparatory Electives – 1 year required

One year (two semesters), in addition to those required in "A-F" above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language).

Desert Sands Unified School District
2014- 2015 SCHOOL YEAR CALENDAR

July 2014

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

August 2014

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

September 2014

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

October 2014

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

November 2014

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

December 2014

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

January 2015

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

February 2015

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

March 2015

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

April 2015

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

May 2015

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

June 2015

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

SIGNIFICANT DATES

July 4	4th of July Observance
Aug. 21, 22	New Teachers Inservice
Aug. 25	Common Core Training
Aug. 26, 27	Teacher Preparation
Aug. 28	Instruction Begins
Sept. 1	Labor Day Observed
Nov. 10	Staff Development
Nov. 11	Veterans Day
Nov. 24, 25, 26	Schools Closed
Nov. 27, 28	Thanksgiving Holiday
Dec. 22-Jan. 2	Winter Break
Dec. 24, 25	Classified Holiday
Dec. 31, Jan. 1	Classified Holiday
Jan. 19	Martin Luther King Day
Feb. 13	Lincoln's Day Observance
Feb. 16	Presidents' Day
March 30-April 3	Spring Break
May 25	Memorial Day
June 11	Last Day of School
TBD	Summer School Begins

New Teachers Inservice

Teachers' Preparation Days

Common Core Training Days

School Recess

179 INSTRUCTIONAL DAYS

Grades K-5

11/21	1st Trimester Ends (59)
3/13	2nd Trimester Ends (62)
6/11	3rd Trimester Ends (58)

Grades 6-8

10/31	1st Quarter Ends (46)
1/23	2nd Quarter Ends (42)
3/27	3rd Quarter Ends (43)
6/11	4th Quarter Ends (48)

Grades 9-12

10/31	1st Quarter Ends (46)
1/23	2nd Quarter Ends (42)
3/27	3rd Quarter Ends (43)
6/11	4th Quarter Ends (48)

TESTING WINDOW

CELDT: 7/1/-10/31/14
CAHSEE: 3/17-3/18/2015 (Gr. 10)
CAASPP: 4/16-05/15/15
CAASPP/SBAC: TBD

CALENDAR KEY

Instruction Begins

Last Day of School

MINIMUM DAYS

Elementary (9 Days)*

To Be Determined by Sites	Parent Conferences
June 11	Last Day of School

Middle (4 Days)

Col. Paige Middle
11/13, 6/9, 6/10, 6/11
Desert Ridge Academy
12/19 ,6/9, 6/10, 6/11
Glenn Middle
11/21, 6/8, 6/10, 6/11
Indio Middle
10/31, 1/23, 3/27, 6/11
Jefferson Middle
11/21, 12/19, 3/27, 6/11
La Quinta Middle
12/19, 3/27, 6/10, 6/11

High Schools (4)

Indio High
La Quinta High
Palm Desert High
Shadow Hills High

Amistad High
(Thursdays)

Summit High
(Mondays)

Horizon School
(No minimum days)

Palm Desert Charter Middle
TBD

◯ Holidays

△ Non-school Day for Students
Non-instructional Day for Certificated Staff
Non-work Day for Classified Staff
working less than a 12-month year

Per Diem Day for Attendees

Adopted: 3/18/14

Calendar - Important Dates

August 26	Staff Party – welcome new staff members
August 28	First day of School
August 29	First away Football Game at Desert Mirage
September 1	Labor Day – No School
September 2 and 3	Principal meets with 9th and 12th graders
September 3	Staff Meeting
September 4 and 5	Principal meets with 9th and 12th graders
September 5	First home football game
September 9	Prep period meeting w/Principal Re: 9th grade Transition Program
September 10	Parent Club meeting 6:00 p.m.
September 17	Town Hall Meeting
September 18	Jim Parkinson – Speaks to AVD, ASB, etc.
September 19	Club Rush – Grades 9, 10, 11, and 12
September 22	AVID Parent Night 5:00 p.m.
September 26	Pep Rally in the football stadium
September 26	Homecoming Football Game
September 27	Homecoming Dance
October 1	Staff Meeting
October 2 and 3	Student Pictures
October 3	Progress Reports are due
October 15	PSAT
October 15	College Voc Ed Night (Wear your college shirt!)
October 14	10th grade Parent Night – CAHSEE
October 16	Statewide Disaster Drill at 10:16 a.m.
October 17	Blood Drive
October 22	Band Spectacular
October 29	Regular Bell Schedule – No Time to Meet
October 31	Halloween Costume Contest
October 31	End of the 1st quarter

November 4	CAHSEE – English (11th and 12th graders)
November 5	CAHSEE – Math (11th and 12th graders)
November 5	Staff Meeting
November 7	1st quarter grades due
November 10	Common Core Training – No students
November 11	Veteran's Day (No School)
November 13	Back to School/Report Card Distribution Night
November 13 and 14	Minimum Days
November 13	Make-up Picture Day
November 18	Principal meets with 10th graders – CAHSEE
November 19	Principal meets with 10th graders – CAHSEE
November 21	Staff Thanksgiving Luncheon
November 24-28	Thanksgiving
December 2	AVID Auction
December 3	Staff Meeting
December 13	ASB Dinner
December 17	Regular Bell Schedule No late start.
December 19	Progress Reports are due.
December 22 – January 2	Winter Break
January 6	Senior Meeting, period 3 in the gym
January 7	Staff meeting
January 16	Blood Drive
January 19	No School (Martin Luther King)
January 22 and 23	Semester Finals – Regular Bell Schedule
January 23	End of the 1st semester
January 26	2nd Semester Begins
January 30	Grades are due
January 30	Pep Rally
January 31	Winter Ball (gym)

Calendar - Important Dates

February 3	CAHSEE – English for 12th graders
February 4	CAHSEE – Math for 12th graders
February 4	Staff meeting
February 6	Renaissance Talent Show
February 13	Lincoln Day
February 13 – 22	Date Festival
February 16	President's Day
March 4	Staff meeting
March 6	Progress Reports are due
March 12	Progress Report Distribution Night
March 6	10th grade CAHSEE Academic Pep Rally
March 7	CAHSEE – Boot Camp
March 13	Pep Rally
March 14	CAHSEE – Boot Camp
March 16	CAHSEE – dry run
March 17	Late Start – classes begin at 8:30 a.m.
March 17	CAHSEE – English for 10th graders & 11th
March 18	Late Start – classes begin at 8:30 a.m.
March 18	CAHSEE – Math for 10th graders and 11th
March 20	Blood Drive
March 25	Regular Bell Schedule – No Time to Meet
March 27	End of the 3rd quarter
March 30 April 3	Spring Break
April 8	Staff Meeting
April 10	3rd quarter grades are due

May 2	Prom 8:00 a.m. to 12:00 midnight
May 4 – 15	AP Exams – testing window
May 6	Staff Meeting
May 8	CSF Banquet 5:00 p.m. in the mini gym
May	UC – 12th grade writing
May 13	FFA Banquet
May 12	CAHSEE – English (10th make ups and 12th graders)
May 13	CAHSEE – Math (10th make ups and 12th graders)
May 13	FFA Banquet
May	DSTA – Teacher of the Year Banquet
May 14	Senior Trip – Mission Beach
May 15	Cops vs. Kids (period 7) Seniors vs. Staff (period 8)
May 15	Progress Reports are due
May 19	Senior Awards Night
May 21	Senior Finals (regular bell schedule)
May 22	Senior Finals (regular bell schedule)
May 25	Memorial Day - No School
May 26	Senior Clearance
May 27	Senior BBQ
May 28	Senior Breakfast and Graduation Practice
May 29	Indio High School Graduation 7:00 p.m.
June 1	Renaissance Academic Pep Rally
June 3	Staff Meeting
June 4	Renaissance Banquet
June 5	End of the Year Staff Party
June 10	Finals Regular Bell Schedule – No Time to Meet Minimum day
June 11	Finals Regular Bell Schedule – No Time to Meet Minimum day 4th quarter/2nd semester ends
June 18	4th quarter grades are due.

2014-2015
ASB Calendar of Events

SEPTEMBER
September 5, 2014-Spirit Competition-Wear red & blue
September 8-12, 2014-Suicide Prevention Week Activities @ lunch (Senior Quad)
September 15 & 16, 2014-Seniors Nominate for Homecoming Court in Gov/Econ classes
September 16, 2014-School Board Presentation (District Office @ 5:00)
September 19, 2014-Club Rush/***Each grade level will attend a period (Periods 5-8)
September 19, 2014-Homecoming Court Announcements @ lunch (Senior Quad)
September 22-26, 2014-Homecoming Spirit Week (Dress Up Days & Games @ lunch)
September 22, 2014-Distribute Packets for Freshmen Elections @ lunch (Room 10)
September 23, 2014-School Votes on Homecoming King & Queen (Period 7)
September 25, 2014-Freshmen election packets due/Meeting @ lunch (Room 10)
September 25, 2014-Homecoming Halftime Rehearsal (Football Stadium) 6:30-7:30
September 26, 2014-Fall Pep Rally (Modified Schedule/Period 3 in the Stadium)
September 26, 2014-Homecoming Halftime Show during Varsity FB Game (Stadium)
September 27, 2014-Homecoming Dance from 8:00 until Midnight (Location TBD)
September 29-October 3, 2014-Freshmen Applicants Campaign

OCTOBER
October 3, 2014-Freshmen Elections @ lunch (Senior Quad)
October 10, 2014-Lunchtime Rally to recognize Fall athletes @ lunch (Senior Quad)
October 15, 2014-College Voc. Ed Night (Fullenwider Auditorium)
October 6-16, 2014-Blood Drive Sign-Ups (Senior Quad @ Lunch)
October 17, 2014-Blood Drive during school (Mini-Gym)
October 27-31, 2014-Red Ribbon Week (Games @ lunch in Senior Quad)
October 30, 2014-Spirit Competition-Wear Red Day (Class Comp. @ lunch)
October 30, 2014-ASB students volunteer @ Elementary School Carnival (3:00-9:00)

NOVEMEBER
November 3-14, 2014-Canned Food Drive w/ Renaissance (1st Period classes)
November 7, 2014-Bell Game Spirit Day (Dress Up Day/Games @ Lunch)
November 13, 2014-Report Card Distribution in the evening (Gym)
November 15, 2014-AP Walk-A-Thon
November 17-December 5, 2014-Shirts Off Your Back clothing Drive w/ Renaissance
November 20, 2014-Great American Smokeout @ lunch (Senior Quad)

DECEMBER
December 2014-Lunchtime Rally to recognize Winter athletes @ lunch (Senior Quad)
December 13, 2014-ASB Winter Banquet

JANUARY
January 5-15, 2015-Blood Drive Sign-Ups (Senior Quad @ lunch)
January 6, 2015-Senior meeting w/Mr. Ramirez (Period 7)

January 16, 2015-Blood Drive during school (Mini-Gym)
January 21, 2015-Nominate Winterball Court @ lunch (Senior Quad)
January 23, 2015-Winterball Court Announcements @ lunch (Senior Quad)
January 26-30, 2015-Winterball Spirit Week (Dress Up Days & Games @ lunch)
January 27, 2015-Vote for Winterball Winners @ lunch (Senior Quad)
January 30, 2015-Winter Pep Rally-Modified Schedule/Period 3 (Gym)
January 31, 2015-Winterball from 8:00 until Midnight (Gym)

FEBRUARY
February 2-11, 2015-Sell Crush Grams @ lunch (Senior Quad)
February 12, 2015-Deliver Crush Gram Notices during 7th period/Students pick up @ lunch (Room 10)
February 20, 2015-Suicide Prevention Campaign @ lunch (Senior Quad)

MARCH
March 9, 2015-Dist. Election Packets for 2015-2016 School Year @ lunch (Room 10)
March 9-13, 2015-Promote Movie Night
March 9-19, 2015-Blood Drive Sign Ups (Senior Quad @ lunch)
March 12, 2015-3rd Quarter Progress Report Distribution in the evening
March 12, 2015-ASB & Class Officer Packets Due @ lunch (Room 10)
March 13, 2015-Spring Pep Rally-Modified Schedule/Period 3 (Gym)
March 13, 2015-Movie Night from 6:30-10:30 (Gym)
March 16-20, 2015-Applicants Campaign for ASB Offices
March 20, 2015-ASB Elections for 2015-2016 School Year @ lunch (Senior Quad)
March 20, 2015-Blood Drive during school (Mini-Gym)
March 23-27, 2015-Applicants Campaign for Class Offices
March 27, 2015-Class Officer Elections for 2015-2016 School Year @ lunch (Quad)

APRIL
April 2015-Lunchtime Rally to recognize Spring athletes @ lunch (Senior Quad)
April 20-21, 2015-Prom Court Nominations during Junior English Classes
April 24, 2015-Prom Court Announcements @ lunch (Senior Quad)

MAY
April 27-May 1, 2015-Prom Spirit Week (Dress Up Days & Games @ lunch)
May 2, 2015-Prom from 8:00 until Midnight (Location TBD)
May 14, 2015-Senior Trip (Mission Beach)
May 15, 2015-Cops vs. Kids Basketball during 3rd Period-9th & 10th Grades (Gym)
May 15, 2015-Seniors vs. Staff Basketball during 4th Period-11th & 12th Grades (Gym)
May 19, 2015-Senior Awards Night
May 27, 2015-Senior BBQ
May 28, 2015-Senior Breakfast/Graduation Practice
May 29, 2015-Doughnuts in the morning & graduation practice/Graduation

JUNE
June 11, 2015-Last Day of school

HOME VISITS:

If I may come by your home for 10-15 minutes, I would like to share with students and parent/guardians some of the opportunities available to students enrolled in agriculture courses at Indio High School. If there are dates and time preferences, please list them so I best accommodate your schedule. I will be contacting you to confirm the date and time of our visits.

Tentative Home Visit:
Possible Dates: _____ Times: _____

Agricultural Chemistry CP & HP - Classroom Policies Agreement Form

Please complete all of the following information. Students - **Tear off this entire sheet from your syllabus and bring it to class once it is completed and signed.**

Student Name (print):_____ Period: _____

Parent #1 Name: _____ (see below)

Parent #2 Name: _____ (see below)

1. Language(s) spoken at home (if different homes, please indicate the language spoken at each):

_____

2. If English is NOT the primary language spoken at home is there someone at home who speaks English?
Circle One: No Yes Who: _____

3. Is there a computer with internet access in the home? _____
(If not, do you have a way of accessing a computer with internet when needed for assignments? _____)

4. **PARENT/GUARDIAN #1 CONTACT INFORMATION:**
Parent/Guardian #1 Home Phone Number (please indicate if it is a cell phone): _____

Parent/Guardian #1 Work Phone Number: _____

Parent/Guardian #1 e-mail: _____

Please circle your preferred method of teacher-parent communication.
PHONE E-MAIL Mail Service

5. **PARENT/GUARDIAN #2 CONTACT INFORMATION:**
Parent/Guardian #2 Home Phone Number (please indicate if it is a cell phone): _____

Parent/Guardian #2 Work Phone Number: _____

Parent/Guardian #2 e-mail: _____

Please circle your preferred method of teacher-parent communication.
PHONE E-MAIL Mail Service

IMPORTANT: PLEASE SIGN BELOW!

I have read and understood the policies and procedures as outlined in the syllabus & Classr
Student Signature: _____

Parent Signature: _____

☐ I am aware that I can check student grades on e-school.

()

Hydrology, Landscape and Sustainable Environmental Design

Indio High School (051247)

⚠ Forwarded awaiting submission

Basic Course Information

Abbreviations:

Abbreviation	Course code
Env Design	CYLE01
Landscape Design	

Length of course:

Full Year (2 semesters; 3 trimesters; 4 quarters)

Subject area:

Subject area	Discipline
Visual & Performing Arts ("f")	Visual Arts

UC honors designation:

No

Grade levels:

9th	10th	11th	12th
	✔	✔	✔

Course learning environment:

Classroom	Online
✔	

Is this course an integrated course?

Yes

Course Description

Overview:

This course will serves as the capstone course in our Environmental Horticultural Science Pathway as part of our Agriscience Department. Students would have the educational background in biology, chemistry, mathematics and horticulture knowledge to make this course a rigorous applied agriscience course that is infused with artistic and design elements. Students will learn that landscape and sustainable environmental design projects range from nature, restoration projects, city and regional parks, critical habitat for endangered species, urban forestry and all the way to their front and backyards of homes.

Students will develop an awareness of the interactive relationship between humans and how they shape their environment. They will also gain an appreciation for the historical and cultural traditions that are reflected in landscape architectural designs. Instruction will be given in the following areas: elements of design, the history of landscape architecture, plant identification, hydrology, sustainability, technical drafting, sketching, and computer design. Hydrology, Landscape and Sustainability Environmental Design is a course in which the students will express themselves visually and showcase their creativity. They will explore future careers such as landscape architecture, sustainable environmental design, habitat restoration and engineering. Students will also utilize their knowledge and skills in a design projects to beautify their school, community and submit and construct landscaping designs to the annual county fair. Lastly, To gain invaluable insight and experience, students enrolled in this course are expected to complete internships with local horticultural businesses around our community.

Prerequisites:

Prerequisite	Required / Recommended

Environmental Horticulture I	Required
Math II	Recommended
Math I	Required
Ag Biology	Required
Ag Chemistry	Recommended

Co-requisites:

None

Course content:

UNIT 1 ART AND HISTORY OF CULTURAL LANDSCAPES

This course satisfies the aesthetic valuing requirement by having students conduct research. Students are also able to recognize a variety of landscape architectural styles and accomplishments of contemporary, historic, and prehistoric cultures. This will allow the student to develop a base for making informed aesthetic judgments. The student will learn techniques in approaching solutions to landscape architectural design problems. The student will train their aesthetic outlook on design presentation by continual exercises that trains their perception of balance and color harmony while achieving a story through visual display from hand drawn to computer generated exhibits. This training will allow the student to develop skills on how to make decisions and be able to respond to the aesthetic value of landscape architectural design

Monochromatic Sketchbook Cover

In order to comprehend the fundamental concept of the color wheel and color theory the student will begin the studio environment by creating and designing a monochromatic color scheme for their sketchbook that each student gets issued at the beginning of the school year. The introductory lesson plan gives the student a blank color wheel of which they must fill in using oil pastels after reading 3 pages on the history of Monochrome in their book on Color Design. The student will need to exemplify their knowledge after a studio lecture how in a monochromatic hue scheme, the dimensions of value and chroma may vary, but only one hue is used by using magazines to create a collage that fits their sketchbook cover. This introductory lesson plan allows the student to develop confidence and exploration skills essential for the design studio, with their student peers and instructor. The student will be required to choose one hue and explore deeper meaning of that one hue through professional photographic images used in magazines. The student will be constantly asked to bring out their sketchbook during design rendering exercises to exemplify the meaning of hue which is the name of a color (as in "red" or "red-yellow") and understand that there is value in that hue based on the degree of lightness or darkness of a surface, sometimes called tone. As a final example of a true understanding of the

color wheel the student will be asked to cover ¼ of their sketchbook cover with the complimentary color of their chosen hue understanding that the complementary color is to be found on the opposite side of their chosen color on the color wheel. This graphic design concept allows the student that when you match a warm color with a cool color the reaction from an audience is highly responsive and stimulated that 'forces' them to acknowledge your exhibit with enthusiasm. This personalized sketchbook will be their personal collection of lecture notes, sketches, brainstorm ideas and doodles throughout the school year and the student will begin to understand and document their own personality and culture documented in this sketchbook.

Art Masters: Artistic Freedom and Structure Presentation:

In cooperative groups the students will develop an understanding of 3 design and art masters whose classical education was based on the fundamentals of drawing. They will to pick from the following artists: Picasso, Braque, Matisse, de Kooning, Le Corbusier, Geoffrey Jellicoe, Garrett Eckbo, Frederick Law Olmstead, Louise Henry Sullivan and Frank Lloyd Wright. Students will observe with detail the line patterns and variations of line weight by rendering the art example with graphite and demonstrate their skills in tone/value to bring their art example to life. The student will be asked to present their artist to the studio and explain their technique used to bring the art piece to life. The student, after scanning their black and white rendered art piece of their Artist, they will insert their scanned image into their Critical Review Essay of their artistic piece that allows the student to begin to define how their became master designers who could draw realistically, accurately, and beautifully and effectively and was able to go on to make great breakthroughs and unique creative expressions in their work. With their Critical Review Essay as an inspiration for dialogue and evidence the student will create a PowerPoint presentation boards (24"x36") showcasing examples of their chosen design masters. The students will be required to identify in their presentation board the sensitivity of the lines, the variations of line weight, the shadows and the accents. They will be using these posters throughout the year as inspirations and reminders especially when the student begins to explore technical software that simplifies these concepts of lines, shadows and accents. As a final reflection design critical review essay the student will be required to pick one piece of work of their chosen artist and answer the following question: Describe how the drawing makes you feel and what key element allows you to effectively respond to their piece?

Austere Organic Essentialism

Simplicity will be critical lesson the students will gain knowledge throughout the year in their comparison between styles and genres of artists and designers. The student will be able to exemplify the art of austere design in the exploration of Zen Design. The students will visit the Japanese Memorial Garden at the Coachella Valley History Museum that highlights key landscape elements that symbolic reflect nature and landscape design of the Japanese style. Students will be asked to spend 20 minutes in the Japanese garden and pick up on the nature elements that exemplify sculptural elements and symbolism they found in the Japanese Memorial Garden. As a partnership, once in their design studio, the students will collaborate and synthesize key nature elements they will keep from their collection to develop a Zen Sculptor. It will be essential for the student to identify key organic element such as textures, monochrome, wood, moss, poetic leaves found in Zen Garden. With an assigned Zen Design rubric that shows expectations the students will be asked to build a Zen Sculptor that exemplifies the meaning of

each shape and space, showing off-symmetry, group of 3' of 5s, simple color palette, with only 5'-0" length of wire with pliers to put their Zen Sculptor together. The students will be encouraged in the rubric to use their sketchbook to communicate visually and verbally to their design partner their design and sketch ideas. Once they are finalized the students will showcase their Zen Sculptor in a Zen Garden outside in the planter in front of their design studio. This will be required for them to work together to exhibit their Sculptor using a black painted stake and wire to showcase their Zen sculptor on the planter. The student needs to ensure that the stake does not become part of their design since they will demonstrate that even the empty space of their sculptor is part of the sculptor. The other high school students will be the passive observers of their art display. The student designer will acknowledge presentation skills and confidence from a cultural and symbolic style of art and landscape architecture style that has influence many modern designers.

UNIT 2 HISTORICAL AND ARTISTIC CONTRIBUTIONS TO CALIFORNIA CULTURAL LANDSCAPE

Early and Immigrant Gardens in California

Students will identify the critical evolution of immigrant groups to California beginning with the California Native Americans, Gold Rush era, Southeast Asian and Latino immigrants by developing a visual timeline of when key immigrant groups entered the state of California. The student will showcase first written data retrieved from research in the internet on to their sketchbook. With the found terminology the students have the opportunity to create a visual collage of critical time slots in the history of the state of California. They will capture their collage on 7 slides provided by the instructor. We will focus on one key group the Cahuilla Indians, the native tribe which called the Coachella Valley their home prior to Manifest Destiny. We will meet the local tribe at the Coachella Valley Museum so they can also showcase the artifacts and early gardens which are on display at the museum. The tribe member list and identify cultural plants they use in their cuisine, medicines, art and spiritual needs. Students will document the various cultural plants and vegetables and sketch the described plant with precise detail of observation on texture, line and tone. Next to their sketched vegetable/plant the student will make a bulleted list of the interview, identifying how the cultural plant is used for medicinal, art, spiritual or cuisine purposes. The student will go back to the studio and write up a critical review reflective essay that prompts them to talk about their own home culture use of vegetable, plants and herbs as medicinal, art, spiritual and cooking purposes, comparing and contrasting them with the plants/vegetables they found in the gardens of the Cahuilla Indians.

An engaging activity to allow the student to develop further confidence in their dialogue about art and the landscape using Adobe Photoshop the student will be asked to study the practice of art perspective they captured in their Cahuilla Indian sketches into other cultural landscapes around the state of California. The students will begin a basic introduction of perspective of overlapping, scale, and value of elements fading due ambience particulates in the distance graphically using the theme of the popular film of Attack of the Killer Tomatoes where the topic of Genetically Modified vegetables is highlighted. Students will be given 10 digital photographic images and they will be required to tell a story of a vegetable or fruit invasion on their landscape making

completely realistic using Adobe Photoshop. The student will be using artistic tools in this software like paint, cropping, trimming, layers, eraser and opacity to exemplify their mastery of perspective by using layers and masking to simulate the right gradient, tone, value to create realism of their creative and innovative Invasion scene. With their gained skills of developing a fun but innovative and refreshing approach to design the student will then use their skills in Adobe Photoshop to create an interpretive and informative signs for the Coachella Valley Museum. With their scanned sketches, quotes from their interviews and experience of graphic design the students will capture the meaning and importance of early gardens and the sanctuary that plants provided to the natives and those who immigrated to California with other people who share the same values and appreciation for cultural herbs, plants and vegetables.

UNIT 3 HYDROLOGY: HOW WATER HAS SHAPED CALIFORNIA

Hydrology: Laboratory Experiments Demonstrating the Uniqueness of Water

Students will review the water cycle and how water is a precious resource for all nations around the world. Special focus will be placed on the unique properties of water. Students will perform a series of laboratory experiments, while drawing and expressing what they learn in their sketchbooks. The following list the major topics covered in this hydrology section. The chemical structure of water will be analyzed for the ability of water to form hydrogen bonds allows water to be an excellent solvent. Temperature can highly influence that state of matter water can be found in (liquid, gas or solid). The specific heat capacity of water is much higher than that of other common substances. The high specific heat of water helps the earth's temperature remain moderate since water traps heat during the day and releases it slowly at night. As a result, the temperature on earth's surface does not vary very widely, ranging from extremes of 134°F to -129°F. The boiling point of water will also be examine. Water has a very high boiling point, meaning that liquid water turns into water vapor at a higher temperature (212°F) than would be expected due to the size and weight of the molecule. The high boiling point of water is due to the hydrogen bonds which tend to hold water molecules together, preventing them from breaking apart and entering the gaseous state. The density of water and how temperature can change the density will also be analyzed. In general, warmer temperatures tend to make substances less dense because the greater random kinetic energy makes the molecules spread out. Students will learn that water is unique though. Water is most dense at 39°F, and as it cools or warms from this temperature, the water expands slightly. The concept of turnover in a body of water will also be studied. Lastly students will study how surface tension can contribute to capillary action and adhesion.

Liquid Gold: California's Water

After reading the article entitled " Early History of Water Sanitation Technology," students will create a timeline that demonstrates the evolution of significant water and sanitation inventions and discoveries since the time of Roman aquifers through the present. With this knowledge in hand, the class will continue to learn about water and how it has shaped our state. Students will learn about the state's water supply and usage. A lesson on how water is moved throughout

California will follow by reviewing the Central Valley Water Project, the State Water Project, the Los Angeles Aqueducts and a special focus on the Colorado River Aqueduct and in particular the Coachella Valley Canal. Students will then utilize Google Earth and Adobe to map out the a specific major water project throughout California. Students will present their maps to the class as they explain the significance of that particular water project. To complete this section of the unit, students will also examine the Coachella Valley aquifer and how the construction of the Coachella Valley Canal accidently created the Salton Sea. A representative from the Coachella Valley Water District will visit the classroom and serve as the guest lecturer in speaking about the Coachella Valley Canal, the Salton Sea and the Coachella Valley Aquifer. Class discuss will conclude this section of the unit to discuss important current events surrounding water rights and water conservation. For example, the local indian tribes have filed a federal lawsuit against the Coachella Valley water agencies, placing the ownership of the aquifer in question. Another important environmental issue is that of the conservation and preservation of the Salton Sea. Lastly, since we live in a desert environment, students will debate if new landscaping projects should incorporate "water-wise" and drought tolerant plants or should homeowners and business owners be allowed to plant high water need plants. Students will also watch the documentary entitled "Blue Gold," which should encourage class discussion as well.

The Mock Muck: Importance of Water Treatment and Purification

The study of water unit will continue with the study of water treatment and purification. The "Mock Muck" activity will simulate the water treatment and purification process. The purpose of the activity is to purify a sample of foul water, producing as much "clean" water as possible. The three major techniques used should be oil-water separation, sand filtration and charcoal absorption/filtration. Students will compete in groups to produce the cleanest sample of water at the end of a pre-determined time period. Students will develop strategies to create the most effective filtration/treatment system with materials provided. The winning group will produce both the greatest amount of water (retained water from the original sample) as well as the cleanest sample of treated water. Students will write a detailed procedure of how each group plans to purify their water sample. Students will complete the "Mock Muck" Data Worksheet. All data will be collected and all results will be shared with the class to determine the best method.

Designing for Our Future: Sustainable Landscapes: Water Crisis and Management in California

After reading excerpts from The Milagro Bean Field War this unit will allow the student to understand how policy, management, recreation and agriculture determine how water is distributed. To bring further relevance the students will explore their local watershed, the Whitewater Watershed, and the Coachella Valley Water District shape design efforts and environmental stewardship. Students learn to read the landscape forms using software such as Google Earth to identify design and use patterns for recreation and how water availability defines these sites. In a team of 2 they will be required to develop a design exhibit using images from Google Earth into Adobe Photoshop, showcasing the timeline of particular sites along the rivers and future proposed use of that space. Just like a professional designers creates on the studio table the student will simulate the same synthesis strategy of rolling out transparency paper on

top of their maps and tracing , texturizing, various line weights and symbolic arrows to capture significant elements of a landscape over time but the student will develop these strategies using Adobe Photoshop to tell a vivid story of water level and reshaping of the landscape for recreation over the time. The skills the students have gained in the previous units will allow for the student to effectively use paint and cropped layers to artistically describe what happened to their watershed in a particular time. The final exhibit (24"x36") will showcase a clean clear color palette (no more than 3-5 colors), elegant opacity layers that allows the viewer to see below the previous map, and concise font size and color to point out key elements and features in the landscape. The students will be prepared to present to a small panel of Bureau of Land Management and Bureau of Reclamation Water Resource and Management as well as members of the Coachella Valley Water District their findings being prepared to take notes in their sketchbook to write down the most current policy and quality control of water management and trail redesign for recreation. The student will finalize their presentation board by writing a critical review essay of the management of their watershed and how this impacts not only their region but the state of California.

Water Wisely: Designing and Constructing an Effective Irrigation System

Utilizing the software "Pro Landscape," students will design an effective irrigation system for a given area. After their design is approved by the teacher, the students will actually construct their design or improve upon an already existing system. In able for the students to design and build such a system students must learn about the components of an effective irrigation system such as piping, sprinklers, nozzles, swing joints, valves, controllers, wires and backflow prevention. Once the system is in place, students will perform the "Catchment Test" to ensure distribution uniformity. Adjustments will be made to students' designs if need be after the "Catchment Test."

UNIT 4 SUSTAINABILITY - DESIGNING FOR OUR FUTURE

Cruising the Sustainability Highway

To introduce the concept of sustainability, student will analyze how the American transportation system affects the environment. Sustainability is based on a simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our natural environment. Sustainability creates and maintains the conditions under which humans and nature can exist in productive harmony, that permit fulfilling the social, economic and other requirements of present and future generations. Sustainability is important to making sure that we have and will continue to have, the water, materials, and resources to protect human health and our environment. Students will apply wisdom, ingenuity, and sound science to the choices they make. To begin the unit, students will explore how transportation needs affect the environment, including the quality of air and water, habitat, and global climate. This section will include the following are:

- Cruise through history

- Natural resources and energy use
- Air pollution and climate change
- Land use
- A matter of choice: Class discussion on sustainability

Going Places, Making Choices: Transportation and the Environment Curriculum, 4-H, (1999)

Designing for Our Future: Sustainable Landscapes: For the People

Students will synthesize their understanding of environmental issues that they have explored in their community, region and the state of California by exploring creative and innovative design solutions to these environmental issues. The capstone case study will showcase the California Academy of Sciences located in Golden Gate Park. This site will embody for the youth an understanding of one of the oldest history and scientific research centers in the West Coast that is designed for the public. Through education a designer student will understand how to design for the future. The California Academy of Sciences honors in a creative approach environmental benefits through its design by creating habitat for wildlife, ecologically manages storm water, generates renewable energy, reduces the sites carbon footprint and urban heat while introducing native plants. With this case study and their lecture the student will be asked to reflect on the reconstruction of our high school. Students will research and develop a critical review of carbon emissions in the urban setting and the effects these emission have on health, recreation and landscape design. Their essay will prompt them to reflect on a creative design solution to solve the exposure students, staff and community have to carbon emissions. Students will essentially answer the following question: can a well designed landscape decrease exposure to carbon emissions, solve environmental problems while providing an aesthetically pleasing landscape? The students will need to reference case study as precedence design elements that are found in the American Society of Landscape Architecture. This site inspires any artistic designers to use aesthetically pleasing design with curvilinear, simple color palette and natural elements in their design to create and develop healthy and educational sites for a community. The student design team will choose their favorite case study found in the ASLA web site and create a mock up scaled model of the site. The student will use their knowledge of Google Earth to download an aerial photograph to print out in 11"x17" exhibit in the art studio printer and use just wire and cardboard, simple color palette, to capture the expression and movement of the designed landscape. With images and excerpts captured from the web page the student team will be required to create an Adobe Photoshop poster (24"x36") compiling their critical review essay, research material and professional photographs of their scaled model. A panel of administrators and art studio teachers will be required to critique the display and reflection on environmental issues found on their high school campus and realizing how design can innovatively solve these environmental problems in an artful and expressive approach.

UNIT 5 CAMPUS GREEN AUDIT (SITE ANALYSIS THROUGH ELEMENTS OF DESIGN)

ADA Accessibility Audit of Indio HS– Equity in the Landscape through Design

To further explore the environment and design of the campus the students will be asked to use effectively their sketchbook to document evidence of space being used by the students, staff and community. This lesson plan requires the student to take a good amount outdoors staying in a location on campus and sketch an assigned space of the campus, three different times during the day, before school, during lunch and afterschool. The process of this visual documentation the student will be asked to reflect and captures their own views and biases as a passive observer in their sketchbook. This will help them articulate their response through their personal lens of gender, culture and age how they would use the space being observed and compare it to the other people using that space. After exercising their observation skills and controlling their personal biases the student will be grouped in teams of 5 to assess a main pedestrian corridor on campus to visually document on an aerial photograph landscape elements and outdoor design conflicts with people with disabilities. The only requirement is that one member of their team will need to play-role a person with a disability. There will be 5 alternating teams with a particular disability (wheelchair, blind stick, crutches, deaf, mute). Their map will have an assigned path layout and 3 questions prompting them to ask people for directions to get to their final destination. The student will vividly experience and document their response and observation of how difficult it can be to get from one destination to another when the landscape is not adequately designed for them with old paving, pathways and lack of signage. This visual experiment will open the discussion to policy and law for disabled people to their introduction of American Disability Act and how design and creative solutions allowed for equity in the built designed landscape. Student will prepare an aerial photographic exhibit in Adobe Photoshop that allows them to diagrammatically highlight conflicts and proposed solutions for spaces on the high school campus. Visual imagery collage will be asked for the students to be inserted into their Informative Display Board, using the advanced artistic tools of texturizing, masking and opacity the student will effectively capture a story of what the designer student explored, found and proposes that administrators consider for future planning of the campus. The boards will be displayed in the front office for students and staff to begin and continue a conversation of equity in the landscape thanks to a creative and innovative approach of students documenting their findings.

Behavior Mapping – Social and Cultural Spaces Observed

The students will be asked in this lesson to visually document, through maps and quick sketches, a behavior map of their high school campus as a method for linking high school physical activity and outdoor design. By gaining critical observation skills the student will gain confidence and patience to determine factors that need to be enhanced or redesigned on the existing space they will be proposing a creative innovate design solution. The student will be asked to bring their data and sketches to the studio and draw out in plans that visually communicate their data. Their assignment will be to tell a story through an attractive rendering and exhibit that uses a minimum use of words by showcasing skills in using texture, tone and value by using only black and white graphite medium. This plan view, drawn to scale will be large enough to capture enough detail of trees, outdoor furniture, buildings, softscape and hardscape, the student design team is responsible to bring this behavior map to life through sketching and drawing techniques through symbology. It will be expected for the student to effectively showcase how each landscape element has its own symbolic texture and line work. A few examples include grass /

stippling, evergreen trees / strong jagged lines, deciduous trees / soft texturized lines, buildings/thick lines, sun location/tone and gradient with shadows. The plan view will be review by a panel of their peers to effectively demonstrate their findings. If the panel is having a hard time understanding and interpreting the plan, the students will be required to fill in with well-articulated speech of their experience and reflect how their gender, age and culture impacted their observation. After doing a creative qualitative observation the student on plan view the student will need to capture landscape elements in a visual quantitative drawing of their behavior mapping through the use of water color sketches in their sketchbook. The student will take their equipment and set up at their site and using only one hue creates a monochromatic layout of landscape elements of the site. They will use their brush and with the manipulation of water saturation capture various gradients of their hue to capture tree silhouettes, basic tree study using drybrush practice, and capture grass using a combination of silhouettes/drybrush with the use of their fingernail to scratch in a suggestion of individual blades of grass. Skies will be the last example of observation the student will capture to reflect their taste and reflective mood at the moment. The use of wet-in-wet, graded wash, flat wash, and value. The student will be able to compare and contrast their visual and verbal documentation with their water coloring observation of the space to reflect on a critical review how a designer has the final impression to develop a significant change on a space to an audience.

UNIT 6 COMMUNITY BY DESIGN: INDIO HIGH SCHOOL MASTER PLANNING

Historical Mapping of Indio HS & Community – Goggle Earth, Sketching and Photoshop Analysis

A deeper understanding on how a landscape evolves over time will be explored in this section, demonstrating how historical archives and technology visually captures the story of the social and historical influences on the landscape. The use of technology and how about satellite imagery will be emphasized as a critical tool for the designer to understand forms, textures, movement and human social patterns of landscape use. Google Earth will be introduced as free software that is reliable to research satellite imagery of a site over time. The student will work with their design partner to document an early and current time frame of the high school campus. They will be assigned a specific time period, early 1900's, 1940's, 1960's, 1980's to current date to capture two shots past/present on Goggle Earth. By importing the images into their project folder on their studio computer they will then open it up in Adobe Photoshop to highlight trends by using the brush, the mask, and layer tools to emphasize significant changes from the past to the present. After using their experience on line and layering to tell a story to their studio critique they will need to develop a pictorial Power Point presentation of 5 slides demonstrating their research of key historical factors that triggered physical changes on the landscape (war, depression, civil rights, drought years, etc.). Their final presentation to the entire studio will highlight the landscape through a historical and social factor during their time period and how that influenced the design and layout of the campus. With their printed out project report portfolio each student as an individual will be asked to personally reflect on the high school campus as a whole and what specific site on the school stood out the most and describe how it made the student feel. They will need to go alone on their time and visit that particular site of the campus that stood out during their research visual documentation and in their sketchbook they will be

required to sketch out a perspective view of the space and focus on one architectural element that has with stood time and can still be found in present time and take 3 different visits to sketch it in detail using proportions, curvilinear shapes, tone and value to capture nature motifs, tile , landscape furniture, and architectural molding. Once the sketchbook drawing reflection is completed the student will present to their design partner to get feedback while the other designer needs to be documenting closely how their audience is responding to their findings on their sketchbook and project packet portfolio. The capstone element of their Historical Mapping project packet portfolio will require the student to do a critical review essay where they become the expert and does a critique and response to the choosen site. With their visual research and synthesis of Google Earth images in Adobe Photoshop as well as their site visit and analysis the student will be fully prepared to develop a 500+ word essay, single space , Calibri size 12 font essay that showcases the students response of the site with an educated foundation. The student designer will be required to prepare their Critical Review essay for review by 2 peers by scanning, using one of the studio scanners (8.5" x 11" or 11" x17" scanners), one of their favorite sketches of their site with the understanding that their audience will be transported to the location while reading their essay. After getting feedback from their peers the student will have created confidence to present to a small panel of professionals from the school and community (teacher, administrator, alumni association) to report their findings and get feedback on what these experts remember of the high school over the years of which the student will be required to write down in their sketchbook in preparation for the next key assignment. This project will document the last building from the original campus which currently still stands. Once the school is completely rebuilt, there will be different but similar structure which the students can analyze along with the former campus.

Community Survey and Observation – Alumni, Museum, Neighbors, Staff

With their knowledge from their previous key assignment, Historical Mapping project packet portfolio, the student will be well versed and prepared to identify key photographic elements and interview questions to further their knowledge of their chosen site on the high school campus. The student will be asked now to use various mediums of sources to attain deeper information of what transpired over time on the high school campus and surrounding community. They will be required to attain 5 visual references (scans of archival photographs, maps, video interviews) as well as 3 transcribed interviews from the local newspaper, broad cast archives, local chamber of commerce, the high school alumni association and school district to further provide evidence that impacted the design and evolution of the site. They will be required to begin collecting all this information on their design team flash card to easily import digital data (scans, video, studio photographs) to their studio computer. They will then be asked to develop an innovative and creative collage on a digital poster (size 24"x36") in Adobe Illustrator, with the help of Adobe Photoshop. This digital poster will aesthetically capture a powerful collage that brings all the collected scanned images with artistic and appropriate fonts that capture the mood and image of the time frame of their site showcasing quotes from their interviews and transcribed data. They will be required to present a mock up half way through the project to their peers in the overhead projector to get a visual critique of layout and color scheme and storytelling strengths/weaknesses. With this information gained from the critique the team will go back to their studio computer to refine and empower their digital poster to be submitted for a design

competition from the instructor to pick the top 4 posters to print a hard copy to be displayed at the school library, main office, or high school alumni association to promote the student work and the class studio.

Utopian Campus Design

With their Historical Mapping project packet portfolio and Digital Poster that documents the visual history of how the landscape has been changed over time in response to historical and social events in the community, region and nation the student will now begin to bring their expertise to solve current environmental issues on the high school campus. They will be put into a team of 3 students, each with different High School Historical Mapping project packet portfolio from different time frames to identify environmental problem on the high school campus and together they will bring their own experience and awareness on how to solve the environmental issue through a creative and innovative High School Campus Master Plan. In order to prepare for this redesign of the campus the students will take a series of fieldtrips to exemplary spaces designed for education, nature, community and health like UC Riverside/Cal State San Bernadino - Palm Desert Campus (campus landscape architect), Coachella Valley Preserve (preserve rangers speaker), Living Desert Zoo and Botanical Gardens (docents), Salton Sea State Recreation Area (biologist, habitat restoration), the annual Desert Garden Tour (sponsored by the Coachella Valley Horticultural Society) and Palm Desert Civic Park (Palm Desert City Hall, Landscape Architect). At each fieldtrip the student will be required to ask at least 2 questions from the professional expert with a final series of quite 20 minute reflection time on a space on site to sketch in their sketchbook. They will be required to sit a minimum of 20' radius (10 walking paces) from their neighbor. Under their sketch the student will be required to reflect how the space makes them feel and what stands out in a positive/negative way in the landscape design, clearly identify the design element. Once back at the design studio the student will collaborate with their design team on identifying key elements the found in their fieldtrips that would enhance the space of the high school. They will visually showcase their elements by creating a diagrammatic map of the high school in Adobe Photoshop showcasing where positive changes will be needed with dots, stars, line work with scanned sketches inserted in layers on the Adobe Photoshop map to tell a story and mission of where the team aims to develop a design theme of their Campus Master Plan (education, nature, community and health). The Coachella Valley Horticultural Society will be invited to be a panel on the final Campus Master Plan from each team to provide feedback on how an urban forest can solve and enhance many of their identified environmental issues and solutions. Through their partnership with the design studio the Coachella Valley Horticultural Society will begin to work with the whole class to identify a small location on campus that can be impacted with the use of plants. The students will use their sketchbook to learn techniques from the society's membership by observing and documenting the habits, shape, texture, size through sketches. The students will learn 10 plants on campus that work efficiently to provide safe, healthy, social spaces by learning the botanical name (family, genus, species, and variety) in their sketchbook and document the personality of each plant through gesture lines, geometric shapes, proportions of the body to measure the tree (walk pacing and height of a peer to measure the plant). They will be required to scale their sketch, full plant sketch to the detail of the stem/bark and one leaf, and bring the drawing to life by using appropriate observations skills ('draw what you see, not what you think') and tone/value to make

the sketch to come alive and come off the page, and they will be reminded to bring inspiration from the beginning of the school year when they were observing the Master Artists and their technique of capturing the emotion of nature. The students will do a final tour of the campus plants a member of the CV Horticultural Society to attain botanical information from each sketched plant where the students will be required to write down as notes. With this full knowledge the student will use an Aerial photo of the Campus, one they already had from Google Earth, to use the drawing tools in Adobe Photoshop to design a landscape master plan. The student will identify location, spacing and species for the identified site on the high school campus. With the presentation exhibits the CV Horticultural Society will refine the layout and designate a planting day on-campus fieldtrip where the students to plant plants (pending administration approval)

UNIT 7 ART AND CULTURE IN A SCHOOLYARD SITE DESIGN

The Art of Developing and Managing the Design

Once the student has acquired visual awareness of the space through the lens of an artist they will be involved in a real-world project that allows them to synthesize their aesthetic problem solving for a landscape site on the high school campus. Their final collaborative project will require them to enter a design competition with their studio peers. They will understand that they will need to follow a design program with a real client and budget who will challenge the student. The challenge will be developed with the client's design request that might at times conflict with their designer ethic they have been exploring by reflecting , documenting and drawing about in the students sketchbook on what the community, student body and themselves as a youth require in a healthy and appealing landscape. The client will be identified by the instructor as a high school campus leader (principal, vice principal, school garden coordinator, department chair). Students will work in teams to develop behavior mapping, pedestrian circulation and a photographic journal that captures the use of an open space on campus that has social, environmental and health problems. With their team the students will have a hard copy of an aerial photo trace in Pro Landscaping at 1:20 scale. On this plan the student will use line symbols, space bubbles, inventory of the existing trees and landscape furniture to document circulation and social groups of the space before school, during lunch, and after school (3 different maps). This information will be transferred and drafted out in Pro Landscaping to present an updated design review to the team and client. This preliminary design review will be the foundation and base to develop the best decision for how the space should be used. The team will need to develop draft out a conceptual layout drawing of their proposed pathways and sitting areas and ornamental plant layout in Pro Landscaping.

When the team gets their preliminary printout from the instructor the student will have an understanding that the design needs to be finalized further for presentation purposes and be visually legible for a professional critique for their 65% submittal. The student will need to bring the design to life using their visual art skills they have gained throughout the course. By using professional rendering media (Pro Landscape, Prisma Color Pencils, Prisma Color Markers, water colors) the team will be required to choose which media best reflect their team's style and personal taste. This preliminary rendering exercise of their plan layout is in preparation to

discuss with a small panel of landscape architect professionals from both private and non-private sector. The student will need to provide a detail explanation of their design to the professional panel with a one page, 500 word critical review of their site by eloquently documenting the evidence they collected during their site analysis. The panel of professional landscape architects will provide guidance and advise on how to address design solution of their proposed plant area. With notes taken from the review including redlines the panel did with transparency paper on their design proposal the student will head back to the drafting table with their team and prepare to submit their 85% submittal with a new defining layer to their design program; embracing a capstone Designer Personality (Western Cultural Design – Martha Schwartz and Frida Kahlo , Eastern Cultural Design – Organic Essentialism through Zen Design, European Cultural Design Antoni Gaudi – Color and Design in Tile) as precedence to their final design.

Western Cultural Design – Martha Schwartz and Frida Kahlo

The winning design team for this cultural artist will show an understanding how color and culture and social representation was effectively captured in both Martha Schwartz and Friday Kahlo master pieces. The student will need to demonstrate through an artistic and innovative design how the planting area not only identifies how the space will be used by the high school youth, educators and community after school but also captures the visual energy and beauty of these Cultural Designers. The winning team will be required to develop final design layout in Pro Landscaping key design elements used by Martha Schwartz, the use of curvilinear and abstract landscape furniture elements to bring a community together. The final rendering technique, after printing the Pro Landscaping plan view, the design team will effectively showcase the vibrant and bold color wheel that Frida Kahlo exemplified in her portraits. The final two weeks before school ends the winning team will be the design that will be installed by painting the installed site with vibrant colors and a professional mural that embodies the research and mission of the high school campus capturing the voice from both Martha Schwartz and Frida Kahlo.

Eastern Cultural Design – Organic Essentialism through Zen Design

The winning design team for this cultural genre will demonstrate an understanding how simplicity and austerity can be a powerful designer tool to highlight environmental and social spaces. The student will need to demonstrate through an artistic and innovative design how the planting space not only identifies how the space will be used by the high school youth, educators and community after school but also captures the visual peacefulness and beauty of the Cultural Genre as Zen Design brings. The winning team will be required to develop final design layout in Pro Landcaping key design elements used in Zen design, the use of symbolic nature elements, spirituality and clean simple lines essential to bring a healthy state of mind to the user group of the designed zen planting. The final two weeks before school ends the winning team will be the design that will be installed by emphasizing the usage of dry rock garden as informal and natural seating arrangement on the proposed design. The use of natural textures, simple monochromatic color palette for the rocks, sand, moss and dwarf evergreen trees will be used to exemplify a quiet, peaceful and culturally educational space on the high school campus.

European Cultural Design - Antoni Gaudi's Color and Design in Tile

The winning design team for this cultural genre will demonstrate an understanding how a formal professional degree like architecture took on a compelling and innovative approach by adapting art, recycled material and mosaic art as a critical tool to showcase artful pieces of architectural buildings and open spaces that brought the community together in a social and spiritual approach. The student will need to demonstrate through an artistic and innovative design how the planting space not only identifies how the space will be used by the high school youth, educators and community after school but also captures the complimentary colors, visual accents and organic nature-inspired forms Gaudi created in his masterpieces. The final design will require mastery of this poetic movement of color and shape and form in the student final plan layout. The final two weeks before school ends the winning team will develop the final design construction details of a 8" diameter Gaudi inspired Mosaic Sun that the entire design studio will construct and design, Gaudi style of first installing then designing, a layout of their Mosaic Sun using a paper plate, clay and real recycled tile to layout and create a mock for their peers to review and critique. Once the Mosaic Suns have been finished with no more than 1/8" grout spacing, the student will install their Mosaic suns on student designed and build straw-bale seat walls. The use of complimentary colors, symmetry and well balance use of tile size with appropriate visual accents (mirror tile, marbles, recycled bottle pieces) will be used to exemplify a culturally rich and vibrant color and nature inspired motifs mosaic layout that is educational space on the high school campus.

UNIT 8 LANDSCAPING SHOWCASE

Once the students are comfortable with the design concepts, students will receive hands-on experience in designing and constructing a 10' X 10' miniature garden. These gardens are installed inside the main entrance of the local county fair and displayed and cared for during the duration of the fair.

All Exhibitors must follow the following rules:

- All work on this project is to be done ONLY by the exhibitor (the student). Advisor and parents are welcomed to offer suggestion, but all ideas for design and construction must be student inspired.
- A small materials fee is charged to all entries. Exhibitors can pay for the materials fee once they receive their premium check from the fair. This materials fee is charged to provide needed construction materials to all landscape entries and therefore becomes a shared cost.
- Exhibitor agrees to follow all suggestions provided by the Landscapes Advisor (the instructor). If student refuses to or displays outmost disrespect, exhibitor's entry will be withdrawn from the fair. Student will still be responsible for materials fee.
- No horse play of any kind will be allowed. If student is asked too many times to focus on project, entry will be withdrawn. Student will still be responsible for materials fee.
- All injuries, no matter how small, must be reported to the instructor.

- Entry fee for each landscape will be $10.00 as required by the fair grounds.
- A minimum of 2 students with a maximum of 4 students will work on each landscape entry.
- Most of the plant material will be on loan from local nurseries. All exhibitors will care for all plants used in their landscape display. If plants are damaged in ANYWAY, exhibitor will PAY for the plants in addition to the materials fee. Exhibitors that do not pay for the damaged plant material forfeit their premium check.
- All landscape exhibitors will sign-up for a watering shift in which every plant used in our landscape displays will be water to ensure the proper care and appearance required by the fair board.
- All exhibits must have a final drawing detailing the plans and giving the public knowledge as to what plants were used. All plants must be properly identified by their common and botanical name.
- Each landscape must follow each of the following categories:
    - Enchanted Patio – featuring the use of brick, stone, or wood. Provides a serene environment as a refreshing relief from the stresses of modern living. Ponds, fountains, or other water displays recommended.
    - Southwestern Patio – featuring drought tolerant plant material
    - Sun Lover's patio – featuring sun-loving flowering plants, trees, foliage, props and accessories. Using appropriate background materials (bamboo, fencing, trees, wall, etc.). Plant material and accessories to be exhibitor's choice
    - Drought Resist Design – featuring drought tolerant plants
    - Oriental Garden Styles – featuring a garden for peaceful contemplation. They draw heavily on Buddhist, Shinto and Taoist philosophies and strive to provide a spiritual haven for visitors. The primary focus of an Oriental garden is nature. The elements of a Japanese garden mimic or symbolize natural elements.
    - Other - Landscape Design – using appropriate shrubs/trees for background, use of fountains, reflecting pools or waterfalls desirable. Complimentary props and accessories permitted.
- Category selection is reserved on a first come, first serve basis. As soon as all team members submit this agreement with both exhibitor and parental signature, the group may select their category. Each category will be limited to 3 teams.
- Construction is scheduled for 5 days prior to the opening of the fair.
- Exhibitors who also have a livestock entry are expected to attend all require livestock barn duties. Exhibitors that have livestock will be expected to care for their animals and will NOT be allowed to miss barns.
- All landscape exhibitors will be excused from school for the purpose of clean up and return of all plant materials.
- Thank you letters to all sponsors will be expected from all exhibitors as well as updating the California Ag Recordbook in able to receive premium check.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Drawing the Landscape	Chip Sullivan	Wiley	2	[empty]	Yes
Design Synectics	Nicholas Roukes	Davis Publishing	1	[empty]	Yes
Art Fundamentals: Theory and Practice	Otto G. Ocvirk, Robert E. Stinson, Philip R. Wigg, Robert O. Bone	McGraw Hill	6	[empty]	No
Color Drawing: Design, Drawing Skills and Techniques for Architects, Landscape Architects and Interior Designs,	Michael E. Doyle	Wiley	2	[empty]	Yes
Landscaping Principles and Practices	Ingels	Delmar, Cengage Learning	7th Edition	[empty]	Yes
Introductory Horticulture	Carroll Shry, Edward Reiley	Cengage Learning	8th Edition	[empty]	Yes
Sunset Garden Book	Sunset Magazine	Sunset Magazine	February 7, 2012	[empty]	No

Literary Texts

Title	Author	Publisher	Edition	Website	Read in entirety
Liquid Gold: California's Water	California Environmental Protection Agency	California Office of Education and the Environment	2nd Edition	[empty]	Yes

Manuals

Title	Author	Publisher	Edition	Website	Read in entirety
Professional Turf Manager's Guide to Efficient Irrigation Practices and Equipment	Donald J.Turner	Ann Arbor Press	1998	[empty]	Yes

Multimedia

Title	Authors	Director	Name of video series	Date	Website	Medium of Publication
Blue Gold	Maude Barlow, Sam Bozzo & Tony Clarke	Sam Bozzo	[empty]	1 October 2009	[empty]	DVD

Supplemental Materials

Title	Content
Supplemental Materials	• Autodesk Design Academy, http://www.autodesk.com/education • Design Principles and Problems, 2nd Edition by Paul Zelanski and Mary Pat Fisher 1996 • Landscapes of Man: Shaping the Environment from Prehistory to the Present Day by Geoffrey and Susan Jellicoe 1995 • Plan Graphics 5th Edition by David Davis and Theodore Walker 2000 • Construction for Landscape Architecture by Robert Holden and Jamie Liversedge 2011 • Time-Saver Standards for Landscape Architecture, 2nd Ed by Charles W. Harris and Nicholas T. Dines 1998 • The Meaning of Gardens by Mark Francis and Randolph T. Hester, Jr. 1993 • The Milagro Beanfield War, by John Nichols 2000 • Community by Design, by Kenneth B. Hall and Gerald A. Porterfield 2001 • From Concept to Form in Landscape Design, by Grant W. Reid, ASLA 1993 • Garden and Climate by Chip Sullivan 2002

• Unbounded Practice: Women and Landscape Architecture in the Early Twentieth Century by Thaisa Way 2009

Other

Title	Authors	Date	Course material type	Website
PRO Landscape	Drafix Software, Inc.	[empty]	CAD, Photo Imaging and 3D Rendering Software	http://prolandscape.com/en/about/schools/

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Veterinary Science

Meets the UC "g" Admission requirement
Approved 2003

I. COURSE INFORMATION:

A. Course Title: Veterinary Science

B. Grade Level: 11-12 Grades

C. Length of Course: 1 Year

D. Prerequisites: Algebra I

II. MAJOR GOAL AND STUDENT OUTCOMES:

A. The student will be able to:

1. Access research material from the library, internet, and other sources to complete increasingly challenging assignments as self-directed learners. In depth study of the anatomy and physiology of a variety of animal species is designed to build knowledgeable problem solvers in the field of Veterinary Science.
2. Acquire advanced animal principles, know and respect diversity in the animal kingdom, and become an animal advocate for their welfare on all levels encompassing family pets, domestic livestock and our wildlife resources.
3. Prepare for advanced post-secondary level education in animal science, biology, and/or zoology.
4. Demonstrate ability to solve problems and think critically by effectively completing challenging group and individual projects and assignments. The combination of science labs and academic research enables students to use complex, creative thinking skills to reach sound conclusions.
5. Develop and enhance computer skills while working on individual and group projects to practice and refine written, oral and multimedia communication skills.
6. Develop advanced communication, leadership and research skills, which will contribute to personal and post-secondary success.

III. COURSE OBJECTIVES:

In *Veterinary Science*, students will be able to:

A. Anatomy and Physiology:

25. Define the term antigen and explain its significance in immunity; distinguish between passive and active immunity

B. Nutrition:

1. List the six major components of animal diets, and discuss their structure and significance in nutrition
2. Explain the general principles in animal nutrition
3. Discuss the difference between dogs, cats and equine nutrition needs

C. Infectious Diseases:

1. Describe Koch's postulates
2. List the important distinguishing features and give example of major disease agents and discuss resulting diseases
3. Name the basic components of disease prevention
4. Describe the types of vaccines available and their roles in disease prevention
5. Classify diseases, match them with the domestic species in which they occur, and discuss their clinical significance
6. List and describe several diseases common in domestic animals that are contagious to humans
7. List the major methods used to diagnose disease and cite examples of disease diagnosis with each testing method

D. Principles of Surgery:

1. Explain the clinical significance of the basic principles of successful surgery
2. Explain the healing of lacerations

E. Pharmacology:

1. Define terms relating to general pharmacology
2. Explain the five schedules of controlled substances and their common use
3. Become familiar with pharmacologic agents their uses, adverse side effects and dosage form
4. Identify the parts of drug labels and inserts
5. List routes and describe route of drug administration and routes of drug excretion
6. Define biotransformation and list common chemical reactions involved in this process

F. Genetics:

1. Debate the pro and con of genetic engineering animals for food, conservation and domestic pets
2. Describe the theory of classification of the animal kingdom
3. List common genetic diseases and disorders

4. Axial and appendicular skeletons

Lab – Owl pellet dissection
Lab – Compare and contrast skeletons of mammals, avian, fish
Lab – Observation & diagram of muscle tissue and bone cells

E. Circulatory System

1. Blood components and functions
2. Mammalian heart structures
3. Blood vessels and blood flow
4. Electrocardiograms, heart sounds, and blood pressure

Lab – Separate chemical compounds of blood samples, PCV – Total Protein – ph, etc
Lab – Evaluate sample of different species for normal and abnormal values
Lab – Compare human norms with animals
Lab - Dissection of a cow heart
Lab – Examine stained blood slides for form, function, parasites etc.

F. Respiratory System

1. Respiratory tract
2. Mechanisms of breathing

Lab – Pulse & breathing rate
Lab – Compare metabolic rates of species
Lab – How fish respire

G. Renal System

1. Renal system structure and functions
2. Kidney structure and urine formation and regulation
3. Urine and blood evaluation

Lab – Urinalysis – chemistry and morphology
Lab – Dilution and toxicity

H. Digestive System

1. Digestive system structures
2. Monogastric digestion

Lab – Chemical mechanism of digestion
Lab – Conversion of cellulose to glucose through enzymatic hydrolysis
Lab – Enzyme action on starch
Lab – Chemistry analysis that identifies blood glucose levels

M. Principles of Surgery

1. Laceration healing
2. Surgical considerations

Lab – Testing bactericides
Lab – Simulated germs and hand washing

N. Pharmacology

1. Classification and chemistry of common drugs
2. Determine amount and correctly measure prescribed medication using medical math, calculation, conversions
3. Drug laws, dispensing and record keeping

Lab – Solute and solutions
Lab – Chemical structure and compounds

O. Radiology

1. Darkroom techniques and radiation safety
2. Biologic changes with radiation

Lab – Anatomical positioning

P. Genetics and Heredity

1. Theory of Classification -Taxonomy
2. Animal Kingdom –Vertebrate & Invertebrate
3. Genetic diseases and disorders
4. Current Issues and Ethics

Lab – Pattern of variation
Lab – Gene regulation
Lab – Manipulation of DNA
Lab – Genetic traits
Lab – Gene regulation

Q. Professional Career Opportunities

1. College education and career planning
2. Professional growth
3. Work ethics and employability skills
4. Resume writing
5. Interview techniques
6. Developing a professional portfolio

R. Veterinary Science Research Presentation

1. Current animal research and investigation
2. Data presentation

IX. LABORATORY ASSIGNMENTS

A. The following laboratory activities will be incorporated:

1. Using the microscope
2. Introduction to lab techniques
3. Identify animal cells; by tissue type
4. Animal health investigation
5. Oral Anatomy & health care investigation
6. Species research - Dogs
7. Species research - Cats
8. Contraction of glycenated muscle with ATP
9. Examination and diagram cells microscopically
10. Dissect muscle, bone, and connective tissue
11. Owl pellet dissection
12. Compare and contrast skeletons of mammals, avian, fish
13. Observation & diagram of muscle tissue and bone cells
14. Separate chemical compounds of blood samples, PCV – Total Protein – ph, etc
15. Evaluate sample of different species for normal and abnormal values
16. Compare human norms with animals
17. Dissection of an animal heart
18. Examine stained blood slides for form, function, parasites etc.
19. Pulse & breathing rate
20. Compare metabolic rates of species
21. Circulatory system
22. Urinalysis – chemistry and morphology
23. Dilution and toxicity
24. Chemical mechanism of digestion
25. Chemistry analysis that identifies blood glucose levels
26. Chick embryo development
27. Exploring the senses
28. Animal eye dissection
29. Effects of steroids on growth
30. Fecal analysis for parasites & bacteria
31. Immunology Hematology activity

Indio High School

"A Community Dedicated to Academic and Personal Success for All"

Course Syllabus

[redacted]

Location Offered:	Indio High School
Grade Offered:	10-12
Length:	Year
Prerequisite:	Enrollment in Ag Pathway
College Information:	**UC/CSU** (Elective Credit) Pending

1. Course Description:

This course provides students with classroom instruction in the animal care field. Essential employability skills include career opportunities in the animal care field, plus personal and interpersonal skills, career development and employment literacy. The course includes content area instruction in: animal handling and restraint, medical/scientific terminology, immunology/physiology, sanitation, safety, nutrition/health, domestic/exotic breeds and species, genetics, cellular biology, animal behavior, conservation/ecology, evolution and animal traits, scientific theory and general animal husbandry. Course meets California science standards and high school students may use this class towards graduation elective credit. Students may continue in Animal Care II for an internship experience.

2. General School Rules:

All students are expected to be prepared to learn and work in a classroom setting. Students are <u>required</u> to bring their student agendas to class as part of their necessary materials, they will be used daily as an aide to learning activities and organization.
School rules are to be followed at all times. Any disruption to the learning process may result in disciplinary action, which may include parent conferences, classroom suspensions, or school suspensions. More detailed rules will be handed out and covered in class.

3. State Standards:

Standards and Textbooks are State approved Agriculture Curriculum

4.Attendance and Make-up Work-

Students are expected to be in class every day to actively take part in the curriculum and our daily discussions. When students are absent, parents have 10 school days to clear those absences through the Attendance Office. Make-up work will be allowed for the amount of days equaling the days the student missed. For example, if the student was absent due to illness for 3 days, that student will be provided with make-up work for those 3 days, and will be allowed 3 days to turn it in. Failure to turn in make-up work may negatively affect students' academic standing.

Indio High School

"Dedicated To Academic Achievement and Personal Success For All"

IHS RULES AND REGULATIONS

Indio High School rules are based on a few simple considerations - good taste, courtesy, safety and health. Students should review these rules as they will be held responsible for following them while at school as well as during all school activities, functions, and sporting events; both at home and away.

1. Indio High School is a closed campus. This means that once you arrive to school, you may not leave campus without permission. Students must check out of school through either the Attendance or Health offices. This includes lunch. Students found off campus without a pass will be assigned OCS or be suspended from school.

2. During the lunch period, students are not permitted in the stadium area, any of the baseball and softball fields, or the tennis courts.

3. Students are required to have a hall pass during class time. Passes are issued for emergencies only. Students found on or off campus without a pass may be suspended. ROP students must have an off campus pass or ID at all times.

4. Gang-related markings are not allowed. Students may not openly advertise their affiliation in any way, with any gang or crew while on campus or while involved in any school function.

5. Students are not to be at any location where alcohol, tobacco, or drugs are present during school hours or during any school activity. The use, possession, sale, or distribution of any drugs, tobacco, and/or alcohol will lead to immediate suspension and possible expulsion from school.

6. Students may not use cellular telephones or electronic devices during class time, including passing periods. Cellular telephones and electronic devices may only be used during lunch, before or after school. During class they must be turned off and put away. Any violation of this will result in a referral to the Dean's office and possible suspension. Repeat offenders **will** be suspended. Device will be confiscated and will only be released to parent/guardian.

7. The student parking lot is off limits during class time, during lunch, and between periods.

8. Student parking is permitted **only** in the student parking lot. (Auto Technology and Auto Body students will be unable to drive cars into the auto area during school time, as the gates to the area will be locked during school hours.) Unauthorized vehicles in this area will be towed away at the owner's expense.

9. Shirts and shoes must be worn at all times.

19. Harassment is prohibited and subject to disciplinary action. Harassment includes sexual (unwelcome advances, verbal or physical conduct of a sexual nature), intimidation, or threats to cause injury to another person or damage to his/her property.

20. Fighting is prohibited. Students involved in fights will be arrested by Indio Police Department, suspended and be required to attend counseling and conflict resolution sessions. A second fight will result in an expulsion.

21. Messages will be delivered for emergencies only. No messages will be delivered after the start of 6th period as we cannot guarantee delivery by the end of the school day.

22. Candy sales are not permitted on campus during school time.

23. Exclusion lists will be posted periodically. Students who have been suspended, truant, have excessive tardies, or owe money for materials, or who have been constant discipline problems may be excluded from attending school activities or functions, including sporting events and school dances.

Discipline - Attendance

Tardy Sweep

1st tardy sweep	Detain and advise
2nd tardy sweep	Refer to counselor
3rd tardy sweep	1 period OCS, parent notification
4th tardy sweep	1 full day OCS, parent notification
5th tardy sweep	2 full days OCS, parent notification
6th tardy sweep	1 day suspension, parent conference or community service project
7th tardy sweep	2 days suspension, parent conference
8th tardy sweep	3 days suspension, parent conference
9th tardy sweep	Discipline Hearing Panel
10th tardy sweep	Expulsion

Failure to report to OCS and/or complete the assigned OCS will result in at least a one day suspension.

Out of Class Without a Pass

1st referral	Detain and advise
2nd referral	Refer to counselor
3rd referral	1 period OCS, parent notification
4th referral	1 full day OCS, parent notification
5th referral	2 full days OCS, parent notification
6th referral	1 day suspension, parent conference or community service project
7th referral	2 days suspension, parent conference
8th referral	3 days suspension, parent conference
9th referral	Discipline Hearing Panel
10th referral	Expulsion

Desert Sands Unified School District
SECONDARY COURSE PROPOSAL

☐ **Provisional** **X Permanent**

Course Title: Companion Animal Health Care

Pre-requisite(s): Ag Biology, Student interested in Animal Science/ Veterinary Science or Recommendation of Agriculture teacher

Department: CTE- Agriculture
Course Length: One Year

Grade Level: 10-12
Credit(s): 10

Meets Graduation Requirement:	**X Yes**	**☐ No**	**if yes, which area:** Life Science
Seeking UC/CSU Approval:	**X Yes**	**☐ No**	**if yes, date submitted to UC/CSU:** _____
			Date approved by UC/CSU: September 2014

Course Description:

This course is designed to acquaint students with the many and varied issues that surround the management and production of captive companion animals. Students will be presented with theoretical and practical aspects of anatomy, physiology, genetics, nutrition, reproduction, biology, behavior, evolution and animal traits, scientific theory, general animal husbandry, sanitation, medical/scientific terminology, health, economics, and management of animals generally considered human companions. Additionally, students will be presented with a factual overview of the pet and companion animal industry. Students will practice essential employability skills which can include career opportunities in the animal care field, plus personal and interpersonal skills, career development and employment literacy. Course meets California science standards and high school students may use this class towards graduation credit. School year 2011-12 articulation agreement was completed with Mt. San Antonio Community College so that students could earn 3 units of college credit for AGAN 1 Animal Science.

History of Course Development

"Companion Animal Care and Management" was inspired by similar courses offered at UC Davis in the Department of Animal Science. The course content is similar to Animal Science 42 (which is a GE class at UC Davis) and Animal Science 142 (a course for Animal Science majors). The content has been adjusted for secondary level students but will still provide a strong background in the topic area for students hoping to pursue post-secondary studies in Animal or Veterinary Science. Contact has been made with the instructors these University courses at UC Davis and the Dixon High School Agriculture instructor so that the integrity of this course is at the same level.

For District Office use only

Credential needed _____ **CBEDS Course Code** _____

School Submitting: _____ **Submitted by:** _____

Submission Date for Provisional: _____ **Submission Date for Permanent:** _____

_____ **Date:** _____

Assistant Superintendent, Educational Services

Desert Sands Unified School District
SECONDARY COURSE PROPOSAL

ALIGNMENT WITH ADOPTED STANDARDS and/or STATE FRAMEWORK:
This course has been developed in alignment with adopted District content standards and/or the California State Framework for the subject area.
This Course is Aligned with State Agriculture Standards, State Science Standards and CTE Standards

See Attached UC Submitted Course Content which meets all District Criteria showing the detail of the course.

Companion Animal Health Care

Indio High School (051247)

Basic Course Information

Abbreviations:

Abbreviation	Course code
Animal Care/Mgt/Agriculture	

Length of course:

Full Year (2 semesters; 3 trimesters; 4 quarters)

Subject area:

Subject area	Discipline
Laboratory Science ("d")	Biology / Life Sciences

UC honors designation:

None

Grade levels:

9th	10th	11th	12th
✔	✔	✔	✔

Course learning environment:

Classroom	Online
✔	

Is this course an integrated course?

No

Course Description

Overview:

This course is designed to aquaint students with the many and varied issues and challenges that surround the care, management, and production of Companion Animals and Veterinary fields.. students will learn the scientific principles, theoretical, and practicle aspects of anatomy, physiology, genetics, nutrition, reproduction, biology, behavior, health, economics, and management of animals generally considered human companions. Additionally, students will go beyond the science into the career aspects of the companion animal industry.

Course Content/Purpose

Students will investigate California State Life Science Standards within the medical context that builds upon knowledge gained in the prerequisite Biology science lab. Students will expand beyond the basic knowledge of cellular biochemistry, genetics, and physiology by understanding the overarching integration of physiology, biology and chemistry within the context of body systems. They will expand their knowledge of body systems and diseases and demonstrate their ability to solve problems within the context of common real-life scenarios seen in the veterinary medical profession and the Animal Companion Industry:

- Student will investigate infection control and epidemiological factors relating to disease.
- Students will investigate disorders, injuries, or disease of integumentary, muscular and /or skeletal systems
- Students will investigate the hematology and cardiovascular system
- Students will take a holistic approach in their understanding of the body and the diseases associated with it.
- Students will utilize scientific methodology skills to evaluate test subjects by collecting data, chemical analyses, and follow scientific protocols to form accurate conclusions.
- Students conduct effective research utilizing medical journals and textual materials to understand medical disorders, injuries, or diseases.
- Students will research significant scientific developments in veterinary science, major medical practices and procedures with the ability to apply past events to present-day veterinary scenarios.
- Students will demonstrate understanding of scientific developments by communications such as research projects, oral and multimedia presentations, and classroom practicum examinations.
- Students will apply knowledge, research and medical science in response to given scenarios and provide recommended diagnostic treatments and care of the human condition.
- Students will experience extensive laboratory study and application of scientific practices in real life situations.
- Students will learn the importance of team work and the elements necessary to follow specific directions towards meeting a mutual goal within the context of work and research.
- Students will learn the importance of maintaining a practice of self-improvement for increasing and improving one's knowledge regarding new and innovative diagnostics techniques, treatment and the latest research.
- Students will learn the importance of the Companion animal Industry and its' related fieldsStudents will learn the aspects of the biology , care, management, and history of companion animals
- Students will research the history and complete a research paper on the the development of and interaction of domestic and companion animals in the development of society

Prerequisites:

Prerequisite	Required / Recommended

Life Science or equivalent	Required

Co-requisites:

Corequisite	Required / Recommended
Students interested in Animal Science/Veterinary S	Recommended

Course content:

The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

Key Assignments

Key assignments are designed to support course content and student learning objectives as stated in the course outline. Key assignments in Companion Animal/Veterinary Science will include a combination of the following types of assignments:

Dissections & General Lab Skills: Students work individually or in small groups to perform dissections and observations of various organs and tissues. Dissections are programmed according to the topic being studied at the time. The students are required to include a write up on all dissections into their Lab Journal. General lab skills will be addressed such as proper use of a microscope, staining techniques, and blood smears. These activities are designed to help the student develop understanding and relationships between structure and function of organs as well as basic lab procedures.

Textbook Readings: Assignments support class work on a given topic. Reading guides are given for each assignment. Students are required to take notes and create a vocabulary list with each assignment.

Writing Assignments: There are three main types or writing assignments each semester in Veterinary Science/Companion Animal Science:

- Reflective Responses: Responses to readings and media (6-9 per semester): In the reflective responses student summarize the key points of a magazine piece, journal article, news story, or documentary clip, framing the information in terms of material they have been studying. They then reflect on the piece, sharing how it stirred their interest or curiosity, predicting ramifications for the field, and commenting on the credibility of the science and the source. These reflective responses allow the students to internalize material on a personal level and engage with the concepts in a more informal context. Reflective responses are generally one to two pages in length. Animal Health Smart Brief is a major source of the readings.
- Lab reports: Lab reports are three to four page documents presenting the details of scientific inquiry and discovery. Utilizing the introduction-methods-results-discussion-conclusion format, students practice articulating information, observation, and cause and effect relationships concisely. The writing process is also applied to lab reports and students revised the reports until proper format and accuracy is achieved. Students are required to write a lab report for each lab.
- Research papers: Students have several opportunities throughout the year to research a topic of interest to them. Students need to conduct research as preparation for their student project. After conducting the appropriate research, students compose a seven to ten page paper in which they report on a discovery, technological advance, topic, or sub-discipline within veterinary science. Students are expected to convey findings from several sources, relate and contextualize that information, and incorporate their own analysis into the report. Examples of topic choices include: Advancements in prosthetic limbs in physical design and

integration with the nervous system, the promise and challenges of cloning individual organs, the effects of prion diseases on tissues, or the control/spread of zoonotic disease.

In addition, as part of the final exam, students will write a culminating essay which incorporates core concepts from across several units. These essays, which are three to five pages in length, provide students with the opportunity to demonstrate mastery of key terms and ideas, to explore the nuance and complex relationships, and to apply their understanding by analyzing a real-world scenario. Several essay topics samples are presented by the teachers and the students select their topic.

All writing assignments are scored using a rubric. An example of the rubric can be seen at www.rubistar.4teachers.org.

Projects: Within each unit students will be given the opportunity demonstrate understanding by selecting and executing a small scale project. The menu of options presented will appeal to a wide range of learning styles. Examples of unit projects include: Drawing a comic book adventure of a red blood cell traversing the body, constructing a scale model of the alimentary canal, creating a "map" of the human body as might be made by tiny explorers, hindering one sense for an entire weekend and describing and analyzing the experience, and devising a Homeric simile to describe the functioning of a renal nephron. Students are also encouraged to propose a project that they would be interested in pursuing that would adequately challenge them and provide opportunities for documenting their learning.

Presentations: Student presentations can be done in a variety of formats. Students can choose to use Power Point, iMovie, Prezi, or Cyberlink Movie, a skit/play, or game show formats to share information with the class or other designated group. Presentations have a written component in which the student/s needs to present their findings to the teacher.

Case Studies: Students will use case studies to identify possible problems with the potential of infectious disease and provide theoretical treatment options.

Practicum: A practicum provides the students a hands on opportunity to apply the theory learned. Practicums give the student an opportunity to explain how concepts or ideas specifically relate to other content domains or concepts.

Intro to Veterinary Science

Histology: Students will develop proficiency using microscopy to view slides of many different tissue types. Through this activity, students will be able to correctly identify and draw specific tissue types. ***Dissections & General Lab Skills***

Pathology: Students will examine healthy and diseased tissue samples and develop the ability to differentiate the diseased tissue from healthy tissue. ***Dissections & General Lab Skills***

Tissue Sample Preparation: Students will prepare tissue samples and demonstrate appropriate staining techniques. ***Demonstartion/Modeling***

Unit 1 Cells and Microbiology

Using the Microscope: Students will review how to properly adjust a microscope. They will learn to adjust the total magnification and properly use each magnification for different samples of animal anatomy.

In this activity students will:

- learn the parts of a compound light microscope and their functions
    - learn how to calculate the magnification of a compound light microscope
    - learn how to make a wet mount slide
    - understand how the orientation and movement of the specimen's image changes when viewed though

a compound light microscope
- learn the proper use of the low and high power objective lenses
- learn the proper use of the coarse and fine adjustments for focusing

Student findings presented through demonstration of proper use of microscope as well as through visual representation in a "How to use the microscope" info sheet to be created by the student and shared with one another. ***Laboratory/Modeling***

Identify Animal Cells: Students will examine different tissue types and identify. Student findings presented through correct identification of cell types and organelles in an ID quiz set up by the teacher. ***Dissection & General Lab Skills***

Gram Stain: Bacteria are convenient organisms for research in several sciences. Bacteria are relatively simple organisms. This laboratory exercise will train the students how to perform the Gram stain. This procedure is used to classify bacteria and is valuable in guiding treatment. Bacteria vary greatly in size, but their cell shapes are of three basic types: coccus, bacillus, and spirillum. Bacteria cells can be colored with a stain to provide contrast with the background and to make cellular organelles visible. Differential stains such as the Gram stain are more complex and are used to divide bacteria into groups. The Gram stain separates most bacteria into two large groups: the Gram stain positive and Gram negative bacteria. Students will follow procedure listed in lab directions to stain to complete the stain process and then will report their findings on the size, shape, grouping and staining characteristics of each bacteria. ***Dissection & General Lab SKills***

Cellular Anatomy: Students will use charts, models, and slides to identify composite cell structures, including the cell membrane, nucleus and organelles. ***Project***

Cell's Life Cycle: Using a slide of a blastula, students will observe the phases of mitosis. Students will draw and label cells in each stage of mitosis. ***Project***

Epithelia Tissue: Students will examine simple epithelium and draw each tissue: Simple squamous epithelium, simple cuboidal epithelium, and simple columnar epithelium. ***Dissection & General Lab Skills***

Connective Tissue: Students identify and classify common tissue types in animals. Student findings are presented through the correct description of the microscopic appearance of each type of epithelia. ***Dissection & General Lab Skills***

Unit 2 Skeletal and Muscular Systems

Identify bones of Equine Skeletal System: Students will use an equine skeleton to identify bones of the appendicular and axial skeleton. ***Demonstration/Modeling***

Identification of bones in appendicular skeleton: Students will identify points of articulation and joint types. Students will compare joints the equine and bovine appendicular skeleton and make conclusions on animal movement. ***Demonstration/Modeling & Project***

Broke? What type?: Students will examine a radiograph and identify broken bones and the type of break. ***Practicum***

Organization of the Body Gummy Bear Dissection: Students will describe and model levels of organization in the "canine" body. Students will correctly use directional terminology to describe the relationships of the surface anatomy of the body. Students will describe and identify the major planes and sections of the body. ***Project***

Articulating Skeletal Feature: Students will attempt to recreate a partial skeleton after being given a collection of replica bones. ***Project***

Muscle and Nerve Tissue: Students identify and classify common tissue types in animals. Student findings are presented through the correct description of the microscopic appearance of each type of epithelia. ***Dissection & General Lab Skills***

Muscle Fatigue: Students will formulate a hypothesis on the effects of two minutes of squeezing a tennis ball. Using their knowledge of muscle structure and function, students then draw conclusions about what accounts for the variation in muscle performance. ***Practicum***

Microscopy of Muscle Tissue: Students examine prepared slides of muscle samples from frogs, pigs and fish. ***Enrichment***

Long Bone Dissection: Students will dissect long-bones such as an animal's femur or tibia. Students will locate and identify the following structures: Articular cartilage, spongy bone, compact bone, diaphysis, endosteum, medullary cavity, periosteum bone marrow, and epiphysis. The students will make a drawing and label each of the structures. Students will make a table and identify the function of each structure. Student findings will be presented through a lab report and informational paper. (one to two pages on bones and their composition) ***Dissection & General Lab Skills***

Unit 3 Cardiovascular and Respiratory System

Stethoscope Use: Students will use a stethoscope to calculate heart rate in provided animals. ***Practicum***

Heart Dissection: Students will dissect an animal heart following the directions given in the lab procedures. The students will identify the pericardium, the coronary arteries and veins on the exterior of the heart. The students will observe the interior of the ventricles. Students will identify the four chambers of the heart, myocardium, tricuspid valve and other features. Students will draw the heart and label all of the structures visible on the whole heart. Students will also diagram blood flow through the heart. Students will complete a lab report, answer questions, and complete a research paper on the heart. Examples of potential questions: ***Dissection & General Lab Skills***

- Why is the left myocardium thicker than the right?
- What separates the right and left atria?
- Describe the function of the pulmonary artery and vein.
- What prevents backflow of blood into the ventricles?
- What do the superior and inferior vena cava do?

Capillary Refill Time: Students will determine capillary refill time for companion animals brought to class. ***Practicum***

Heart and Respiratory Sounds: Students will identify normal and abnormal heart and respiratory sounds using the stethoscope. Students will use CPR Dog to perform emergency intervention procedure such as abdominal thrusts and rescue breathing. ***Practicum & Demonstration/Modeling***

Temperature, Pulse and Respiration: Veterinarians use temperature, pulse and respiration as a general guideline for assessing an animal's health. They must know the normal values for all of the species of animals that they see. The students will be able to determine temperature, pulse, and respiration rates for a dog and cat, and be able to recognize abnormal results and their cases. Students will begin with identifying average readings of temperature, pulse and respiration for a dog and a cat. Students will then collect data from the patients provided in the room. After analyzing the data collected, students will identify factors that can cause and increase and/or decrease in temperature, pulse, and respiration. ***Practicum***

Respiratory Structure and Function: Upon completion of drawing and labeling the structures of the respiratory system, students will proceed into the following activity. This activity focuses on measuring respiratory values. By measuring lung capacities and respiratory rates, the students will use the resulting data to first predict, and then test their hypothesis. Various graphs can be charted from the results giving students the opportunity to practice graphing different types of graphs, as well as gleaning conclusions from the data analysis. Measuring respiratory values not only helps us understand how the lungs work, but it also can help doctors determine if a patient might have lung disease. In this activity, we will measure vital capacity using balloons and then compare these values to our fellow classmates. Vital capacity is the volume of air that can be expelled after a full inhalation. The total air

holding capacity of the lung is the sum of the vital capacity and the residual volume. Even when you try extremely hard to expel all of the air in your lungs, there is still some air left in the alveoli and airways. ***Practicum & Laboratory***

The Circulatory Pathway: The student objective is to examine circulation of a fish, to distinguish among the types of blood vessels, describe the flow of blood in those blood vessels, and compare the structure and function of the blood vessels. Students will observe the circulatory pattern through the tail of a goldfish. The students will locate the blood vessels in the tail of the fish and observe them closely. The students will observe the size of the vessels and the direction of the blood flow in the vessels. The students will also compare the speed at which the blood flows in the various vessels. Students will view the fish's tail under medium power working quickly, but thoroughly; because the fish will need to be returned to the water soon. The fish should not be out of the water for more than about five minutes. Make sure the cotton stays wet. If you observe the blood flow in the tail stopping, immediately return the fish to its original container. Examples of questions the students will respond to at the completion of the lab may include: Does the blood in all of the vessels travel at the same speed, or at different speeds? How could you tell the difference between the arteries, veins, and capillaries? What is the function of the arteries in the fish? What is the function of the veins in the fish? What does the flow of blood through the capillaries look like? Where in the fish would you expect to find the most capillaries? Why? How is the circulation in the fish similar to the circulation in a human? How is the circulation in the fish different from the circulation in a human? ***Project***

Unit 4 Digestive and Renal System

Skin Test: Students will test skin turgor to determine hydration. ***Practicum***

Organization of the Digestive System: The students will create models of a ruminant and non-ruminant digestive system. Students will be able to compare form and function of the two systems. ***Demonstration/Modeling***

Equine Feed Analysis: Students will hypothesize the feed requirement for a client's horse based on its use. Students will focus on the nutrient requirements and mix a one pound sample of the suggested ration. Students will present their findings through the correct calculations and mixture of a palatable feed for their case study horse. ***Practicum***

Feeding and Corn: Students will research and discuss the differences in feeding a corn based and grass based diet to cattle. Student findings will be presented in collection of data, reflection on the data, and a persuasive writing project. ***Research Paper & Reflective Response***

Determining the Age of a Horse: Students will learn how to determine the age of a horse by examining the teeth. ***Practicum***

What's in a Label-Examining Pet Food Nutrition Research Project: : Students will bring in pet food levels and analyze the components of pet food. Pet food labels contain a lot of information. Government regulations dictate the minimum information that will be found on a label. Upon completion of this research project students will be able to analyze the labels on pet food and determine the best food overall based on nutrition and cost. ***Research Paper & Project***

Unit 5 Integumentary System

The Skin: The students will create a Concept Map on the tissues of the body. The students will start the center or their concept map with the title "Tissue Types in the Body. From there they will draw four arrows that show the four types of tissue found in the body. From the previous step the students will include linked concepts that describe the tissue type, where they are found, and any additional related items. ***Project***

Skin Condition Identification: Using images students will identify common skin diseases encountered by healthcare professionals. ***Practicum***

First Aid Response to Superficial Wounds: Students will understand the body's response to injury and learn appropriate techniques to effectively respond to superficial wounds. ***Practicum***

Burn Classification: Students will learn the classification of burns and corresponding injuries with moulage kits. Students will demonstrate an appropriate response and treatment. ***Practicum & Demonstration/Modeling***

Unit 6 Nervous System

Examining Reflexes Activity: Students will test reflexes and stimulated response in classmates. Students will work in pairs, using a blindfold and a yardstick; students will drop a yardstick through the hand of their partner and determine the speed at which their partner is able to grasp the stick. Measurements will be recorded. Students will graph their findings, draw conclusions based on the speed and efficiency of the nervous system. ***Project***

Anatomy and Function of the Spinal Cord: Students will look at two myelograms and determine levels of function for both patients. Students will propose a suggested treatment schedule, providing detailed information to the animal owner. Treatment recommendations will be based on projected outcome of treatment, patient quality of life, as well as costs of treatment. Treatment recommendation will be in the form of a lab report which will demonstrate the students' understanding of reading a myleogram as well as the anatomy and function of the spinal cord. ***Practicum***

Brain Model: Students will make a model of the brain, labeling the three sections and the twelve cranial nerves and listing their functions. ***Demonstration/Modeling***

Organization of the Nervous System: Students will model and demonstrate understanding of the general functions of the central and peripheral nervous systems. ***Demonstration & Modeling***

The Eye and Vision: In this lab students will dissect a cow/sheep eye. Which of the divisions of the brain are visible on a gross physical level? How do the components of the eye fit together to form a functional whole? Students dissect a sheep's brain and one eye, separating and identifying structural features within the brain, noting differences in density, texture, and color. The eye is dissected, each component is sketched separately, and students attempt to "reassemble" the organ based on their understanding of the anatomy of the eye. Student findings are presented through answering of questions and all data collected during the lab. ***Dissection & General Lab Skills***

Neurological Disease Research Paper: Students will choose from a list of provided neurological diseases or disorders. Research paper will be 6-9 pages in length. The following must be included in their writing: disease origination, cause, symptoms, treatment, method of diagnosis, method of transmission, as well as species affected. Research papers will be developed using the writing process, including rough draft, peer editing, and final draft. Research papers will be assessed on a four point rubric with guidelines discussed and given to the students at the beginning of the writing process. ***Research Paper***

Unit 7 Endocrine System

Endocrine System Disease: Each student will create a Power Point presentation of a homeostatic disorder involving the endocrine system. Each student will present their topic to the class. Each presentation must include a discussion of the cause, symptoms, treatment, and prognosis of the disorder. The student must use correct terminology while presenting the organs and hormones involved. The students must research their disorder in depth so that they are prepared to answer appropriate and reasonable questions from their audience at the close of their presentation. ***Research & Presentation***

Estrous Cycle: Students will identify stages in the estrous cycle and the correlation to hormone levels in a dairy cow or horse. ***Practicum***

Virtual Dissection of the Endocrine System: BioLab Pig and CatWorks dissection software will be used to conduct virtual dissections of the endocrine system. Students will identify organs/structures of the endocrine system and will create an anatomy comparison between the two species. Student findings will be demonstrated through the correct identification of organs as well as their specific structures, functions and hormones produced or system controlled. ***Dissection & General Lab Skills***

Endocrine Glands and Relationship to other Body Systems: Students will identify and state the relationship of the endocrine glands and how they relate to other body systems and note the impact of diabetes on the human body and its causation. ***Research and Paper***

Growth Hormones in Beef Cattle: The use of hormones to stimulate growth in beef cattle evokes strong emotions among those on both sides of the issue. People who favor the use of hormones to stimulate growth in beef cattle show that hormone-fed beef products are safe and wholesome for consumers. They have researched the issue and have shown that the use of hormones increase the efficiency of beef production, thus alleviating energy, feed usage and environmental impacts, and improve overall quality and healthfulness of beef by reducing the amount of fat. On the other hand, those who oppose the use of hormones to stimulate growth in beef cattle believe the hormones cause hazardous residues in beef and contribute to the development of health problems in humans. They also believe that the wastes from cattle that are given such hormones have residues that can run off into water sources and cause negative ecological impacts. Students will research the pros and cons of the use of hormones to stimulate growth in beef cattle. Students must be able to distinguish scientific information and opinion or hearsay. Students must look for verification that the information they are reading is backed by scientific research. The following questions will be asked to help guide student research: Why are hormones used in beef cattle production? Which hormones are used in beef cattle? Are they natural or synthetic or both? What are the effects of the hormones on the cattle and the beef from those cattle? Do the hormones used in beef cattle production affect humans? Do the hormones used in beef cattle production affect the environment? Are the claims for the use of growth hormones in beef cattle backed by scientific evidence? Are the claims against the use of growth hormones in beef cattle backed by scientific evidence? Upon competition of research, students will choose whether they are *FOR* using hormones to stimulate growth in beef cattle or *AGAINST* the use of hormones to stimulate growth in beef cattle. Students will then write an editorial to their local newspaper explaining their view. Students will need to reinforce their opinion with scientific facts that they learned from their research. The focus will be to persuade others to believe the same way they believe. The editorial will be graded according to the Persuasive Writing Scoring Guide found at:http://www.readwritethink.org/files/resources/lesson_images/lesson405/PersuasiveWritingScoringGuide.pdf ***Reflective Writing & Research***

Unit 8 Reproductive System

Compare and Contrast: Students will compare and contrast the reproductive tract models of mare, cow, sow, bitch, boar, stallion, bull, and stud. Students will diagram each reproductive tract and write a report that compares and contrasts the different species. ***Research Paper & Demonstration/Modeling***

Genetic Traits and Gene Regulation: Students will model a breeding operation and use the Punnett Square and genetic combination to create favorable genetic traits. ***Project & Demonstration/Modeling***

Artificial Insemination: Students will research the benefits of using artificial insemination in the dairy industry. Students will conduct their research using a minimum of two internet sites, one book, and one interview of a person in the dairy industry. At completion of research students will compose a written report of their findings. The reports will include a history of artificial insemination and the impact of the endocrine system and artificial insemination. The students will use the writing process including rough draft and peer editing before presenting a final draft that is two to four pages in length. Students will be responsible for creating a three slide Power Point presentation that summarizes their findings that will be presented to the class. ***Research Paper***

Comparison of Reproductive Cycles: Students will compare the reproductive cycles of various farm and companion animals. The students will create a graphic organizer that will display the similarities and differences associated with the reproductive cycles of at least three animal species. Students will be required to include the following in their graphic organizers: species, age of puberty, cycle description (polyestrous, seasonal polyestrous or monoestrous), cycle duration, estrus duration, timing of ovulation, and gestation period. ***Demonstration/Modeling***

Tracking of Estrous Cycle: Students will use information acquired in class to determine the accurate stage in the estrous cycle of a dairy cow based on the levels of various hormones including progesterone, FSH, estrogen, and LH. Students will graph hormone levels to accurately predict stages of estrous. ***Demonstration/Modeling & Research***

Female Reproductive Tract Dissection: Students will examine and dissect a female reproductive tract. The students will describe the plan of female reproductive system, locate and describe the functions of the major organs: ovaries, uterine tubes, uterus, and vagina. The students will identify major features using a microscopic specimen of a

mammalian ovary: primary follicles, primordial cells, granulose cells, secondary follicles, oocyte, antrum, and corpus luteum. Student findings will be demonstrated through correction identification of major organs and functions on a teacher created diagram and quiz. ***Dissection & General Lab Skills***

Male Reproductive Tract Dissection: The students will describe the plan of the male reproductive tract, list the major organs and their function and locate on chart. The students will identify major features in a microscopic specimen of the testis: capsule, seminiferous tubule, interstitial cells, interstitial cells, and sertoli cells. The students will identify the features of mature sperm in figures and in a sperm smear. Student findings will be demonstrated through correct identification during a lab set-up by the teacher as a follow-up. ***Dissection & General Lab Skills***

Artificial Insemination Lab: The students will simulate the process of artificial insemination, using proper sanitation and preservation techniques. Student findings will be observed through the correct procedures and "insemination" of AI cow. ***Dissection & General Lab Skills***

Unit 9 Immune System

Making a Vaccine Protocol: Students will create a recommended vaccine protocol for a new animal owner. Students will determine needed vaccinations and provide reasoning to the animal owner. Students will also provide possible complications to the vaccine or from failure to vaccinate. Students will provide a written report as well as report orally. ***Research & Presentation***

Sterilization Techniques: Students will test their sterilization and sanitation techniques. Students will use GloGerm to see the effectiveness of their process and the repercussions of failing to adequately sterilize equipment, surfaces and hands in the veterinary fields. ***Demonstration/Modeling***

Lymph Nodes: Using companion animals students will locate lymph nodes and associate those nodes with possible areas of infection. ***Practicum***

Immunology Test: In this exercise students will study a technique, Ouchterlony Double Diffusion, of immunology and apply it in a test for food purity. Immunology, the study of an organism's response to a foreign organic substance (antigen), has many medical, biochemical, and bacteriological interrelationships. Upon completion of this lab students will be able to follow basic immunology test techniques. ***Practicum***

Gram Stain: Bacteria are convenient organisms for research in several sciences. Bacteria are relatively simple organisms. This laboratory exercise will train the students how to perform the Gram stain. This procedure is used to classify bacteria and is valuable in guiding treatment. Bacteria vary greatly in size, but their cell shapes are of three basic types: coccus, bacillus, and spirillum. Bacteria cells can be colored with a stain to provide contrast with the background and to make cellular organelles visible. Differential stains such as the Gram stain are more complex and are used to divide bacteria into groups. The Gram stain separates most bacteria into two large groups: the Gram stain positive and Gram negative bacteria. Students will follow procedure listed in lab directions to stain to complete the stain process and then will report their findings on the size, shape, grouping and staining characteristics of each bacteria. ***Dissection & General Lab Skills***

Virtual Pathology: Students will use a virtual pathology lab to observe how a blood sample can reveal evidence of infection. Students will utilize an on-line laboratory resource in order to identify the presence of viral, fungal, and bacterial infection. Student findings will be presented through a laboratory report. ***Practicum***

Koch's Postulates: Students will utilize the procedure for isolating and purifying bacterial cultures from a mixed culture using Koch's Postulates and experiments. ***Project***

Unit 10 Infectious Disease

Sterilization Procedures: Students will demonstrate their ability to perform sterile lab procedures such as sterilization of all surfaces and effective hand washing. ***Demonstration/Modeling***

Zoonotic Disease Research: The students will use critical thinking and problem solving to understand relationships between organisms and their environment. The students will complete a web-based research project on the spread and control of rabies. Students will have to evaluate different sources of information and construct a plan of action to stop a local epidemic of rabies in the wildlife, livestock, and pets in their community. Final product will be a PowerPoint presentation to be shared with the local City Council to explain the urgency of stopping the spread of

rabies in the community. Students will take notes on each web site, book, magazine, or other resources Students will answer the following questions: Why does your community need to develop an action plan right away? What species of animals interact in this ecosystem and need to be considered? Why? What preventive measures can private citizens in your area take? What preventive measures can your local government take? Which of these should be given the highest priority? Why? ***Project & Research & Presentation & Case Study***

Disease Prevention Protocol: Students will create a protocol for a local farm to use to prevent introduction of/spread of a disease. Students will research common modes of transmission and provide procedures to prevent spread. ***Project & Practicum***

Biosecurity in Production Agriculture Research and Producer Plan: A biosecurity program is like an insurance policy for the health and productivity of the herd. Biosecurity encompasses many different on-the-farm components. Cattle health, visitors, vehicles traffic, receiving replacement cattle, feedstuffs, animal identification and rendering practices all have a role in a biosecurity plan. Biosecurity management practices are designed to prevent the spread and movement of infectious diseases onto the operation. The goal of a biosecurity plan is to minimize the movement of biologic organisms and their vectors (dogs, cats, rodents, birds, etc.) onto and within your cattle operation. While developing and implementing biosecurity is difficult, it is the cheapest, most effective means of disease control available, and no disease prevention program will work without it. The possibilities of agro terrorism attacks on the U.S. livestock industry, including the introduction of foreign animal disease, are real. Beef producers need to keep informed about this threat and how to implement biosecurity plans measures into their operations to prevent the spread of disease. These same measures will protect the livestock on the operation from more common animal diseases that can impact your bottom-line. With these things in mind, students will conduct research on current biosecurity threats; their causes and resulting effects. Students will then develop a biosecurity plan for a livestock operation. A biosecurity plan has three major components. They are isolation, traffic control and sanitation. When effectively managed, these components meet the principle biosecurity objectives of preventing or minimizing cross contamination of body fluids (feces and urine) between animals, animals to feed and animals to equipment.

1. **Isolation** prevents contact between animals within a controlled environment. The most important step in disease control is to minimize commingling and movement of cattle.

2. **Traffic control** includes traffic and visitors onto your operation and traffic patterns within your operation. It is important to understand that traffic includes more than vehicles. All animals including dogs, cats, wildlife, horses, birds, rodents and people must be considered.

3. **Sanitation** is the third component of a biosecurity plan. Beware of using instruments and equipment on healthy animals following their use on sick or infected animals.

Improving an animal's disease resistance is at the heart of disease prevention and herd health programs and must be considered in the standard operating procedures of all livestock production management. However, improving disease resistance is not possible for many of the diseases that can affect livestock health and production. Therefore an understanding of biosecurity basics is essential for a properly designed disease resistance health program. ***Research & Project***

Rabies in Your Community: Students will be given basic information on rabies and common carriers. They will then enhance this learning with their own research. Students will prepare a presentation to the city council on rabies and the potential to spread to companion animals. Student understanding/findings will be presented through case study, written report, and their presentation to the city council and other community organizations. ***Case Study, Research & Presentation***

Unit 11 Veterinary Applications

Handling and Restraint of Animals: Students will learn and model appropriate techniques to correctly handle and restrain companion animals. Students will learn and model appropriate techniques to handle and restrain large livestock. ***Practicum***

Head to Toe Assessment: Students will learn the techniques used by Registered Veterinary Technicians to do a complete assessment and answer possible scenarios regarding a patient's condition. ***Practicum***

Instructional Methods and/or Strategies

The role of the teacher in this course is that of facilitator; keeping students engaged with the material, clarifying when necessary, posing questions, and acting as a thought partner for students to share observations and curiosities. When presenting material, guiding discussions, and introducing activities, the teacher's primary objective is to nurture the students' interest, understanding, and curiosity by providing opportunities for the students to interact and relate directly to the subject matter. Themes of inquiry and scientific methodology are infused throughout the course. Student model-building, debate, experimentation, and guided exploration supplement class lectures, audio-visual presentations, and computer-based work.

Lecture: Lectures will be used to explain main ideas. Lectures are done using Power Point presentations, relevant video clips, and/or demonstrations using models and charts.

Case Studies/Investigative Research: Several times throughout the course of instruction, real life clinical cases that correlate to the unit topic will be studied to give students the opportunity to show mastery of knowledge.

Laboratory Investigation: Within each unit students will learn through the use of exploration and investigation. On average there are two to three laboratory investigations in each unit.

Whole Class Discussion: Students will discuss clinical cases to share findings. Post-lab activities will also be discussed in order for the teacher to assess comprehension and stimulate critical analysis in the students.

Concept Mapping: A concept map consists of nodes or cells that contain a concept, item, or question and links. The links are labeled and an arrow denotes direction. The labeled links explain the relationship between the nodes. The arrow describes the direction of the relationship and reads like a sentence. Concept mapping is used in all units. Possible concept mapping includes the relationships between the cardiovascular and respiratory systems, the skeletal and muscular system.

Problem Based Instruction: In problem-based instruction students are presented with authentic, meaningful problems as a basis for inquiry and investigation. Examples of this strategy can be found in the Skeletal and Muscular Systems unit. Students are given a series of radiograph to determine if there are any broken bones. If broken bones are seen, students must identify the type of break and present a possible solution. This strategy can also be used in the How Much Medicine activity in the Veterinary Applications unit. Problem-Based instruction can also be utilized during case studies throughout the course.

Simulations: Simulations are instructional scenarios where the learner is placed in a "world" defined by the situation and the teacher. Simulations represent a reality within which the students interact. The teacher controls the parameters of the scenarios and uses it to achieve the desired instructional results. Simulations can be, in a way, a lab experiment where the students themselves might be the test subjects. They experience the reality of the scenario and gather meaning from the activity. Examples of simulations used in this course include simulating proper techniques of handling and restraint on a stuffed animal and simulating proper procedures for giving a subcutaneous injection in a banana.

Jigsaw/Cooperative: Learning Groups: Cooperative learning is an instructional strategy that simultaneously addresses academic and social skill learning by the students. It is a well-researched instructional strategy that has proven to be highly successful. Examples of how this strategy is used in the class include student research and investigation of internal parasites. Each group becomes the "expert" on their parasite. Groups then mix, and an expert on each parasite teaches members of the new group about his/her parasite. Students enter information about each parasite in their journal.

Peer Partner Learning: Peer partner learning is a collaborative experience in which students learn from/with each other for individual purposes. Students work in peer partner groupings for a variety of activities and labs. An example would be Unit 6 Nervous System lab: Senses: Interactions of Taste, Smell, and Sight.

Structured Controversy: This strategy involves providing students with a limited amount of background information. The students do research to support the information they have been given and then construct an argument based on the information. Groups with opposing arguments then present the information to the class in the form of a structured debate. The students then decide which group presented the stronger argument.

Guest Speakers: Guest speakers will be brought in to share their professional experiences and knowledge as appropriate for the unit of study. Examples of guest speakers: Veterinarian, X-Ray Technician, and Registered Veterinary Technician, Animal Behaviorist, Animal Nutritionist, Grief counselor, and Animal Therapy Technician.

Various instructional methods and strategies will be used to present information and engage the students in practice and exploration. All of the above methods will be utilized at different times, depending on the topic, the methodology deemed most appropriate for the learner, and the availability of guest speakers. Other strategies include direct instruction, guided practice, Power Point presentations, small group laboratory, research, student presentations, and question development by students. As new activities are developed, they will be incorporated into the course.

Assessments Including Methods and/or Tools

Lab Journal: Students will be required to maintain a lab notebook that will be used to assess their understanding of major concepts and objectives for each unit. The lab notebook is collected at the conclusion of each lab and assessed by the teacher. Notebooks are assessed using a rubric. Areas of review include overall writing, beginning questions (pre lab), understanding of steps, observations, post instruction connections. Full points are obtained by students for organized writing, use of all scientific terms, 3-4 thoughtful pre-lab questions, all steps of the lab are identified and explained clearly, includes in depth information with well thought out explanation, and the student explains many connections between the lab activity and real world applications.

Identification/Labeling: As part of each unit, as students study systems of the animal body, they will demonstrate mastery of the system by identification of anatomical structures. Students will use teacher created diagrams, digital images or charts to identify major anatomical structures.

Demonstrations and Activities: Demonstrations and other activities will allow students to connect theoretical information through visual and kinesthetic means. Students will be observed during the activities to verify understanding of content. Students will also be assessed using short answer questions, essay answers, and in some instances short research reports. All written assessments will be evaluated on a four point rubric with expectations given to the students at the beginning of the assessment.

Whole-Class Discussion: Whole class discussion is valuable as a teaching and assessment methodology. Discussion of clinical cases and post-lab activities will be used to assess comprehension by the teacher and extend critical analysis by the students.

Research Assignments: Student in Veterinary Science/Companion Animals will research various topics using multiple research tools and reporting methods:

- *Reading Research Assignments:* Students will utilize current journal articles to research new technologies and practices in the veterinary/Companion Anima field. Student findings may be presented in brief reports, two pages, or oral reports. Assessment of student understanding will be based on a four point rubric with expectations detailed in the beginning of the assignment.
- *Case Studies/Investigative Research:* Several times throughout the course of instruction, real life clinical cases that correlate to the unit topic will be studied to give students the opportunity to show mastery of knowledge. Student mastery will be determined through analysis of test data, correct diagnosis of disease, as well as proposed preventative measures for the producer or treatment options.
- *Research Reports:* Students will be assign research reports throughout the year. The length will vary depending on the topic. Students will be required to use various sources: Journals, newspapers, books, and the internet. Students will be required to site sources and use proper footnotes. Examples of topics include: Biosecurity in Production Agriculture, Neurological Disease, and Abnormal Birth Positions.

Research papers will be developed using the writing process, including rough draft, peer editing, and final draft. Research papers will be assessed on a four point rubric with guidelines discussed and given to the students at the beginning of the writing process.

Oral Presentations Using Multimedia Tools: Students will create presentations using a variety of multimedia applications. (Prezi, Antimoto, Cyberlink Power Director, iMovie, etc.) Students will be responsible for the design and content of projects. Projects will be presented to the class.

Quizzes: Students will be given announced and unannounced quizzes. The quizzes may include true/false, matching, multiple choice, and/or fill in the blank. Quizzes will be evaluated for master of content and daily participation.

Unit Exams: Unit exams will be used to assess student progress towards mastery of content. Unit exams may be publisher or teacher created. Unit exams may include multiple choice, matching, short answer, and essay questions. Results from unit exams will be used to determine if re-teaching is needed and to determine methodologies for future units. Students will also review results to determine areas of strength and weakness and their strongest learning style.

Semester Finals: Semester finals are publisher or teacher produced. Semester finals may include: Multiple choice questions, fill in the blank, matching, label charts, diagrams, and graphs, and/or short essay answers.

Practical Laboratory Experiments: Students will use information learned in class and through research and teacher demonstration to model veterinary procedures and applications. Example would be correct process for providing CPR to a dog.

Peer Evaluations: Students will become evaluators. Students will use previous knowledge as well as classroom resources to evaluate the work of their peers. Peer editing will occur on all research papers.

Performance Based Assessments: Laboratory skills will be used as students demonstrate competencies individually for the teacher and other professionals. Several times throughout the year students will perform labs and activities that will be assessed based on the ability to demonstrate proper lab techniques, collection and recording of data, and analyzing results to draw conclusions based on data.

Additional types of assessments include reflective questioning and homework assignments that engage and require self-practice.

Grading Rubric: The rubric below is the foundation used for all grading in Companion AnimalVeterinary Science.

AGRICULTURE DEPARTMENT OUTCOME BASED GRADING RUBRIC

Rubric Scale	Letter Grade	Achievement Scale	Information (Classwork)	Thinking (Papers, Projects)	Skills
4	A	Exceeding Standard	I make in-depth conclusions, applications, and connections beyond those only taught in class.	I demonstrate thinking at the **SYNTHESIZE** or **EVALUATE** level.	I perform the desired skill at a level that demonstrates mastery completely independent of coaching.
3.5	A-	Almost Exceeding Standard	I make in-depth conclusions, applications, and connections beyond those only taught in class with partial success.	I attempt thinking at the **SYNTHESIZE** or **EVALUATE** level with partial success.	I perform the desired skill at a level that indicates partial mastery. Minimal coaching is necessary.
3	B	Meeting Standard	I demonstrate proficiency regarding the information taught in class with no major errors or emissions	I demonstrate thinking at the **ANALYZE** or **SYNTHESIZE** level.	I perform the desired skill at a level that indicated proficiency. Some coaching is

					necessary. With practice I will achieve mastery.
2.5	B-	Almost Meeting Standard	I am close to demonstrating proficiency regarding the information taught in class and need only to make a few adjustments and clarifications	I demonstrate thinking at the **ANALYZE** or **SYNTHESIZE** level with partial success.	I perform desired skills at a level that indicates partial proficiency. I am not yet proficient in all components of the desired skill. Coaching is helpful and needed.
2	C	Approaching Standard	I demonstrate proficiency regarding the simpler details and processes but have only partial knowledge of the more complex ideas and processes.	I demonstrate thinking at the **APPLY** level.	I perform the skill at a level that is not yet proficient. I am approaching proficiency in all areas but have not yet achieved it in any. My errors are all minor. Coaching is regular.
1.5	C-	Almost Approaching Standard	I have partial knowledge of simpler details and processes but make major errors regarding more complex ideas and processes.	I attempt thinking at the **APPLY** level with partial success.	I perform the desired skill at a level that is not yet proficient. My errors are both major and minor. Coaching is regular
1	D- Not Yet	Emerging	I need significant practice and refining to demonstrate proficiency regarding the information taught in class.	I demonstrate thinking at the **KNOW** level.	I perform the desired skill at a level that suggests significant practice is needed to achieve proficiency. I have many errors. Coaching is nearly constant
0.5	D- Not Yet	Emerging	I can, with help, demonstrate partial understanding of the simpler details and processes but not the more complex ones.	I attempt thinking at the **KNOW** level with partial success.	I attempt the desired skill with significant errors. Constant coaching is essential for any success
0	F Not Yet	Little to No Attempt	I make no attempt or am unable to demonstrate understanding even with help.	I make no attempt or I am unable to demonstrate thinking at any level	I make no attempt or I am unable to demonstrate the desired skill level even with coaching

Laboratory Activities

Students in Veterinary Science/Companion Animals undertake numerous lab-based activities. Students work individually or in small groups to perform lab activities or design experiments following the UC Berkeley model of the scientific process (http:/undsci.berkely.edu/article/howscienceworks_01). Labs are programmed according to the topic being studied at the time. Shorter experiments ask the student to answer analysis questions. The lab report includes the question, hypothesis (when applicable), introduction, procedure, data, results, and discussion of the results. These activities are designed to help the student develop critical thinking skills. Labs vary in length and are listed in the Laboratory Activities section.

Students will be *required* to maintain a lab notebook that will be used to assess their understanding of major concepts and objectives for each unit. The lab notebook is collected at the conclusion of each lab and assessed by the teacher. Notebooks are assessed using a rubric. Areas of review include overall writing, beginning questions (pre lab), understanding of steps, observations, post instruction connections. Full points are obtained by students for organized writing, use of all scientific terms, 3-4 thoughtful pre-lab questions, all steps of the lab are identified and explained clearly, includes in depth information with well thought out explanation, and the student explains many connections between the lab activity and real world applications. At least two labs in each semester are inquiry-driven; the students themselves identify the driving question to be addressed. All labs contribute to students practicing all aspects of the scientific method and gaining familiarity with the tools, techniques, and technologies utilized in college science labs. BioLab Pig and CatWorks virtual dissection software is used throughout the school year as we cover each body system.

Laboratory activities are designed to support course content and student learning objectives as stated in the course outline.

The listing of skills and topics being reinforced in each lab can be found in the course outline section. Where appropriate, supplier and order number of pre-packaged labs has been provided

Introduction to Veterinary Science/Scientific Method

Scientific Method Lab: Students will state the role of the hypothesis in the scientific method, identify the relationship between the hypothesis and experimentation and then gather accurate information from the experiment and be able to use that information to draw conclusions. Lab Aid Kit 100A. Student findings presented through response to questions included in lab kit.

Unit 1 Cells and Microbiology

Transport thru Cell Membranes: Students use knowledge of transport processes through cell membranes. They will measure the gain/loss of mass, elapsed time, as well as predict the effects of temperature on diffusion and osmosis. Students will observe diffusion of dye through agar gel and water and formulate a hypothesis about the rate of diffusion. They will record information obtained and report their findings in a lab report.

Osmosis and Diffusion: kit #22 - Can studying the basic life process function of osmosis and diffusion stimulate your students' curiosity? It can with this hands-on lab experience! Students observe first hand the characteristics of a deferentially permeable membrane. Some substances will pass through the membrane and some won't. Some will actually pass through the membrane in both directions simultaneously. Simple color changes help students visualize this biological-physiological phenomenon. Kit is complete for 30 students.

Unit 2 Skeletal and Muscular Systems

Muscle Contraction of Frog/Chicken Leg: How will the leg move; how will muscle contraction move the leg? Students analyze animal muscles to make predictions about the response of human muscular contractions to stimuli. While dissecting the wing, students will identify the following: skin, connective tissue, fatty tissue, muscle tissue, bone, cartilage, blood vessel, nerve, ligaments, and tendons. Student findings presented through answering of question and data sheet associated with lab.

Unit 3 Cardiovascular and Respiratory Systems

Basic Blood Typing: kit #1-32 - These foundation activities introduce students to the study of blood. Students first draw samples of their own blood to determine their own blood group and observe tissue incompatibility. Students then type themselves using the agglutination method which enables them to better understand the four basic blood groups. Besides their personal involvement in the experiment, students receive valuable experience in collecting and comparing data. Individual color coded sterile components help to simplify the procedure and guarantee results. Students will hypothesize agglutination in their sample.

Investigating Human Respiration (Developed by SEPUP): kit #803S - Students explore the role of the respiratory system in the regulation of gases in the blood. Students qualitatively investigate the use of bromthymol blue (BTB) as an indicator. They then quantitatively measure the amount of carbon dioxide in their exhaled breath by using the indicator to perform a simple titration.

Pulmonary Volumes and Capacities: Students will make predictions and form a hypothesis on the effects of exercise on pulse and respiration. Students will measure vital capacity, tidal volumes, and expiratory reserve volumes. They will measure the effects of exercise on pulse and blood pressure. Students will be able to correlate their findings to the pulse and blood pressure of a nervous pet in a veterinary clinic.

Metabolism Experiment: kit #55 Lab-Aids - An excellent introduction to the metabolic process! This kit introduces students to the study of metabolism by measuring the rate of oxygen consumption of small organisms, such as insects, snails, worms, and germinating seeds. Using Patented (U.S. Pat. No. 3,581,737) LAB-AIDS® Metabolism chambers, students observe the organisms (not included) and draw correlations between size of an organism, the temperature of the environment and oxygen consumption. They are also asked to calculate an organism's respiratory rate in cubic cm of oxygen per kg per hour, measure total gas change in a closed environment and determine an organism's metabolic relationship to total gas in a closed environment. This very interesting Lab-Aid includes two unbreakable chambers large enough for small animals and plants (13x5cm). One is used to measure the organism's oxygen consumption; the other

Build a Stethoscope: Which stethoscope will work better: a simple one or a modern one? Why? Students will use everyday items to build their own stethoscopes. Students will test stethoscopes and complete a data collection worksheet following the steps of the Scientific Method. Students will experience that vibrations make sound waves. Students will understand the simple mechanics behind the transfer of sound waves through different mediums, including those that make up the two different stethoscopes. Students will make stethoscopes. Students will answer questions and collect data as they build their stethoscopes. The students will then test their stethoscopes on various objects and in various situations. Students will collect data and data collection sheets will be turned in at the end of the lab. After construction of the stethoscope, students will draw a final conclusion about which stethoscope worked best, and why, and the circumstance it worked best. Students will then repeat the activity using a modern stethoscope and compare their stethoscope to a modern stethoscope.

Unit 4 Digestive and Renal Systems

Enzyme Activity Study (Catalysts for Digestion): kit #25 - The basic concept behind this engaging kit is that all living organisms must alter nutrients in order to make them usable. Five experiments let students observe the very factors affecting enzyme activity while studying catalysis in an organic reaction. Tests are performed in drop quantities using the LAB-AIDS® Chemplate®.

Enzymes and Digestion: Can the internal process of digestion be replicated in the lab? Students use two types of chemical processes to break down lipids and complex carbohydrates. In the lab, students simulate the actions of chewing and churning on a plastic bag filled with cooked pasta and spinach leaves. They then calculate, measure and mix in quantities of hydrochloric acid, potassium chloride, and sodium chloride in order to approximate chemical digestion. Observations are made and recorded about the resulting substance, before and after digestion. Students evaluate the effectiveness of their experimental procedure in a laboratory report.

Urinalysis: How effective are the kidneys as a filtration system? Students will perform several tests that are valuable in the diagnosis of disease in animals. Urine, a metabolic waste product, is produced in the kidneys. All animals' lives depend on the proper functioning of the kidneys and the entire urinary system. Veterinarians and human doctors, alike, use urinalysis as means of assessing health. Using urine test strips, students test their urine

for pH, proteins, glucose, ketones, nitrites, and blood. Over the course of a week, students test their urine after sleeping, exercising, eating, and fasting and monitor and chart fluctuations in above concentrations. Students graph the results and draw conclusions about the efficiency of their kidneys. Student findings will be presented through a lab report.

Investigating the Sense of Taste: kit #1280 - This Lab-Aid is a highly motivating and fun-filled series of activities that allows students to discover a variety of concepts about themselves through their own sense of taste. Using simple activities and working in teams, students study the relationship of smell to taste and how closely tied they are to each other. They then locate and "map" as well as identify, the areas of the tongue which detect the taste sensations of sweet, salty, bitter and sour. They discover that all taste buds are not sensitive to the same taste. This kit consists of two complete student investigations, with additional activities suggested in the teacher's manual. A teacher must provide a fresh apple, potato and onion for the first investigation.

Unit 5 Integumentary System

Heat Conduction and Skin: To what degree is the skin responsible for temperature regulation in the body? Students begin by taking surface temperature readings at various locations on the body of a test subject, both before and after exercise. The presence or lack of perspiration is also recorded, as well as the time it takes the skin surface to return to its original temperature after exercise. Students graph their results and draw correlations between heat loss, perspiration, and insulation. Student findings are presented through the answering of questions and the data collect during the lab.

Unit 6 Nervous System

Senses: Interactions of Taste, Smell, and Sight: To what degree do vision and smell influence our perception of taste? Students perform fresh juice identification activities with test subjects under seven different treatments:

subject blindfolded	**subject not blindfolded**
nose pinched	nose pinched
different juice held under nose	different juice held under nose
same juice held under nose	same juice held under nose
same juice held under nose/food coloring added	

Students chart the data and analyze correlations between accuracy of identification and which senses were most heavily utilizes. Students then evaluate the effects of sight and smell on the taste. Student findings are presented through the answering of questions data collected throughout the lab.

Human Senses Experiment: kit #8 - This kit provokes a personal interest as students identify response areas on their bodies. They become aware of their sensory perceptions and the physiological characteristics of the body receptors. Students will hypothesize areas of the body where they think senses will be heightened.

Unit 7 Endocrine System

Diabetes Test: Too much sugar or not enough? Simulated blood and urine samples will be tested for the presence of glucose. Excretion of glucose in urine and elevated levels of blood glucose are common symptoms of diabetes. Students will evaluate the data collected to determine which subjects are diabetic, pre-diabetic, or show no signs of diabetes.

Unit 8 Reproductive System

Sperm Viability: Does method of storage affect sperm viability? Many animals in production agriculture are bred through artificial insemination. The instructor will purchase 4 semen samples from an online outlet. Semen storage will be varied between the samples. Students will examine the samples using the microscope to collect data on sperm count, sperm morphology, and sperm motility. Students will collect data on all samples. Comparisons of information will allow the students to draw conclusions on correct storage procedures for sperm.

Spread of Disease Lab: Students will demonstrate the spread of disease within a given population. Given one "infected & contagious" class member, the students will predict the percentage of the population that will become infected after a set number of exchanges. Students will initiate "contact" by exchanging fluids from test tubes. Three to five exchanges will occur per class period. One "infected" tube will be given out in each class. Students will graph the results, showing the spread of disease as well as determine the disease origination. Student findings will be presented through the answering of questions and the data collected during the lab. If time permits, students will then make predictions the percent of population infected if there were 3 initial infected students at the start of the lab.

Unit 9 Immune System

Natural Selection of Antibiotic Resistance: The students will model the effects of antibiotics on the population of the disease causing bacteria during an infection. The students will toss number cubes to determine if prescribed daily antibiotics were given to an "infected patient," which in turn affects the size and resistance of the bacterial population in the patient. Student findings will be presented through the answering of questions and data collected throughout the lab.

Bacterial Culturing and Inhibitions: Various microorganisms grow in one or two days when incubated at room temperatures. Colonies may show a wide variety of forms. Agar plates will be prepared and placed in various locations and/or exposed to direct contact with coins, lint, soil, dust, or animal fur. Hypothesis will be formulated based on whether students think bacteria will grow on their agar plates. Students will use references to try to identify the bacteria collected. Students will try to isolate a pure culture. The students will collect a sample if a distinct colony is found and reisolate it on another petri dish. If the isolation succeeds, only one colony of one type will be present and considered pure. Students will prepare a slide for viewing with a microscope. Students will draw what is seen on the slide.

Unit 10 Infectious Disease

Fecal Analysis: Students will collect fecal samples from their pets or animals on the school farm. After physical examination of animal and gross examination of fecal material, students will hypothesize presence of parasites. Each sample will be examined for different types of bacteria and parasites. Student findings will be presented through the answering of questions and data collected during the lab.

Spread of Disease Lab: Students will demonstrate the spread of disease within a given population. Given one "infected & contagious" class member, the students will predict the percentage of the population that will become infected after a set number of exchanges. Students will initiate "contact" by exchanging fluids from test tubes. Three to five exchanges will occur per class period. One "infected" tube will be given out in each class. Students will graph the results, showing the spread of disease as well as determine the disease origination. Student findings will be presented through the answering of questions and the data collected during the lab. If time permits, students will then make predictions the percent of population infected if there were 3 initial infected students at the start of the lab.

Unit 11 Veterinary Applications

Ear Swab: Students will collect an ear swab from a companion animal. Samples will be collected and observed using a microscope for the presence of infection or parasites. Students will make a recommendation for treatment as determined from the observation. Student findings will be presented through the answering of questions and data collected during the activity. Students will hypothesize findingds

Patient/Doctor Activity—Science through Inquiry/Scientific Method: Wouldn't it be lovely if animals could tell us what the problem was when they weren't feeling well? What is complaint of patient? The student will understand the scientific method/scientific process and how it is applied in a real world setting. The students will understand how human body systems function and interact in certain diseases and disorders. The student will learn from the veterinarian's presentation that during a physical exam, signalment (the knowledge of an animal's species, breed, age, sex) and medical history are used to help determine a diagnosis. The student will see the relationship made between the veterinarian's use of signalment and medical history for gathering information and diagnosing the animal patients and the scientific processes that the students are taught in school. The students will also see the relationship between the veterinarians' use of inquiry to determine the health of animals and physicians' use of inquiry to determine the health of their human patients. The students will use the process skills of making observations and inferences, collecting data, forming hypotheses, and drawing conclusions.

When a veterinarian or physician sees a patient, their first action is to determine "what's wrong". This is when questions are asked and observations are made. Data is collected as the doctor gathers background information. This includes signalment, such as a pet's age, breed, and sex. This can be an important aid in making a diagnosis, since most diseases have prevalence towards a specific group. Signalment helps doctors narrow down possibilities and gives them a potential list of likely problems. A patient history—which typically includes any information that might indicate problems arising from diet, lifestyle, environmental influences, or a genetic predisposition is gathered. A careful physical exam is performed to determine the interaction of systems at the present moment. This exam will include listing and reviewing many of the patient's systems to check for proper or improper function. Doctors will take temperature, check respiratory rates, and palpate the animal's bones and soft tissue for anything that feels or looks abnormal. In the case of animals, these careful observation and palpations are needed because an animal cannot tell you "where it hurts". The physician will then analyze all the data to make inferences, testable hypotheses, plan specific diagnostic tests, and finally draw valid conclusions.

Patient/Doctor Activity—Science through Inquiry/Scientific Method: The students will work in pairs with one student playing the role of patient and the other playing the role of doctor. The "patient" will be given a disease/disorder card. The "doctor" will be given a write-up sheet and two disease/disorder charts. One chart is blank and the other is a reference guide. The patient reviews their disease/disorder and its symptoms. They will answer the doctor's questions according to their symptoms. The doctor asks questions, collects data and check off symptoms, and notes the body systems involved. The student doctor will hypothesize a possible diagnosis.

As doctor collects data, they are to check off symptoms and write in the body systems involved on their Disease/Disorder chart. Students will then hypothesize as to a possible diagnosis. The teacher collects all the disease/disorder cards and sheets and redistributes them to students with the pairs of students changing roles.

Clinical Trials Process, Application of Scientific Method: The students will learn the real world application of the Scientific Method by studying the process of Clinical Trials. The students will understand how drugs, treatments and medical devices are tested and evaluated for safety and effectiveness. Students will ask well-defined questions, design an experiment, and use critical thinking to analyze research situations. Students will create a Mind Map graphic organizer for the clinical trial process.

Today, the concern about the safety of medicines, treatments, medical devices and vaccinations are on peoples' minds and also in the news media. Clinical Trials are research studies to test drugs, procedures or devices to determine whether these are effective and safe. These studies are conducted with an eye to the future, in hopes of finding safer or more effective methods to screen for, prevent, diagnose, or treat a variety of diseases. This process is a real world application of the Scientific Method and other scientific processes learned by so many students in school.

The students are divided into groups and given one Clinical Trials Flyer Sheet. The groups are asked to answer the following questions: What is the purpose of the trial? What are the requirements for patient participation in this trial? If you met the requirements for the trial, would you consider participating? What questions would you want to

ask the researchers about the trial? Would you be interested in the results of the trial?

The groups will be required to analyze and compare three sample clinical trials. The groups will write scientific questions for each of the sample trials and design an experiment for one of the sample trials.

Course Outline

Introduction to the Body Systems and Integumentary System:

During the study of the systems of the body the students will distinguish between anatomy and physiology. The students will learn and use correct terminology when identifying body sections, cavities and regions. The students will understand and describe the body's function in maintaining homeostasis. The students will learn to sequence the levels of organization from the cell to an organism. The students will identify structures of the skin and describe its role in protecting the body. The students will understand and explain the physiology of the skin and how skin cells multiply.

Unit I Cells and Microbiology

Unit Overview/Objectives: The cell is the basic structure of animal life. Animals have many different types of cells. The combinations of these cell types make an animal function. Cell structure and function will be examined in this unit. Students will explain the molecular make-up of cells, identify basic structures and their corresponding functions, understand mitosis and its clinical significance in diseases such as cancer, and connect cellular parts and function to clinical veterinary practice.

Unit I Cells and Microbiology: Elements of Topics and Skills Presented

- Cellular Structure and Function
- Veterinary terminology of cells, tissue, disease agents
    - Major tissue groups
- Introduction to histology
    - Comparative histology
    - Tissue sample techniques
    - Basic tissue pathology
    - Cellular aspects of aging
- Bacteria
    - Bacterial strains and favorable environments for bacteria
    - Rates of reproduction of bacteria
    - Gram stain technique
    - Historical development and significance of gram stain
- Effects of aging

Unit 1 Cells and Microbiology: Examples of Empirical Instruction

- **Transport thru Cell Membranes:** Students use knowledge of transport processes through cell membranes. They will measure the gain/loss of mass, elapsed time, as well as predict the effects of temperature on diffusion and osmosis. Students will observe diffusion of dye through agar gel and water and formulate a hypothesis about the rate of diffusion. They will record information obtained and report their findings in a lab report.
- **Osmosis and Diffusion:** Lab Aids kit #22 - Can studying the basic life process function of osmosis and diffusion stimulate your students' curiosity? It can with this hands-on lab experience! Students observe first-hand the characteristics of a deferentially permeable membrane. Some substances will pass through the membrane and some won't. Some will actually pass through the membrane in both directions simultaneously. Simple color changes help students visualize this biological-physiological phenomenon.

Unit 1 Cells and Microbiology: Examples of Key Assignments/Activities

- Histology: Students will develop proficiency using microscopy to view slides of many different tissue types. Through this activity, students will be able to correctly identify and draw specific tissue types. ***Dissections & General Lab Skills***
- Pathology: Students will examine healthy and diseased tissue samples and develop the ability to differentiate the diseased tissue from healthy tissue. ***Dissections & General Lab Skills***
- Tissue Sample Preparation: Students will prepare tissue samples and demonstrate appropriate staining techniques. ***Demonstartion/Modeling***
- Using the Microscope: Students will review how to properly adjust a microscope. They will learn to adjust the total magnification and properly use each magnification for different samples of animal anatomy.

In this activity students will:

- learn the parts of a compound light microscope and their functions
- learn how to calculate the magnification of a compound light microscope
- learn how to make a wet mount slide
- understand how the orientation and movement of the specimen's image changes when viewed though a compound light microscope
- learn the proper use of the low and high power objective lenses
- learn the proper use of the coarse and fine adjustments for focusing

Student findings presented through demonstration of proper use of microscope as well as through visual representation in a "How to use the microscope" info sheet to be created by the student and shared with one another. ***Laboratory/Modeling***

- Identify Animal Cells: Students will examine different tissue types and identify. Student findings presented through correct identification of cell types and organelles in an ID quiz set up by the teacher. ***Dissection & General Lab Skills***
- Gram Stain: Bacteria are convenient organisms for research in several sciences. Bacteria are relatively simple organisms. This laboratory exercise will train the students how to perform the Gram stain. This procedure is used to classify bacteria and is valuable in guiding treatment. Bacteria vary greatly in size, but their cell shapes are of three basic types: coccus, bacillus, and spirillum. Bacteria cells can be colored with a stain to provide contrast with the background and to make cellular organelles visible. Differential stains such as the Gram stain are more complex and are used to divide bacteria into groups. The Gram stain separates most bacteria into two large groups: the Gram stain positive and Gram negative bacteria. Students will follow procedure listed in lab directions to stain to complete the stain process and then will report their findings on the size, shape, grouping and staining characteristics of each bacteria. ***Dissection & General Lab SKills***
- Cellular Anatomy: Students will use charts, models, and slides to identify composite cell structures, including the cell membrane, nucleus and organelles. ***Project***
- Cell's Life Cycle: Using a slide of a blastula, students will observe the phases of mitosis. Students will draw and label cells in each stage of mitosis. ***Project***
- Epithelia Tissue: Students will examine simple epithelium and draw each tissue: Simple squamous epithelium, simple cuboidal epithelium, and simple columnar epithelium. ***Dissection & General Lab Skills***
- Connective Tissue: Students identify and classify common tissue types in animals. Student findings are presented through the correct description of the microscopic appearance of each type of epithelia. ***Dissection & General Lab Skills***

Unit 1 Cells and Microbiology: Examples of Text Incorporation

- Biology Chapter 1: The Science of Biology
- Biology, Chapter 2: The Chemistry of Life
- Biology, Chapter 7: Cell Structure and Function
- Essentials of Anatomy & Physiology, Chapter 4: "Tissues, Glands, and Membranes"
- Essentials of Anatomy & Physiology, "Transport thru Cell Membranes"

Unit 2 Skeletal and Muscular Systems

Unit Overview/Objectives: The skeleton gives mammals shape and support. Combining bones and muscles allows movement. Bones are active tissues that adapt to changes within the animal. The skeleton, although very hard, allows the animal to adapt and grow.

While studying the skeletal and muscular systems the students will distinguish between different types of bones and joints. The students will identify the major bones of the body and explain the function of the skeletal system. The students will describe the mechanisms involved in the development, growth, and repair of bones. The students will study and understand the diseases associated with the skeletal system including osteoporosis, arthritis, and osteogenesis imperfect. The students will describe the types of muscles and illustrate the steps associated with muscle contraction. The students will understand and be able to explain the relationship between the skeletal system and muscular system. The students will demonstrate an understanding of general body structure an organization. The students will translate/compare musculoskeletal anatomy of dogs with horses and cattle. Students will demonstrate a basic understanding of bone growth and repair.

Unit 2 Skeletal and Muscular Systems: Elements of Topics and Skills Presented

- Veterinary terminology pertaining to the skeletal system
- Anatomy of Equine skeleton
    - Bone types
    - Bone markings
    - Effects of aging on the skeleton and joints
    - Bone and calcium homeostasis
    - Anatomy of joints: elbow, knee, shoulder, hip
    - Effect of injury on ligaments and tendons in joints
    - Techniques to immobilize injured joints
- Anatomy of Canine skeleton
    - Bone types
    - Bone markings
    - Effects of aging on the skeleton and joints
    - Bone and calcium homeostasis
    - Anatomy of joints: elbow, knee, shoulder, hip
    - Effect of injury on ligaments and tendons in joints
    - Techniques to immobilize injured joints
- Bone fractures
    - Types and degrees of fractures
    - Steps in bone repair
    - X-Rays and MRI
    - First aid response for fractures
    - Anatomy of joints
- Structure and Function of Muscular System
    - Skeletal Muscles
    - Relation of bone, muscles, and movement
- Medical terminology pertaining to skeletal system

Unit 2 Skeletal and Muscular Systems: Examples of Empirical Instruction

- **Muscle Contraction of Frog/Chicken Leg:** Students analyze animal muscles to make predictions about the response of human muscular contractions to stimuli. While dissecting the wing, students will identify the following: skin, connective tissue, fatty tissue, muscle tissue, bone, cartilage, blood vessel, nerve, ligaments, and tendons. Student findings presented through answering of question and data sheet associated with lab.

Unit 2 Skeletal and Muscular Systems: Examples of Key Assignments/Activities

- Identify bones of Equine Skeletal System: Students will use an equine skeleton to identify bones of the appendicular and axial skeleton. ***Demonstration/Modeling***
- Identification of bones in appendicular skeleton: Students will identify points of articulation and joint types. Students will compare joints in the equine and bovine appendicular skeleton and make conclusions on animal

movement. ***Demonstration/Modeling & Project***

- Is that bone broke? What type?: Students will examine several radiographs and identify broken bones and the type of break. ***Practicum***
- Organization of the Body Gummy Bear Dissection: Students will describe and model levels of organization in the "canine" body. Students will correctly use directional terminology to describe the relationships of the surface anatomy of the body. Students will describe and identify the major planes and sections of the body. ***Project***
- Articulating Skeletal Feature: Students will attempt to recreate a partial skeleton after being given a collection of replica bones. ***Project***
- Muscle and Nerve Tissue: Students identify and classify common tissue types in animals. Student findings are presented through the correct description of the microscopic appearance of each type of epithelia. ***Dissection & General Lab Skills***
- Muscle Fatigue: Students will formulate a hypothesis on the effects of two minutes of squeezing a tennis ball. Using their knowledge of muscle structure and function, students then draw conclusions about what accounts for the variation in muscle performance. ***Practicum***
- Microscopy of Muscle Tissue: Students examine prepared slides of muscle samples from frogs, pigs and fish. ***Enrichment***
- Long Bone Dissection: Students will dissect long-bones such as an animal's femur or tibia. Students will locate and identify the following structures: Articular cartilage, spongy bone, compact bone, diaphysis, endosteum, medullary cavity, periosteum bone marrow, and epiphysis. The students will make a drawing and label each of the structures. Students will make a table and identify the function of each structure. Student findings will be presented through a lab report and informational paper. (one to two pages on bones and their composition) ***Dissection & General Lab Skills***

Unit 2 Skeletal and Muscular Systems: Examples of Text Incorporation

- Biology, Chapter 36: Skeletal Muscular and Integumentary System
- Introduction to Veterinary Science, Chapter 3: Musculoskeletal System
- Learning Veterinary Terminology, Chapter 6: Skeletal System 7
- Learning Veterinary Terminology, Chapter 7: The Muscular System

Unit 3 Cardiovascular and Respiratory Systems

Unit Overview/Objectives: The circulatory system is essential to support the life of each of the millions of cells that make up an animal. The blood itself has a wide range of functions that help to maintain the animal. The heart and blood vessels provide the means to deliver the blood throughout the body.

While studying the cardiovascular system the students will diagram and label the parts of the heart and trace the flow of blood from the heart to an organ. The students will compare and contrast the three types of blood vessels: arteries, capillaries and veins. The students will distinguish between pulmonary and systemic circulation. The students will recognize common pulse points in domestic animals. The students will demonstrate an understanding of cardiovascular physiology with regard to blood flow, the cardiac cycle (systole and diastole), heart sounds and electrocardiography. The students will understand and describe the composition of blood and compare the four blood types. The students will define and describe the cardiac cycle. The students will study cardiovascular diseases and demonstrate familiarity with them. The students will diagram and identify the components of the respiratory system. The students will demonstrate an understanding of respiratory physiology with regard to breathing mechanisms, respiratory volumes, gas exchange, and protective mechanisms. The students will study respiratory diseases and their affects the respiratory system.

Unit 3 Cardiovascular and Respiratory Systems: Elements of Topics and Skills Presented

- Veterinary terminology pertaining to the cardiovascular system
- Veterinary terminology pertaining to hematology
- Veterinary terminology pertaining to the respiratory system
- Components of blood
    - Roles of cells in homeostasis
    - Gas exchange in the respiratory tract and at the cellular level

- Hydration of tissue-Application of osmosis
- Immune response
  - Role of leukocytes
  - Antibody-antigen reaction
- Hematology laboratory methods
- Anatomy of the heart
  - Major vessels and chambers
  - Structural irregularities
- Intrinsic and extrinsic regulation of the heart
  - Clinical focus on treatment and prevention
- Electrical conduction of the heart
  - Conduction system
  - Electrocardiograph technique
  - Evaluation of ECG
  - Case studies of cardiovascular events
- Blood pressure
  - Pulse measurement
  - Heart sounds
  - Factors effecting blood pressure
- Pathological conditions of the cardiovascular system
- Anatomy of the respiratory tract
- Process of respiration
  - Inspiration
  - Expiration
  - Rest
  - Pathological conditions of the respiratory system

Unit 3 Cardiovascular and Respiratory Systems: Examples of Empirical Instruction

- **Basic Blood Typing:** kit #1-32 - These foundation activities introduce students to the study of blood. Students first draw samples of their own blood to determine their own blood group and observe tissue incompatibility. Students then type themselves using the agglutination method which enables them to better understand the four basic blood groups. Besides their personal involvement in the experiment, students receive valuable experience in collecting and comparing data. Individual color coded sterile components help to simplify the procedure and guarantee results. Students will hypothesize agglutination in their sample.
- **Investigating Human Respiration** (Developed by SEPUP): kit #803S - Students explore the role of the respiratory system in the regulation of gases in the blood. Students qualitatively investigate the use of bromthymol blue (BTB) as an indicator. They then quantitatively measure the amount of carbon dioxide in their exhaled breath by using the indicator to perform a simple titration.
- **Pulmonary Volumes and Capacities**: Students will make predictions and form a hypothesis on the effects of exercise on pulse and respiration. Students will measure vital capacity, tidal volumes, and expiratory reserve volumes. They will measure the effects of exercise on pulse and blood pressure. Students will be able to correlate their findings to the pulse and blood pressure of a nervous pet in a veterinary clinic.
- **Metabolism Experiment:** kit #55 Lab-Aids - An excellent introduction to the metabolic process! This kit introduces students to the study of metabolism by measuring the rate of oxygen consumption of small organisms, such as insects, snails, worms, and germinating seeds. Using Patented (U.S. Pat. No. 3,581,737) LAB-AIDS® Metabolism chambers, students observe the organisms (not included) and draw correlations between size of an organism, the temperature of the environment and oxygen consumption. They are also asked to calculate an organism's respiratory rate in cubic cm of oxygen per kg per hour, measure total gas change in a closed environment and determine an organism's metabolic relationship to total gas in a closed environment. This very interesting Lab-Aid includes two unbreakable chambers large enough for small animals and plants (13x5cm). One is used to measure the organism's oxygen consumption; the other
- **Build a Stethoscope**: Which stethoscope will work better: a simple one or a modern one? Why? Students will use everyday items to build their own stethoscopes. Students will test stethoscopes and complete a data

collection worksheet following the steps of the Scientific Method. Students will experience that vibrations make sound waves. Students will understand the simple mechanics behind the transfer of sound waves through different mediums, including those that make up the two different stethoscopes. Students will make stethoscopes. Students will answer questions and collect data as they build their stethoscopes. The students will then test their stethoscopes on various objects and in various situations. Students will collect data and data collection sheets will be turned in at the end of the lab. After construction of the stethoscope, students will draw a final conclusion about which stethoscope worked best, and why, and the circumstance it worked best. Students will then repeat the activity using a modern stethoscope and compare their stethoscope to a modern stethoscope.

Unit 3 Cardiovascular and Respiratory Systems: Examples of Key Assignments/Activities

- Stethoscope Use: Students will use a stethoscope to calculate heart rate in provided animals. ***Practicum***
- Heart Dissection: Students will dissect an animal heart following the directions given in the lab procedures. The students will identify the pericardium, the coronary arteries and veins on the exterior of the heart. The students will observe the interior of the ventricles. Students will identify the four chambers of the heart, myocardium, tricuspid valve and other features. Students will draw the heart and label all of the structures visible on the whole heart. Students will also diagram blood flow through the heart. Students will complete a lab report, answer questions, and complete a research paper on the heart. Examples of potential questions:
    - Why is the left myocardium thicker than the right?
    - What separates the right and left atria?
    - Describe the function of the pulmonary artery and vein.
    - What prevents backflow of blood into the ventricles?
    - What do the superior and inferior vena cava do?
- Capillary Refill Time: Students will determine capillary refill time for companion animals brought to class. ***Practicum***
- Heart and Respiratory Sounds: Students will identify normal and abnormal heart and respiratory sounds using the stethoscope. Students will use CPR Dog to perform emergency intervention procedure such as abdominal thrusts and rescue breathing. ***Practicum & Demonstration/Modeling***
- Temperature, Pulse and Respiration: Veterinarians use temperature, pulse and respiration as a general guideline for assessing an animal's health. They must know the normal values for all of the species of animals that they see. The students will be able to determine temperature, pulse, and respiration rates for a dog and cat, and be able to recognize abnormal results and their cases. Students will begin with identifying average readings of temperature, pulse and respiration for a dog and a cat. Students will then collect data from the patients provided in the room. After analyzing the data collected, students will identify factors that can cause and increase and/or decrease in temperature, pulse, and respiration. ***Practicum***
- Respiratory Structure and Function: Upon completion of drawing and labeling the structures of the respiratory system, students will proceed into the following activity. This activity focuses on measuring respiratory values. By measuring lung capacities and respiratory rates, the students will use the resulting data to first predict, and then test their hypothesis. Various graphs can be charted from the results giving students the opportunity to practice graphing different types of graphs, as well as gleaning conclusions from the data analysis. Measuring respiratory values not only helps us understand how the lungs work, but it also can help doctors determine if a patient might have lung disease. In this activity, we will measure vital capacity using balloons and then compare these values to our fellow classmates. Vital capacity is the volume of air that can be expelled after a full inhalation. The total air holding capacity of the lung is the sum of the vital capacity and the residual volume. Even when you try extremely hard to expel all of the air in your lungs, there is still some air left in the alveoli and airways. ***Practicum & Laboratory***
- The Circulatory Pathway: The student objective is to examine circulation of a fish, to distinguish among the types of blood vessels, describe the flow of blood in those blood vessels, and compare the structure and function of the blood vessels. Students will observe the circulatory pattern through the tail of a goldfish. The students will locate the blood vessels in the tail of the fish and observe them closely. The students will observe the size of the vessels and the direction of the blood flow in the vessels. The students will also compare the speed at which the blood flows in the various vessels. Students will view the fish's tail under

medium power working quickly, but thoroughly; because the fish will need to be returned to the water soon. The fish should not be out of the water for more than about five minutes. Make sure the cotton stays wet. If you observe the blood flow in the tail stopping, immediately return the fish to its original container. Examples of questions the students will respond to at the completion of the lab may include: Does the blood in all of the vessels travel at the same speed, or at different speeds? How could you tell the difference between the arteries, veins, and capillaries? What is the function of the arteries in the fish? What is the function of the veins in the fish? What does the flow of blood through the capillaries look like? Where in the fish would you expect to find the most capillaries? Why? How is the circulation in the fish similar to the circulation in a human? How is the circulation in the fish different from the circulation in a human? ***Project***

Unit 3 Cardiovascular and Respiratory Systems: Examples of Text Incorporation

- Biology, Chapter 37: Circulatory and Respiratory Systems
- Introduction to Veterinary Science, Chapter 4: Circulatory System
- Introduction to Veterinary Science, Chapter 5: Respiratory System
- Learning Veterinary Terminology, Chapter 9: The Cardiovascular and Lymphatic Systems: The Transports of the Body
- An Illustrated Guide to Veterinary Medicine, Chapter 8: Have a Heart

Unit 4 Digestive and Renal Systems

Unit Overview/Objectives: Digestion is the process in which food is taken into the body and broken down into small molecules, which can be absorbed and utilized by the animal. The process that accomplishes this is complex. The remnants of non-nutritious portions of the diet are eliminated from the body. The byproducts of metabolism are eliminated from the animal through excretion. Students will investigate the renal system. The kidneys produce urine as a means of elimination.

As students study the digestive system they will demonstrate an understanding of digestive anatomy of simple monogastric animals, hindgut fermenters, and ruminants. The students will trace the pathway of food through the alimentary canal and list the organs that are responsible for chemical and mechanical digestion. The students will create a chart listing the enzymes, where they are secreted, and their function. The students will demonstrate an understanding of comparative dentition and dental formulas. The students will study pathology of the digestive system such as acid reflux, diarrhea, colon cancer, and ulcers. As students study the renal system they will identify structures of the system and describe their functions. The students will describe and diagram blood filtration through the kidneys and label a nephron. The students will distinguish between filtration and reabsorption in the nephrons. The student will demonstrate an understanding of renal physiology with regard to urine production, water homeostasis, waste excretion, and electrolyte homeostasis.

Unit 4 Digestive and Renal Systems: Elements of Topics and Skills Presented

- Monogastric digestive system
  - Anatomy and histology of the digestive system
  - Digestion, absorption and transport
  - Relating diseases, maladies, and aging to homeostasis
- Ruminant digestive system
  - Anatomy and histology of the digestive system
  - Digestion, absorption and transport
  - Relating diseases, maladies, and aging to homeostasis
- Kidney
  - Anatomy and function
  - Production and components of urine
- Urinalysis
  - Effect of disorders on components and concentration of urine
  - Urinalysis testing

Unit 4 Digestive and Renal Systems: Examples of Empirical Instruction

- **Enzyme Activity Study (Catalysts for Digestion):** kit #25 - The basic concept behind this engaging kit is that all living organisms must alter nutrients in order to make them usable. Five experiments let students observe the very factors affecting enzyme activity while studying catalysis in an organic reaction. Tests are performed in drop quantities using the LAB-AIDS® Chemplate®.
- **Enzymes and Digestion**: Can the internal process of digestion be replicated in the lab? Students use two types of chemical processes to break down lipids and complex carbohydrates. In the lab, students simulate the actions of chewing and churning on a plastic bag filled with cooked pasta and spinach leaves. They then calculate, measure and mix in quantities of hydrochloric acid, potassium chloride, and sodium chloride in order to approximate chemical digestion. Observations are made and recorded about the resulting substance, before and after digestion. Students evaluate the effectiveness of their experimental procedure in a laboratory report.
- **Urinalysis:** How effective are the kidneys as a filtration system? Students will perform several tests that are valuable in the diagnosis of disease in animals. Urine, a metabolic waste product, is produced in the kidneys. All animals' lives depend on the proper functioning of the kidneys and the entire urinary system. Veterinarians and human doctors, alike, use urinalysis as means of assessing health. Using urine test strips, students test their urine for pH, proteins, glucose, ketones, nitrites, and blood. Over the course of a week, students test their urine after sleeping, exercising, eating, and fasting and monitor and chart fluctuations in above concentrations. Students graph the results and draw conclusions about the efficiency of their kidneys. Student findings will be presented through a lab report.
- **Investigating the Sense of Taste:** kit #1280 - This Lab-Aid is a highly motivating and fun-filled series of activities that allows students to discover a variety of concepts about themselves through their own sense of taste. Using simple activities and working in teams, students study the relationship of smell to taste and how closely tied they are to each other. They then locate and "map" as well as identify, the areas of the tongue which detect the taste sensations of sweet, salty, bitter and sour. They discover that all taste buds are not sensitive to the same taste. This kit consists of two complete student investigations, with additional activities suggested in the teacher's manual. A teacher must provide a fresh apple, potato and onion for the first investigation.

Unit 4 Digestive and Renal Systems: Examples of Key Assignments/Activities

- Skin Test: Students will test skin turgor to determine hydration. ***Practicum***
- Organization of the Digestive System: The students will create models of a ruminant and non-ruminant digestive system. Students will be able to compare form and function of the two systems. ***Demonstration/Modeling***
- Equine Feed Analysis: Students will hypothesize the feed requirement for a client's horse based on its use. Students will focus on the nutrient requirements and mix a one pound sample of the suggested ration. Students will present their findings through the correct calculations and mixture of a palatable feed for their case study horse. ***Practicum***
- Feeding and Corn: Students will research and discuss the differences in feeding a corn based and grass based diet to cattle. Student findings will be presented in collection of data, reflection on the data, and a persuasive writing project. ***Research Paper & Reflective Response***
- Determining the Age of a Horse: Students will learn how to determine the age of a horse by examining the teeth. ***Practicum***
- What's in a Label-Examining Pet Food Nutrition Research Project: : Students will bring in pet food levels and analyze the components of pet food. Pet food labels contain a lot of information. Government regulations dictate the minimum information that will be found on a label. Upon completion of this research project students will be able to analyze the labels on pet food and determine the best food overall based on nutrition and cost. ***Research Paper & Project***

Unit 4 Digestive and Renal Systems: Examples of Text Incorporation

- Biology, Chapter 38: Digestive and Excretory System

- Introduction to Veterinary Science, Chapter 6: Renal System
- Introduction to Veterinary Science, Chapter 7: The Digestive System
- Learning Veterinary Terminology, Chapter 12: The Genitourinary System
- An Illustrated Guide to Veterinary Terminology, Chapter 7: Null and Void

Unit 5 Integumentary System

Unit Overview/Objectives: As students study the integumentary system they will identify structures of the skin and describe its role in protecting the body. The students will explain the physiology of the skin and how skin cells multiply. The students will demonstrate a basic understanding of integumentary physiology with regards to functions including hair growth, wound healing, and allergic dermatitis. The students will identify the structures of the hair and nails. The students will understand and explain how the skin provides nonspecific defenses against infection and study diseases associated with the skin.

Unit 5 Integumentary System: Elements of Topics and Skills Presented

- Physiology and veterinary terminology of the integumentary system
- Skin, hair, claws and hooves
    - Structure and composition
- Skin conditions and causes
    - Infectious disease and their impact on animal agriculture
        - Foot and Mouth Disease
    - Parasitic Infestations
        - Fleas, mites and ticks
    - Types of skin cancer and their identification
- Tissue repair
    - Response of the body to injury
    - Cells involved in inflammation response and growth of new tissues
    - Types of superficial injuries and appropriate responses
    - First aid techniques

Unit 5 Integumentary System: Examples of Empirical Instruction

- **Heat Conduction and Skin:** To what degree is the skin responsible for temperature regulation in the body? Students begin by taking surface temperature readings at various locations on the body of a test subject, both before and after exercise. The presence or lack of perspiration is also recorded, as well as the time it takes the skin surface to return to its original temperature after exercise. Students graph their results and draw correlations between heat loss, perspiration, and insulation. Student findings are presented through the answering of questions and the data collect during the lab.

Unit 5 Integumentary System: Examples of Key Assignments/Activities

- The Skin: The students will create a Concept Map on the tissues of the body. The students will start the center or their concept map with the title "Tissue Types in the Body. From there they will draw four arrows that show the four types of tissue found in the body. From the previous step the students will include linked concepts that describe the tissue type, where they are found, and any additional related items. ***Project***
- Skin Condition Identification: Using images students will identify common skin diseases encountered by healthcare professionals. ***Practicum***
- First Aid Response to Superficial Wounds: Students will understand the body's response to injury and learn appropriate techniques to effectively respond to superficial wounds. ***Practicum***
- Burn Classification: Students will learn the classification of burns and corresponding injuries with moulage kits. Students will demonstrate an appropriate response and treatment. ***Practicum & Demonstration/Modeling***

Unit 5 Integumentary System: Examples of Text Incorporation

- Biology, Chapter 36: Skeletal, Muscular and Integumentary System

- Learning Veterinary Terminology, Chapter 8: The Integumentary System: The Skin and Its Accessory Structures

Unit 6 Nervous System

Unit Overview/Objectives: The discussion of tissues introduced basic information about nervous cells and tissues. This unit reviews these facts and goes into further detail on the structure and function of the nervous system, which allows animals to interact with and react to their environments.

As the students study the nervous system they will discover that the nervous system is composed of all the nerve tissues in the body. The students will learn that the functions of nerve tissue include: to receive stimuli and transmit stimuli to and from the nervous centers, and to initiate response. The students will learn that the central nervous system consists of the brain and the spinal cord and serves as the collection point of nerve impulses. The students will learn that the peripheral nervous system includes all nerves that are not in the brain or spinal cord and that this system connects all parts of the body to the central nervous system. The students will demonstrate an understanding of neurophysiology, with regard to neurotransmission, motor and sensory pathways, autonomic pathways, and olfaction. The students will demonstrate an understanding of the reflex arc with regard to spinal reflexes. The students will list and describe the major parts of a neuron and explain the function of each part. The students will also describe the function of glia.

Unit 6 Nervous System: Elements of Topics and Skills Presented

- Terminology of the nervous system
- Anatomy of the nervous system
    - Brain
    - Spinal cord
    - Spinal nerves

Unit 6 Nervous System: Examples of Empirical Instruction

- **Senses: Interactions of Taste, Smell, and Sight:** To what degree do vision and smell influence our perception of taste? Students perform fresh juice identification activities with test subjects under seven different treatments:

SUBJECT BLINDFOLDED	SUBJECT NOT BLINDFOLDED
nose pinched	nose pinched
different juice held under nose	different juice held under nose
same juice held under nose	same juice held under nose
same juice held under nose/food coloring added	

Students chart the data and analyze correlations between accuracy of identification and which senses were most heavily utilizes. Students then evaluate the effects of sight and smell on the taste. Student findings are presented through the answering of questions data collected throughout the lab.

- **Human Senses Experiment:** kit #8 - This kit provokes a personal interest as students identify response areas on their bodies. They become aware of their sensory perceptions and the physiological characteristics of the body receptors. Students will hypothesize areas of the body where they think senses will be heightened.

Unit 6 Nervous System: Examples of Key Assignments/Activities

- Examining Reflexes Activity: Students will test reflexes and stimulated response in classmates. Students will work in pairs, using a blindfold and a yardstick; students will drop a yardstick through the hand of their partner and determine the speed at which their partner is able to grasp the stick. Measurements will be recorded. Students will graph their findings, draw conclusions based on the speed and efficiency of the nervous system. ***Project***
- Anatomy and Function of the Spinal Cord: Students will look at two myelograms and determine levels of

function for both patients. Students will propose a suggested treatment schedule, providing detailed information to the animal owner. Treatment recommendations will be based on projected outcome of treatment, patient quality of life, as well as costs of treatment. Treatment recommendation will be in the form of a lab report which will demonstrate the students' understanding of reading a myleogram as well as the anatomy and function of the spinal cord. ***Practicum***

- Brain Model: Students will make a model of the brain, labeling the three sections and the twelve cranial nerves and listing their functions. ***Demonstration/Modeling***
- Organization of the Nervous System: Students will model and demonstrate understanding of the general functions of the central and peripheral nervous systems. ***Demonstration & Modeling***
- The Eye and Vision: In this lab students will dissect a cow/sheep eye. Which of the divisions of the brain are visible on a gross physical level? How do the components of the eye fit together to form a functional whole? Students dissect a sheep's brain and one eye, separating and identifying structural features within the brain, noting differences in density, texture, and color. The eye is dissected, each component is sketched separately, and students attempt to "reassemble" the organ based on their understanding of the anatomy of the eye. Student findings are presented through answering of questions and all data collected during the lab. ***Dissection & General Lab Skills***
- Neurological Disease Research Paper: Students will choose from a list of provided neurological diseases or disorders. Research paper will be 6-9 pages in length. The following must be included in their writing: disease origination, cause, symptoms, treatment, method of diagnosis, method of transmission, as well as species affected. Research papers will be developed using the writing process, including rough draft, peer editing, and final draft. Research papers will be assessed on a four point rubric with guidelines discussed and given to the students at the beginning of the writing process. ***Research Paper***

Unit 6 Nervous System: Examples of Text Incorporation

- Introduction to Veterinary Science, Chapter 9: The Nervous System

Unit 7 Endocrine System

Unit Overview/Objectives: Students have now seen how the nervous system provides electrochemical communication among regions of the body. The endocrine system provides a chemical means of controlling distant regions of the body. Numerous ductless endocrine glands are present to help control many aspects of the body's metabolism and regulation.

As the students study the endocrine system they will learn that the endocrine system, like the nervous system, controls the activities of the body to maintain a relatively constant internal environment. The students will also learn that the methods used by the nervous system and endocrine system are different. Upon completion of the unit, the students will be able to: distinguish between endocrine and exocrine glands, describe how hormones can be classified according to their chemical composition, explain how steroid and non-steroid hormones affect target cells, and discuss how negative feedback mechanisms regulate hormonal secretions. The students will also know and explain how the nervous system controls hormonal secretions. The students will be able to name and describe the locations of the major endocrine glands and list the hormones they secrete using a chart or diagram. The students will also be able to describe the general functions of the various hormones and explain how the secretion of each hormone is regulated. The students will understand the difference between physical and psychological stress and describe the general stress response.

Unit 7 Endocrine System: Elements of Topics and Skills Presented

- Terminology of the endocrine system
- Anatomy of the endocrine system
    - Receptors
    - Endocrine glands and their hormones
- Function of the Endocrine system
    - Compare the means by which the nervous and endocrine systems regulate the body functions

- Clinical significance of excess or deficient endocrine related hormones

Unit 7 Endocrine System: Examples of Empirical Instruction

- **Diabetes Test:** Too much sugar or not enough? Simulated bold and urine samples will be tested for the presence of glucose. Excretion of glucose in urine and elevated levels of blood glucose are common symptoms of diabetes. Students will evaluate the data collected to determine which subjects are diabetic, pre-diabetic, or show no signs of diabetes.

Unit 7 Endocrine System: Examples of Key Assignments/Activities

- Endocrine System Disease: Each student will create a Power Point presentation of a homeostatic disorder involving the endocrine system. Each student will present their topic to the class. Each presentation must include a discussion of the cause, symptoms, treatment, and prognosis of the disorder. The student must use correct terminology while presenting the organs and hormones involved. The students must research their disorder in depth so that they are prepared to answer appropriate and reasonable questions from their audience at the close of their presentation. ***Research & Presentation***
- Estrous Cycle: Students will identify stages in the estrous cycle and the correlation to hormone levels in a dairy cow or horse. ***Practicum***
- Virtual Dissection of the Endocrine System: BioLab Pig and CatWorks dissection software will be used to conduct virtual dissections of the endocrine system. Students will identify organs/structures of the endocrine system and will create an anatomy comparison between the two species. Student findings will be demonstrated through the correct identification of organs as well as their specific structures, functions and hormones produced or system controlled. ***Dissection & General Lab Skills***
- Endocrine Glands and Relationship to other Body Systems: Students will identify and state the relationship of the endocrine glands and how they relate to other body systems and note the impact of diabetes on the human body and its causation. ***Research and Paper***
- Growth Hormones in Beef Cattle: The use of hormones to stimulate growth in beef cattle evokes strong emotions among those on both sides of the issue. People who favor the use of hormones to stimulate growth in beef cattle show that hormone-fed beef products are safe and wholesome for consumers. They have researched the issue and have shown that the use of hormones increase the efficiency of beef production, thus alleviating energy, feed usage and environmental impacts, and improve overall quality and healthfulness of beef by reducing the amount of fat. On the other hand, those who oppose the use of hormones to stimulate growth in beef cattle believe the hormones cause hazardous residues in beef and contribute to the development of health problems in humans. They also believe that the wastes from cattle that are given such hormones have residues that can run off into water sources and cause negative ecological impacts. Students will research the pros and cons of the use of hormones to stimulate growth in beef cattle. Students must be able to distinguish scientific information and opinion or hearsay. Students must look for verification that the information they are reading is backed by scientific research. The following questions will be asked to help guide student research: Why are hormones used in beef cattle production? Which hormones are used in beef cattle? Are they natural or synthetic or both? What are the effects of the hormones on the cattle and the beef from those cattle? Do the hormones used in beef cattle production affect humans? Do the hormones used in beef cattle production affect the environment? Are the claims for the use of growth hormones in beef cattle backed by scientific evidence? Are the claims against the use of growth hormones in beef cattle backed by scientific evidence? Upon competition of research, students will choose whether they are *FOR* using hormones to stimulate growth in beef cattle or *AGAINST* the use of hormones to stimulate growth in beef cattle. Students will then write an editorial to their local newspaper explaining their view. Students will need to reinforce their opinion with scientific facts that they learned from their research. The focus will be to persuade others to believe the same way they believe. The editorial will be graded according to the Persuasive Writing Scoring Guide found at:http://www.readwritethink.org/files/resources/lesson_images/lesson405/PersuasiveWritingScoringGuide.pdf ***Reflective Writing & Research***

Unit 7 Endocrine System: Examples of Text Incorporation

- Biology, Chapter 39: Endocrine and Reproductive System

- Introduction to Veterinary Science, Chapter 10: The Endocrine System

Unit 8 Reproductive System

Unit Overview/Objectives: The male produces sperm and delivers them to the female. The female then has the responsibility of providing the path and helping, through muscular contractions, to deliver the sperm to the location of the egg, which she produces. After sperm and egg join, the female houses and nourishes the developing embryo until it is mature enough to survive on its own, at that point the female delivers the newborn. Appropriately functioning reproductive systems in livestock largely determine the economic success of the producer.

Students will compare and contrast the male and female reproductive system of several species. The students will understand and explain the production of sperm and eggs. The students will identify the phases of the estrous cycle in several species. The students will demonstrate an understanding of reproductive physiology as it relates to estrus; gestation; parturition; lactation; and in the male, spermatogenesis. The students will also study sexually transmitted diseases as they affect the equine industry.

Unit 8 Reproductive System: Elements of Topics and Skills Presented

- Male anatomy
    - Hormone function
    - Compare male reproductive tracts of canine, feline, equine, swine, and bovine
- Female anatomy
    - Hormone function
    - Compare male reproductive tracts of canine, feline, equine, swine, and bovine
    - Estrous cycle
- Pregnancy and parturition
    - Comparison of reproductive cycles among livestock and pets
- Disease associated with reproductive systems
    - Transmissible disease in the equine industry
        - Contagious Equine Metritis (CEM)
        - Pseudomonas aeruginosa and Klebsiella pneumoniae

Unit 8 Reproductive System: Examples of Empirical Instruction

- **Sperm Viability:** Does method of storage affect sperm viability? Many animals in production agriculture are bred through artificial insemination. The instructor will purchase 4 semen samples from an online outlet. Semen storage will be varied between the samples. Students will examine the samples using the microscope to collect data on sperm count, sperm morphology, and sperm motility. Students will collect data on all samples. Comparisons of information will allow the students to draw conclusions on correct storage procedures for sperm.
- **Spread of Sexually Transmitted Disease Lab:** Students will demonstrate the spread of disease within a given population. Given one "infected & contagious" class member, the students will predict the percentage of the population that will become infected after a set number of exchanges. Students will initiate "contact" by exchanging fluids from test tubes. Three to five exchanges will occur per class period. One "infected" tube will be given out in each class. Students will graph the results, showing the spread of disease as well as determine the disease origination. Student findings will be presented through the answering of questions and the data collected during the lab. If time permits, students will then make predictions the percent of population infected if there were 3 initial infected students at the start of the lab.

Unit 8 Reproductive System: Examples of Key Assignment/Activities

- Compare and Contrast: Students will compare and contrast the reproductive tract models of mare, cow, sow, bitch, boar, stallion, bull, and stud. Students will diagram each reproductive tract and write a report that compares and contrasts the different species. ***Research Paper & Demonstration/Modeling***
- Genetic Traits and Gene Regulation: Students will model a breeding operation and use the Punnett Square and genetic combination to create favorable genetic traits. ***Project & Demonstration/Modeling***

- Artificial Insemination: Students will research the benefits of using artificial insemination in the dairy industry. Students will conduct their research using a minimum of two internet sites, one book, and one interview of a person in the dairy industry. At completion of research students will compose a written report of their findings. The reports will include a history of artificial insemination and the impact of the endocrine system and artificial insemination. The students will use the writing process including rough draft and peer editing before presenting a final draft that is two to four pages in length. Students will be responsible for creating a three slide Power Point presentation that summarizes their findings that will be presented to the class. ***Research Paper***
- Comparison of Reproductive Cycles: Students will compare the reproductive cycles of various farm and companion animals. The students will create a graphic organizer that will display the similarities and differences associated with the reproductive cycles of at least three animal species. Students will be required to include the following in their graphic organizers: species, age of puberty, cycle description (polyestrous, seasonal polyestrous or monoestrous), cycle duration, estrus duration, timing of ovulation, and gestation period. ***Demonstration/Modeling***
- Tracking of Estrous Cycle: Students will use information acquired in class to determine the accurate stage in the estrous cycle of a dairy cow based on the levels of various hormones including progesterone, FSH, estrogen, and LH. Students will graph hormone levels to accurately predict stages of estrous. ***Demonstration/Modeling & Research***
- Female Reproductive Tract Dissection: Students will examine and dissect a female reproductive tract. The students will describe the plan of female reproductive system, locate and describe the functions of the major organs: ovaries, uterine tubes, uterus, and vagina. The students will identify major features using a microscopic specimen of a mammalian ovary: primary follicles, primordial cells, granulose cells, secondary follicles, oocyte, antrum, and corpus luteum. Student findings will be demonstrated through correction identification of major organs and functions on a teacher created diagram and quiz. ***Dissection & General Lab Skills***
- Male Reproductive Tract Dissection: The students will describe the plan of the male reproductive tract, list the major organs and their function and locate on chart. The students will identify major features in a microscopic specimen of the testis: capsule, seminiferous tubule, interstitial cells, interstitial cells, and sertoli cells. The students will identify the features of mature sperm in figures and in a sperm smear. Student findings will be demonstrated through correct identification during a lab set-up by the teacher as a follow-up. ***Dissection & General Lab Skills***
- Artificial Insemination Lab: The students will simulate the process of artificial insemination, using proper sanitation and preservation techniques. Student findings will be observed through the correct procedures and "insemination" of AI cow. ***Dissection & General Lab Skills***

Unit 8 Reproductive System: Examples of Text Incorporation

- Biology, Chapter 39: Endocrine and Reproductive System
- Introduction to Veterinary Science, Chapter 8: The Reproductive System

Unit 9 Immune System

Unit Overview/Objectives: The immune system is responsible for protecting the animal from potentially harmful organisms attempting to invade. For many diseases the animal will only become sick from an organism once. The immune system remembers the organism and if exposed again will mount a very quick response, protecting the animal from disease. The immune system is very complicated and detailed. Students will learn the basics of the immune system to understand how it protects animals from diseases.

As students study the immune system they will identify the structures of the lymphatic system. Students will describe the role of antibodies in the body's response to infection. Students will understand vaccines and explain how vaccines work. Students will distinguish between specific and nonspecific defenses. Students will understand the differences between bacteria and viruses. Students will understand why an animal with a compromised immune system may not be able to fight off an infection and be able to explain the situation to the owner of a production or companion animal.

Unit 9 Immune System: Elements of Topics and Skills Presented

- Veterinary terminology of the immune and lymphatic system
- Antigens
- Immunity
    - Innate immunity
    - Adaptive immunity
    - Immunotherapy
- Immune system problems
    - Immune deficiency
    - Excessive immune response

Unit 9 Immune System: Examples of Empirical Instruction

- **Natural Selection of Antibiotic Resistance:** Do we have to take all of the medicine? Students will predict the affects of taking only a partial dose of antibiotics to fight an infection. The students will model the effects of antibiotics on the population of the disease causing bacteria during an infection. The students will toss number cubes to determine if prescribed daily antibiotics were given to an "infected patient," which in turn affects the size and resistance of the bacterial population in the patient. Student findings will be presented through the answering of questions and data collected throughout the lab.
- **Bacterial Culturing and Inhibitions:** Various microorganisms grow in one or two days when incubated at room temperatures. Colonies may show a wide variety of forms. Agar plates will be prepared and placed in various locations and/or exposed to direct contact with coins, lint, soil, dust, or animal fur. Hypothesis will be formulated based on whether students think bacteria will grow on their agar plates. Students will use references to try to identify the bacteria collected. Students will try to isolate a pure culture. The students will collect a sample if a distinct colony is found and reisolate it on another petri dish. If the isolation succeeds, only one colony of one type will be present and considered pure. Students will prepare a slide for viewing with a microscope. Students will draw what is seen on the slide.

Unit 9 Immune System: Examples of Key Assignments/Activities

- Making a Vaccine Protocol: Students will create a recommended vaccine protocol for a new animal owner. Students will determine needed vaccinations and provide reasoning to the animal owner. Students will also provide possible complications to the vaccine or from failure to vaccinate. Students will provide a written report as well as report orally. ***Research & Presentation***
- Sterilization Techniques: Students will test their sterilization and sanitation techniques. Students will use GloGerm to see the effectiveness of their process and the repercussions of failing to adequately sterilize equipment, surfaces and hands in the veterinary fields. ***Demonstration/Modeling***
- Lymph Nodes: Using companion animals students will locate lymph nodes and associate those nodes with possible areas of infection. ***Practicum***
- Immunology Test: In this exercise students will study a technique, Ouchterlony Double Diffusion, of immunology and apply it in a test for food purity. Immunology, the study of an organism's response to a foreign organic substance (antigen), has many medical, biochemical, and bacteriological interrelationships. Upon completion of this lab students will be able to follow basic immunology test techniques. ***Practicum***
- Gram Stain: Bacteria are convenient organisms for research in several sciences. Bacteria are relatively simple organisms. This laboratory exercise will train the students how to perform the Gram stain. This procedure is used to classify bacteria and is valuable in guiding treatment. Bacteria vary greatly in size, but their cell shapes are of three basic types: coccus, bacillus, and spirillum. Bacteria cells can be colored with a stain to provide contrast with the background and to make cellular organelles visible. Differential stains such as the Gram stain are more complex and are used to divide bacteria into groups. The Gram stain separates most bacteria into two large groups: the Gram stain positive and Gram negative bacteria. Students will follow procedure listed in lab directions to stain to complete the stain process and then will report their findings on the size, shape, grouping and staining characteristics of each bacteria. ***Dissection & General Lab Skills***
- Virtual Pathology: Students will use a virtual pathology lab to observe how a blood sample can reveal evidence of infection. Students will utilize an on-line laboratory resource in order to identify the presence of viral, fungal, and bacterial infection. Student findings will be presented through a laboratory report.

Unit 9 Immune System: Examples of Text Incorporation

- Biology, Chapter 40: The Immune System and Disease
- Introduction to Veterinary Science, Chapter 11: The Immune System

Unit 10 Infectious Disease

Unit Overview/Objectives: A disease is a change that occurs in the body that prevents normal function. Some diseases occur as a result of other organisms invasions. Numerous organisms are necessary to keep our bodies functioning normally (ex. intestinal bacteria). Only a small percentage of microorganisms are capable of causing disease. Treating infectious diseases is a critical part of a veterinarian's life. However, the goal of the profession is to prevent disease. With prevention, the animal and owners are not faced with the losses associated with disease. Many factors must be considered in preventing disease.

As students study infectious disease they will understand and distinguish the difference between a virus, bacteria, and fungi. Students will describe the difference between infectious and contagious disease. Students will know the process for disease spread in an animal herd. Students will be able to explain the importance of sanitation in disease prevention. Students will be able to model and explain the spread of a zoonotic disease from an animal to human.

Unit 10 Infectious Disease: Elements of Topics and Skills Presented

- Disease
  - Bacterial strains and favorable environments for bacteria
  - Rates of reproduction of bacteria
  - Gram stain technique
  - Historical development and significance of gram stain
- Viruses
  - Viral infection
  - Viral reproductive cycles
  - Viral Hosts
- Fungi
  - Fungus anatomy
  - Fungal reproduction
  - Fungal disease
- Parasites – Hosts, life cycle control/eradication
  - Internal parasites
    - Heartworm
    - Tapeworm
    - Roundworm
    - Coccidiosis
  - External parasites
    - Fleas
    - Ticks
    - Mites
    - Lice
    - Biting flies
    - Bot Flies
    - Mosquitoes
- Disease effect on animal agriculture
  - E. coli
  - Salmonella
  - Foot rot
  - Shipping fever
  - Influenza

- Pseudorabies
- Disease prevention
  - Maintaining a sanitary environment
  - Sterilization procedures for equipment, surfaces, and wounds
  - Developing a vaccination protocol
  - Cost effectiveness of disease prevention
- Zoonoses
  - Transmission of zoonotic disease
    - Animal contact
    - Vector spread
    - Food contamination
- Infection control
  - Sterile technique in bacterial work
  - Transfer and isolation of strains of bacteria
  - Standard precautions for infection control
  - Sterilization procedures for equipment, surfaces, and wounds
- Microscopic agents affecting the body
  - Microscopic examination of disease
    - Various methods used in cellular identification
    - Fungal agents of disease
    - Viral agents of disease
  - Immune system's process of dealing with disease
  - Relation to prions to homeostasis and disease (immune and endocrine)

Unit 10 Infectious Disease: Examples of Empirical Instruction

- **Fecal Analysis:** Students will collect fecal samples from their pets or animals on the school farm. After physical examination of animal and gross examination of fecal material, students will hypothesize presence of parasites. Each sample will be examined for different types of bacteria and parasites. Student findings will be presented through the answering of questions and data collected during the lab.
- **Spread of Disease Lab:** Students will demonstrate the spread of disease within a given population. Given one "infected & contagious" class member, the students will predict the percentage of the population that will become infected after a set number of exchanges. Students will initiate "contact" by exchanging fluids from test tubes. Three to five exchanges will occur per class period. One "infected" tube will be given out in each class. Students will graph the results, showing the spread of disease as well as determine the disease origination. Student findings will be presented through the answering of questions and the data collected during the lab. If time permits, students will then make predictions the percent of population infected if there were 3 initial infected students at the start of the lab.

Unit 10 Infectious Disease: Examples of Key Assignments/Activities

- Sterilization Procedures: Students will demonstrate their ability to perform sterile lab procedures such as sterilization of all surfaces and effective hand washing. ***Demonstration/Modeling***
- Zoonotic Disease Research: The students will use critical thinking and problem solving to understand relationships between organisms and their environment. The students will complete a web-based research project on the spread and control of rabies. Students will have to evaluate different sources of information and construct a plan of action to stop a local epidemic of rabies in the wildlife, livestock, and pets in their community. Final product will be a PowerPoint presentation to be shared with the local City Council to explain the urgency of stopping the spread of rabies in the community. Students will take notes on each web site, book, magazine, or other resources Students will answer the following questions: Why does your community need to develop an action plan right away? What species of animals interact in this ecosystem and need to be considered? Why? What preventive measures can private citizens in your area take? What preventive measures can your local government take? Which of these should be given the highest priority? Why? ***Project & Research & Presentation & Case Study***
- Disease Prevention Protocol: Students will create a protocol for a local farm to use to prevent introduction

of/spread of a disease. Students will research common modes of transmission and provide procedures to prevent spread. ***Project & Practicum***

- Biosecurity in Production Agriculture Research and Producer Plan: A biosecurity program is like an insurance policy for the health and productivity of the herd. Biosecurity encompasses many different on-the-farm components. Cattle health, visitors, vehicles traffic, receiving replacement cattle, feedstuffs, animal identification and rendering practices all have a role in a biosecurity plan. Biosecurity management practices are designed to prevent the spread and movement of infectious diseases onto the operation. The goal of a biosecurity plan is to minimize the movement of biologic organisms and their vectors (dogs, cats, rodents, birds, etc.) onto and within your cattle operation. While developing and implementing biosecurity is difficult, it is the cheapest, most effective means of disease control available, and no disease prevention program will work without it. The possibilities of agro terrorism attacks on the U.S. livestock industry, including the introduction of foreign animal disease, are real. Beef producers need to keep informed about this threat and how to implement biosecurity plans measures into their operations to prevent the spread of disease. These same measures will protect the livestock on the operation from more common animal diseases that can impact your bottom-line. With these things in mind, students will conduct research on current biosecurity threats; their causes and resulting effects. Students will then develop a biosecurity plan for a livestock operation. A biosecurity plan has three major components. They are isolation, traffic control and sanitation. When effectively managed, these components meet the principle biosecurity objectives of preventing or minimizing cross contamination of body fluids (feces and urine) between animals, animals to feed and animals to equipment.

1. **Isolation** prevents contact between animals within a controlled environment. The most important step in disease control is to minimize commingling and movement of cattle.

2. **Traffic control** includes traffic and visitors onto your operation and traffic patterns within your operation. It is important to understand that traffic includes more than vehicles. All animals including dogs, cats, wildlife, horses, birds, rodents and people must be considered.

3. **Sanitation** is the third component of a biosecurity plan. Beware of using instruments and equipment on healthy animals following their use on sick or infected animals.

Improving an animal's disease resistance is at the heart of disease prevention and herd health programs and must be considered in the standard operating procedures of all livestock production management. However, improving disease resistance is not possible for many of the diseases that can affect livestock health and production. Therefore an understanding of biosecurity basics is essential for a properly designed disease resistance health program. ***Research & Project***

- Rabies in Your Community: Students will be given basic information on rabies and common carriers. They will then enhance this learning with their own research. Students will prepare a presentation to the city council on rabies and the potential to spread to companion animals. Student understanding/findings will be presented through case study, written report, and their presentation to the city council and other community organizations. ***Case Study, Research & Presentation***

Unit 10 Infectious Disease: Examples of Text Incorporation

- Biology, Chapter 40: The Immune System and Disease
- Introduction to Veterinary Science, Chapter 14, Principles of Infectious Disease
- Introduction to Veterinary Science, Chapter 15: Disease Prevention
- Essentials of Anatomy and Physiology, Chapter 14: Lymphatic System and Immunity
- Diversified Occupations

Unit 11 Veterinary Applications

Unit Overview/Objectives: In addition to requiring knowledge of anatomy, physiology, and disease conditions, veterinary applications require skills. Much can be taught in a classroom setting about the techniques and procedures used in a veterinary clinic. Eventually the final learning process must come with experience.

Students will model the correct usage of veterinary terminology when working with a veterinary professional or when talking with the owner of a production or companion animal. The student will demonstrate the proper procedure of assessing a production or companion animal. The student will be able to calculate the correct dosage of medicine given a hypothetical diagnosis, prepare, and administer an injection.

Unit 11 Veterinary Applications: Elements of Topics and Skills Presented

- Veterinary terminology pertaining to patient care
- Interaction with patients
    - Total assessment of patient
    - Vital sign competencies
        - Charting vitals over time
    - Interpersonal communication
        - Job shadows
    - Dosage calculations and veterinary math
    - Preparing and giving injections

Unit 11 Veterinary Applications: Examples of Empirical Instruction

- **Ear Swab:** Students will collect an ear swab from a companion animal. Samples will be collected and observed using a microscope for the presence of infection or parasites. Students will make a recommendation for treatment as determined from the observation. Student findings will be presented through the answering of questions and data collected during the activity. Students will hypothesize findings.
- **Patient/Doctor Activity—Science through Inquiry/Scientific Method**: Wouldn't t be lovely if animals could tell us what the problem was when they weren't feeling well? What is complaint of patient? The student will understand the scientific method/scientific process and how it is applied in a real world setting. The students will understand how human body systems function and interact in certain diseases and disorders. The student will learn from the veterinarian's presentation that during a physical exam, signalment (the knowledge of an animal's species, breed, age, sex) and medical history are used to help determine a diagnosis. The student will see the relationship made between the veterinarian's use of signalment and medical history for gathering information and diagnosing the animal patients and the scientific processes that the students are taught in school. The students will also see the relationship between the veterinarians' use of inquiry to determine the health of animals and physicians' use of inquiry to determine the health of their human patients. The students will use the process skills of making observations and inferences, collecting data, forming hypotheses, and drawing conclusions.

When a veterinarian or physician sees a patient, their first action is to determine "what's wrong". This is when questions are asked and observations are made. Data is collected as the doctor gathers background information. This includes signalment, such as a pet's age, breed, and sex. This can be an important aid in making a diagnosis, since most diseases have prevalence towards a specific group. Signalment helps doctors narrow down possibilities and gives them a potential list of likely problems. A patient history—which typically includes any information that might indicate problems arising from diet, lifestyle, environmental influences, or a genetic predisposition is gathered. A careful physical exam is performed to determine the interaction of systems at the present moment. This exam will include listing and reviewing many of the patient's systems to check for proper or improper function. Doctors will take temperature, check respiratory rates, and palpate the animal's bones and soft tissue for anything that feels or looks abnormal. In the case of animals, these careful observation and palpations are needed because an animal cannot tell you "where it hurts". The physician will then analyze all the data to make inferences, testable hypotheses, plan specific diagnostic tests, and finally draw valid conclusions.

Patient/Doctor Activity—Science through Inquiry/Scientific Method: The students will work in pairs with one student playing the role of patient and the other playing the role of doctor. The "patient" will be given a disease/disorder card. The "doctor" will be given a write-up sheet and two disease/disorder charts. One chart is blank and the other is a reference guide. The patient reviews their disease/disorder and its symptoms. They will answer the doctor's questions according to their symptoms. The doctor asks questions, collects data and check off symptoms, and notes the body systems involved. The student doctor will hypothesize a possible diagnosis.

As doctor collects data, they are to check off symptoms and write in the body systems involved on their Disease/Disorder chart. Students will then hypothesize as to a possible diagnosis. The teacher collects all the disease/disorder cards and sheets and redistributes them to students with the pairs of students changing roles.

Clinical Trials Process, Application of Scientific Method: The students will lean the real world application of the Scientific Method by studying the process of Clinical Trials. The students will understand how drugs, treatments and medical devices are tested and evaluated for safety and effectiveness. Students will ask well-defined questions, design an experiment, and use critical thinking to analyze research situations. Students will create a Mind Map graphic organizer for the clinical trial process. Today, the concern about the safety of medicines, treatments, medical devices and vaccinations are on peoples' minds and also in the news media. Clinical Trials are research studies to test drugs, procedures or devices to determine whether these are effective and safe. These studies are conducted with an eye to the future, in the hopes of finding safer or more effective methods to screen for, prevent, diagnose, or treat a variety of diseases. This process is a real world application of the Scientific Method and other scientific processes learned by so many students in school. The students are divided into groups and given one Clinical Trials Flyer Sheet. The groups are asked to answer the following questions: what is the purpose of the trial? What are the requirements for patient participation on this trial? If you met the requirements for the trial? If you met the requirements, would you consider participating? What questions would you want to ask the researchers about the trial? Would you be interested in the results of the trial? The groups will be required and analyze and compare three sample clinical trials. The groups will write scientific questions for each of the sample trials and design an experiment for one of the sample trials.

Unit 11 Veterinary Applications: Examples of Key Assignments/Activities

- Handling and Restraint of Animals: Students will learn and model appropriate techniques to correctly handle and restrain companion animals. Students will learn and model appropriate techniques to handle and restrain large livestock.
- Head to Toe Assessment: Students will learn the techniques used by Registered Veterinary Technicians to do a complete assessment and answer possible scenarios regarding a patient's condition.

How Much Medicine: Students will determine proper medicine dosage using animal weight, medicine dosage per manufacturer's directions, and veterinary math.

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- How Much Medicine: Students will determine proper medicine dosage using animal weight, medicine dosage per manufacturer's directions, and veterinary math.

Unit 12 Companion Animals and the Idustry

I.Companion Animals how they fit in Society -Why and How They changed Our World

- The human-animal bond-how it is formed
- Therapeutic uses of companion animals-how we use them for comfort and aid to individuals in our society.
- Animal assisted therapy.
- Trends in Companion Animal Populations-research on where we are going and why.

II Anatomy and Physiology of Cats and Dogs

- External anatomy-proper terms and anatomical structures.
- Major Organ Systems-the parts, how they function and how to recognize problems.
- The Integumentary system-its role in disease prevention, organization, and functions.
- The Skeletal system- it's parts and functions
- The muscular System-How muscle are structured, how they work together, and problems if injured.
- The circulatory system-parts, functions, and interaction with other living systems.
- The lymphatic System- its role and function in a living system.
- The respiratory System- its' role in life functions and chemical interactions of life.
- The Nervous System-parts, functions, and many methods of system control checks and balances.
- The Urinary System-Parts, functions, and methods of waste removal from systems.he Endocrine System- how hormones and other organs operate controling systems in our bodies.
- Organs of Special Senses- the senses how they work and why they exist.

o smell

o touch

o sight

o taste

o hearing

III. Dog and Cat Breeds and their characteristics

- Introduction/ Overview
- Breeds and characteristics of top 10 dogs-the dogs found mainly in the companion animal industry.
- American Kennel club classification of dogs-how breeds are developed
- Breeds and characteristics of top ten cat breeds-why do we select the pet we do.
- Historical perspective of cat breeds

o Pedigreed cats- what does it mean to be pedigreed.

o Cat Breeds most frequently registered by Cat Fanciers Association.

IV. Companion Animal Behavior and Social structure- how to recognize normal vs. abnormal behavior.

o socialization of domestic animals-how it's done and why?

o Social structure in the wild and how it's diifferent.

o Communicative Behavior-how do pets or animals talk to us/

o Ingestive Behavior

o Elimination Behavior

o Orientation (Navigation or Homing Behavior)-cases to prove this exists in many species.

o Agnostic(fighting or Aggressive Behavior-how to recognize it, control it.

o Sexual Behavior.

o Learning and principles of Behavioral Modification-how to treat or cure many behavior problems in pets.

o Approaches to behavior problems.

o Common Behavioral problems

o Behavioral Problems brought on by age.

o Dog temperments and training- the approach to each dog must be geared to its temperment.

V. Choosing a Cat or Dog

- Introduction/Overview
- Responsible pet ownership consequences to society, you and the law.
- Vaccinating and licenseing.
- choosing a cat or dog-what parameters need to be considered in selection

o Gender

o Breed

o Temperment

o Ease in training

o Puppy Apptitude Test

o Health Aspects-what to look for and what to avoid

o Genetic Screening-diseases and congenital defects to be aware of

o Parents and siblings- observation skills that can detect problems not readily apparent

o Where to purchase dogs or cats-safety and health

o The sales contract-what to have in it by law and for your protection

o Registratioon of animals-what breed and pedigree papers are and how to read them.

o Adoption of a pet-trials and pitfalls.

VI. Companion Birds

- Common Types of Companion Birds
- Bird anatomy and Physiology

o External Anatomy

o Feathers-structure and function

o Beaks-types and functions

o Skeletal system-hollow bones and flight structures

o Respiratory System- how the function and the process of oxygen exchange in the blood

o Digestive system-difference from mammalian species.

o Circulatory System

o Reproductive systems-maturation process and nesting needs

o Nutrition-Essentil nutrient reuirements for aviary life.

- Companion Bird Industry

o cages

o aviaries

o grooming

o Common diseases of birds-in captivity

o Common toxicological Hazards-in both wild and domestic sources

VIICompanion Reptiles and Amphibians(frogs, lizards, snakes, turtles, and tortoises)

- Common Species kept as pets
- Biology and Behavior-normal vs. abnormal
- Husbandry(care and management)

o cages-design and need

o cleaning-for disease prevention

o Water-needs

o Temperature-needed by species

o Humidity requirements

o Light requirement for health and breeding

o Feed requirements

o Handling methods-to prevent harm to the animals

o Breeding-reproduction and methods to help endangered species

o Common diseases/health concerns

o zoonoses

o Trends in the Herpetoculture Industry

VIII. Fish as Pets

- Biology of fish-how re they different from other species

- Reproduction-types, methods, and systems.
- Husbandry
- Water Quality-importance to life
- Temperature-narrow ranges for survival
- Light-its affect on fish life
- Feeding and Nutrition
- Common diseases/ Health Concerns-major diseases of fish

IX. Companion Rodents, Ferrets, And Lagomorphs

1.Chinchillas

- Historical and economic perspectives
- Domesticatioon-when and why were they domesticated by man
- Biology/Husbandry
- Breeding-methods and procedures
- Diseases-most frequent and dangerous
- Zoonoses

2.Guinea pigs

- Domestication-why and purpose yesterday and today
- Biology and Behavior
- Breeding
- Husbandry-methods of raising and caring for
- Common diseases-how to avoid or treat them
- Zoonoses

3.Hampsters

- Domestiction-when and why
- Anatomy and selected genetics-scientific applications
- Biology and behavior
- husbandry-common production techniques
- common diseases prevention and treatment
- Zoonoses-diseases that can cross over speciesthrough vectors

4.Ferrets

- Domestication where, when, Why.
- Biology
- Husbandry-common methods of production
- Common diseases recognition and prevention
- Zoonoses
- Legal perspectives of ferrets in California

5.rabbits

- Domestication-where, why
- Anatomy and Physiology of the rabbit
- Behavior-how they act and how they show stress
- Housing-requirements for health and reproduction
- Nutrition-requirements for health and growth
- Diseases-common diseases and treatments of rabbits

6.Mice and rats

- Domestication-where and why, their importance in research
- Anatomy and Physiology
- Behavior-normal vs. abnormal
- Husbandry-how to house and raise them
- Common diseases of mice and rats-recognition and treatment needed
- Records and Case Histories

7. Animal Identification Papers-how animals are registered, branded, and tracked

- brands-both chemical and heat brands
- tattooing-lip and ear
- cuts and body modification

8.Pedigrees- what are they and how to read them

9. Breeder records-their importance and legality

10. Health records on animals- how do we keep track of health issues that affect all areas

11. medical records-keeping track of individuals in an industry

12. Case Histories-studying case histories like "Domino" in the cattle industry or disease outbreaks and how we can control or eliminate them.

Unit 13 FFA

- All students enrolled will also be members of FFA
- Students will compete in various Career Development Events
- Students will have an Supervised Agriculture Experience project and completed FFA record book
- Students will develop communication and critical thinking skills

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Companion Animals: Their Biology, Care, Health, and Management	Karen L. Campbell, james E. Corbin, and John R. Campbell	Pearson Prentice Hall (Pearson Education Inc.)	first Edition	[empty]	Yes
Principles of Companion Animal Nutrition	John P. McNamara	Pearson Prentice Hall (Pearson Education Inc.)	First Edition	[empty]	No
Veterinary Science: Preparatory Training for the Veterinary Assistant	Florin C. Faries, DVM, MS	Texas Agrilife Extension service	1st	[empty]	No
Veterinay Medical Terminology	Janet Amundson Romich	Delmar	3rd	[empty]	No
Introduction to Veterinary Science	James B. Lawhead/Meecee Baker	Delmar	2nd	[empty]	No

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Indio High School - Agriculture Department Course Offerings Overview

Animal Science Pathway:

9th Grade	10th Grade	11th Grade	12th Grade
Ag Biology CP/HP UC: (D-Life Lab Science)	➡ Companion Animal Health Care CP (D - Life Lab Science)	➡ Veterinary Science CP/HP (G-Elective: Life Science)	➡ Plant and Animal Physiology CP/HP (D - Life Lab Science)

Environmental Horticulture Pathway:

9th Grade	10th Grade	11th Grade	12th Grade
Ag Biology CP/HP UC: (D-Life Lab Science)	➡ Environmental Horticulture I CP/HP (D - Life Lab Science)	➡ Art & History of Floral Design II/III (F - Fine Art)	➡ Art & History of Floral Design III or IV (F - Fine Art)
	Art & History of Floral Design I CP (F - Fine Art)		Plant and Animal Physiology CP/HP (D - Lab Science)
	Agricultural Chemistry CP/HP (D - Physical Lab Science)		**Capstone Course:** Ag Economics / Government HP/CP (G - Elective: Social Sciences)

Articulation Agreements (College Credit)

Students can earn 3 credits of Animal Science and/or Environmental Horticulture (Plant Science) by earning a B or better.

To earn 3 credits of Animal Science students must:*

- Earn a B or better in Companion Animal Health Care
- Earn a B or better in Veterinary Science
- Submit an application for Mt. San Antonio College

To earn 3 credits of Horticulture Science students must:*

Earn a B or better in Ag Chemistry
Earn a B or better in Environmental Horticulture
Submit an application for Mt. San Antonio CC

*Plant and Animal Physiology is also considered as an approved courses in either animal or horticulture science

Agricultural Academic Cord Qualifications

The Agricultural Academic Cords are reserved for students who have actively studied and committed their academic studies to the field of agriscience. The Agricultural Academic Cords consist of two twisted cords with tassels on either end. The Agricultural Academic Cords come in pairs with a knot in the middle to hold them together. One of the pair is of "national blue" and the other is of "corn gold," which are the complementary and official colors of the National FFA Organization. The FFA places a very active role in the department that modeling the Agricultural Academic Cords after the colors of the National FFA Organization seem natural. The Agricultural Academic Cords are to be worn during the graduation ceremony.

The following are the qualifications of students to be considered to wear an Agricultural Academic Cord:

- Enrolled & completed a course of study in one of the Agriscience Pathways through the Agriculture Department at Indio High School
- Student must have had an agricultural course **ALL** four years of their high school career
- Minimum of a 3.0 cumulative GPA within the Agriscience Pathways' Course of Study
- Minimum of a 2.0 cumulative GPA for their entire high school career
- Participated in a community service event
- Completed a Supervised Agricultural Experience Project which compliments the classroom instruction **ALL** four years of their high school career (Supervised Ag Experience Project is an approved agriculturally-based project outside regular classroom instruction)
- Submit their accurate and completed California Agricultural Record Books of their Supervised Agricultural Experience Projects
    - First three record books must be closed and completed
    - Fourth record book would still be a work in progress (record book would not be complete and close until December after the student actually graduates) but must be accurate and up-to-date on the day the application is submitted
- Submit a written application for consideration to Agriculture Department Head who will review the application and qualifications and determine if the student qualifies for the recognition

Mt. SAC Tech Prep Office
1100 North Grand Avenue
Walnut, California 91789

2 + 2 Articulation Agreement

1415018AGAN

1.) Mt. San Antonio College and Desert Sands USD
High School District • Regional Occupational Program • Adult Education – Please identify the agency FUNDING the course.

2.) High School • Regional Occupational Program (ROP) • Adult Education Course:

Authorized Instructors (3 Maximum– PLEASE PRINT) 1) Melissa McBride

Indio High School
Location

2) _____

3) _____

3.) Mt. San Antonio College agrees to provide students qualified under the terms of this Articulation Agreement:

☐ Project Credit (Certificate) ☐ Course Equivalency ☒ College Credit by Exam Reset Checkboxes

High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
Animal Health and Pet Care	10	AGAN 1 Animal Science	3
Veterinary Science	10		

Additional Requirements or Notes:

With instructor's recommendation, and final grade of 80% (B) or better in the secondary course, students may request articulation credit. Secondary course exams will meet the articulation exam requirement. The final grade assigned by the secondary program will be used as the college grade.

4.) It is the responsibility of the Instructor(s) named to inform students of this Articulation process and all student requests for Articulation must be submitted at the completion of all courses identified on this document.

This agreement is valid for the school year 2014-15 **only.**
Any curriculum changes at either institution involving the courses named in this document shall require this agreement to be renegotiated.

5.) To be completed by Mt. San Antonio College

	(Please sign with red or blue ink)	Date
College Professor	[signature]	10/23/14
Department Chair	[signature]	12/18/14
Division Dean	[signature]	12/18/14
Mt. SAC Articulation Officer	(Please sign with red or blue ink)	Date

6.) To be completed by the High School District • Regional Occupational Program (ROP) • Adult Education department

	(Please sign with red or blue ink)	Date
Instructor	[signature]	10/23/14
Authorized Administrator	[signature]	1/27/15

Mt. SAC Tech Prep Office

1100 North Grand Avenue
Walnut, California 91789

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Location

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☐ Project Credit (Certificate) ☐ Course Equivalency ☒ College Credit by Exam Reset Checkboxes

High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
Companion Animal Care Management	10	AGAN 1 Animal Science	3
Veterinary Science	10		

Additional Requirements or Notes:

With instructor's recommendation, and final grade of 80% (B) or better in the secondary course, students may request articulation credit. Secondary course exams will meet the articulation exam requirement. The final grade assigned by the secondary program will be used as the college grade.

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Instructor	(Please sign with red or blue ink)	Date 10/23/14
Authorized Administrator	(Please sign with red or blue ink)	Date 1/27/15

Version 4.0 Revised 2010

Desert Sands Unified School District 14

AGENDA CATEGORY General Function **BOARD OF EDUCATION MEETING** 6/27/2000

ITEM TITLE Animal and Plant Physiology

_____ **ACTION/CONSENT**

__X__ **ACTION**

_____ **INFORMATION**

_____ **DISCUSSION**

Strategic Plan: Strategy 1 & 2

BACKGROUND:

Educational Services support the Secondary Curriculum Council recommendation to seek the approval of Animal and Plant Physiology, as a provisional* high school course for the 2000-2001 school year.

*Provisional courses are taught a maximum of two times, after which they are evaluated and reviewed by the Secondary Curriculum Council. A positive evaluation and recommendation by Curriculum Council goes to the Assistant Superintendent of Educational Services, who makes a recommendation to the Board of Education for the course to be granted permanent status.

FISCAL IMPLICATIONS:

Instructional material for this course will be purchased with 9-12 Instructional Material Funds (IMF) in quantities as determined by individual high schools.

RECOMMENDATION:

Approve the high school course outline Animal and Plant Physiology, as recommended by Educational Services and Secondary Curriculum Council for provisional status.

Submitted by:

Sabra Besley, Administrative Director
Curriculum, Instruction and Assessment

Recommended by:

Arlene Dolan, Assistant Superintendent
Educational Services

Superintendent's Recommendation to Board of Education:

Dr. Doris Wilson, Superintendent

When necessary, additional background may follow this.

Desert Sands Unified School District

Educational Services Division

HIGH SCHOOL NEW COURSE PROPOSAL

COURSE TITLE: Animal and Plant Physiology

DEPARTMENT: Science

GRADE LEVEL: 10th - 12th

COURSE LENGTH: 1 Year, 2 Semesters

PREREQUISITE(S): 1 Year Introductory Agriculture Science or Teacher Approval

CREDIT: 10 units

REQUIRED FOR GRADUATION: _____ yes __x__ no

MEETS U.C. A-G REQUIREMENTS: _____ yes _____ no __x__ pending

ALIGNMENT WITH ADOPTED STANDARDS and/or STATE FRAMEWORK:
This course has been developed in alignment with adopted District content standards and/or the California State Framework for the subject area.

School Submitting:_____
Submitted by:_____
Date: _____
Approval for Board Agenda, Assistant Superintendent, Educational Services,
_____
Action:_____
_____
_____

Animal and Plant Physiology
Course Syllabus

I. Course Description

Animal and Plant Physiology is a one year, laboratory science course, designed for the college bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: the molecular and cellular aspects of life; the chemical and structural basis of life; the energetics of life, growth and reproduction in plants and animals; the evolution of modern plants and domestic livestock species; plant and animal genetics; the taxonomy of plants and animals; animal behavior; ecological relationships among plants, animals, humans, and the environment; nutrition in animals; health and diseases in plants and animals; and the similarities between animals and humans. The course is centered around an laboratory component using greenhouse and other agriculture facilities to connect the the ideas of life sciences with agricultural applications, earth and physical science principles, and other curricular areas, including written and oral reporting skills.

A. Course Goals

1. Utilize agricultural applications as a relevant vehicle to teach biological science principles and to improve the scientific literacy of students.
2. Strengthen instruction in science for students pursuing professional level careers in agriculture.
3. Integrate mathematics standards, language arts standards, and career employability, including creative thinking and problem solving skills, and technological literacy related to the agriculture industry.
4. Meet a portion of the requirements for admission to the University of California and California State College Systems.
5. Develop a sense of the relationships between life, earth, and physical science and their relationships to agricultural applications.
6. Motivate underrepresentred populations to study and pursue careers in science and agriculture.

B. Prerequisite

This course is open to students in grades 10 through 12 but is primarily intended for 11th and 12th graders. Students should have completed at least one year of introductory Agriculture Science or have teacher approval.

C. Course Format

1. Fifty percent classroom instruction, including:

   Discussion
   Demonstration
   Lecture
   Examinations
   Reading assignments
   Internet Research
   Guest speakers
   Projects

2. Thirty percent laboratory and or field instruction, including:

   Science laboratory experience
   Field research projects

3. Ten percent FFA leadership experiences, including:

   Verbal and written communication exercises
   Leadership development activities

4. Ten percent supervised workplace learning

   Individually developed supervised occupational experience projects

D. Recommended Texts.

Still under consideration - Reviewing new text by Del Mar Publishing

E. Assessment

1. 40% of the grade will be based on classroom instruction, including:
   Exams
   Quizzes
   Papers
   Homework and reading assignments

2. 40% of the grade will be based on laboratory and field research exercises.

3. 20% of the grade will be based on the student portfolio, including:
   Key classroom projects
   Major field and laboratory activities
   Written summaries of individual research projects
   Ongoing Supervised Agricultural Experience Project record books

Summaries of FFA leadership / personal development achievements and activities

II. Course Outline:

A. History and use of plants in society

B. History and use of domestic livestock in society

C. Plant systems
1. Anatomy and Structures
2. Botany

D. Plant culture

E. Plant nutrition

F. Water and its importance

G. Plant pests and diseases
1. Genetic diseases
2 .Vectors

H. Plant Ecology

I. Genetics and breeding
1. Mutation
2. Trans-genetics
3 Cloning
4 Ethics

J. Biotechnology

K. The anatomy of domestic animals

L. Animal systems-Physiology
1. Integumentary
2. Skeletal
3. Nervous
4. Muscular
5. Endocrine
6. Digestive
7. Circulatory
8. Respiratory

9. Reproductive

M. Comparative Anatomy & Physiology
1. Simple vs. Complex digestive systems
2. Avian systems
3. Others

N. Pests of Animals

O. Pest Management

P. Diseases of domestic Animals
1. Recognition
2. Treatments of disease
3. Disease vectors

Q. Animal nutrition

R. Animal handling

S. Animal genetics and breeding

T. Animal behavior

U. Animal practices and management
1. Hormones
2. Cloning
3 .Feeds and additives
4. Management handling and facilities

V. Animal Ecology

W. Youth groups and society

X. Recordkeeping and journals

III. Integrated Laboratory Activities

The laboratory activities are examples of general types of laboratory and field experiments which integrate many areas of life, physical, and earth sciences and agriculture. The purpose of general, rather than specific, experiments is to give students an understanding of the interrelationships among scientific disciplines. Samples of two laboratory activities are included here.

Pollution and Ecology - Activity #1:

Students will set up a fishtank in the classroom and introduce small amounts of common pollutant chemicals, in order to increase the nutrient content of the water over a period of time. The students will regularly take and record measurements, including water temperature, Ph, water clarity, and visual observations of changes. They will apply a heat source to the water to increase algae growth. Visit a water treatment plant or irrigation site, or a local fish hatchery. A water specialist will speak to the class about his /her job and the current problems facing California related to water quality. Students write a report on water quality which includes experimental results as well as information from the guest speaker. Students will brainstorm possible solutions to common water pollution problems.

Cell Identification and Function - Activity #2

Prior to lecture and textbook readings regarding plant and animal cell similarities and differences, students will take cheek cell samples and plant cell samples from any common houseplant or vegetable. Both samples will be placed on a single slide and observed under a microscope. Students will diagram both the plant and animal cells, label each component of the cells and describe the differences between the two. Based on observations, the students will speculate why the differences in structure and function. Slides of blood, nerve, muscle, bone, and fat cells will be available for comparison. Sample cells of single cell organisms will be provided and students will compare and contrast the single cell organism to the other plant and animal cells. Another cheek cell sample will be placed in a petri dish. It will be incubated for one week and the resulting bacterial cells placed on a slide to study growth and splitting of the cells. Live organism eggs (i.e. sea urchins) will be used and both the egg and the sperm will be examined under the microscope. The two will be combined, allowing each student to observe the fertilization through the first splitting of the egg. Students will outline the process of meiosis and discuss its importanc. A small amount of antibiotic will be applied to the sample in order to observe the cell response to stimuli.

IV. Student Learning Outcomes

Upon completion of this course, the student will be able to:

1. Explain what Physioology is

2. Explain what Anatomy is

3. Describe the importance of research in agriculture

4. Describe the flow of energy throughout the biosphere

5. Develop a Supervised Agriculture Experience Project which involves the use of the scientific method.

6. Define the term "ecosystem"

7. Analyze at least three current issues in agriculture which affect the environment

8. Develop a research project to be entered in the FFA AgriScience fair

9. Compare various career areas in science

10. Explain the concept of cellular adaption.

11. Evaluate the effects of pollution on the environment

12. Describe the difference between plant and animal cells

13. Describe how cells respond to stimuli

14. Diagram plant cells and their functions

15. Diagram animal cells and their functions

16. Compare and contrast the processes of mitosis and meiosis

17. Discuss three reasons for the current use of the modern system of plant classification

18. Identify and diagram male and female gametes in both plants and animals

19. Identify blood, bone, fat, nerve, and muscle cells

20. Discuss why knowing physiology and anatomy are important concepts

21. Design and conduct experiments to show importance of soils to plant growth

22. Compare anatomy and structures of different organisms

23. Prepare a phytogenic tree for at least one domestic animal species

24. Analyze the impact of increasing populations on the environment

25. Explain how the process of natural evolution can be shown through selective adaptation

26. Design and conduct an experiment which covers the entire lifespan of a plant

27. Compare the life cycles of simple and complex plants

28. Identify the structures of the skeletal system

29. Be able to diagram and describe the function of reproductive system

30. Be able to diagram the cardiovascular system

31. Be able to discuss the function of the digestive system

32. Be able to diagram the endocrine system and the effect of hormones

33. Identify and diagram the parts of the integumentary system

34. Discuss the role genetics will have on the future

35. Grow at least 1 indoor and outdoor plant, chart their growth and record observations

36. Defend the role of green plants in the maintenance of life

37. Analyze the interrelationships among the different systems in the plant

38. Demonstrate an application of both sexual and vegetative reproduction

39. Explain the difference between sexual and asexual vegetative reproduction

40. Discuss the abiotic environmental factors that affect plant growth (wind, temperature, solar, radiation, soil conditions, humidity, pollution, etc.)

41. Discuss how sexual and asexual reproduction are used in agriculture

42. Diagram and discuss reproductive anatomy

43. Outline different breeding systems used in agriculture

44. Research on the Internet the role of plants in medicine

45. Research and report on the role of plants and animals in nutritional advancements

46. Demonstrate an understanding of diseases in plants and animals

47. Be able to diagram and discuss vectors and their role in disease transmission

48. Demonstrate basic animal handling

49. Be able to demonstrate veterinary applications of both intermuscular and subcutaneous injections.

50. Analyze the function of each mammalian body system

51. Compare the interrelationships of each system within the mammalian body

52. Compare and contrast the estruss cycles of cattle, sheep, swine, and the menstrual cycle in humans

53. Chart the process of fertilization in each species

54. Discuss proper nutrition and its effect on development

55. Discuss and diagram how nerve impulses work

56. Explain the importance of cellular reparation to living organisms

57. Develop a flow chart showing the outline of cellular respiration

58. Develop a flow chart outlining the development of an embryo from conception through parturition

59. Prepare and present a research paper on a selected physiology topic

60. Describe how animal behavioral patterns affect management the handling practices of domestic animals

61. Dissect various organisms and identify the organs and systems of each

62. Compare and contrast the organ systems of different livestock species

63. Analyze the different nutrition requirements of various domestic species

64. Analyze the nutrient content of various feeds

65. Develop a basic ration for growth and maintenance

66. Discuss the role of nutrients in different foodstuffs

67. Describe the symptoms of three common nutritional deficiencies

68. Describe the symptoms of three nutritional diseases caused by vitamin deficiencies

69. Develop a flow chart outlining the life cycle of an internal parasite

70. Develop a flow chart outlining the life cycle of an external parasite

71. Discuss parasites and their role as disease vectors

72. Management practices to control disease organisms in the agricultural environment

73. Describe the impact of parasites on livestock and plants in the agricultural industry

74. Design a disease prevention program for an agricultural operation

75. Appraise the results of human medicine in relation to livestock medicine

76. Discuss the impact of overmedicating animal feeds and its impact on the environment

77. Explain phenotype

78. Be able discuss genotype and solve simple genetic problems

79. Explain the function of each of the following: gene, allele, DNA, and RNA

80. Discus the contributions of Gregor Mendel to genetics

81. Explain the role of enzymes in chromosome replication, and the implications of biotechnology involving these enzymes

82. Conduct a simple experiment which demonstrates dominant and recessive properties

83. Discuss man's impact on the genome

84. Analyze the effects of biotechnology on modern agriculture

85. Report on the importance of natural selection as the driving force of evolution and its importance in production agriculture

86. Discuss disease-fighting methods

87. Trace the history of a disease from first discovery to eradication

88. Be able to discuss embryo transfer

89. Be able to outline three steps to finding a career

90. Be able to surf the Internet for research material

91. Be able to build a career portfolio

92. Be able to show community involvement through FFA

93. Be able to prepare and present an oral report or presentation on an assigned topic

94. Be able to complete records and or journals

95. Development of leadership abilities through involvement in FFA

96. Discuss and outline a plan of action for problem solving

97. Develop confidence through participation in FFA

98. Be able to research scholarships available through the Internet

99. Be able to set plans and goals for the future

Course Plan

Course Title: AGRICULTURE EARTH/PHYSICAL SCIENCE

Department: Agriculture

Credits: 10

Length of Course: Year

Target Group: 10^{th} – 12^{th} grade students who have an interest in pursuing a Career in agriculture and/or horticulture; any non-college prep or college-prep student to fulfill the science graduation requirement.

Course Description: This course is designed to introduce students to the three main areas of study in the physical sciences: 1) physics, 2) chemistry, and 3) astronomy as they pertain to agriculture. It is also designed to present modern earth, space, and meteorological concepts to students on an introductory basis and focuses on the interaction of the environment and the agriculture industry.

Text Books: Merrill Earth Science; Snyder, Feather & Hesser; Glencoe/McGraw Hill 1995, ISBN 0-02 826908-X. Physical Science; McLaughlin & Thompson, Glencoe/McGraw Hill, 1997 ISBN 0-02-827880-1. California Vocational Agriculture Record Book; River City Lithography, 1998.

Means of Assessing Student Learning:

1. Tests – Teachers – made
2. Evaluation of written assignments
3. Classroom/laboratory activities
4. Leadership (FFA) activities
5. Supervised Agricultural Experience Program

General Goals of the Course:

Student will be helped to:

1. Broaden student's general science background.
2. Learn and understand physics and how they relate to agriculture.
3. Learn and understand chemistry, which works with the characteristics of elements or simple substances. The changes that take place when they combine to form other substances, and the laws take place when they combine to for other substances, and the laws of their combination and behavior under various conditions as they relate to agriculture.
4. Develop systematic and logical inquiry processes.
5. Learn and understand astronomy as the science of the sun, moon, planets, stars, and heavenly bodies.
6. Develop an awareness of the physical environment and the processes that shape it.
7. To improve the students understanding of the geography of the earth by stressing the topography of the land.

Exit Learning Objectives:

At the conclusion of the course the student will be able to:

1. Describe the concept of work and its application to simple machines.
2. Describe the concept of energy and its ability to do work.
3. Distinguish between heat and temperature.
4. Understand matter and its three states – solid, liquid, and gas.
5. Describe the term element and the division of elements into three groups: metals, non-metals, and metalloids.
6. Distinguish the basic constituents and structure of all matter.
7. Distinguish between compounds and mixtures.
8. Describe the basic mechanisms of ionic and covalent bonding.
9. Define chemical reactions and describe synthesis, decomposition, and replacement reactions.
10. Recognize and list the properties of acids and bases.
11. Describe the properties of light and its uses and basic geometrical optics.
12. Distinguish between renewable and nonrenewable energy sources.
13. Discriminate between minerals and non-minerals.
14. Identify causes of temperature differences around the earth.
15. Recognize radiation as made up of wavelengths, of which viable light is a part.
16. Distinguish between different kinds of weather fronts.
17. Identify factors that affect climate.
18. Describe the water cycle.
19. Distinguish between physical and chemical weathering.
20. Distinguish layers in a soil profile.
21. Consider ways of controlling erosion.
22. Describe ocean tides, currents, and waves.
23. Consider how resent and past use of earth materials affects the earth as an environment for life.
24. Describe the process of soil formation and soil structure.
25. Describe the makeup of basic agricultural chemicals and fertilizers and how they act and interact with the soil and environment.
26. Describe the proper safety procedures when using chemical pesticides of herbicides.

Agriculture Earth/Physical Science
Course Content and Organization

I. First Semester

A. Soil

1. Geology
2. Soil Formation
3. Classification
4. Soil Structure
5. Soil Texture
6. Soil pH
7. Soil Testing
8. Soil Amendments
9. Weathering/Soil Erosion
10. Soil Conservation

B. Water

1. Properties
2. Cycle
3. Water/Soil Properties
4. Irrigation
5. Salinity
6. Oceanography
7. Quality
8. Conservation

C. Air

1. Properties
2. Atmosphere
3. Meteorology
4. Pollution
5. Astronomy

D. Temperature

1. Effects on Crops
2. Air
3. Soil
4. Temperature Control

II. Second Semester

A. Scientific Method

B. Moving Objects

1. Describing Motion
2. Contrasting Distance and Displacement
3. Comparing Speed and Velocity
4. Describing Acceleration

C. Chemistry

1. Safety in the laboratory
2. Metric Measurements and Conversions
3. Characteristics of Gases, Solids, and Liquids
4. Changes in the States of Matter
5. Elements
6. Periodic Tables
7. Compounds
8. Ions
9. Balancing Equations
10. Atomic Theory
11. Atomic Structure

D. Fertilizers

1. Sources
2. Classification
3. Analysis
4. Application/Calculation
5. Solubility

E. Agricultural Chemicals

1. Insecticides
2. Herbicides
3. Fumigants
4. Application
5. Safety
6. Labeling
7. Laws
8. Measurements
9. Metric System

F. Light

1. Properties
2. Intensity
3. Duration

Earth Science

In this present organization of the Earth Science standards students will be exposed to a larger picture of our solar system and universe at the beginning of the course providing a sense of where we are on a grander scale. Following the organization of the state standards in earth science students will then be introduced to Dynamic Earth Processes followed by the Structure and Composition of the Atmosphere. In second semester standards 4, 5 & 6 concerning the Energy in the Earth system are discussed concluding with Biogeochemical cycles and California Geology. Several of the topics related to standard 9 are relevantly discussed in other sections such as geologic hazards within standard 3, Dynamic Earth Processes.

SEMESTER ONE
Introduction to Science (Glen. Chap. 1&2)
Earth's Place in the Universe (1 & 2)
Dynamic Earth Processes (3 & 9b*)
Structure and Composition of the Atmosphere (8)
Investigation and Experimentation

SEMESTER TWO
Energy in the Earth System (4 & 5 & 6)
Biogeochemical Cycles (7 & 9a&c*)
California Geology (9)
Investigation and Experimentation

Sections in Glencoe: 1-2: 24:1-3 23:2 13:3 14:1-3 25:1,4 5:1 25:1-3 23:2,3 24:4 25:4 **3:** 10:1,2,3 19:1 11:1 3:1 4:1,2,3,4 13:2, 3 11:1,2,3 12:1,2,3 **8:** 15:1 14:2 18:1 21:2 **4-6:** 5:1,2 15:2 17:3 15:2,3 17:3 24:2 15:2,3 18:2 16:2 18:2 16:2 16:3 21:2 18:1 18:2 17:1,2,3 6:2 17:1,2,3 15:2,3 16:1 17:1 15:3 17:1 17:3 **7:** 19:2 15:2 5:1 5:2

Sections of Text not included: 3:2,3 5:3 6:1,3 7:1,2,3 8:1,2,3 9:1,2,3 13:1 ? 18:3 19:3 20 ? 21? 22? 23:1?

Earth Science Standards (1st Semester) & 2nd Sem.

Earth's Place in the Universe		
1. Astronomy and planetary exploration reveal the solar system's structure, scale, and change over time. As a basis for understanding this concept: (1 a b c d e f g*)		
1a	Students know how the differences and similarities among the sun, the terrestrial planets, and the gas planets may have been established during the formation of the solar system.	
1b	Students know the evidence from Earth and moon rocks indicates that the solar system was formed from a nebular cloud of dust and gas approximately 4.6 billion years ago.	
1c	Students know the evidence from geological studies of Earth and other planets suggest that the early Earth was very different from Earth today.	
1d	Students know the evidence indicating that the planets are much closer to Earth than the stars are.	
1e	Students know the Sun is a typical star and is powered by nuclear reactions, primarily the fusion of hydrogen to form helium.	
1f	Students know the evidence for the dramatic effects that asteroid impacts have had in shaping the surface of planets and their moons and in mass extinctions of life on Earth.	
1g*	Students know the evidence for the existence of planets orbiting other stars	20% (7 weeks)
2. Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time. As a basis for understanding this concept: (2 a b c d e*f* g*)		
2a	Students know the solar system is located in an outer edge of the disc-shaped Milky Way galaxy, which spans 100,000 light years.	
2b	Students know galaxies are made of billions of stars and comprise most of the visible mass of the universe.	
2c	Students know the evidence indicating that all elements with an atomic number greater than that of lithium have been formed by nuclear fusion in stars.	
2d	Students know that stars differ in their life cycles and that visual, radio, and X-ray telescopes may be used to collect data that reveal those differences.	
2e*	Students know accelerators boost subatomic particles to energy levels that simulate conditions in the stars and in the early history of the universe before stars formed.	
2f*	Students know the evidence indicating that the color, brightness, and evolution of a star are determined by a balance between gravitational collapse and nuclear fusion.	
2g*	Students know how the red-shift from distant galaxies and the cosmic background radiation provide evidence for the "big bang" model that suggests that the universe has been expanding for 10 to 20 billion years.	
Dynamic Earth Processes		
3. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface. As the basis for understanding this concept, students know: (3 a b c d e f*)		
3a	features of the ocean floor (magnetic patterns, age and sea floor topography) provide evidence of plate tectonics.	
3b	the principal structures that form at the three different kinds of plate boundaries.	
3c	how to explain the properties of rocks based on the physical and chemical conditions in which they formed, including plate tectonics processes.	15% (6 weeks)
3d	why and how earthquakes occur and the scales used to measure their intensity and magnitude.	
3e	there are two kinds of volcanoes: one kind with violent eruptions producing steep slopes and the other kind with voluminous lava flows producing gentle slopes.	
3f*	the explanation for the location and properties of volcanoes that are due to hot spots and the explanation for those that are due to subduction.	

Structure and Composition of the Atmosphere		
8. Life has changed Earth's atmosphere , and changes in the atmosphere affect conditions for life. As a basis for understanding this concept, students know: (8a b c)		8.3% (3 weeks)
8a	the thermal structure and chemical composition of the atmosphere.	
8b	how the composition of Earth's atmosphere has evolved over geologic time and know the effect of outgassing, the variations of carbon dioxide concentration, and the origin of atmospheric oxygen.	
8c	the location of the ozone layer in the upper atmosphere, its role in absorbing ultraviolet radiation, and the way in which this layer varies both naturally and in response to human activities.	

Earth Science Standards (2nd Semester)

Energy in the Earth System		
4. Energy enters the Earth system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept, students know: (4 a b c d*)		
4a	the relative amount of incoming solar energy compared with Earth's interanal energy and the energy used by society.	
4b	the fate of incoming solar radiation in terms of reflection, absorption and photosynthesis.	
4c	the different atmospheric gases that absorb the Earth's thermal radiation and the mechanism and significance of the greenhouse effect.	
4d*	the differing greenhouse conditions on Earth, Mars, and Venus; the origins of those conditions; and the climatic consequences of each.	
5. Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents. As a basis for understanding this concept students know: (5a b c d e f* g*)		
5a	how differential heating of Earth results in circulation patterns in the atmosphere and oceans that globally distribute the heat.	
5b	the relationship between the rotation of Earth and ciruclar motions of ocean currents and air in pressure centers.	
5c	the origins and effects of temperature inversions.	30% (11 weeks)
5d	properties of ocean water, such as temperature and salinity, can be used to explain the layered structure of the oceans, the generation of horizontal and vertical ocean currents, and the geographic distribution of marine organisms.	
5e	rain forests and deserts on Earth are distributed in bands at specific latitudes.	
5f*	the interaction of wind pattern, ocean currents, and mountain ranges results in the global pattern of latitudinal bands of rain forests and deserts.	
5g*	features of the ENSO (El Nino southern oscillation) cycle in terms of sea-surface and air temperature variations across the Pacific and some climatic results of this cycle.	
6. Climate is the long-term average of a region's weather and depends on many factors. As a basis for understanding this concept, students know: (6 a b c d*)		
6a	weather (short term) and climate (long term) involve the transfer of energy into and out of the atmosphere.	
6b	the effects on climate of latitude, elevation, topography, and proximity to large bodies of water and cold or warm ocean currents.	
6c	how Earth's climate has changed over time, corresponding to changes in Earth's geography, atmospheric composition, and other factors, such as solar radiation and plate movement.	
6d*	how computer models are used to predict the effects of the increase in greenhouse gases on climate for the planet as a whole and for specific regions.	

Biogeochemical Cycles		
7. Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles. As a basis for understanding this concept students know: (7 a b c d*)		
7a	the carbon cycle of photosynthesis and respiration and the nitrogen cycle.	8.3% (3 weeks)
7b	the global carbon cycle; the different physical and chemical forms of carbon in the atmosphere, oceans, biomass, fossil fuels, and the movement of carbon among these reservoirs.	
7c	the movement of matter among reservoirs is driven by Earth's internal and external sources of energy.	
7d*	the relative residence times and flow characteristics of carbon in and out of its different reservoirs.	
California Geology		
9. The geology of California underlies the state's wealth of natural resources as well as its natural hazards. As a basis for understanding this concept students know: (9 a b c d*)		
9a	the resources of major economic importance in California and their relation to California's geology.	8.3% (3 weeks)
9b	the principal natural hazards in different California regions and the geologic basis of those hazards.	
9c	the importance of water to society, the origins of California's fresh water, and the relationship between supply and need.	
9d*	how to analyze published geologic hazard maps of California and know how to use the map's information to identify evidence of geologic events, of the past and predict geologic changes in the future.	
Investigation and Experimentation		
Investigation and Experimentation - Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept, students should develop thier own questions and perform investigations. Students will: (IE a b c d e f g h i j k l m n)		10% (3-4 weeks)
IE a	select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.	
IE b	identify and communicate sources of unavoidable experimental error.	
IE c	identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.	
IE d	formulate explanations by using logic and evidence.	
IE e	solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.	
IE f	distinguish between hypothesis and theory as scientific terms.	
IE g	recognize the usefulness and limitations of models and theories as scientific representations of reality.	
IE h	read and interpret topographic and geologic maps	
IE i	analyze the locations, sequences or time intervals that are characteristic of natural phenomena (eg. Relative ages of rock, locations of planets over time, and succession of species in an ecosystem.)	
IE j	recognize the issues of statistical variability and the need for controlled tests.	
IE k	recognize the cumulative nature of scientific evidence.	
IE l	analyze situations and solve problems that require combining and applying concepts from more than one area of science.	
IE m	investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions of California.	
IE n	know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (eg. The Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong. (eg. Ptolemaic model of the movement of the Sun, Moon and the planets.	

Earth Science Curriculum Framework

Earth's Place in the Universe (Solar System) Introduction Glen. Ch. 1 & 2

1. Astronomy and planetary exploration reveal the solar system's structure, scale, and change over time. As a basis for understanding this concept: (1 a b c d e f g*)

Standard Component	Deconstructed Standard / Tasks	Activities / Labs	Textbook	Time
1b Students know the evidence from Earth and moon rocks indicates that the solar system was formed from a nebular cloud of dust and gas approximately 4.6 billion years ago.	• identify the components of the solar system and their orbits. (ie planets, moons, sun) • relate the process of radioactivity to a dating method. • relate the dating method to specific rocks found from the moon. • explain how the presence of heavier elements indicates that the supernova of an ancient star must have formed the nebula from which our solar system developed.	**Reading:** 23:2 The Moon: Earth's Satellite (weak) 13:3 Absolute Ages of Rocks (need extra resources) **Activities:** • Notetaking: Sun-Earth Moon System • Homework: Why does the moon seem to change shape? • Reinforcement: Exploring Earth's Moon • Chapter Test	Glen. ES 23:2 & 13:3	4 Days
Standard Component	**Deconstructed Standard / Tasks**	**Activities / Labs**	**Textbook**	**Time**
1a Students know how the differences and similarities among the sun, the terrestrial planets, and the gas planets may have been established during the formation of the solar system.	• identify the planets of our solar system. • identify the characteristics of the terrestrial planets and the gas planets. • relate the process of gravity to an attractive force between objects with mass. • relate the process of planet formation to the composition of the planets. • construct a scaled model of the solar system labelling orbital distances.	**Reading:** 24:1 The Solar System 24:2 The Inner Planets 24:3 The Outer Planets **Activities:** • Notetaking: The Solar System • Homework: What is the Solar System • Film: The Planets • Lab Activity: Solar System Distance Model • Chapter Review: The Solar System	Glen ES: 24: 1-3	4 Days

Earth's Place in the Universe (Solar System)

1. Astronomy and planetary exploration reveal the solar system's structure, scale, and change over time. As a basis for understanding this concept: (1 a b c d e f g*)

Standard Component	Deconstructed Standard / Tasks	Activities / Labs	Textbook	Time
1c Students know the evidence from geological studies of Earth and other planets suggest that the early Earth was very different from Earth today.	• recognize that the earth has been slowly cooling since it's formation and has formed layers. • recognize differences in distribution of water, atmosphere, and land masses. • identify processes in atmosphere that lead to the sustainance of life.	**Reading:** 14:1 Life and Geologic Time 14:2 Early Earth History 14:3 Middle & Recent Earth History **Activities:** • Notetaking: Geologic Time • Homework: What Have Fossils told us about life on Earth? • Directed Reading: Overview - Geologic Time • Activity: Geologic Time Line • Chapter Test	Glen ES: 14: 1 - 3	5 Days
Standard Component	**Deconstructed Standard / Tasks**	**Activities / Labs**	**Textbook**	**Time**
1d Students know the evidence indicating that the planets are much closer to Earth than the stars are. 1e Students know the Sun is a typical star and is powered by nuclear reactions, primarily the fusion of hydrogen to form helium.	• relate the concept of parallax to the calculation of distance for heavenly bodies. • recognize that through the brightness and luminosity of a star its distance can be calculated. • explain how the inverse square law describes how light intensity decreases exponentially with distance and can indirectly be used to calculate distance	**Reading:** 25:1 Stars 25:4 Galaxies (Parallax activity) **Activities:** • Notetaking Worksheet: Stars & Galaxies • Homework: How does the Sun get Energy? • Video: Our Mr. Sun • Reinforcement: Stars • Chapter Review: Stars & Galaxies • Chapter 25 Test: Stars & Galaxies	Glen ES: 25:1 & 4	5 Days

Earth's Place in the Universe (Solar System)

1. Astronomy and planetary exploration reveal the solar system's structure, scale, and change over time. As a basis for understanding this concept: (1 a b c d e f g*)

Standard Component	Deconstructed Standard / Tasks	Activities / Labs	Textbook	Time
1e Students know the Sun is a typical star and is powered by nuclear reactions, primarily the fusion of hydrogen to form helium. 2c Students know the evidence indicating that all elements with an atomic number greater than that of lithium have been formed by nuclear fusion in stars. 2e* Students know accelerators boost subatomic particles to energy levels that simulate conditions in the stars and in the early history of the universe before stars formed.	• Identify the parts of an atom including protons and neutrons and electrons. • Identify the components of the nucleus as protons and neutrons. • Define nuclear fusion • Recognize that the composition of the sun is primarily hydrogen. • Explain how fusion releases large amounts of energy.	**Reading:** 5:1 Non-renewable Energy Resources 25:1 Stars 25:2 The Sun 25:3 Evolution of Stars **Activities:** • To be taught in conjunction with previous standard.1d	Glen ES: 5:1, 25:1-3	5 Days

Standard Component	Deconstructed Standard / Tasks	Activities / Labs	Textbook	Time
1f Students know the evidence for the dramatic effects that asteroid impacts have had in shaping the surface of planets and their moons and in mass extinctions of life on Earth.	• Identify the characteristics of an asteroid. • Relate a crater to an impact from a large object. • Explain why the moon and Mercury have many more visible craters that the earth. • Predict what an asteriod would do upon impact with earth.	**Reading:** 23:2 The Moon: Earth's Satellite 23:3 Exploring Earth's Moon 24:4 Other Objects in the Solar System **Activities:** • To be taught with standard 1a	Glen ES: 23:2,3; 24:4	3 Days

1. Astronomy and planetary exploration reveal the solar system's structure, scale, and change over time. As a basis for understanding this concept: (1 a b c d e f g*)				
Standard Component	**Deconstructed Standard / Tasks**	**Activities / Labs**	**Textbook**	**Time**
1g* Students know the evidence for the existence of planets orbiting other stars	• Identify solar systems outside of our own. • Review the evidence for their existence and their characteritics. • Possible extensions could include the implications of such a solar system and the possibility of life conditions.	**Reading:** website: www.mclink.it/mclink/astro/nineplanets/other.html **Activities:** • Reading from above website • Other Activities to be developed	Glen ES: no ref	3 Days

Earth's Place in the Universe (Stars, Galaxies and the Universe)

2. Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time. As a basis for understanding this concept: (2 a b c d e*f* g*)				
Standard Component	**Deconstructed Standard / Tasks**	**Activities / Labs**	**Textbook**	**Time**
2a Students know the solar system is located in an outer edge of the disc-shaped Milky Way galaxy, which spans 100,000 light years. 2b Students know galaxies are made of billions of stars and comprise most of the visible mass of the universe.	• Recognize the composition of a galaxy consists of billions of stars. • Draw the shape of a Milky Way galaxy from the side and top. • Label the edge to edge distance as 100 000 light years and locate our position.	**Reading:** 25:4 Galaxies & the Universe **Activities:** • Directed Reading 25:4	Glen ES: 25:4	2 Days

Earth's Place in the Universe (Stars, Galaxies and the Universe)

2. Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time. As a basis for understanding this concept: (2 a b c d e*f* g*)

Standard Component	Deconstructed Standard / Tasks	Activities / Labs	Textbook	Time
2c Students know the evidence indicating that all elements with an atomic number greater than that of lithium have been formed by nuclear fusion in stars.	• Relate the presence of heavier elements to the process of fusion and to supernova explosions throughout the universe.	**Reading:** 25:2 The Sun 25:3 Evolution of Stars **Activities:** • To be taught together with standard 1e	Glen ES: 25:2,3	4 Days
Standard Component	**Deconstructed Standard / Tasks**	**Activities / Labs**	**Textbook**	**Time**
2d Students know that stars differ in their life cycles and that visual, radio, and X-ray telescopes may be used to collect data that reveal those differences. See also standard 2f	• Relate a H-R diagram to the possible paths of a star's evolution. • Identify the main sequence stars and the direction that average mass stars follow. • Distinguish the information gathered from various types of telescopes including the star distance, size and temperature.	**Reading:** 25:1 Stars 25:2 The Sun 25:3 Evolution of Stars Extra resources needed since Chapter 25 has already been discussed. **Activities:** • Stars discussed earlier in the context of fusion, standard 1e.	Glen ES: 25:1-3	4 Days

Earth's Place in the Universe (Solar System)

2. Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time. As a basis for understanding this concept: (2 a b c d e* f* g*)				
Standard Component	**Deconstructed Standard / Tasks**	**Activities / Labs**	**Textbook**	**Time**
2e* Students know accelerators boost subatomic particles to energy levels that simulate conditions in the stars and in the early history of the universe before stars formed.	• Recognize that small atomic particles are accelerated to near the speed of light in large accelerators such as at Stanford ie. Linear accelerator or Fermi lab • Tokomak fusion reactors also attempt to mimick the conditions in the stars in fusion reactors.	**Reading:** To be taught together with 1e & 2c within the context of nuclear fusion.	Glen ES: No reference	3 Days
Standard Component	**Deconstructed Standard / Tasks**	**Activities / Labs**	**Textbook**	**Time**
2f* Students know the evidence indicating that the color, brightness, and evolution of a star are determined by a balance between gravitational collapse and nuclear fusion.	• Recognize that a stars stability arises between balancing the outward forces of nuclear fusion within the inward forces of gravity. • Relate a stars properties to its evolution on an HR diagram.	**Reading:** 25:3 Evolution of Stars **Activities:** To be mentioned during the discussion within the context of fusion, standard 1e and also in standard	Glen ES 25:3	4 Days

Earth's Place in the Universe (Stars, Galaxies and the Universe)

2. Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time. As a basis for understanding this concept: (2 a b c d e* f* g*)

Standard Component	Deconstructed Standard / Tasks	Activities / Labs	Textbook	Time
2g* Students know how the red-shift from distant galaxies and the cosmic background radiation provide evidence for the "big bang" model that suggests that the universe has been expanding for 10 to 20 billion years.	• Relate the colors of the spectrum to energies of light. • Relate the doppler effect for sound to the same effect for light. • Recognize that a shift in the spectrum toward the red indicates that the light source is moving away.	**Reading:** 25:4 Galaxies and the Universe **Activities:** Chapter 25 is already complete. Discuss if time permits in connection with the doppler effect for sound. Relate to relate to objects moving towards or away.	Glen ES: 25:4	3 Days

Dynamic Earth Processes

3. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface. As the basis for understanding this concept, students know: (3 a b c d e f*) & 9 b d*

Standard Component	Deconstructed Standard / Tasks	Activities / Labs	Textbook	Time
3a features of the ocean floor (magnetic patterns, age and sea floor topography) provide evidence of plate tectonics. 3b the principal structures that form at the three different kinds of plate boundaries.	• Recognize the evidence for plate tectonics • Recognize the different types of plate movement • Identify the types of plate boundaries • Identify the types of formations at each plate boundary.	**Reading:** 10:1 Continental Drift 10:2 Seafloor Spreading 10:3 Theory of Plate Tectonics 19:1 The Seafloor 11:1 Forces Inside the Earth **Activities:** • Notetaking: Plate Tectonics • Homework: What is the theory of continental drift? • Lab Activity: Plate Tectonics • Reading Assignment: Plate Tectonics	Glen ES: 10:1-3; 19:1	4 Days

Standard Component	Deconstructed Standard / Tasks	Activities / Labs	Textbook	Time
3b the principal structures that form at the three different kinds of plate boundaries.	• Identify the types of plate boundaries • Identify the types of formations at each plate boundary.	**Reading:** 10:2 Seafloor Spreading 10:3 Theory of Plate Tectonics 11:1 Forces Inside Earth **Activities:** • To be taught in conjunction with standard 3a.	Glen ES: 10:2, 3 11:1	4 Days

Dynamic Earth Processes

3. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface. As the basis for understanding this concept, students know: (3 a b c d e f*)				
Standard Component	**Deconstructed Standard / Tasks**	**Activities / Labs**	**Textbook**	**Time**
3c how to explain the properties of rocks based on the physical and chemical conditions in which they formed, including plate tectonics processes. _____ 9b the principal natural hazards in different California regions and the geologic basis of those hazards.	• Define mineral • Define rocks • Relate rock types to the rock cycle. • Recognize significant rock features such as the Rockies, Himalaya, Sierra, Yosemite and what types of rocks are present and how they formed. (emphasis on California.)	**Reading:** 3:1 Minerals; 4:1 The Rock Cycle; 4:2 Igneous Rocks; 4:3 Metamorphic Rocks; 4:4 Sedimentary Rocks 13:2 Relative Ages of Rocks?? 13:3 Absolute Ages of Rocks?? _____ **Activities:** • Chapter 3 Notetaking: Minerals • Lab 1: Minerals of Economic Importance • Lab 2: Minerals & Crystal systems • Video: Gems • Homework: What are some uses of Minerals? • Chapter Review: Minerals • Chapter Test: Mineral • Chapter 4 Notetaking: Rocks • Homework: What is inside the Earth? • Lab 1: Rock & Rock Forming Minerals • Lab 2: Rock Lab • Chapter Review: Rocks • Chapter Test: Rocks	Glen ES: 4:1-4 (3:1 & 13:2,3)	5 Days
Standard Component	**Deconstructed Standard / Tasks**	**Activities / Labs**	**Textbook**	**Time**
3d why and how earthquakes occur and the scales used to measure their intensity and magnitude.	• Relate tectonic plate movement to earthquake activity. • Relate the intensity of an earthquake to the Richter scale. • Relate the damage of an earthquake to the Mercalli scale.	**Reading:** 11:1 Forces Inside Earth 11:2 Features of Earthquakes 11:3 People and Earthquakes _____ **Activities:** • Notetaking: Forces Inside Earth • Homework: What are earthquakes and block mountains? • Video: Earthquakes • Directed Reading: Forces inside Earth • Lab Activity: Earthquakes • Reading Assignment: Can Animals Predict Earthquakes? • Chapter 11 Review: Earthquakes • Chapter Test: Earthquakes	Glen ES: 11:1-3	5 Days

Dynamic Earth Processes

3. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface. As the basis for understanding this concept, students know: (3 a b c d e f*)

Standard Component	Deconstructed Standard / Tasks	Activities / Labs	Textbook	Time
3e there are two kinds of volcanoes: one kind with violent eruptions producing steep slopes and the other kind with voluminous lava flows producing gentle slopes. 3f* the explanation for the location and properties of volcanoes that are due to hot spots and the explanation for those that are due to subduction.	• Relate the lava composition (silica content) to its viscosity. • Relate the thickness of the lava to the type of volcano. • Identify volcano sites on the ring of fire ie. Plate boundary • Define subduction • Define hotspot	**Reading:** 12:1 Volcanoes and Earth's Moving Plates 12:2 Types of Volcanoes 12:3 Igneous Rock Features **Activities:** • Notetaking: Volcanoes • Homework: What are volcanic mountains and domed mountains? • Video: Volcanoes • Chapter Review: Volcanoes	Glen ES: 12:1-3	3 Days

Structure and Composition of the Atmosphere

8. Life has changed Earth's atmosphere , and changes in the atmosphere affect conditions for life. As a basis for understanding this concept, students know: (8a b c)

Standard Component	Deconstructed Standard / Tasks	Activities / Labs	Textbook	Time
8a the thermal structure and chemical composition of the atmosphere. 4b the fate of incoming solar radiation in terms of reflection, absorption and photosynthesis. 4c the different atmospheric gases that absorb the Earth's thermal radiation and the mechanism and significance of the greenhouse effect.	• Identify the layers of the atmosphere. • Identify the temperature variations with increasing altitude and recognize the reasons for each temperature relationship. • Define reflection, absorption and relate to incoming radiation. • Identify the greenhouse effect and its effects on the temperature of the Earth	**Reading:** 15:1 Earth's Atmosphere 15:2 Energy Transfer in the Atmosphere 15:3 Air Movement **Activities:** • Notetaking: Atmosphere • Directed Reading: Section 1 & 2 • Homework: What causes wind? • Video: Cyclone • Chapter Review: Atmosphere • Chapter Test: Atmosphere	Glen ES: 15:1-3	4 Days
Standard Component	**Deconstructed Standard / Tasks**	**Activities / Labs**	**Textbook**	**Time**
4d* the differing greenhouse conditions on Earth, Mars, and Venus; the origins of those conditions; and the climatic consequences of each.	• Relate the conditions of the planets and their atmospheric composition to differing greenhouse gas absorption and overall temperature.	**Reading:** 24:2 The Inner Planets **Activities:** • Directed Reading: Section 2	Glen ES:24:2	5 Days

Structure and Composition of the Atmosphere

8. Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life. As a basis for understanding this concept, students know: (8a b c)				
Standard Component	**Deconstructed Standard / Tasks**	**Activities / Labs**	**Textbook**	**Time**
8b how the composition of Earth's atmosphere has evolved over geologic time and know the effect of outgassing, the variations of carbon dioxide concentration, and the origin of atmospheric oxygen.	• Recognize the development in the earth's atmosphere in relation to outgassing from volcanoes and effects of plant life in the advent of an oxygen atmosphere. • Recognize the importance of photosynthesis in this process.	**Reading:** 14:2 Early Earth History 18:1 Ocean Water **Activities:** • Directed Reading 14:2 & 18:1	Glen ES: 14:2; 18:1	3 Days

Structure and Composition of the Atmosphere

8. Life has changed Earth's atmosphere , and changes in the atmosphere affect conditions for life. As a basis for understanding this concept, students know: (8a b c)				
Standard Component	**Deconstructed Standard / Tasks**	**Activities / Labs**	**Textbook**	**Time**
8c the location of the ozone layer in the upper atmosphere, its role in absorbing ultraviolet radiation, and the way in which this layer varies both naturally and in response to human activities. 5c the origins and effects of temperature inversions.	• Recognize the effects of an ozone rich layer of the atmosphere on incoming radiation. • Recognize the changes in the ozone layer due to pollution.	**Reading:** 15:1 Earth's Atmosphere 21:1 Water Pollution 21:2 Air Pollution **Activities:** • Notetaking: Our Impact on Water and Air • Homework: What are some other Characteristics of an ecosystem? • Lab 1: Air pollution & plant health • Lab 2: Air pollution & human health • Homework: What is ecology? • Chapter Review: Our impact on water & air • Chapter Test: Our Impact on Water and Air	Glen ES: 15:1; 21:1 21:2	3 Days

Energy in the Earth System

4. Energy enters the Earth system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept, students know: (4 a b c d*)

Standard Component	Deconstructed Standard / Tasks	Activities / Labs	Textbook	Time
4a the relative amount of incoming solar energy compared with Earth's internal energy and the energy used by society.	• Define energy and relate to how we on Earth use sources of energy (chemical & mechanical) and change them into other forms (electrical) to suit our needs. • Identify sources of energy such as solar, wind, geothermal and non renewable fossil fuels. • Relate the energy of the sun's radiation to the amount of energy used by society.	**Reading:** 5:1 Non-renewable Energy Resources 5:2 Inexhaustible and Renewable Energy Resources 15.1 Earth's Atmosphere (review) 15:2 Energy Transfer in the Atmosphere **Activities:** • Directed Reading: Section 1 & 2 • Video: Fires of Kuwait • Video: Our Mr. Sun • Homework: What are Fossil Fuels? • Chapter Review: Earth's Energy & Mineral Resources • Chapter Test: Earth's Energy & Mineral Resources	Glen ES: 5:1, 2 15:1, 2	5 Days

Energy in the Earth System

4. Energy enters the Earth system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept, students know: (4 a b c d*)

Standard Component	Deconstructed Standard / Tasks	Activities / Labs	Textbook	Time
4b the fate of incoming solar radiation in terms of reflection, absorption and photosynthesis. _____ 4c the different atmospheric gases that absorb the Earth's thermal radiation and the mechanism and significance of the greenhouse effect.		**Reading:** _____ **Activities:** • Already discussed in standard 8a • Extend into a discussion about climate later in Standard 5.	Glen ES:	

Standard Component	Deconstructed Standard / Tasks	Activities / Labs	Textbook	Time
4d* the differing greenhouse conditions on Earth, Mars, and Venus; the origins of those conditions; and the climatic consequences of each.		**Reading:** _____ **Activities:** • Completed in Standard 8	Glen ES:	4 Days

Indio High School

Floral I

_____

Student's Name/ Year in Ag

_____

Class Period

_____

Grades on Notebook

Indio Agriculture Department

Floral Design
Indio High School Agriculture Department

I. Course Information

A.	Course Title:	Floral I
B.	Length of Course:	One Year – 180 hours
C.	Prerequisite	No prerequisite
D.	Grade Level:	Freshmen, Sophomores, Juniors, Seniors
E.	Credits:	UC Fine Art
F.	Text Book:	The Art of Floral Design, Second Edition Norah T. Hunter – Author Delmar Publishers 2000

II. Course Description

This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study.

III. Student Performance Objectives and Competencies

The Student will be able to:

a. Relate the importance of the floriculture industry to California agribusiness.

b. Describe career opportunities in the floriculture industry.

c. Recognize and demonstrate use of commonly used tools and supplies.

d. Demonstrate principals and elements of design.

e. Practice design procedures to increase life span of floral materials.

f. Recognize and select healthy potted plants.

g. Demonstrate how to care for plants and cut flowers.

h. Recognize and select health cut flowers and foliage.

i. Demonstrate two-dimensional layout and three dimensional design.

j. Demonstrate arrangements with use of principles of design.

k. Demonstrate the proper use of nomenclature used in floral design.

l. Demonstrate the proper care and handling of cut flowers.

m. Demonstrate the proper techniques used in oriental, wedding, sympathy and contemporary.

Floral Design

Instructional Outline

I. History of Floral Art (20 hours)
- A. Cultural Floral Designs
  1. Floral Art of Ancient Civilizations
  2. Floral Art of the European Period
  3. Oriental Influences
  4. American Style
  5. Current Floral Arrangement Styles
- B. Monet's Gardens
  1. Artful Background
  2. Three to Two-dimensional
- C. Design Practicum
  1. Recreate Arrangements of Various Periods in Floral Art

II. Elements and Principles of Design (80 hours)
- A. Textures
  1. Visual and Tactile Components
  2. Container and Materials Components
  3. Flower and Foliage Components
- B. Colors
  1. Color Phenomenon
  2. Color Properties
  3. Psychological Effects
- C. Shapes/Forms
  1. Triangular Designs
  2. Circular Designs
  3. Vertical Designs
  4. Horizontal Designs
- D. Balance (visual & physical)
  1. Symmetrical
  2. Asymmetrical
- E. Proportion
- F. Scale
  1. Flower to Materials
  2. Flower to Flower
  3. Flower to Foliage
  4. Arrangement to Surrounding
- G. Focal Points
  1. Local and Emphasis
  2. Size and Pattern
  3. Line Direction and Directional Facing
  4. Framing and Isolation
- H. Rhythm
  1. Radiating Line, Repetition and Transitions

I. Lines
   1. Actual, Implied and Psychic
   2. Size, Color and Value

J. Depth
   1. Angling of Stems and Overlapping
   2. Size, Color and Value

K. Design Practicum
   1. Create Two-Dimensional Layouts Incorporating Elements and Principles
   2. Create Three- Dimensional Arrangements Incorporating Elements and Principles

III. Flowers and Foliage Forms (10 hours)
- A. Mass Flowers
- B. Filler Flowers
- C. Potted Flowers
- D. Dried Flowers
- E. Artificial Flowers

IV. Mechanics and Materials (5 hours)
- A. Containers and Topiaries
- B. Tools and Foams
- C. Accessories

V. Arrangement Styles and Techniques (30 hours)
- A. Art Nouveau
- B. Art Deco
- C. Free-form expression
- D. Geometric Mass
- E. Contemporary Style
- F. Oriental Style
- G. Design Practicum
  1. Create Two-Dimensional Layouts in the Various Styles and Techniques
  2. Create Two-Dimensional Arrangements in the Various Styles and Techniques

VI. Seasonal, Holiday and Occasion Designs (20 hours)
- A. Seasonal Themes
  1. Spring
  2. Summer
  3. Autumn
  4. Winter

B. Cultural Themes
    1. Religious Holidays
    2. Funeral and Wedding Themes
    3. American Themes
C. Design Practicum
    1. Create Two-Dimensional Layouts given the Theme
    2. Create Three-Dimensional Arrangements given the Theme

VII. Alternative Arrangements (10 hours)

A. Weaving and Tying Techniques
    1. Wheat and other Organic Materials
    2. Ribbons
B. Design Practicum
    1. Create Two-Dimensional Arrangements using Weaving and Tying Techniques
    2. Create Three-Dimensional Arrangements using Weaving and Tying Techniques

VIII. Career, Technologies and Leadership Skills (5 hours)

A. Historical View of Floriculture
B. Career Opportunities in Floriculture
C. Understanding and Adapt to Changing Technology
D. The FFA and Floriculture

MATERIAL SAFETY DATA SHEET

An explanation of the terms used herein may be found in OSHA 29 CFR 1910.1200, available from OSHA regional or area offices.
(Essentially similar to U.S. Department of Labor Form OSHA-20 and generally accepted in Canada for information purposes)
Do Not Duplicate This Form. Request an Original.

I. PRODUCT IDENTIFICATION

PRODUCT	Helium		
CHEMICAL NAME	Helium	**SYNONYMS**	Helium-4
FORMULA	He	**CHEMICAL FAMILY**	Rare Gas
		MOLECULAR WEIGHT	4.003
TRADE NAME	Helium		

II. HAZARDOUS INGREDIENTS

For mixtures of this product request the respective component Material Safety Data Sheets. See Section IX.

MATERIAL (CAS NO.)	Wt (%)	1984-1985 ACGIH TLV-TWA (OSHA-PEL)
Helium (7440-59-7)	100	Simple asphyxiant (None currently established)

III. PHYSICAL DATA

BOILING POINT, 760 mm. Hg	−268.9°C (−452°F)	**FREEZING POINT**	−272°C (−457.6°F @ 25 Atm)
SPECIFIC GRAVITY (H_2O = 1)	Gas	**VAPOR PRESSURE AT 20°C.**	Gas
VAPOR DENSITY (air = 1)	0.138 @ 21°C (70°F)	**SOLUBILITY IN WATER, % by wt.**	Negligible
PERCENT VOLATILES BY VOLUME	100	**EVAPORATION RATE (Butyl Acetate = 1)**	Not applicable

APPEARANCE AND ODOR Colorless gas at normal temperature and pressure; odorless.

EMERGENCY PHONE NUMBER

IN CASE OF EMERGENCIES involving this material, further information is available at all times:
In the USA 304 — 744-3487 In Canada 514—640-6400
For routine information contact your local supplier

Union Carbide requests the users of this product to study this Material Safety Data Sheet (MSDS) and become aware of product hazards and safety information. To promote safe use of this product a user should (1) notify its employees, agents and contractors of the information on this MSDS and any product hazards and safety information, (2) furnish this same information to each of its customers for the product, and (3) request such customers to notify their employees and customers for the product of the same product hazards and safety information.

UNION CARBIDE CORPORATION ☐ LINDE DIVISION
UNION CARBIDE CANADA LIMITED ☐ LINDE DIVISION

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THRESHOLD LIMIT VALUE: Simple asphyxiant—ACGIH (1984-85).

EFFECTS OF A SINGLE (ACUTE) OVEREXPOSURE:

SWALLOWING — Unlikely route of exposure. This product is a gas at normal temperature and pressure.

SKIN ABSORPTION — No evidence of adverse effects from available information.

INHALATION — Asphyxiant. Moderate concentrations may cause headache, drowsiness, dizziness, excitation, excess salivation, vomiting and unconsciousness.

SKIN CONTACT — No evidence of adverse effects from available information.

EYE CONTACT — No evidence of adverse effects from available information.

EFFECTS OF REPEATED (CHRONIC) OVEREXPOSURE: No evidence of adverse effects from available information.

OTHER EFFECTS OF OVEREXPOSURE: None currently known. This product is an asphyxiant. Lack of oxygen can cause death.

MEDICAL CONDITIONS AGGRAVATED BY OVEREXPOSURE: A knowledge of the available toxicology information and of the physical and chemical properties of the material suggest that overexposure is unlikely to aggravate existing medical conditions.

SIGNIFICANT LABORATORY DATA WITH POSSIBLE RELEVANCE TO HUMAN HEALTH HAZARD EVALUATION: None currently known.

EMERGENCY AND FIRST AID PROCEDURES:

SWALLOWING — This product is a gas at normal temperature and pressure.

SKIN — Wash with soap and water.

INHALATION — Remove to fresh air. Give artificial respiration if not breathing. Give oxygen if breathing is difficult. Call a physician.

EYES — Flush with water.

NOTE TO PHYSICIAN: *There is no specific antidote. This product is inert. Treatment of overexposure should be directed at the control of symptoms and the clinical condition.*

FLASH POINT (test method)	Not applicable	AUTOIGNITION TEMPERATURE	Not applicable
FLAMMABLE LIMITS IN AIR, % by volume	LOWER Not applicable	UPPER	Not applicable

EXTINGUISHING MEDIA: Helium cannot catch fire. Use media appropriate for surrounding fire.

SPECIAL FIRE FIGHTING PROCEDURES: Evacuate all personnel from danger area. Immediately deluge containers with water spray from maximum distance until cool, then move containers away from fire area if without risk.

UNUSUAL FIRE AND EXPLOSION HAZARDS: Helium (high pressure gas) cannot catch fire. Container may rupture due to heat of fire. No part of a container should be subjected to a temperature higher than 52°C (approximately 125°F). Most containers are provided with a pressure relief device designed to vent contents when they are exposed to elevated temperature.

VI. REACTIVITY DATA

STABILITY	
UNSTABLE	STABLE
	X

CONDITIONS TO AVOID: (See Section IX).

INCOMPATIBILITY (materials to avoid): None currently known. Helium is chemically inert.

HAZARDOUS DECOMPOSITION PRODUCTS: None.

HAZARDOUS POLYMERIZATION	
May Occur	Will not Occur
	X

CONDITIONS TO AVOID: None currently known.

VII. SPILL OR LEAK PROCEDURES

STEPS TO BE TAKEN IF MATERIAL IS RELEASED OR SPILLED: Evacuate all personnel from danger area. Use self-contained breathing apparatus where needed. Shut off leak if without risk. Ventilate area of leak or move leaking container to well-ventilated area. Test area, especially confined areas, for sufficient oxygen content prior to permitting re-entry of personnel.

WASTE DISPOSAL METHOD: Slowly release into atmosphere outdoors. Discard any product, residue, disposable container or liner in an environmentally acceptable manner, in full compliance with federal, state and local regulations.

VIII. PERSONAL PROTECTION INFORMATION

RESPIRATORY PROTECTION (specify type): Select in accordance with OSHA 29 CFR 1910.134. Respirators shall be acceptable to MSHA and NIOSH.

VENTILATION	**LOCAL EXHAUST** — Preferred
	MECHANICAL (general) — Acceptable
	SPECIAL — Not applicable
	OTHER — Not applicable

PROTECTIVE GLOVES: Preferred for cylinder handling.

EYE PROTECTION: Select in accordance with OSHA 29 CFR 1910.133

OTHER PROTECTIVE EQUIPMENT: Metatarsal shoes for cylinder handling. Select in accordance with OSHA 29 CFR 1910.132 and 1910.133.

IX. SPECIAL PRECAUTIONS

CAUTION: High pressure gas. Use piping and equipment adequately designed to withstand pressures to be encountered. Can cause rapid suffocation due to oxygen deficiency. Store and use with adequate ventilation. Close valve when not in use and when empty. Do not strike arc on cylinder. Do not ground cylinder.

MIXTURES: When two or more gases, or liquefied gases are mixed, their hazardous properties may combine to create additional, unexpected hazards. Obtain and evaluate the safety information for each component before you produce the mixture. Consult an Industrial Hygienist, or other trained person when you make your safety evaluation of the end product. Remember, gases and liquids have properties which can cause serious injury or death. Be sure to read and understand all labels and other instructions supplied with all containers of this product.

When used in welding and cutting: Read and understand the manufacturer's instructions and the precautionary label on the product. See American Standard Z49.1, "Safety in Welding and Cutting" published by the American Welding Society, P.O. Box 351040, Miami, Florida 33135 and OSHA Publication 2206 (29CFR1910), U.S. Government Printing Office, Washington, D.C. 20402 for more detail. For further SAFETY AND HEALTH information, refer to Linde's free publication 52-529.

NOTE: Suitability for use as a component in underwater breathing gas mixtures is to be determined by or under the supervision of personnel experienced in the use of underwater breathing gas mixtures and familiar with the effects, methods, frequency and duration of use, hazards, side effects, and precautions to be taken. For safety information on general handling of compressed gas cylinders, obtain a copy of pamphlet P-1, "Safe Handling of Compressed Gases in Containers" from the Compressed Gas Association, Inc., 1235 Jefferson Davis Highway, Arlington, VA 22202.

OTHER HANDLING AND STORAGE CONDITIONS: Never work on a pressurized system. If there is a leak, close the cylinder valve, blow down the system by venting to a safe place, then repair the leak.

The opinions expressed herein are those of qualified experts within Union Carbide. We believe that the information contained herein is current as of the date of this Material Safety Data Sheet. Since the use of this information and these opinions and the conditions of use of the product are not within the control of Union Carbide, it is the user's obligation to determine the conditions of safe use of the product.

LINDE
UNION CARBIDE

GENERAL OFFICES

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39 Old Ridgebury Road
Danbury, CT 06817-0001

IN CANADA:
Union Carbide Canada Limited
Linde Division
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Toronto, Ontario M4P 1J3

Other offices in principal cities all over the world.

Lithographed in U.S.A.

Tool and Material Identification

1. Aqua Picks
2. Bouquet Holder
3. Boutonniere Pin
4. Bud Vase
5. Care Tag
6. Cardette
7. Casket Saddle
8. Chenille Stem
9. Clear Vinyl Liner
10. Compote
11. Corsage Bag
12. Corsage Pin
13. Crushed Styrofoam
14. Curling Ribbon
15. Enclosure Card
16. Excelsior
17. Fabric Scissors
18. Floral Foam
19. Floratape
20. Florist Easel
21. Florist Knife
22. Florist Shears/Snips
23. Foam Cage
24. Glass Gems
25. Glass Marbles
26. Glue Gun
27. Glue Stick
28. Grapevine Wreath/Garland
29. Green Enameled Florist Wire #18
30. Green Enameled Florist Wire #24
31. Green Enameled Florist Wire #30
32. Greening Pins (Fern Pin)
33. Hot Glue Pan
34. Kenzon (Pin Holder)
35. Lace Collar
36. Latex Balloon
37. Metal Pick
38. Metallic Foil
39. Mylar Balloon
40. Net
41. Orchid Tube
42. Paddle Wire
43. Pan Glue
44. Paper Mache Liner
45. Paper Twist Ribbon
46. Pearl Spray/Loop
47. Poly Foil
48. Pot Cover
49. Preserved/Dry Oak Leaves
50. Preserved/Dry Wheat Leaves
51. Raffia
52. Ribbon #1 ½,#3,#5,#9,#16,#40
53. Rose Stripper
54. Rose Vase
55. Shredded Wax Paper
56. Single Design Bowl
57. Spanish Moss
58. Sphagnum Moss
59. Square Picks
60. Stephanotis Stems
61. Steel Pick Machine
62. Stickum
63. Styrofoam
64. Tulle
65. Underwater Stem Cutter
66. Waterproof Tape
67. Wire Cutters
68. Wired Wooden Pick
69. Wreath Wrap
70. Wristlet

Aqua Picks	Bouquet Holder	Boutonniere Pin
Bud Vase	Care Tag	Cardette
Casket Saddle	Chenille Stem	Clear Vinyl Liner
Compote	Corsage Bag	Corsage Pin
Crushed Styrofoam	Curling Ribbon	Enclosure Card
Excelsior	Fabric Scissors	Floral Foam
Floratape	Florist Easel	Florist Knife

Florist Shears/Snips

Foam Cage

Glass Gems

Glass Marbles

Glue Gun

Glue Stick

Grapevine Wreath/Garland

Green Enameled Florist Wire #18

Green Enameled Florist Wire #24

Green Enameled Florist Wire #30

Greening Pins (Fern Pin)

Hot Glue Pan

Kenzon (Pin Holder)

Lace Collar

Latex Balloon

Metal Pick

Metallic Foil

Mylar Balloon

Net

Orchid Tube

Paddle Wire

Pan Glue

Paper Mache Liner	Paper Twist Ribbon	Pearl Spray/Loop
Poly Foil	Pot Cover	Preserved/Dry Oak Leaves
Preserved/Dry Wheat Leaves	Raffia	Ribbon #1 ½,#3,#5,#9,#16,#40
Rose Stripper	Rose Vase	Shredded Wax Paper
Single Design Bowl	Spanish Moss	Sphagnum Moss
Square Picks	Stephanotis Stems	Steel Pick Machine

Stickum	Styrofoam	Tulle
Underwater Stem Cutter	Waterproof Tape	Wire Cutters
Wired Wooden Pick	Wreath Wrap	Wristlet

STATE OF CALIFORNIA 7¼% SALES TAX REIMBURSEMENT

To	Tax	To	Tax	To	Tax	To	Tax
.06	.00	6.51	.50	12.96	1.00	19.41	1.50
.19	.01	6.64	.51	13.09	1.01	19.54	1.51
.32	.02	6.77	.52	13.22	1.02	19.67	1.52
.45	.03	6.90	.53	13.35	1.03	19.80	1.53
.58	.04	7.03	.54	13.48	1.04	19.93	1.54
.70	.05	7.16	.55	13.61	1.05	20.06	1.55
.83	.06	7.29	.56	13.74	1.06	20.19	1.56
.96	.07	7.41	.57	13.87	1.07	20.32	1.57
1.09	.08	7.54	.58	13.99	1.08	20.45	1.58
1.22	.09	7.67	.59	14.12	1.09	20.58	1.59
1.35	.10	7.80	.60	14.25	1.10	20.70	1.60
1.48	.11	7.93	.61	14.38	1.11	20.83	1.61
1.61	.12	8.06	.62	14.51	1.12	20.96	1.62
1.74	.13	8.19	.63	14.64	1.13	21.09	1.63
1.87	.14	8.32	.64	14.77	1.14	21.22	1.64
1.99	.15	8.45	.65	14.90	1.15	21.35	1.65
2.12	.16	8.58	.66	15.03	1.16	21.48	1.66
2.25	.17	8.70	.67	15.16	1.17	21.61	1.67
2.38	.18	8.83	.68	15.29	1.18	21.74	1.68
2.51	.19	8.96	.69	15.41	1.19	21.87	1.69
2.64	.20	9.09	.70	15.54	1.20	21.99	1.70
2.77	.21	9.22	.71	15.67	1.21	22.12	1.71
2.90	.22	9.35	.72	15.80	1.22	22.25	1.72
3.03	.23	9.48	.73	15.93	1.23	22.38	1.73
3.16	.24	9.61	.74	16.06	1.24	22.51	1.74
3.29	.25	9.74	.75	16.19	1.25	22.64	1.75
3.41	.26	9.87	.76	16.32	1.26	22.77	1.76
3.54	.27	9.99	.77	16.45	1.27	22.90	1.77
3.67	.28	10.12	.78	16.58	1.28	23.03	1.78
3.80	.29	10.25	.79	16.70	1.29	23.16	1.79
3.93	.30	10.38	.80	16.83	1.30	23.29	1.80
4.06	.31	10.51	.81	16.96	1.31	23.41	1.81
4.19	.32	10.64	.82	17.09	1.32	23.54	1.82
4.32	.33	10.77	.83	17.22	1.33	23.67	1.83
4.45	.34	10.90	.84	17.35	1.34	23.80	1.84
4.58	.35	11.03	.85	17.48	1.35	23.93	1.85
4.70	.36	11.16	.86	17.61	1.36	24.06	1.86
4.83	.37	11.29	.87	17.74	1.37	24.19	1.87
4.96	.38	11.41	.88	17.87	1.38	24.32	1.88
5.09	.39	11.54	.89	17.99	1.39	24.45	1.89
5.22	.40	11.67	.90	18.12	1.40	24.58	1.90
5.35	.41	11.80	.91	18.25	1.41	24.70	1.91
5.48	.42	11.93	.92	18.38	1.42	24.83	1.92
5.61	.43	12.06	.93	18.51	1.43	24.96	1.93
5.74	.44	12.19	.94	18.64	1.44	25.09	1.94
5.87	.45	12.32	.95	18.77	1.45	25.22	1.95
5.99	.46	12.45	.96	18.90	1.46	25.35	1.96
6.12	.47	12.58	.97	19.03	1.47	25.48	1.97
6.25	.48	12.70	.98	19.16	1.48	25.61	1.98
6.38	.49	12.83	.99	19.29	1.49	25.74	1.99

BOARD MEMBERS

WILLIAM M. BENNETT
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1020 N Street
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901 Wilshire Blvd., Suite 210
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Third District
110 West C Street, Suite 1708
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MATTHEW K. FONG
Fourth District
4040 Paramount Blvd., Suite 103
Lakewood, CA 90712

STATE BOARD OF EQUALIZATION

BT-72-7¼% (7-91) FRONT

STATE OF CALIFORNIA 7¼% SALES TAX REIMBURSEMENT

To	Tax	To	Tax	To	Tax	To	Tax
25.87	2.00	32.96	2.55	40.06	3.10	47.16	3.65
25.99	2.01	33.09	2.56	40.19	3.11	47.29	3.66
26.12	2.02	33.22	2.57	40.32	3.12	47.41	3.67
26.25	2.03	33.35	2.58	40.45	3.13	47.54	3.68
26.38	2.04	33.48	2.59	40.58	3.14	47.67	3.69
26.51	2.05	33.61	2.60	40.70	3.15	47.80	3.70
26.64	2.06	33.74	2.61	40.83	3.16	47.93	3.71
26.77	2.07	33.87	2.62	40.96	3.17	48.06	3.72
26.90	2.08	33.99	2.63	41.09	3.18	48.19	3.73
27.03	2.09	34.12	2.64	41.22	3.19	48.32	3.74
27.16	2.10	34.25	2.65	41.35	3.20	48.45	3.75
27.29	2.11	34.38	2.66	41.48	3.21	48.58	3.76
27.41	2.12	34.51	2.67	41.61	3.22	48.70	3.77
27.54	2.13	34.64	2.68	41.74	3.23	48.83	3.78
27.67	2.14	34.77	2.69	41.87	3.24	48.96	3.79
27.80	2.15	34.90	2.70	41.99	3.25	49.09	3.80
27.93	2.16	35.03	2.71	42.12	3.26	49.22	3.81
28.06	2.17	35.16	2.72	42.25	3.27	49.35	3.82
28.19	2.18	35.29	2.73	42.38	3.28	49.48	3.83
28.32	2.19	35.41	2.74	42.51	3.29	49.61	3.84
28.45	2.20	35.54	2.75	42.64	3.30	49.74	3.85
28.58	2.21	35.67	2.76	42.77	3.31	49.87	3.86
28.70	2.22	35.80	2.77	42.90	3.32	49.99	3.87
28.83	2.23	35.93	2.78	43.03	3.33	50.12	3.88
28.96	2.24	36.06	2.79	43.16	3.34	50.25	3.89
29.09	2.25	36.19	2.80	43.29	3.35	50.38	3.90
29.22	2.26	36.32	2.81	43.41	3.36	50.51	3.91
29.35	2.27	36.45	2.82	43.54	3.37	50.64	3.92
29.48	2.28	36.58	2.83	43.67	3.38	50.77	3.93
29.61	2.29	36.70	2.84	43.80	3.39	50.90	3.94
29.74	2.30	36.83	2.85	43.93	3.40	51.03	3.95
29.87	2.31	36.96	2.86	44.06	3.41	51.16	3.96
29.99	2.32	37.09	2.87	44.19	3.42	51.29	3.97
30.12	2.33	37.22	2.88	44.32	3.43	51.41	3.98
30.25	2.34	37.35	2.89	44.45	3.44	51.54	3.99
30.38	2.35	37.48	2.90	44.58	3.45	51.67	4.00
30.51	2.36	37.61	2.91	44.70	3.46	51.80	4.01
30.64	2.37	37.74	2.92	44.83	3.47	51.93	4.02
30.77	2.38	37.87	2.93	44.96	3.48	52.06	4.03
30.90	2.39	37.99	2.94	45.09	3.49	52.19	4.04
31.03	2.40	38.12	2.95	45.22	3.50	52.32	4.05
31.16	2.41	38.25	2.96	45.35	3.51	52.45	4.06
31.29	2.42	38.38	2.97	45.48	3.52	52.58	4.07
31.41	2.43	38.51	2.98	45.61	3.53	52.70	4.08
31.54	2.44	38.64	2.99	45.74	3.54	52.83	4.09
31.67	2.45	38.77	3.00	45.87	3.55	52.96	4.10
31.80	2.46	38.90	3.01	45.99	3.56	53.09	4.11
31.93	2.47	39.03	3.02	46.12	3.57	53.22	4.12
32.06	2.48	39.16	3.03	46.25	3.58	53.35	4.13
32.19	2.49	39.29	3.04	46.38	3.59	53.48	4.14
32.32	2.50	39.41	3.05	46.51	3.60	53.61	4.15
32.45	2.51	39.54	3.06	46.64	3.61	53.74	4.16
32.58	2.52	39.67	3.07	46.77	3.62	53.87	4.17
32.70	2.53	39.80	3.08	46.90	3.63	53.99	4.18
32.83	2.54	39.93	3.09	47.03	3.64	54.12	4.19

STATE BOARD OF EQUALIZATION

BT-72-7¼% (7-91) BACK

IHS FLORAL DESIGN
81-750 AVENUE 46
INDIO, CA. 92201
(760) 342-9300

IN/OUT SHOP CODE NO.

INVOICE NO. 3061

ORDER DATE

DELIVERY DATE

A.M. | P.M.

SOLD TO

ADDRESS

CITY, STATE ZIP

PHONE ORDERED BY

PHONE IN	PHONE OUT	CASH	CHARGE	C.O.D.	TAKEN BY	TELEFLORIST	F.T.D.	OTHER

CUSTOMER NO.

CARD

BIRTHDAY	ANNIV.	BABY BOY GIRL	HOLIDAY	SYM.	SPD. REC.	OTHER

MESSAGE

PRODUCT TOTAL	
DELIVERY	
RELAY	
SERVICE	
SUB TOTAL	
TAX	
TOTAL	

DELIVER TO LAST NAME

ADDRESS

CITY & STATE ZIP CODE

If for any reason these flowers are unsatisfactory, kindly phone

IHS FLORAL DESIGN
81-750 AVENUE 46
INDIO, CA. 92201
(760) 342-9300

SHOP CODE NO.

INVOICE NO. 3063

ORDER DATE

DELIVERY DATE

A.M. | P.M.

SOLD TO

ADDRESS

CITY, STATE ZIP

PHONE ORDERED BY

PHONE IN	PHONE OUT	CASH	CHARGE	C.O.D.	TAKEN BY	TELEFLORIST	F.T.D.	OTHER

CUSTOMER NO.

CARD

BIRTHDAY	ANNIV.	BABY BOY GIRL	HOLIDAY	SYM.	SPD. REC.	OTHER

MESSAGE

PRODUCT TOTAL	
DELIVERY	
RELAY	
SERVICE	
SUB TOTAL	
TAX	
TOTAL	

DELIVER TO LAST NAME

ADDRESS

CITY & STATE ZIP CODE

If for any reason these flowers are unsatisfactory, kindly phone

IHS FLORAL DESIGN
81-750 AVENUE 46
INDIO, CA. 92201
(760) 342-9300

IN/OUT SHOP CODE NO.

INVOICE NO. 3061

SOLD TO

ADDRESS

CITY, STATE ZIP

PHONE

ORDERED BY

ORDER DATE

DELIVERY DATE

A.M. P.M.

PHONE IN OUT	CASH	CHARGE	C.O.D.	TAKEN BY	TELEFLORIST	F.T.D.	OTHER	CUSTOMER NO.

CARD

BIRTHDAY	ANNIV.	BABY BOY GIRL	HOLIDAY	SYM.	SPD. REC.	OTHER

MESSAGE

PRODUCT TOTAL	
DELIVERY	
RELAY	
SERVICE	
SUB TOTAL	
TAX	
TOTAL	

DELIVER TO LAST NAME

ADDRESS

CITY & STATE ZIP CODE

Thank You!

If for any reason these flowers are unsatisfactory, kindly phone us immediately. No adjustment made after 24 hours.

3NCR

IHS-60

IHS FLORAL DESIGN
81-750 AVENUE 46
INDIO, CA. 92201
(760) 342-9300

IN/OUT SHOP CO.

INVOICE NO. 3063

SOLD TO

ADDRESS

CITY, STATE ZIP

PHONE

ORDERED BY

ORDER DATE

DELIVERY DATE

A.M. P.M.

PHONE IN OUT	CASH	CHARGE	C.O.D.	TAKEN BY	TELEFLORIST	F.T.D.	OTHER	CUSTOMER NO.

CARD

BIRTHDAY	ANNIV.	BABY BOY GIRL	HOLIDAY	SYM.	SPD. REC.	OTHER

MESSAGE

PRODUCT TOTAL	
DELIVERY	
RELAY	
SERVICE	
SUB TOTAL	
TAX	
TOTAL	

DELIVER TO LAST NAME

ADDRESS

CITY & STATE ZIP CODE

Thank You!

If for any reason these flowers are unsatisfactory, kindly phone

3NCR

Name_____

Floral Class Period_____

Floral Tax Worksheet

(California's sale tax is currently .0775 or 7.75%)

****Use tax Chart provided or calculator.**

*****Must Show work!**

1.	6.25+	=
2.	7.53+	=
3.	1.50+	=
4.	9.58+	=
5.	11.64+	=
6.	15.48+	=
7.	2.79+	=
8.	28.32 +	=
9.	17.09+	=
10.	4.96+	=
11.	3.85+	=
12.	8.55+	=
13.	7.50+	=
14.	18.52+	=
15.	11.56+	=
16.	6.00+	=
17.	17.10+	=
18.	25.52+	=
19.	19.32+	=
20.	13.98+	=
21.	22.51+	=
22.	13.28+	=
23.	45.35+	=
24.	48.55 +	=
25.	33.33 +	=

Floristry Self Evaluation of Floral Skills

Name_____ Phone _____

Address _____

School _____ Year in Ag. _____ Birthday _____

Social Security #_____ Year in Floral _____

Pre-Evaluation _____ Post-Evaluation _____

Please rate your level of experience/expertise in each of the following.

NE = No experience, 1 = very little experience, 5 = very experienced and proficient

1.	I can use Floratape	NE	1	2	3	4	5
2.	I can make a bow	NE	1	2	3	4	5
3.	I can make a simple corsage	NE	1	2	3	4	5
4.	I can make a 7 flower corsage	NE	1	2	3	4	5
5.	I can identify 50 tools or materials used in floral.	NE	1	2	3	4	5
6.	I can make a hair wreath	NE	1	2	3	4	5
7.	I can make a one sided bud vase	NE	1	2	3	4	5
8.	I can make a round bud vase	NE	1	2	3	4	5
9.	I can make a round center piece	NE	1	2	3	4	5
10.	I can make a symmetrical triangle arrangement	NE	1	2	3	4	5
11.	I can make a Hogarth flower arrangement	NE	1	2	3	4	5
12.	I can make Ikebana type flower arrangements	NE	1	2	3	4	5
13.	I can make a dozen rose arrangement	NE	1	2	3	4	5
	I can make a hand tied bouquet	NE	1	2	3	4	5
15	I can use various methods of basing an arrangement	NE	1	2	3	4	5
16	I can make a naturalistic flower arrangement	NE	1	2	3	4	5
17	I can make a large one sided arrangement	NE	1	2	3	4	5
18	I can make an interpretive design (high style)	NE	1	2	3	4	5
19	I can make a variety of novelty designs	NE	1	2	3	4	5
20	I can make a simple wedding bouquet	NE	1	2	3	4	5
21	I can make an elaborate wedding bouquet	NE	1	2	3	4	5
22	I can make a funeral spray	NE	1	2	3	4	5
23	I can make a formed funeral spray (wreath, cross)	NE	1	2	3	4	5
24	I can make a casket spray	NE	1	2	3	4	5
25	I understand about general flower care	NE	1	2	3	4	5
26	I know the specific care of individual flowers	NE	1	2	3	4	5
27	I can identify 50 flowers	NE	1	2	3	4	5
28	I am familiar with many floral products	NE	1	2	3	4	5
29	I have sold some of my floral creations	NE	1	2	3	4	5
30	I have filled a helium balloon	NE	1	2	3	4	5
	I have made a balloon arch	NE	1	2	3	4	5
32	I can make an evergreen wreath	NE	1	2	3	4	5

Name _____
Date_____

Helium safety test-I understand the following statements to be true and agree to follow all rules dealing with helium.

1. The name of the rare gas used to fill balloons in floral _____.

2. The formula for helium is_____.

3. The appearance and odor of helium is _____ and _____.

4. The threshold limit value or the term for overexposure to helium is _____ _____. (two words)

5. Effects of overexposure if _____ is unlikely route of exposure. This product is a gas.

6. _____- asphyxiate. Moderate concentrations may cause headache, dizziness, excess salivation, _____ and _____.

7. Other effects of overexposure. This product is an asphyxiate. Lack of _____ can cause DEATH!!! Helium will replace all oxygen in _____.

8. If overexposure occurs from inhalation remove to _____ air. Give artificial _____ if not breathing. Give _____ if breathing is difficult. Call a _____.

9. A note to physician there is no _____ treatment is directed at the control of _____.

10. If you are known to have miss used helium you will be removed from the agriculture program.

Symptoms	Helium	Swallowed	Inhalation
HE.	Odorless	Vomiting	Colorless
Fresh	Oxygen	Respiration	Asphyxiate
Simple	Physician	Oxygen	Antidote
Unconsciousness		Lungs	

SAFETY TEST
FLORAL DESIGN
NAME_____
CLASS PERIOD _____

Fill in the blank spaces with the words at the bottom of the page.

1. Keep the floor_____of debris and water. Clean up any _____before leaving class.

2. Deposit any excess plant material, wire clippings, ribbon and other debris into a large _____ beside the design table.

3. Avoid_____ broken glass, wire, picks and thorns with your bare_____.

4. Wear _____ that will not be damaged with water or that are waterproof.

5. To protect_____wear a smock or apron.

6. Handle all _____ (especially knives) and materials with _____ care.

7. Report any _____ to the_____ immediately.

8. No _____ inside the classroom. Floors can be _____ if wet.

9. Do not _____ any materials to another person. Take it to them.

10. When lifting heavy objects you must bend your _____and lift with your legs not your back.

11. The glue gun gets very hot and you can _____ your fingers even if it has been unplugged.

12. Aerosol cans should be pointed away from your _____and others.

13 Water spills should be wiped up quickly to avoid slipping and_____.

14. NEVER plug in electrical cords with _____ hands.

15. The code word_____means to get under the tables or near the tables or doorway in case of an earthquake.

(BURN, CLEAN, CLOTHING, DROP, INJURIES, INSTRUCTOR, KNEES, FACE, FALLING, EXTREME, MESSES, SHOES, SLIPPERY, THROW, TOUCHING, TOOLS, RUNNING, WASTEBASKET, WET HANDS)

Desert Sands Unified School District
2005 - 2006 SCHOOL YEAR CALENDAR

July 2005

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

August 2005

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

September 2005

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

October 2005

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

November 2005

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

December 2005

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

January 2006

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

February 2006

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

March 2006

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

April 2006

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

May 2006

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

June 2006

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

SIGNIFICANT DATES

July 4	4th of July Observance
Aug. 24, 25, 26	New Teacher Inservice
Sept. 1, 2	Teacher Preparation
Sept. 5	Labor Day
Sept. 6	Instruction Begins
Nov. 11	Veteran's Day
Nov. 23	Schools Closed
Nov. 24, 25	Thanksgiving Holiday
Dec. 19 - Jan. 2	Winter Break
Dec. 23, 26	Classified Holiday
Dec. 30, Jan. 2	Classified Holiday
Jan. 2	Schools Closed
Jan. 16	Martin Luther King Day
Feb. 13	Lincoln's Day Observance
Feb. 20	Presidents' Day
April 10-14	Spring Break
May 29	Memorial Day
June 16	Last Day of School
June 20	Summer School Begins

INSTRUCTIONAL DAYS

Grades K-5

12/2	1st Trimester Ends (60)
3/17	2nd Trimester Ends (61)
6/16	3rd Trimester Ends (59)

Grades 6-12

11/4	1st Quarter Ends (44)
1/27	2nd Quarter Ends (44)
4/7	3rd Quarter Ends (48)
6/16	4th Quarter Ends (44)

TESTING WINDOW

STAR: 4/24/06 - 5/16/06 (Gr. 2-11)
CAHSEE: 3/21/06 - 3/22/06 (Gr. 10)
CELDT: 7/1/05 - 10/31/05

MINIMUM DAYS

Elementary (9)

12/13, 12/14, 12/15, 12/16	Parent Conferences
3/21, 3/22, 3/23, 3/24	Parent Conferences
6/16	Last Day of School

Glenn Middle (4)
12/16, 4/7, 6/15, 6/16

Indio Middle (4)
Jefferson Middle (4)
Palm Desert Middle (4)
Wilson Middle (4)
11/22, 12/16, 4/7, 6/16

La Quinta Middle (4)
11/22, 12/16, 3/17, 6/16

High Schools (4)
Indio High
La Quinta High
Palm Desert High
1/26, 1/27, 6/15, 6/16

Amistad Con't. High
(No minimum days)

Horizon School
(No minimum days)

CALENDAR KEY

Teachers' Preparation Days
School Recess
Instruction Begins
Last Day of School
Holidays
△ Non-school Day for Students
Non-work Day for Certificated Staff
Non-work Day for Classified Staff
working less than a 12-month year

Adopted: April 12, 2005

FLORAL COURSE POLICIES

To **ALL** students enrolled in Indio High School's Floral Design Courses:

1. All students will be requested to pay a $20.00 Lab Fee each semester for new material and supplies taken home.
    a. If fee is not paid, students will not be allowed to take projects home.

2. If any student is known to or assist in the theft of any flowers and/or supplies they will:
    a. Be given a Referral to the Dean
        i. Suggested Action:
            1. Suspension
            2. Removal from class with "F"

3. If any student is known to Inhale or misuse Helium:
    a. Be given a Referral to the Dean:
        i. Suggested Action:
            1. Suspension from class
            2. Removal from class with "F"

Lab Fee is for this Session of Floral is **DUE** _____

Thank You for your Assistance

Floral Teachers of Indio High School
M. McBride
N. Lauritzen

Print Name of Student _____

Student Signature/Date _____

Parent Signature/Date _____

To: Parents and Students of
Ag Biology CP/HP
Ag Economics CP/HP
Ag Government CP/HP
Floral I

Mrs. McBride's Class Procedures

1. Come into class on time; Get your Class Notebook; Find your seat before the bell rings.

2. Have a notebook, paper, pencil or pen ready to start work.

3. At the beginning of class, students will read The Standards, Objectives, Activities for the day and complete the Warm-up activity, which are all located on the Board in the Classroom. The Daily Warm-ups and their Answers need to be on lined paper and handed in for a grade at the end of each week.

4. Put your Name, Date Course enrolled in and Class Period on **ALL** papers.

5. Homework or daily assignments will be placed in an assigned area.

6. My sign for you to be quiet will be me standing in the front of the class saying "Focus on me." It should not take more than three seconds before complete silence.

7. All students are expected to have their own paper, pen/pencil everyday.

8. All students will have a Class notebook for their work. These notebooks are graded quarterly and are to be left in an assigned area within the classroom.

9. If we are working in the Lab area stools will be picked up at the end of the day.

10. It is your responsibility to clean-up your area and desk when completing work on assignments or labs. Leave things cleaner than you found them.

11. If you are absent, it is your responsible to see me before school, at lunch or after school for your make-up work.

Grading Policy

Students may earn points form Daily Work, Homework, Quizzes, Tests, and Major Projects.
90%-100% = A
80%-89% = B
70%-79% = C
60%-69% =D
59% or Less = F
**Attendance Policy will also affect grades.
Any questions feel free to call me at Indio High School at 775-3550 ext. 5337
Thank you for allowing me to teach your Child.

Melissa McBride

Print: Student's Name
_____Class/Period_____

Parent's Signature _____ Date _____

Indio High School

Floral II - IV Design

Indio Agriculture Department

Table of Contents

Course Description and Outline

Instructional Outline

References

Types of Media

Floral Design Visual Art State Standards

Appendix

Floral Design II - IV
Indio High School Agriculture Department

I. Course Information

A.	Course Title:	Floral Design II - IV
B.	Length of Course:	One Year – 180 hours
C.	Prerequisite	Floral I
D.	Grade Level:	Sophomores, Juniors, Seniors
E.	Credits:	UC Fine Art
F.	Text Book:	The Art of Floral Design, Second Edition Norah T. Hunter – Author Delmar Publishers 2000

II. Course Description

This course is designed to allow students to apply an Advanced artistic approach to floral design. Students will expand the elements and principles of design learned in Floral I, create two or three dimensional designs, compare and contrast history of floral art, arrangement styles and techniques, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study.

III. Student Performance Objectives and Competencies

1. Students will be able to demonstrate round, L-shape, and symmetric arrangements.
2. Students will know 80% of all design principals.
3. Students will design their 3 projects for fair.
4. Students will work together as a group (2-5 people) and design arrangements for an activity (examples: Wedding, Birthday, Banquet, etc.).
5. Students will be able to identify and explain proper use of all tools and equipment.
6. Students will learn how to extend the life span of floral materials.
7. Students will learn about the Floral Industry and job skills to apply for level entry jobs.
8. Students will learn about flowers and plants; their identification and how to care for them.
9. Students will demonstrate how to properly take orders and make deliveries.
10. Students will price their arrangements.

Floral Design Course Description and Outline

I. **COMMUNICATION SKILLS** (hours applied throughout course)

A. Understand principles of effective communication.
   a. Communicate effectively orally and in writing.
   b. Identify non-verbal communication techniques.

B. Understand and adapt to changing technology.
   a. Understand the importance of lifelong learning in adapting to changing technology.
   b. Use Internet, Xerox, fax and other communication technology.
   c. Correctly use and care for all supplies and equipment.
   d. Understanding the importance of computers as they pertain to wire service orders and record keeping.
   e. Demonstrate basic computer knowledge, function, and skills as required by individual employers.

II. **FLOWERS AND FOLIAGE, MECHANICS AND MATERIALS** (20 hours)
Students will:

A. Identification of annual, perennial, bulbs, potted/flowering plants and tools used in floral industry.
B. Identify plant growing structures.
C. Propagate plants by separation and division.
D. Explain use of growth stimulants, retardants and rooting hormones.
E. Explain the environmental conditions required for potted/flowering plants.
F. Explain techniques used in grading, bunching and shipping cut flowers.
G. Select flowers at optimum stages of maturity.
H. Selection of marketable, healthy potted plants.
I. Practice procedures for extending the life or cut flowers and foliage.
J. Demonstrate the ability of drying flowers.
K. Demonstrate appropriated uses of different media according to theme.
L. Identify different media used in floral design.
M. Explain different uses of containers during historical periods.
N. Identify mechanics and materials used in floral design.
O. Identify career opportunities in floriculture.
P. Identify achievements, contests and awards in FFA through Floral Design.

III. **DESIGN ELEMENTS** (160 hours)

A. Explain the history of floral design
   1. Identify cultural floral designs
   2. Monet's Garden
   3. Design Practicum

B. Explain the cultural diversity and implications of different floral designs. Explain the Arrangement styles and techniques of modern floral design and their origination.

C. Explain, Identify and Evaluate the elements and principles of design.
   1. Oriental
   2. Contemporary
   3. Art Deco
   4. Art Nouveau
   5. Freeform Expression
   6. Geometric Mass
   7. Design Practicum

D. Explain, Identify and Evaluate the elements and principles of design.
   1. Textures
   2. Colors
   3. Shapes/Forms
   4. Balance
   5. Proportion
   6. Scale
   7. Focal Points
   8. Rhythm
   9. Lines
   10. Depth
   11. Design Practicum

E. Explain, Evaluate and Design Seasonal, Holiday and Occasion Designs through Elements & Principles of Design
   1. Seasonal Themes
   2. Cultural Themes
   3. Design Practicum

F. Explain, Evaluate and Design Alternative Arrangements
   1. Weaving and Tying Techniques

IV. **DESIGN PRACTICUM** (hours applied through course)

A. Demonstrate Historical Arrangements
B. Demonstrate Floral Arrangements Styles and Techniques
C. Demonstrate construction of Wedding work
D. Demonstrate construction of Sympathy work
E. Demonstrate Alternative Arrangements

V. **SPECIAL PROJECTS** (hours applied through course)

A. Develop a personal portfolio

References for Teachers and Students

Impressionist Flowers, Art of the Bouquet, Richard Whelan, First Glance Books, Cobb, California 1998

A Bouquet from the MET, Metropolitan Museum of Art, Barbara Plumb, Harry N. Abrams, Inc. 1998

The Complete Guide to Flower Arranging, Jane Packer, DK Publishing Inc. 1998

The Flower Arranging Expert, Dr. D.G. Hessayon, Transworld Publishers, 1996

Wheat Weaving and Straw Craft, Morgyn Geoffrey Owens-Celli, Larks Books, 1997

Floriculture: Designing and Merchandising, Charles Griner, Del Mar Publishers, 1995

Visual and Performing Arts Framework, California Department of Education, 1995

Appendix

Performance Indicators

Discussion:	Classroom discussions, group discussions, teacher/student discussion on judgments, opinions, reasons, issues and design.
Individual Rubrics:	Self-Assessment which students can analyze and critique their own work.
Student Rubrics:	Criterion based assessments for viewers of others works.
Two-Dimensional Layouts:	Drawing of the dimensions and elements for designing arrangements.
Three-Dimensional Arrangements:	Creating arrangements using various media that encompass all aspects of elements and principles of design based on any particular style.
Designer's Choice:	Students designs based on style, elements and principles, materials and themes.
Selection of Materials:	Rubric based criterion for selecting the appropriate materials to use in an arrangement while allowing creative expression.
Vocabulary Assessment:	Students will be responsible for maintaining a vocabulary journal that will include visual art terms and floral art terms.
Terminology Practicum:	The use of visual and floral art terms while creating arrangements.
Floral Art Evaluation:	Evaluation of floral designs based on symmetry, application of principles and elements and selection of materials. In addition, the identification of flowers, foliage and materials.
Written Assessment:	Students will maintain a portfolio with essays, tests, quizzes and evaluation rubrics.
Technology Use:	Using the Internet, CD-ROMs, art and design software and floral software for technical and visual art information.
Design Practicum:	By using various media, students will create floral art arrangements based on elements, principles, styles and cultural components of the visual arts.

Category	Framework Goal	Examples of Knowledge & Skills	Units	Topics	Performance Indicator Through:
Artistic Perception	1. Students use their senses to perceive works of art, objects in nature, events, and the environment.	Students will use their senses to perceive their surroundings and demonstrate the relationship between visual, tactile and aromatic senses to arrange original works of art.	History of Floral Art Elements and Principles of Design	Historical Periods Cultural Floral Designs Monet's Gardens Colors, Fragrances Textures	Discussion, Written Assessment, Individual Rubrics, Two Dimensional Layouts
		Students will demonstrate their knowledge of principles and elements of design through floral arrangements and various media.	Elements and Principles of Design Arrangement Styles and Techniques Flower and Foliage Forms	Evaluation of Elements and Principles and Design Shapes and Masses Symmetrical & Asymmetrical Medical Use	Two Dimensional Layout, Three Dimensional Arrangements, Selection of Materials, Individual Rubrics
		Students will create arrangements that demonstrate their observation and perceptions of visual art characteristics of floral art and floral arrangements.	History of Floral Art Elements and Principles of Design Arrangement Styles and Techniques	Visual and Floral Art Practicum	Designer's Choice, Floral Art Evaluation
	2. Students identify visual structures and functions of art using the language of visual arts.	Student will develop, comprehend and apply an extensive terminology of the visual arts and floral arts.	Elements and Principles of Design Arrangement Styles and Techniques	Vocabulary and Terms	Vocabulary Assessment, Terminology Practicum, Discussions and Written Assessment
		Students will evaluate among various floral designs, materials and purpose to identify commonalties and differences.	Seasonal and Occasional Design History of Floral Art	Evaluation of Elements and Principles of Design Historical Periods	Discussion and Written Assessment, Individual Rubric and Floral Art Evaluation
		Students will create and analyze aesthetic qualities of their own arrangements and others to refine their won works.	History of Floral Art Elements and Principles Design Arrangement Styles and Techniques Flower and Foliage Forms	Visual and Floral Art Practicum	Student Rubrics, Individual Rubrics, Floral Art Evaluation

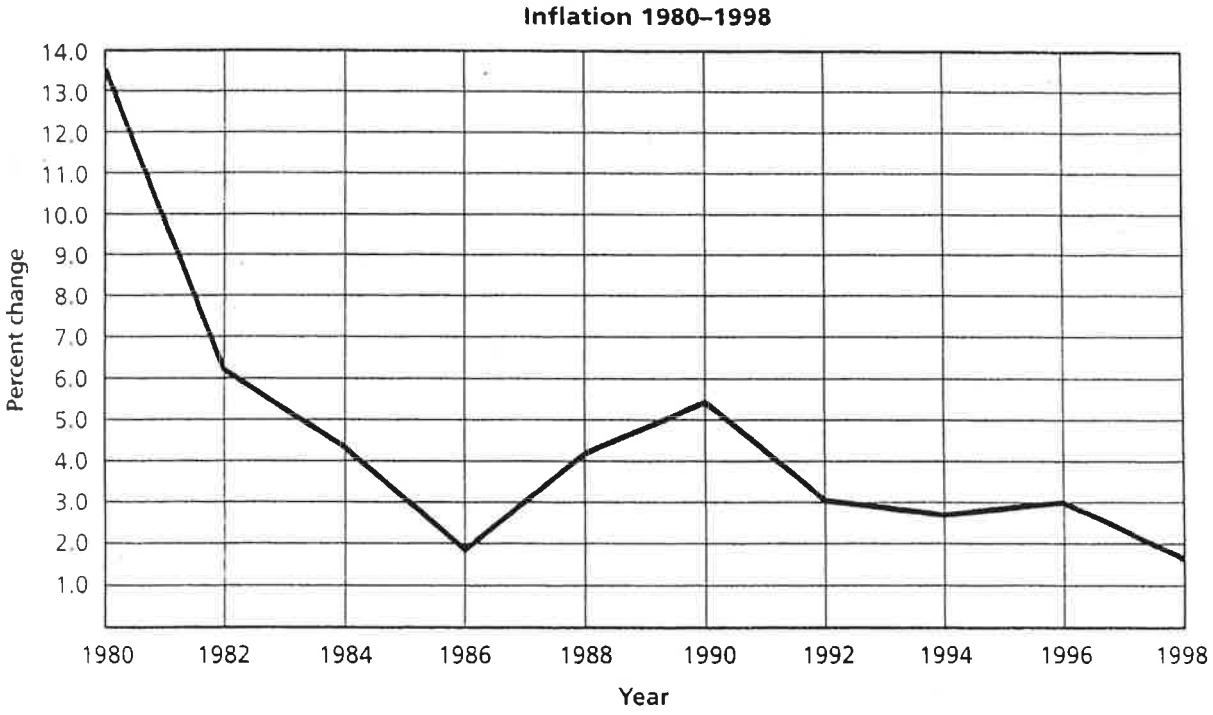
Category	Framework Goal	Examples of Knowledge & Skills	Units	Topics	Performance Indicator Through:
Creative Expression Component	3. Students develop knowledge of an artistic skills in the variety of visual arts media and technical processes.	Students create works of floral art that demonstrates a knowledge of the power of Elements and Principles of Design.	Elements and Principles of Design History of Floral Art	Evaluation of Elements and Principles of Design Cultural Floral Designs Line, Form, Mass, Filler Material	Designer's Choice, Selection of Materials and Colors
		Students will create unique arrangements using flowers, foliage and other materials while applying arrangement techniques to communication effectiveness.	Flowers and Foliage Form Arrange Styles and Techniques	Ikabena, Freeform, Abstract, Art Deco Contemporary	Designer's Choice, Individual Rubrics, Discussion, Three-Dimension Arrangements
		Students will evaluate, synthesize and analyze visual and floral art problems in two and three dimensional medial through knowledge and technical skills of elements and principles of design.	Elements and Principles of Design Arrangement Styles and Techniques	Textures, Color Shapes/Forms Art Deco, Oriental, Freeform Expression Contemporary	Student Rubrics, Two-Dimensional Layout, Three-Dimensional Arrangements Discussions, Written Assessment
	4. Students create original artworks based on personal experiences or responses.	Students will express their ideas and thoughts through a wide variety of floral medial, techniques and processes.	Arrangement Styles and Techniques History of Floral Art Mechanics and Materials Flowers and Foliage Forms	Geometric Mass, Art Nouveau, Oriental Cultural Floral Designs Containers, Topiaries Mass, Filler, Potted Dried, Artificial Flowers	Individual Rubrics, Discussions, Designer's Choice, Selection of Materials, Written Assessment, Two-Dimensional Layout, Three-Dimensional Arrangements,
		Students will analyze visual Two and Three-dimension designs and blend hem in new and original ways to create a personal statement.	History of Floral Art Floral Art Practicum Principles and Elements of Design	Cultural Designs Monet's Gardens, Floral Painting Evaluation of Elements and Principles of Design	Designer's Choice, Three-Dimensional Arrangements, Discussion
		Students will select specific media and develop a personal study of images that contain and express different meanings.	Seasonal, Holiday and Occasion Designs	Cultural Themes, Religious Themes, Seasonal Themes	Technology Use, Discussion, Design Practicum

Category	Framework Goal	Examples of Knowledge & Skills	Units	Topics	Performance Indicator Through:
	5. Students develop skills in the visual arts and appreciation for using the visual arts	Students will identify different approaches to making critical judgments and use them when reflecting on their own work and that of others.	Arrangement Styles and Techniques Elements and Principles of Design	Comparisons between Styles and Techniques Evaluation of Elements and Principles of Design	Floral Art Evaluation Student Rubrics
		Students will analyze and discuss the way their own work and others work and use of media to translate ideas, feelings and values into visual statements of aesthetic merit.	History of Floral Art Elements and Principles Design Arrangement Styles Techniques Seasonal, Occasional, Holiday Designs Alternative Arrangements	Cultural Comparison Evaluation of Elements and Principles of Design Comparisons between Styles and Techniques Cultural Themes Weaving and Tying Techniques	Discussions, Individual Rubric, Design Practicum
Historical and Cultural Context Component	6. Students explore the role of the visual arts in culture and human history.	Students will describe distinguished characteristics and identifying elements and styles of particular floral arts.	History of Floral Art Elements and Principles of Design Arrangement Styles and Techniques	Cultural Compare and Contrast Comparison between Styles and Techniques Evaluation of Elements and Principles of Design	Discussion, Written Assessment, Design Practicum
		Students will compare and contrast differences in the expression of common themes and in the se of visual elements, technical processes, and stylistic elements in the floral art of various cultures.	History of Floral Art Elements and Principles of Design Arrangement Styles and Techniques Seasonal, Holiday and Occasional Design	Historical Comparison Evaluation of Elements and Principles of Design Style and Technique Comparisons Cultural Themes	Discussion, Floral Art Evaluation, Individual Rubrics
		Students will demonstrate knowledge and uses of floral arts from a variety of cultures by describing the roles and arranging specific floral designs.	History of Floral Art Arrangement Styles and Techniques Alternative Arrangements	Historical Periods Oriental, Art Deco Contemporary Weaving and Tying	Written Assessment, Discussion, Design Practicum, Student Rubrics

Category	Framework Goal	Examples of Knowledge & Skills	Units	Topics	Performance Indicator Through:
	7. Students investigate major themes in historical and contemporary periods and styles of the visual arts throughout the world	Students will identify and discuss variation in stylistic periods and artistic expressions from different historical eras.	History of Floral Art	Historical Periods and Themes	Discussion, Written Assessment, Design Practicum
		Students will interpret specific themes and ideas through a variety of cultural and contemporary arrangements.	Arrangement Styles and Techniques Alternative Arrangements	Contemporary Periods Styles and Themes	Discussion, Written Assessment, Design Practicum, Selection of Materials
Aesthetic Valuing Component	8. Students derive meaning from artworks through analysis, interpretation and judgment.	Through research, instruction, discussion and application students will derive the meaning of specific works in the way which they are related to historical, cultural and contemporary context.	History of Floral Art Arrangement Styles and Techniques Seasonal, Holiday and Occasional Design	Historical Periods Contemporary, Art Deco, Oriental Cultural, Religious, Seasonal Themes	Technology use, Discussion, Written Assessment, Floral Art Evaluation, Design Practicum
		Students will respond to floral art works by evaluating and discussing about their own interpretation, ideas, attitudes, view and interactions with flora art works.	Arrangement Styles and Techniques History of Floral Art Alternative Arrangement	Style Themes Cultural Themes	Discussion, Individual Rubric, Floral Art Evaluation, Selection of Materials, Design Practicum
		Students will analyze and assess the way in which specific floral works are created through the evaluation of historical, cultural and contemporary floral works.	History of Floral Art Arrangement Styles and Techniques Alternative Arrangements	Historical Periods and Themes Style Themes Cultural Themes	Discussion, Student Rubric, Individual Rubric, Written Assessment, Design Practicum, Individual Rubric
Connection, Relations and Application	9. Students will connect and apply what is learned in Floral Art to learning in other art forms, subjects and careers.	Students will compare principles of floral art design between other visual art forms through the comparing and contrasting of a spectrum of art forms.	Elements and Principles of Design Arrangement Styles and Techniques	Evaluation of Floral Art and other visual art through analysis of Elements and Principles of Design	Discussion, Student Rubrics, Individual Rubrics
		Students will identify and explain careers and other subjects related to the floral art industry and industries related to the visual arts.	Careers in Floral and Visual Art	Careers and Related Occupations	Written Assessment, Discussion

Indio High School

Ag
Economics CP/HP



Source: U.S. Department of Labor, Bureau of Labor Statistics

_____

Student's Name/ Year in Ag

_____

Class Period

_____

Grades on Notebook

Indio Agriculture Department

Indio High School

"A Community Dedicated to Academic and Personal Success for All"

Course Syllabus

AGRICULTURAL ECONOMICS AND GOVERNMENT CP/ HONORS

Location Offered:	Indio High School
Grade Offered:	12 (Economics and Government graduation credit for 12th grader)
Length:	Year
Prerequisite:	Enrollment in Ag Pathway
College Information:	**UC/CSU** (Agricultural Economics only)

1. Course Description:

This class will cover the American Market System and its complex structure. The business portions will concentrate on many aspects of the economy including supply and demand, macro and micro economies, and many more. Students will learn to work both independently and cooperatively. This course also meets Senior Government and Policy graduation requirements by covering the same materials and studies as American Government CP.

2. General School Rules:

All students are expected to be prepared to learn and work in a classroom setting. Students are required to bring their student agendas to class as part of their necessary materials, they will be used daily as an aide to learning activities and organization.

School rules are to be followed at all times. Any disruption to the learning process may result in disciplinary action, which may include parent conferences, classroom suspensions, or school suspensions. More detailed rules will be handed out and covered in class.

Mrs. McBride's Class Procedures

1. Come into class on time; Get your Class Notebook; Find your seat before the bell rings.
2. Have a notebook, paper, pencil or pen ready to start work.
3. At the beginning of class, students will read The Standards, Objectives, Activities for the day and complete the Warm-up activity, which are all located on the Board in the Classroom. The Daily Warm-ups and their Answers need to be on lined paper and handed in for a grade at the end of each week.
4. Put your Name, Date Course enrolled in and Class Period on **ALL** papers.
5. Homework or daily assignments will be placed in an assigned area.
6. My sign for you to be quiet will be me standing in the front of the class saying "Focus on me." It should not take more than three seconds before complete silence.
7. All students are expected to have their own paper, pen/pencil everyday.

8. All students will have a Class notebook for their work. These notebooks are graded quarterly and are to be left in an assigned area within the classroom.
9. If we are working in the Lab area stools will be picked up at the end of the day.
10. It is your responsibility to clean-up your area and desk when completing work on assignments or labs. Leave things cleaner than you found them.
11. If you are absent, it is your responsible to see me before school, at lunch or after school for your make-up work.
12. You may not go over to or talk to anyone on Mrs. L's side of the classroom, without permission.

3. **Attendance and Make-up Work-**
Students are expected to be in class every day to actively take part in the curriculum and our daily discussions. When students are absent, parents have 10 school days to clear those absences through the Attendance Office. Make-up work will be allowed for the amount of days equaling the days the student missed. For example, if the student was absent due to illness for 3 days, that student will be provided with make-up work for those 3 days, and will be allowed 3 days to turn it in. Failure to turn in make-up work may negatively affect students' academic standing.

Grading Policy-

The grading policy for this class correlates to that adopted by DSUSD:

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

The students will be graded on the following: Classroom assignments, Individual and Group Projects, Record Books, Class Notebook, Labs, Quizzes, and Tests. Extra Credit is given for participating in FFA Activities outside of class time. All students will be required to have an approved project outside of class time.

4. **Contact Information-**
For your parent's information, I can be reached during my prep period, which is period **2**, between the hours of 8:31-9:20am at 775-3550 ext. 5337. I may also be reached via email at **melissa.mcbride@dsusd.us**. If your parents would like access to your grades or class progress, they may do so at **www.ihsrajahs.com**. Please encourage your parents to contact me at any time.

5. By signing below, both parents and student acknowledge that they have read the course syllabus and rules and agree to abide by them every day. It is a pleasure to have you in my class, and I look forward to working with all of you.

Melissa McBride
Agriculture Instructor
Ag Department Chair
Indio High School
(760) 775-3550
(760) 342-9300 (Ag Dept. Direct line)

Grade Twelve History-Social Science Standards

Principles of Economics

12.1 Students understand common economic terms and concepts and economic reasoning.

1. Examine the causal relationship between scarcity and the need for choices.
2. Explain opportunity cost and marginal benefit and marginal cost.
3. Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.
4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.
5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).

12.2 Students analyze the elements of America's market economy in a global setting.

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.
2. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
3. Explain the roles of property rights, competition, and profit in a market economy.
4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.
5. Understand the process by which competition among buyers and sellers determines a market price.
6. Describe the effect of price controls on buyers and sellers.
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.
8. Explain the role of profit as the incentive to entrepreneurs in a market economy.
9. Describe the functions of the financial markets.
10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

12.3 Students analyze the influence of the federal government on the American economy.

1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and

Indio High School

"Dedicated To Academic Achievement and Personal Success For All"

IHS RULES AND REGULATIONS

IHS rules are based on a few simple considerations - good taste, courtesy, safety and health. Students should review these rules occasionally as they will be held responsible for following them while at school as well as during all school activities, functions, and sporting events; both at home and away.

1 **I.H.S. is a closed campus.** This means that once you arrive to school, you may not leave campus without permission. Students must check out of school through either the Attendance or Health Offices, including at lunch. Students found off campus without a pass will be assigned On Campus Suspension (OCS) or be suspended from school and parents will be contacted.

2. During the lunch period, students are not permitted in the stadium area or any of the baseball and softball fields.

3. Students are required to have a hall pass during class time. Passes are issued for emergencies only. Students found on or off campus without a pass may be suspended. ROP students must have an off campus pass or ID at all times.

4. Gang-related markings, **of any kind**, are not allowed on school grounds, and are subject to suspension or other means of discipline.

5. Students are not to be at any location where alcohol or drugs are present during school hours or during any school activity. The use, possession, sale, or distribution of any drugs and/or alcohol will lead to immediate suspension and possible expulsion from school.

6. Students may not have an unscheduled period.

7. Students may not use cellular telephones during instructional time. (Instructional time is from 7:30 a.m. to 11:32 a.m. and 12:19 p.m. to 2:15 p.m.) Cellular phones create an interference during instruction. Consequently, cellular phones may only be used during the lunch period. Cell phones are **not** to be left on during instructional times. They are to be turned off and kept out of sight. Violation of the above rule will result in confiscation of said device. Repeat offenders will be suspended and prohibited from possessing a cellular phone at school or school-related events. It is the advice of the Administration that cell phones be left at home. Indio High School will not be responsible for cellular phones that are lost or stolen.

8. The student parking lot is off limits during class time, during lunch, and between periods.

9. Student parking is permitted only in the student parking lot. (Auto Technology and Auto Body students will be unable to drive cars into the auto area during school time, as the gates to the area will be locked during school hours.) Unauthorized vehicles in this area will be towed away at the owner's expense.

18. Skateboards, rollerblades and bicycles are not to be ridden on campus at anytime (day or night).

19. Gambling is not permitted on campus and can result in suspension. Possession of dice and/or playing cards without permission may result in suspension.

20. Students are to exhibit acceptable standards of behavior at all times on campus and at all school activities, home or away from school.

21. Balloon and flower deliveries to IHS will not be accepted and students are not to bring balloons and flower bouquets to school; thus, balloons and flowers will not be delivered to students.

22. Harassment of a student is prohibited and subject to disciplinary action. Harassment includes sexual (unwelcome advances, verbal, visual or physical conduct of a sexual nature), intimidation, or threatening to cause bodily injury to another person or damage to their personal property.

23. Fighting is prohibited. Students involved in fights will be arrested by Indio Police Department and be required to attend counseling and conflict resolution sessions. Reminder – Students may be suspended to and from school and during school events.

24. Messages will be delivered for emergencies only. No messages will be delivered after the start of 6th period as we cannot guarantee its delivery at the end of the school day.

25. Candy sales are no longer permitted.

26. Exclusion lists will be posted periodically. Students who have been suspended, truant, or owe money for materials, or who have been constant discipline problems may be excluded from attending school activities or functions.

Desert Sands Unified School District
2008 - 2009 SCHOOL YEAR CALENDAR

July 2008

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

August 2008

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

September 2008

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

October 2008

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

November 2008

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

December 2008

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

January 2009

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

February 2009

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

March 2009

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

April 2009

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

May 2009

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

June 2009

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

SIGNIFICANT DATES

July 4	4th of July Observance
Aug. 20, 21	New Teacher Inservice
Aug. 28, 29	Teacher Preparation
Sept. 1	Labor Day
Sept. 2	Instruction Begins
Nov. 10	Schools Closed
Nov. 11	Veteran's Day
Nov. 26	Schools Closed
Nov. 27, 28	Thanksgiving Holiday
Dec. 22 - Jan. 2	Winter Break
Dec. 24, 25	Classified Holiday
Dec. 31, Jan. 1	Classified Holiday
Jan. 19	Martin Luther King Day
Feb. 13	Lincoln's Day Observance
Feb. 16	Presidents' Day
April 13-17	Spring Break
May 25	Memorial Day
June 12	Last Day of School
June 16	Summer School Begins

INSTRUCTIONAL DAYS (180)

Grades K-5

11/25	1st Trimester Ends (59)
3/13	2nd Trimester Ends (62)
6/12	3rd Trimester Ends (59)

Grades 6-12

10/31	1st Quarter Ends (44)
1/23	2nd Quarter Ends (44)
4/03	3rd Quarter Ends (48)
6/12	4th Quarter Ends (44)

TESTING WINDOW

CELDT: 7/1/08 - 10/31/08
CAHSEE: 3/18/09 - 03/19/09 (Gr. 10)
STAR: 4/21/09 - 5/13/09 (Gr. 2-11)

MINIMUM DAYS

Elementary (9 Days)*

To Be Determined by Sites	Parent Conferences
To Be Determined by Sites	Parent Conferences
June 12	Last Day of School

Middle (4 Days)

Col. Paige Middle
11/13, 12/19, 4/10, 6/12
Glenn Middle
11/13, 12/19, 4/10, 6/12
Indio Middle
11/25, 12/19, 4/10, 6/12
Jefferson Middle
11/25, 12/19, 4/10, 6/12
La Quinta Middle
12/19, 3/20, 4/10, 6/12
Palm Desert Middle
TBD
Wilson Middle
11/18, 12/19, 4/10, 6/12

High Schools (4)

Indio High
La Quinta High
Palm Desert High

Amistad Con't. High
Summit Con't. High
(No minimum days)

Horizon School
(No minimum days)

CALENDAR KEY

Teachers' Preparation Days

School Recess

Instruction Begins

Last Day of School

(○) Holidays

(△) Non-school Day for Students
Non-work Day for Certificated Staff
Non-work Day for Classified Staff working less than a 12-month year

Adopted: April 15, 2008
Revised: June 3, 2008

Indio High Agriculture Department

This is to certify that I have read and reviewed all the information with my student and that we both understand what is expected. I also know that I may contact teachers at the mentioned phone number or email address.

Student's Name_____
Class and Period_____

Parent Signature_____

Date_____

Parents- Please have your student return this Page only to Mrs. McBride for class points. I'm looking forward to having your student this year.

Thank You for your time,
Melissa McBride

COURSE DESCRIPTION

I. COURSE TITLE AND LEVEL Agriculture Economics

Department: Agriculture

Length of Course: One Semester

Available to Students: 12th Grade

Required or Elective: Elective – Meets High School Economics graduation requirement

II. AIMS AND OBJECTIVES **Agriculture Economics covers the American market** economic system, business structures, supply and demand, macro economics, competition and business operation and personal economics. Sills will be developed in the working with percentages and calculating total cost and profit. Students will also learn to read and make graphs. Students will work with traditional economic models. Practical applications and everyday relevance will be stressed in this course.

III. Text Economics Principles and Practices, Clayton Glencoe Division, MacMillan/McGraw/Hill 1995, ISBN 0-02-823048-5

IV. COURSE GOALS

1. To develop a broad general understanding of how Economists study human behavior through formulation of economic models and know the limitations that Economists confront in developing, testing, and using their models to predict behavior.
2. To distinguish why several Economists looking at the same data may offer different explanations for that data in terms of specific economic phenomena, which might likely occur.
3. To develop an understanding of the Production Possibilities model and how this model is used to illustrate the economic problems of Scarcity and Choice and the Concept of Opportunity Cost(s).
4. To develop an appreciation of how a Market Economy works by describing the prerequisites for a smoothly functioning economy and how the forces of competition give rise to allocative and technical efficiency.
5. To be able to explain why changing profitability may led to business failures and to the entry of firms into new and existing fields.
6. To become fluent with basic economic terms and to describe how the interaction of Supply and Demand will determine Price and Quantity of goods or services available within the market.
7. To be able to identify roles for government in a Market Economy, explain why government actions may not always help the economy to achieve its goals.
8. To be able to construct and use graphs to depict selected economic concepts.
9. To understand how the actions of monopolists and oligopolists create imperfect competition and affect the number and type of firms who are willing to enter the market place.
10. To be able to identify instances when it may be desirable to institute government regulation to insure or foster competition within the Market or when Deregulation maybe necessary to prevent abuses of tacit natural monopoly's.

AG
COURSES

ARCHIVED

Indio Agriculture Program

Ag. Mechanics and Construction

This class is an introductory class designed to familiarize students with tools, materials, procedures, planning, safety, and other power equipment operation. We will cover areás of instruction in wood, metal, welding, electricity, plumbing, measurements, material billings, surveying, etc., the object being to give students entry level skills.

Ag. Landscaping

A course developed to familiarize students with the landscaping industry and the opportunities available there. We will cover scales, basic drafting, landscape design, safety, kinds and types of landscapes, job placement skills, landscape procedures and products. We will work with selected plant materials, and develop irrigation systems. We will also study the eco system of landscape designs.

FFA- The Future Farmers of America

The largest youth organization in the world, it affords your student a chance to participate in a variety of programs to develop leadership, business skills, and expertise in focused areas. Many of the contests we go to are put on by various colleges and universities thus giving students the opportunity to seek out their future. There are many scholarships that are available and not all are tied to a high G.P.A.

Grading

90-100%= A
80-89% = B
70-79% =C
61-69% =D

Credit and participation in FFA Activities must be approved by the teacher

DESERT SANDS UNIFIED SCHOOL DISTRICT

COURSE TITLE

Agriculture Construction

GRADE LEVEL

9-12

COURSE LENGTH

~~30 Day Intersession~~ one year

PREREQUISITE

None.

CREDIT

5 Credits

GRADUATION REQUIREMENTS

Elective Credit

COURSE GOALS

To help students with an interest in construction or building to develop skills that will help them in pursuing a career in one of the construction fields. To promote their self esteem and preparedness for a career after High School.

COURSE DESCRIPTION

This course will cover development of building skills, measureing, using power equipment and building projects. Students will be involved in project construction. They will learn team skills and how to work in groups. They will be gradedon both group and individual projects which may be entered in the National Date Festival.

Agriculture Construction
Outline

A. Safety
    1.General shop
    2. Hand tools
    3. Power tools
B. Tool Identification
C. Measurements and equivalents
    1. Straight line
    2. Area
    3. Volume
    4. Scales
    5. Projects
    6. Cost analyses
D. Woodworking
    1. Types and sources
    2. Wood procedures
    3. Projects
    4. Equipment and operation
    5. Staining and Paints
    6. Finishing
    7.Careers
E. Gas Welding
    1. Safety
    2. Equipment and tools
    3. Welding process
    4. Welding procedures
        1)gas cutting
        2)fusion welding
        3)brazing
    5. Gas welding projects
    6. Brazing project
    7. Careers
F. Arc welding
    1. Safety
    2. Equipment and machines
    3. Arc welding processes
    4. Metalurgy
    5. Major types of welds
        1)butt welds
        2)T-weld
        3)Pipe welding
        4)Padding
    6. Careers
G. Plumbing
    1. Basic theory
    2. Tool identification
    3. Pipe and materials
    4. Sprinkler system design
    5. Troubleshooting problems
    6. Sprinkler project
    7. Careers

H. Electricity
    1. Safety
    2. Tools and equipment identification
    3. Basic wiring
    4. Other
    5. Careers
I. Masonary
    1. Safety
    2. Tools and equipment identification
    3. Laying block
    4. Setting brick
    5. Calculating costs
    6. Careers
J. Painting and finishing
    1. Tools and equipment identification
    2. Safety
    3. Paint types-water, oil base, alkyd
    4. Painting procedures
    5. Stains
    6. Other
    7. Careers
K. Cement and cement finishing
    1. Safety
    2. Tools and equipment identification
    3. Processes and procedures
    4. Uses-mixing and pouring
    5. Related cement fields and uses
    6. Finishing
    7. Careers
L. Basic Surveying and level use
M. Building Industry and Design

CLASS FORMAT

Agriculture Construction

A.Orientation to Ag. Construction
B.Shop Safety
C.Hand and Power Tools
D.Planning and Design
E.Ropework
F.Concrete Work
G.Masonry
H.Project Development
I.Basic Electricity
J.Plumbing and Irrigation
K.Supervised Projects and FFA
L.Records
M.Careers

STRAND: _____ _____ **CURRICULUM**

_____ **LEVEL/TITLE**

PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES EXPERIENCES/OPPORTUNITES	RESOURCE(S) USED	ASSESSMENT
Students will be graded on active participation in individual and group activities, projects, tests on general knowledge, and their daily journal.	Students will participate in group and individual activities. Participate in demonstrations, hear guest speakers, and take field trips related to their coursework.	No set text. Instructor generated materials using various reference texts, articles, and other data used in the industry.	Tests, Quizzes, Demonstrations, project construction or development and student journals.

Advanced Agriculture Constrtuction
Topic Outline

Introduction; Students taking the advanced classes will seek advanced training in six areas of construction and seek out advanced projects whenever possible. The course may be repeated for credit with permission of the teacher.

A. Introduction to Careers & Overview of Ag. Careers
  1. Job Applications
  2. Resumes
  3. Job Research
  4. Job rights-keys to personal success
B. Shop safety
  1.General safety
  2.Power tool safety
  3. Hand tool safety
  4. Working with tools
C. Sketching ,Drawing, and plan reading
  1.Elements of a plan
  2. Reading a plan
  3. Ordering materials
  4. Procedures for sketching and drawing
D. Wodworking and basic Carpentry
  1. Selecting building materials
  2. Using Hand woodworking tols
  3. Using power woodworking tools
  4. Mitres and other cuts
E. Metal working
  1. Identifying and selecting materials
  2. Metal working tools
  3. Drilling, and tapping
  4. Working hot metal
F. Plumbing
  1. Areas plumbing is used
  2. Plumbing system types
  3. Pressure systems
  4. Sprinkler systems
  5. Drip irrigation
G. Electricity
  1. Safety
  2. System design
  3. Symbols and terms
H. Basic Arc Welding
  1. Safety
  2. Basic principles of arc welding:machines, methods, symbols

3. Arc welding equipment
4. Flat position arc welding
5. Out of position welding
6. Special uses.
7. preparing weld joints

Ag. Construction 1 (cont.)

I. Gas welding, cutting, and heating
1. Safety
2. Gas welding equipment
3. Fusion welding
4. Braze welding
5. Soldering
6. Gas cutting
7. Heating metals
8. prepping welds

J. Tool Care
K. Painting and finishing
L. Masonary
1. Masonary as a career
2. Masonary materials
3. Masonary tools
4. Using block
5. Using brick
6. Sandsetting stone or brick
7. Laying walls and structures

M. Measurements in construction
1. Using scales
2. Figuring cost of materials
3. Estimating jobs
4. Converting fractions and percentages

N. Concrete
1. Concrete tools
2. Working concrete
3. Careers in concrete
4. Calculating materials and costs

O. Design problems in projects
P. Projects and SOE development
Q. Youth organizations-FFA, Vica, Hero
R. Surveying
S. Framing
T. Grading

Agriculture Constrtuction
Topic Outline

A. Introduction to Careers & Overview of Ag. Careers
1. Job Applications
2. Resumes
3. Job Research
4. Job rights-keys to personal success

B. Shop safety
1.General safety
2.Power tool safety
3. Hand tool safety
4. Working with tools

C. Sketching ,Drawing, and plan reading
1.Elements of a plan
2. Reading a plan
3. Ordering materials
4. Procedures for sketching and drawing

D. Wodworking and basic Carpentry
1. Selecting building materials
2. Using Hand woodworking tols
3. Using power woodworking tools
4. Mitres and other cuts

E. Metal working
1. Identifying and selecting materials
2. Metal working tools
3. Drilling, and tapping
4. Working hot metal

F. Plumbing
1. Areas plumbing is used
2. Plumbing system types
3. Pressure systems
4. Sprinkler systems
5. Drip irrigation

G. Electricity
1. Safety
2. System design
3. Symbols and terms

H. Basic Arc Welding
1. Safety
2. Basic principles of arc welding:machines, methods, symbols
3. Arc welding equipment
4. Flat position arc welding
5. Out of position welding
6. Special uses.
7. preparing weld joints

Ag. Construction 1 (cont.)

I. Gas welding, cutting, and heating
   1. Safety
   2. Gas welding equipment
   3. Fusion welding
   4. Braze welding
   5. Soldering
   6. Gas cutting
   7. Heating metals
   8. prepping welds

J. Tool Care

K. Painting and finishing

L. Masonary
   1. Masonary as a career
   2. Masonary materials
   3. Masonary tools
   4. Using block
   5. Using brick
   6. Sandsetting stone or brick
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M. Measurements in construction
   1. Using scales
   2. Figuring cost of materials
   3. Estimating jobs
   4. Converting fractions and percentages

N. Concrete
   1. Concrete tools
   2. Working concrete
   3. Careers in concrete
   4. Calculating materials and costs

O. Design problems in projects

P. Projects and SOE development

Q. Youth organizations-FFA, Vica, Hero

Agriculture Landscaping

Introduction; a class to aquaint students with the aspects of landscapes and landscape design.To prepare those interested in following a career in the landscape industry or related fields.

A. Introduction to Ag. related careers
   1. Job resumes
   2. Job applications
   3. Job research
   4. Job rights
   5. Personal keys to success

B. Drawing and sketching plan drawings
   1. Tools used
   2. Symbols used
   3. Elements of a plan
   4. Reading a plan
   5. Ordering materials
   6. Procedures for sketching and drawing

C. Types of Landscapes
   1. Formal
   2. Informal
   3. Theme landscapes
      a)Oriental
      b)English
      c)other

D. Color schemes and wheel

E. Landscape construction
   1. Grading
   2. Plan layout
   3. Planters
   4. Shapes and designs
   5. Redesign for age

F. Landscape irrigation
   1. Sprinkler irrigation
   2. System design
   3. drip irrigation
   4. Parts and assembly

G. Plants for landscaping
   1. Climates
   2. Area uses
   3. Special areas like pools, drought tolerant,etc..
   4. Trees
   5. Shrubs
   6. Groundcovers

7. annuals
8. perennials
9. grasses
10. focal points
11. other

H. Plants
1. Plant parts
2. Plant functions
3. Identification
4. Propagation
a)asexual
b)sexual
c) Specialized

I. Models and modeling
1. Scales in measuring
2. Scales in drawings
3. Scales in model making projects

J. Landscape Symbols
K. Flowering plants
L. Tools used in landscaping
M. Class projects
N. Youth groups
O. Careers
P. FFA and leadership
Q. Business skills
R. Personal skill development

DESERT SANDS UNIFIED SCHOOL DISTRICT

COURSE TITLE

Agriculture Landscaping

GRADE LEVEL

9-12

COURSE LENGTH

30 Day Intersession

PREREQUISITE

None.

CREDIT

5 Credits

GRADUATION REQUIREMENTS

Elective Credit

COURSE GOALS

To help students who might have an interest in the Landscaping or the Horticulture industry get experience in actual field work using principles of landscape design and placement. Students will work with models and design landscapes to be entered in the National Date Festival

COURSE DESCRIPTION

This course will cover development of landscaping areas at Indio High School. The basics of planning, design , and installation of landscaping areas will be emphasized. Students will develop skills in cement and concrete, irrigation, job preparedeness, and horticulture skills needed in the landscaping industry. Students should be preparede to work outside physically(not that hard) , we use both our hands and our minds.

CLASS FORMAT

Agriculture Landscaping

A. Orientation to landscaping
B. Planning and design
C. Cost estimation
D. Career Planning
E. Supervised Project Development
F. Irrigation Systems
G. Landscaping Plants
H. Surveying
I. Native plant materials
J. Customer Service
K. Tool and Tool use
L. Equipment operation and maintenance
M. Materials used in landscaping

STRAND: _____ _____ CURRICULUM

_____ LEVEL/TITLE

PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES EXPERIENCES/OPPORTUNITES	RESOURCE(S) USED	ASSESSMENT
Students will be graded on active participation in individual and group activities, projects, tests on general knowledge, and their daily journal.	Students will participate in group and individual activities. Participate in demonstrations, hear guest speakers, and take field trips related to their coursework.	No set text. Instructor generated materials using various reference texts, articles, and other data used in the industry.	Tests, Quizzes, Demonstrations, project construction or development and student journals.

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F.
Program Completion Standards

Agricultural Academic Cord Qualifications

The Agricultural Academic Cords are reserved for students who have actively studied and committed their academic studies to the field of agriscience. The Agricultural Academic Cords consist of two twisted cords with tassels on either end. The Agricultural Academic Cords come in pairs with a knot in the middle to hold them together. One of the pair is of "national blue" and the other is of "corn gold," which are the complementary and official colors of the National FFA Organization. The FFA places a very active role in the department that modeling the Agricultural Academic Cords after the colors of the National FFA Organization seem natural. The Agricultural Academic Cords are to be worn during the graduation ceremony.

The following are the qualifications of students to be considered to wear an Agricultural Academic Cord:

- Enrolled & completed a course of study in one of the Agriscience Pathways through the Agriculture Department at Indio High School
- Student must have had an agricultural course **ALL** four years of their high school career and/or completed **both** articulated pathways
- Minimum of a 3.0 cumulative GPA within the Agriscience Pathways' Course of Study
- Minimum of a 2.0 cumulative GPA for their entire high school career
- Participated in a community service event
- Completed a Supervised Agricultural Experience Project which complements the classroom instruction **ALL** four years of their high school career (Supervised Ag Experience Project is an approved agriculturally-based project outside regular classroom instruction)
- Submit their accurate and completed California Agricultural Record Books of their Supervised Agricultural Experience Projects
    - First three record books must be closed and completed
    - Fourth record book would still be a work in progress (record book would not be complete and close until December after the student actually graduates) but must be accurate and up-to-date on the day the application is submitted
- Submit a written application for consideration to Agriculture Department Head who will review the application and qualifications and determine if the student qualifies for the recognition.

Indio High School

This is to certify that

_____

has successfully completed a training program for

ANIMAL AND PLANT PHYSIOLOGY

and has demonstrated competence in the required skills.

_____
AGRICULTURAL DEPARTMENT CHAIRPERSON

_____
COMPLETED DATE

_____
PRINCIPAL

PERFORMANCE STANDARDS

Animal and Plant Physiology

After completing a course in Animal and Plant Physiology, this student has gained knowledge and skills in the following areas:

3 = Exceeds conditions stated 2 = Meets conditions stated 1 = Exists on limited basis 0 = Does not exist

Performance Standards	3	2	1	0
Understands the importance of domestic animals and their role in society.				
Developed a basic understanding of general reproductive traits and natural selection.				
Developed a basic understanding of the structure, function, and maintenance of the major body systems.				
Developed an understanding of the theory of inheritance and genetic basis for animal selection.				
Developed an understanding of the factors involved in animal nutrition, animal feeding, and the basic feed stuff available for that purpose.				
Understands the concept of animal health. Knows how to identify unhealthy animals, treatment, preventative measures and the causal agents of common animal health problems in animals of economic significance.				
Understands the growth and development of plants, including the functions of plant parts, reproductive systems, and auxins.				
Understands the role of soil in plant production including factors which affect soil productivity.				
Understands elements of irrigation.				
Understands the importance of pest control in agricultural production and appreciation of the need of safe pesticide applications.				
Appreciates future agricultural technological advances.				
Understands how to keep accurate records of business transactions.				

Performance Standards	3	2	1	0
Understands the role of financial credit.				
Understands the functions of marketing.				
Knows the 4 business structures in agriculture.				
Developed an understanding of the world's interdependence on agriculture.				
Developed a conceptual understanding of scientific inquiry and critical thinking via participation in FFA Activities.				
Developed an appreciation for safety in the work place and the proper use of tools.				
Understands the basic applications of measurement in calculating volume and distance.				
Understands the uses of drawing and layout in planning for construction projects.				
Developed an appreciation of energy, its effects on modern agriculture.				
Developed skills in job search techniques, interpersonal communications, and interview processes.				
Developed an appreciation for the dynamic economic and technological trends which affect agricultural employment.				

FFA Letter Qualifications

1) _____ Completed 2 years of Projects with Record Books
2) _____ Been a member of a committee or an officer in the chapter
3) _____ Helped with 3 community service projects through the FFA
4) _____ Earned Chapter Degree
5) _____ Attended 3 activities about the Chapter Level
6) _____ Participated in 2 years of Chapter fundraisers

Advisor Signature:_____

Date:_____

Academic Cords Qualifications

Name_____
ID #_____

Qualifications:

Been enrolled in Agriculture Pathway for 4 years
3.0 GPA in Agriculture Pathway Course Work
a. Freshman year _____ Grade_____
b. Sophomore year_____ Grade _____
c. Junior year _____ Grade _____
d. Senior year _____ Grade _____

Cumulative Indio High School (must be 2.0) GPA: _____

Taken part in Community Service Activities
Activity: _____ Record book year: _____ Verified: ____

Had an Ag. Experience project while at Indio High School with a completed book
Project(s): _____
Record Book year(s): _____ Verified: _____

Plans after Graduation:

Future career Goal: _____
College, Trade School attending: _____
Area of Study (Major):_____ Ag Related? Yes/No
Enlisting in Military: Yes/ No What branch:_____
Starting work: Yes/No
Co. Name and Location _____ Ag Related: Yes/No

Program Completers

AG Pathway Cord Requirements

1. 4 years of Ag courses
2. Overall grade point Average 2.0
3. Community Service / Leadership
4. Project/ Judging Team Participation
5. "B" Average in Ag Classes

FFA Letter Requirements

1. Completed 3 years of projects with record Books
2. Held an office or been a committee chair person
3. 3 Community Service activities
4. Received the Chapter Degree
5. Attended and activity above the Chapter Level
6. Attended or developed a promotion activity about the FFA.

Carl Perkins Grant Completers

1. Three years in Ag
2. Completed a Capstone Ag class (Ag Econ and Government)

Academic Cords Qualifications 2010

Qualifications:

Been enrolled in Agriculture Pathway for 4 years
3.0 GPA in Agriculture Pathway Course Work
2.0 GPA and above Cum. GPA
Taken part in Community Service Activities
Had an Ag. Experience project while at Indio High School

Names:	Post Secondary
Rebecca Rodriguez	COD- Archaeologist
Jacob Lauritzen	COD- Computer Science
Alyssa Martenes	COD- GE Certification
Diana Guerrero	COD- GE Certification
Sammy Gonzales	COD- Psychology
Gabriela Guerrero	COD- Pre-Med
Juanita Lopez	COD- Ag Teacher Transfer to San Luis or Fresno
Carissa Gayler	Mt Sac or COD- Animal Science
Cassidy Claborn	Work in Journalism Field
Michelle Alvarez	COD- Culinary Arts
Amado Balbuena	COD- Transfer to Cal Poly Pomona –Pre Vet
Brandon Garcia	San Diego- Art Institute
Noemi Martinez	COD- Sociology
Corie Gonzalez	COD- GE Certification

FFA Letter Qualifications 2010

Qualifications:

Completed 2 years of Projects with Record Books
Been a member of a committee or an Officer in the Chapter
Helped with 3 Community Service Projects through the FFA
Earned Chapter Degree
Attended 3 Activities above the Chapter Level
Participated in 2 years of Chapter Fun Raisers

Michael Morrow
Selene Fernandez
Alma Navarrete
Yazmin Barrera
Noemi Martinez
Juanita Serratos
Rafael Chavez
Christian Gonzales

ROPERS Student Evaluation Form

Student Name: _____ ROP Class: _____

Assignment: _____ Date: _____

Evaluator directions: **Submit one example of each proficiency level per grading period**

All ROP students will apply academic and occupational skills to become sucessful life-long learners who are:	*Needs Improvement*	*Proficient*	*Advanced*	
MAXIMUM POINT VALUE				***COMMENTS***
I. CONFIDENT				
a. Positive Attitude				
b. Initiative				
c. Effective Communicator				
II. RESPONSIBLE				
a. Time Management				
b. Work Ethics				
c. Productive Citizen				
III. KNOWLEDGEABLE				
a. Academic Standards				
b. Career Preparation/Goal Setting				
c. Job Search/Retention Skills				
d. Critical/Creative Thinker				
e. Occupational Competencies				
f. Technology				
IV. TEAM PLAYER				
a. Flexibility/Adaptibility				
b. Cooperative Learner				
c. Conflict Resolution				
d. Cultural/Social Diversity				
ROPERS EVALUATION TOTALS				

_____ UNIFIED SCHOOL DISTRICT & DESERT COMMUNITY COLLEGE DISTRICT

CAREER PATHWAY:_____ SITE: _____

	HIGH SCHOOL / ROP				DESERT COMMUNITY COLLEGE DISTRICT - ASSOCIATE DEGREE PROG						
SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12	SUM. 1	FROSH. 1	FROSH. 2	SUM. 2	SOPH. 1	SOPH. 2	SOPH
English											
Math											
Social Science											
Science											
Foreign Lang.											
Fine Arts											
Phy. Educ.											
Other											
Other											
Other											
INTERSESSION											
A Block											
B Block											
C Block											

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G.
Description of Facilities and Major Equipment

Our facilities and equipment will always be modified when it is necessary based on students' needs. At the moment, the three agricultural teachers are spread out throughout the campus. The History of Floral Design and Ag Biology are being taught from a portable classroom. Environmental Horticulture Science I and Agricultural Chemistry is also taught out of a portable classroom. Both portable classrooms have made it challenging to teach the subjects, but we are struggling for two more years in anticipation of the renovation of our school.

Currently our whole campus is under construction for a complete renovation. In the new school, plans are in place for a new animal science laboratory, a new horticultural science laboratory, a new floriculture classroom/shop, two agriscience classrooms and a new ag mechanics shop. Two new greenhouses will be constructed, just outside the agriscience building. This new facility will increase involvement for the new facility will allow students to host more SAE projects on campus and as a result increase the number of State and American Degree as well as SAE and Proficiency Award applications. The facility will also lead to more community involvement for plans for a school-wide farmer's market are underway. The planned greenhouse will allow for students to focus SAEs in plant and floricultural science. Plans for this facility also include non-traditional SAE projects such as aquaculture, hydroponics and Ag communications. The new agriscience facility is expected to open in the spring semester of 2017.

Currently we do have two large cargos to store our materials, records, equipment and supplies. Because of the extreme heat in our summer, we also have a small air conditioned room to store items that are heat sensitive. In this room we store our high end floral shop products, microscopes and scrapbooking materials. In January, two of our teachers will be temporary moving into the brand new $10 million Science/Business Complex building. The two teachers will have their own lecture rooms and share a laboratory and office for the next two school year terms until the up-and-coming CTE Building is completed in 2017. There is additional storage in the new lab, office and lecture classrooms.

Currently we have an agreement with the Riverside County Fairgrounds to host our livestock barn laboratory. The school does not have the space to host the livestock facility. Our high school is surrounded by residential and business facilities which would also limit the ability to host a livestock facility on the school campus. The agreement with the County allows those students that would otherwise not be able to raise a livestock animal to have a place to house their livestock projects. In exchange for allowing our chapter to house our livestock projects, our chapter keeps the livestock barn clean, advises the County of repairs needed and assist in any way necessary to prepare the livestock barn for the opening of the County Fair. As a chapter we will continue to foster this relationship with the county to ensure our students have a space to participate in livestock projects.

Indio High Agriculture Program
Facilities and Major Equipment

Indio High Campus

Classrooms and Shops

- 1- Floral Shop/classroom
- 1- Lecture/Science Classroom
- 1- Shop/Lecture Classroom
- 1- Office space Adjacent Floral
- 1- Office Adjacent to shop
- 1- Office Adjacent to Lecture/Science Classroom

Labs/Storage

- 1- Greenhouse with potting room
- 1- Hand tool storage Shed
- 1- Storage chain linked area near floral
- 1- Tool storage Adjacent to shop

Major Equipment

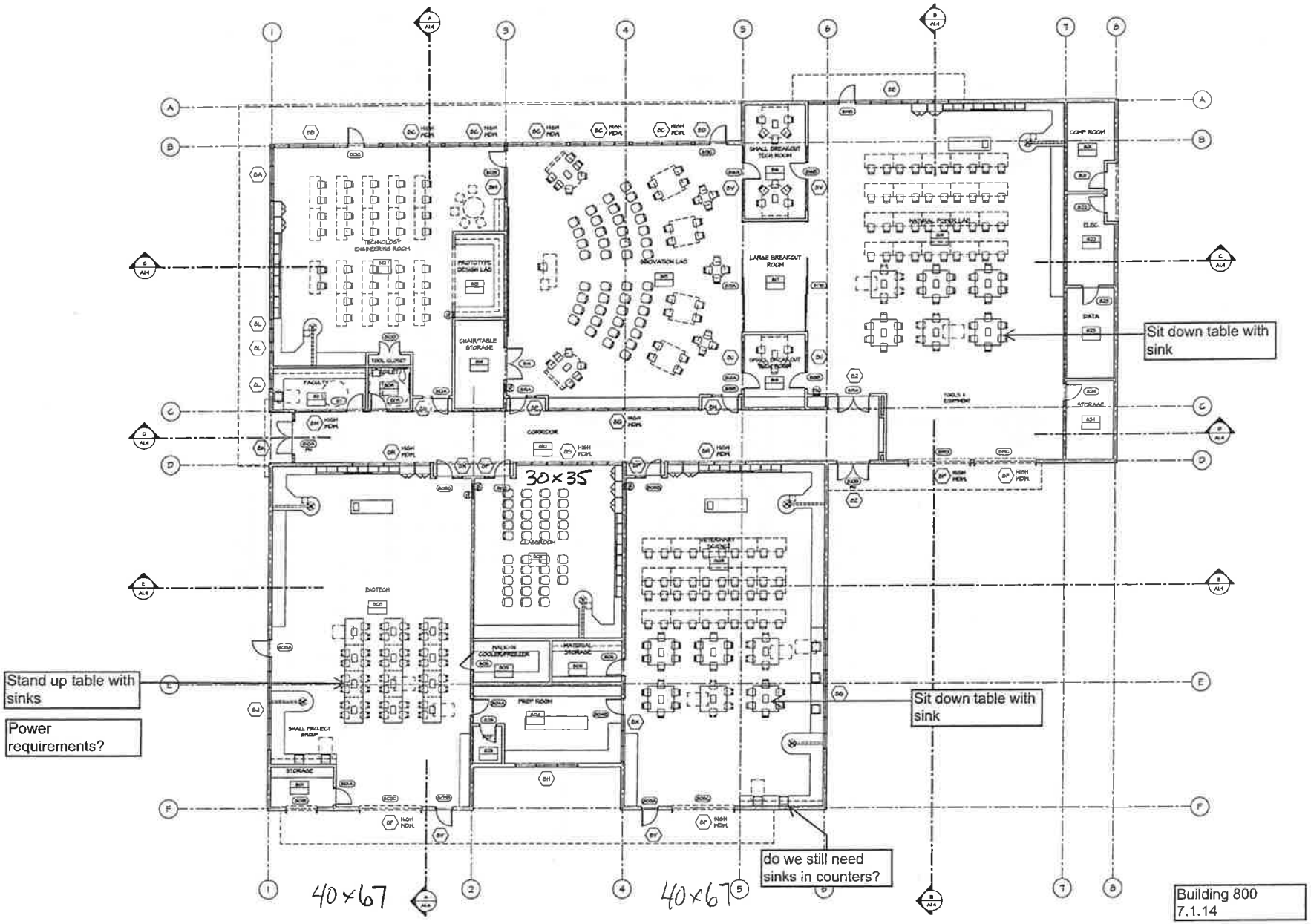
- 1- 2000 Chevy Truck crew
- 1- 2003 Chevy 10 passenger van
- 1- 91 Dodge Van
- 1- WW Livestock Trailer
- 25- PC Computers
- 1- PC Laptop "98"
- 4- Laser printers
- 3- Ink jets printer
- 1- Color laser printer
- 2- Floral Coolers
- 5- ARC Welders
- 2- Set of Oxygen/ACE tanks
- 10- Shop Power Equipment
- 1- Concrete Mixer
- 1- Portable Livestock Scale
- 10- Auto Hog Feeders
- 14- Microscopes

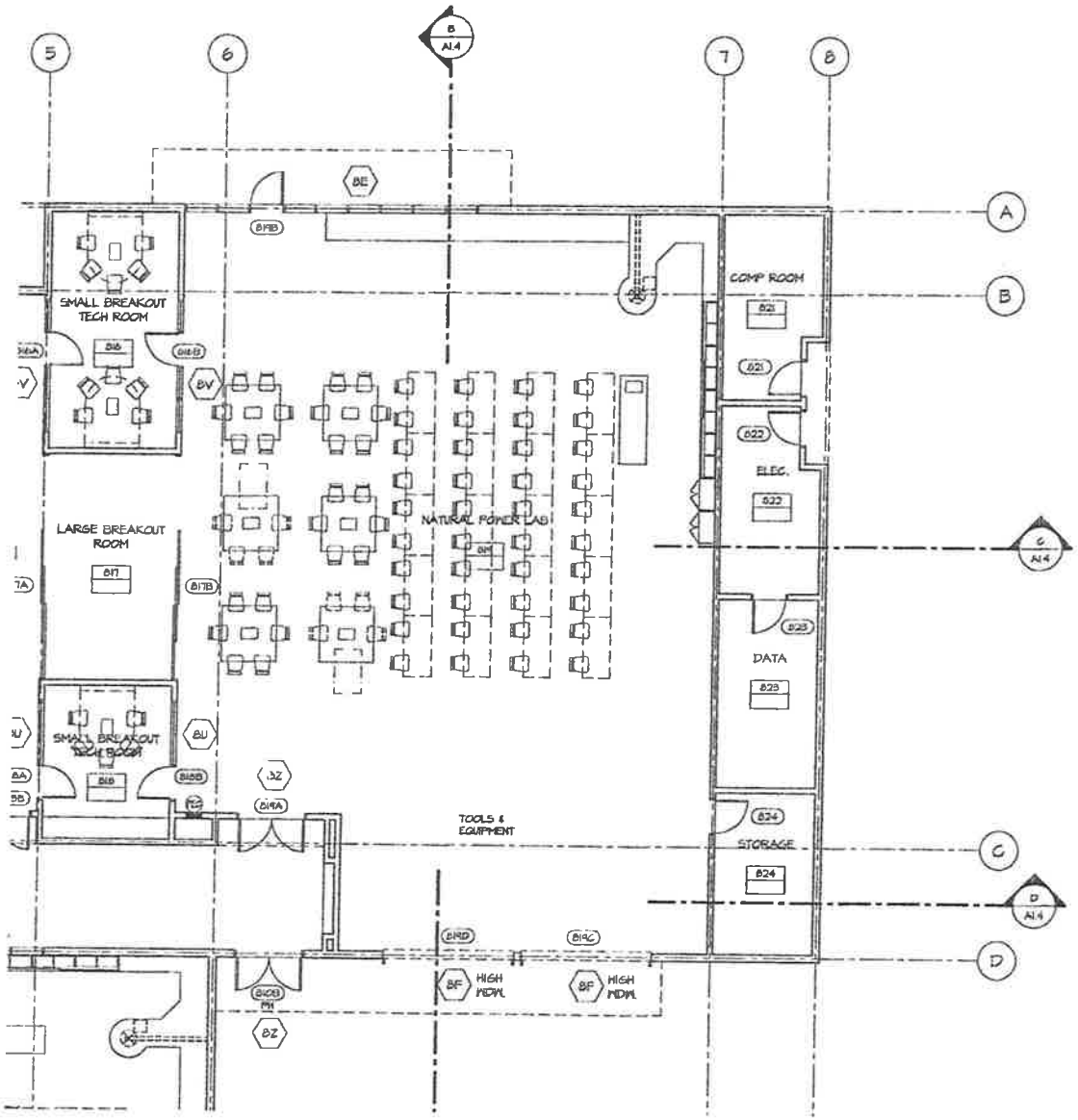
Off Campus

Location- National Date Festival Grounds

- Use of Livestock Barns
- Pen Material
- Wash racks
- Scale
- Holding Pens

Future Plans to Support Career Technical Education at Indio High School:


Sit down table with sink
Stand up table with sinks
Power requirements?
Sit down table with sink
do we still need sinks in counters?
30×35
40×67
40×67
Building 800
7.1.14



Building 800-
Natural Power Lab

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H.
Five Year Facility and Equipment Acquisition Schedule

Five Year Acquisition Schedule	
2014-15 Equipment and Supplies	**Justification**
1. Horticulture Textbooks	Textbooks for new horticulture class
2015-16 Equipment and Supplies	**Justification**
1. Animal Science Pathway textbooks	Update of texts, replace damaged text
2. Lab Equipment (glassware)	For department to have own glassware
3. Lab Materials	To increase quanity and quality of Labs
2016-17 Equipment and Supplies	**Justification**
1. Computers	To up-date in Class Labs
2. DVD Library	Classroom library and Lecture support
3. Software for Computers	Class Aides and Student Projects
2017-18 Equipment and Supplies	**Justification**
1. Laptop Computers/Chromebooks	To up-date in Class Labs
2. Microscopes	Increase class set for : 2 students per micoscope
2018-19 Equipment and Supplies	**Justification**
1. Greenhouse equipment	Supplies and equipment for new Greenhouse
2. Shop textbooks	Update of texts, replace damaged text

I.
Staff Assignments

R2 Teacher Information
Indio HS,Indio
Year: 2014

Last Name	First Name	MI	Gender	Ethnicity	Total Years Teaching Ag.	Credential Type	9-Month Salary	Extended Contract Stipend	FFA Stipend	Department Head Stipend	SOE Period
Lauritzen	Nancy	H	Female	White	36	Agriculture Specialist	87354	2000	6011	0	Y
McBride	Melissa	P	Female	White	36	Agriculture Specialist	87354	2000	2104	6011	Y
Lopez-Barreras	Cesar	R	Male	Hispanic	2	Agriculture Specialist	51032	3000	3606	0	Y

Lauritzen, Nancy					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	0	0630	SAE Supervision	0	SAE
1	1	0730	Floral I	30	O.H./Floral
1	2	0904	Ag Biology CP	40	Ag Biology
1	3	1037	Prep	0	Prep
1	4	1258	Floral II-IV	21	O.H./Floral
2	0	0630	SAE Supervision	0	SAE
2	5	0730	Ag Biology CP	40	Ag Biology
2	6	0904	Prep	0	Prep
2	7	1037	Floral I	34	O.H./Floral
2	8	1258	Floral I	36	O.H./Floral

Lopez-Barreras, Cesar					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	0	0630	SAE Supervision	0	SAE
1	1	0730	Environmental Horticulture Science I CP/HP	15	O.H./Floral
1	2	0904	Prep	0	Prep
1	3	1037	Freshman Seminar	40	Non-Ag
1	4	1258	Freshman Seminar	40	Non-Ag
2	0	0630	SAE Supervision	0	SAE
2	5	0730	Freshman Seminar	36	Non-Ag
2	6	0904	Prep	0	Prep
2	7	1037	Agricultural Chemistry CP/HP	38	Agriscience II
2	8	1258	Agricultural Chemistry CP/HP	45	Agriscience II

McBride, Melissa					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	0	6:30	SAE Supervision	0	SAE

1	1	0730	Ag Biology CP	44	Ag Biology
1	2	0904	Prep	0	Prep
1	3	1037	Animal Health and Pet Care CP	32	Animal Science
1	4	1258	Ag Biology HP	43	Ag Biology
2	0	6:30	SAE Supervision	0	SAE
2	5	0730	Ag Economics CP/HP	41	Ag Bus Mgt
2	5	0730	Ag Government CP/HP	41	Ag Bus Mgt
2	6	0904	Prep	0	Prep
2	7	1037	Ag Biology HP	44	Ag Biology
2	8	1258	Veterinarian Science CP/HP	12	Animal Science
2	8	1258	Plant and Animal Physiology CP/HP	26	Animal Science

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Site developed and maintained by the California FFA Association.

In able to provide students with a high quality agricultural education, all three agricultural teachers at Indio High School hold a cleared Single Subject Teaching Credential and a cleared Specialist Instruction Credential in Agriculture. The following are the assignments for each teacher:

McBride, Melissa: Ag. Biology CP/HP, Veterinary Science CP/HP, Companion Animal Health Care CP and Plant and Animal Physiology CP/HP, and Ag Economics/Government CP/HP

Lauritzen, Nancy: Ag. Biology CP/HP, Special Ag Projects and History of Floral Design I/II/III and IV CP

Lopez, Cesar: Ag. Chemistry CP/HP, Environmental Horticulture Science I CP/HP and Special Ag Projects

Indio High School Ag Department's Chart of Responsibilities

Activities	Melissa	Nancy	Cesar
Department			
Department Head	*		
FFA Advisor		*	
Asst. Advisor	*		*
Supervised Ag Project Supervision	*	*	*
R-2 Report	*		*
Student Data Sheets	*	*	*
Principal Meetings	*	*	*
Articulation	*		*
Fair Board Meetings	*	*	*
Dept. Advisory Committee	*	*	*
Grant Committees			*
FFA Officers			
President		*	
Vice President		*	
Secretary		*	
Treasurer		*	
Reporter		*	
Sentinal		*	
Delegate		*	
Officer Meetings		*	*
Officer Screening	*	*	*
Officer Retreat		*	*

FFA meetings			
Sept.	*	*	*
October	*	*	*
November	*	*	*
December	*	*	*
January	*	*	*
March	*	*	*
April	*	*	*
May Banquet	*	*	*
Food	*		
Decorations			*
Awards, Program and Officers		*	
Supervised Ag Experience & Projects			
Livestock Meeting	*	*	*
Livestock Pick up		*	*
Beef			
Dairy/Market Goats		*	
Floral		*	
Landscapes	*		*
Mechanics			*
Poultry	*		
Rabbits		*	
Sheep		*	
Swine			*
Activities	**Melissa**	**Nancy**	**Cesar**
Conferences			
FFA Sectional Leadership		*	*
FFA Regional MFE/ALA		*	
FFA State/ Regional So Cal	*	*	*
FFA State		*	*
LA Field Day		*	*
FFA National Convention			*
FFA General			
Contests			
BIG			*
Co-op	*		
Creed		*	
Floriculture		*	
Nursery/Landscape Practices			*
Job Interview		*	
Opening and Closing		*	*
Public Speaking			*
Community Relations	*	*	*

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J.

FFA Program of Activities

Program of Activities –

September 2014 to

June 2015

INDIO FFA

Table of Contents

Introduction 3

President's Message 4

Officer Messages 5

Advisors 8

Past Presidents 11

Calendar of Events 12

FFA Budget 15

Chapter committees 16

Student Goals 17

Chapter Goals 18

Community Goals 20

Livestock Projects 21

Leadership Activities 24

FFA Contests 26

Degrees 27

Point Award 28

Chapter Applications .....

a. Greenhand Degree Application 30

b. Chapter Degree Application 31

c. FFA Letter Qualification Application 32

d. Four Year Cord and FFA pin 33

e. Officer Application 35

Duties and Responsibilities of the Chapter Officers .....

a. President 37

b. Vice President 38

c. Secretary 39

d. Treasurer 40

e. Reporter 41

f. Sentinel 42

g.Delegate 43

Aims and Purposes 44

FFA Creed 45

FFA Colors and Motto 46

Constitution 47

Introduction

This is Indio FFA's 38th year of offering agriculture education, leadership and Ag industry experiences. The chapter is proud to have adopted Ag Chemistry HP and Environmental Horticulture CP/HP. This will help agriculture students enrolled in a pathway to complete courses that will award them college credit due to our articulation agreement with Mt. San Antonio Community College. The articulation agreement will only be valid if the student passed the courses with an A or B. In addition, we have earned Fine Art Credit for History of Floral Design in the UC "A-G" system. Earning Fine Art credit was a difficult fight for it was a 10 years endeavor. Lastly, our Companion Animal Health Care course has been UC approved as a lab life science course, which adds rigor and relevance to our Animal Science pathway.

The 2014-2015 Indio FFA Officers have set the following goals to accomplish:

1. To motivate 100 members to participate in various activities.
2. To encourage all livestock members to complete record book(s) before auction.
3. To have 5 members receive their State Degree
4. To have at least 3 community service activities
5. To have fundraisers to potentially raising $2000 by end of the school year.
6. To encourage new and advance members to compete in the Prepared Public Speaking CDE event.
7. To have 3 teams compete in local, state, and regional level.

Officers and Advisors

President – Cera Lopez

Vice President – Lidia Mascareno

Secretary – Seiri Samaguey

Treasurer – Alexander Paz

Reporter – Lilliana Lopez

Sentinel – Samantha Lizarraga

Delegate – Aleena Duran

Ag Department Head – Melissa McBride

Ag Advisors – Nancy Lauritzen and Cesar Lopez-Barreras

President's Message

Serving as Indio FFA's President in my senior year is personally one of my proudest accomplishments from my duration of high school so far. Being actively involved in FFA not only makes me feel that I fit somewhere but that I'm a part of something bigger than myself. All the members in the chapters are more than teenagers involved with supervised agriculture experiences but they are doers, innovators, and most importantly potential leaders of the future. FFA has helped me to become a better leader. It has opened doors, offered different opportunities, and helped me find my passion for agriculture.

As my last year in FFA the Officer team, as well as myself, have several goals for the chapter and members. I personally hope to push each member to their limits and help them reach their potential just as FFA has done for me. The Officer team hopes to keep as many members as possible actively involved in FFA continuously throughout the whole school year. We hope to have a 5 members apply for the State FFA Degree and earn it. As a chapter, the Officer team hopes to have at least 3 Career Development Event teams to participate at the sectional, regional and state competitions. Another goal for the chapter is to give back to the community by participating in community service activities.

I hope for a successful year for Indio FFA and that we achieve all of our goals. The Indio chapter has endured many different obstacles throughout the years, but as long as we continue to stay united we will continue to flourish for many years to come.

Officer Message

Hey guys! This is your 2014-2015 chapter Vice President, Lidia Mascareno. I will be serving you as one of your leaders. I am proud to be one of your leaders. This is my fourth year in FFA and time has flown by so quickly, but it was one of the best experiences. I look forward to this year's adventures and explorations . I plan on creating new memories will all of you and hope that after this year you will all become leaders. Oh, one more thing, SMILE because you're in FFA.

Good morning and good afternoon to everyone in the Indio FFA. My name is Seiri Samaguey and I am proud to say that I am your 2014-2015 Secretary for this year. This is my third year in the FFA and 3rd year on the Floral team and so far so great. Don't be afraid to approach me because I am nice and don't plan on biting you. I like helping in any way I can because if you smile, I smile and if you feel awesome, I feel awesome. FFA has brought me great happiness and has helped me see that FFA is not just someone who raises an animal at the fair, it's something bigger and better. Good bye and good day fellow FFA MEMBERS.

Officer Message

Howdy,

I am Alex Paz and I am your FFA Treasurer for this year, 2014-2015. I'm a Junior and this is my third year in Agriculture. I have raised a swine these last two years and plan to do the same this year. I hope you all strive for greatness and that FFA will help guide you to a career that you enjoy and love.

Hey guys I'm Lilliana, I'm serving as your "Flawless" 2014-2015 FFA Reporter. I'm really looking forward to being your Reporter and am looking forward to trying some new things for the chapter. We are going to have an amazing year guys!

Officer Message

Hello everyone!
I am glad to say that I will be serving as your 2014-2015 chapter Sentinel! I chose to become Sentinel because I want to encourage others the way I was encouraged. If the Sentinel wouldn't have welcomed me the first time I walked into I.E 2, I probably would have walked out after 2 minutes! FFA has helped me in so many ways possible, and I just want to be able to encourage others to do more for themselves.

Hey everyone, I am Aleena Duran and I will be serving as your chapter Delegate for 2014-2015. This is my second year in FFA and I plan to help out any member that needs it. There's a bunch of things to do like raising an animal, being on a team, creating landscapes and floral designs, and even going to conferences and meeting new people. So if you have a passion for animals and leadership come out and if you don't, come out still. We are a family and are always there for each other.

Advisors

Melissa McBride

The people that know Mrs. McBride would say that she is an entertaining and pleasant person but can be scary at times. Everyone knows Mrs. McBride loves diet Coke and never expected to live anywhere that was hotter than Bakersfield but what some people might not know is her involvement in the FFA.

"Know how to raise an animal?" That was the question that started Mrs. McBride's journey through the FFA. As a freshman she signed up for agricultural classes and has been involved ever since. The FFA has made Mrs. McBride a strong leader by breaking her out of her shell and become not only the sentinel and treasurer of her chapter but becoming the first female president of Bakersfield Chapter. She also ran for San Joaquin region office, which was difficult for female members to succeed in since they were barely allowed in the organization a few years earlier. But being female didn't stop Mrs. McBride from achieve her dreams. She had various projects ranging from livestock to horticulture. She had a gladiolus plant project. Her knowledge in the livestock increased as she raised breeding and market lamb, market beef, and market hog. Her efforts were recognized as she was awarded the Outstanding Diversity of Livestock in the country. She was one of the first females in California to receive the Star Farmer award. Besides all her projects, she participated in several teams. These teams were livestock judging, poultry team, cotton team, parliamentary procedure, and CO-OP. By the end of high school, Mrs. McBride was, once again, one of the first females to receive their State Degree and in 1986 she received her Honorary Degree. Her involvement in agricultural continued as she entered Cal Poly San Luis Obispo with her major in agricultural business and minor in animal science. She finished her BS in 1977 and masters in 1980. She was been teaching for thirty-five years and is currently the head of the agricultural department at Indio. What makes Mrs. McBride proud of being part of the FFA is *"seeing kids reach potentials they didn't have..."*

Advisors continue...

Nancy Lauritzen

Mrs. Lauritzen can be a strict advisor, crazy driver, addictive to Starbucks, chocolate lover and every blunt woman that members mostly see in the floral room. What they might not see are her accomplishments she has done in the FFA.

She started her involvement in 1969, the first year girls were allowed in the FFA, as a sophomore at La Habra Sonora Chapter. She become her chapter secretary the following year and was her chapter reporter in her senior year. She raised a lamb, 2 swine, 11 calves, and 24 turkeys (which isn't surprising since Mrs. Lauritzen loves turkeys). She participated in the poultry team, parliamentary procedure, and project competition. She was one of the first females to receive the State Degree and received her Honorary Degree in 2008.

Mrs. Lauritzen majored in general agricultural and got her BS at Fresno State in 1976 and got her teaching credential and master at San Luis Obispo in 1980. She has been teaching since 1979, two years after Indio Chapter was established, and is currently coaching the Floral Team and supervising the livestock projects. Mrs. Lauritzen is proud of being part of the FFA because she is able to see student succeed throughout the years.

Advisors continue...

Cesar R. Lopez-Barreras

Our youngest advisor is down-to-earth and very understanding. His car rides are lively with music coming from the radio and his mouth and laughter is always beside him. Mr. Lopez is going to take over our Chapter as our more experience advisors depart, but what is more exciting is the fact that he use to be a member of the Indio Chapter.

He wanted to get experience with working with animals and was introduced to the FFA when the representatives of the Indio Chapter visited his middle school. He was hooked and looked forward to his involvement in the FFA. He was the leader of the Indio Chapter for three years starting his sophomore and junior years as the reporter and eventually became the President of 2001 -2002. His goal was accomplished by raising three market swine and one market steer for the National Date Festival located in Indio. Not only did he get experience with livestock but with horticulture. He exhibited three junior landscapes which he placed first for all three and a Best of Show. He also took orders for the floral class during lunch.

Mr. Lopez participated in various contests and was serious about them. He was in B.I.G., Parliamentary Procedure, and Floriculture. His floral team placed 2nd in the State at Cal Poly San Luis Obispo State FFA Judging Finals in 2002. The recent degree that he was received was the State Degree in 2002. Mr. Lopez attended California Polytechnic State University and San Luis Obispo and majored in Agriculture Science with a minor in Environmental Horticulture Science. He completed his Bachelors in 2007 and is currently completing his Masters in Agriculture Education. He has been teaching for two years, one being here at Indio High School. Prior to teaching, Mr. Lopez was a Preserve Ranger for a nature preserve in which he helped protect many coastal species of plants and animals. He also joined AmeriCorps and was stationed at an organic farm which he helped rehabilitate and train individuals that lived with a mental illness. He helped established a laying hen program, ran the weekly farm stand, published an informational blog website for the farm and provided educational classes during his time at the organic farm. What makes Mr. Lopez proud of FFA: *"Caring for our soil, water and natural resources for the production of food and other products for the benefits of all organisms on Earth is the purpose of the field of agriculture. FFA prepares high school students for a career in the field of agriculture. It is my personal belief that the development of agriculture allowed our human society to develop into what it is today. Without a stable food supply, humans would still be concerned about gathering their own food. Agriculturists therefore take the honorable service of providing the world with the materials and food necessary to maintain the world as we know it. The FFA trains the agriculturists of the future and I could not be happier in helping to educate the agriculturists of tomorrow."*

Indio FFA Past Presidents

1980-81 Mark Schindler

1981-82 Julie Hudson

1982-83 Dedra England

1983-84 Kristen Bowie

1984-85 Heather Tiano

1985-86 Nathan Roach/ Joe Elkins

1986-87 Joe Elkins

1987-88 Sandi Fifield

1988-89 Deanna Elmer

1989-90 Leo Reyes/Robin Wade

1990-91 Robin Wade

1991-92 Robin Wade

1992-93

1993-94

1994-95 Heidi O'Malley

1995-96 Heidi O'Malley

1996-97 Dottie McDanel

1997-98 Amy Rice

1998-99 Andrea Duckett

1999-2000 Terry Ann Sturgeon

2000-01 Alex Martinez

2001-02 Alex Martinez

2002-03 Cesar Lopez

2004-05 Yesenin Regla

2005-06 Carolyn Lauritzen

2006-07 Enrique Carrillo

2007-08 Augustine Zepeda III

2008-09 Evelyn Argandona

2009-10 Jacob Lauritzen

2010-11 Christian Gonzales

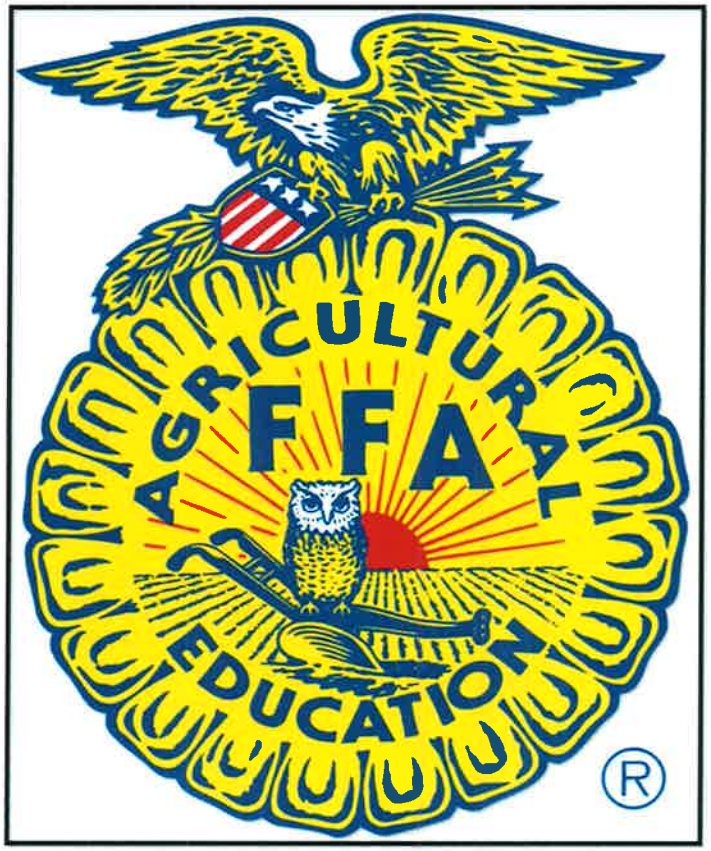
2011-12 Elizabeth Argandona

2012-13 Elizabeth Argandona

2013-14 Fernando Nunez

2014-15 Cera Lopez

Calendar of events 2014 -2015



September

Ice Cream Social	September 3
FFA Sectional Meeting	September 9
Sectional Leadership Conference	September 13
FFA Meeting (First Meeting)	September 17
L.A. Fair	September 20
Opening & Closing Ceremony Contest	September 24
Livestock Meeting	September 30

October

Lamb and Goat Workday	October 2
FFA Meeting	October 8
So Cal set-up	October 17
So Cal Leadership Conference	October 18
Record Book Workshop	October 20

November

Pig workday	November 4
FFA Meeting	November 12
Greenhand Conference	November 13
Record Book Workshop	November 17

Calendar of events 2014 -2015

December

Job interview	December 4
Fallbrook field day	December 6
Record Book Workshop	December 8
Heritage field day	December 13
FFA Meeting (Greenhand Ceremony)	December 17

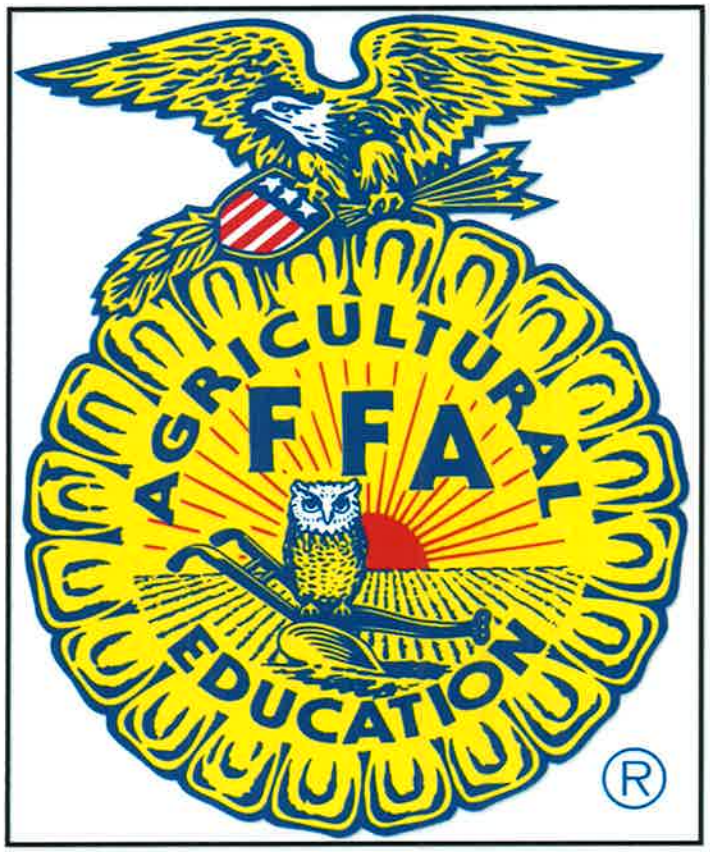
January

Record book	January 5
Life stock entry	January 7
State degree	January 13
FFA Meeting	January 14
Clipping Sheep	January 17
Norte Vista Field Day	January 24
Creed Contest	January 30
MFE & ALA Conference	Jan 30-31

February

FFA Meeting (Pre-show)	February 1
Landscape	February 7-10
Floral entries	February 12
Lamb/ Goat Showmanship	February 18
Pig Showmanship	February 19
Mira Costa field day	February 20
Jr. Livestock Auction	February 21
Landscapes call up	February 23
Project Competition Banquet	February 26

Calendar of events 2014 -2015



March

Record Book	March 2
FFA Meeting	March 11
Warner Springs Field Day	March 14
B.I.G. & CO-OP	March 17
State Degree Banquet	March 21
Record Book	March 23

April

FFA Meeting	April 8
Pomona field day	April 11
Chapter Officer Screening	April 15
Fresno Field Day	April 18
Sectional FFA Screening	April 28

May

State Finals	May 2
FFA Sectional Election	May 5
2014-2015 FFA Banquet	May 13

FFA Budget 2014-2015

Expenses

Banquet

Awards.....$850.00
Arrangements.....$279.00
Food & Decorations...$1500.00
Total $2,629

Conferences

MFE- approx. 3 people.....$200.00
ALA- approx. 3 people..... $150.00
State Delegates- 2 people $400.00
Total $750.00

Degree Pins

Greenhand.....$125.00
Chapter..... $105.00
Total $230

Field days

Hotel Rooms- State Finals.....$210.00
Floral team $80.00 @ contest.....$240.00
Total $450.00

Meals

State Degree.....$105.00
Project Comp..... $90.00
Total $195.00

Miscellaneous

Sectional Dues.....$30.00
Chapter Shirt Design.....$100.00
Total $130.00

Chapter FFA Meetings

Refreshments for 8 meetings...$200.00

Grand Total: $4,584.00

Receipts

Donations

California Women of Agriculture.....$2,500.00
Ag Boosters.....$.00

Fundraisers

Hosting So Cal Leadership Conference.....$1000.00
Floral Arrangement Drawing.....$630.00
Car Wash.....$500.00

Grand Total: $4,630.00

Chapter Committees

Our Indio FFA Chapter provides two committees for the preparations of events. The two events that require work by committees are: community service and the end of year chapter banquet. These committees provide leadership opportunities for potential officers, the ability to demonstrate team work, and to enhance the member's organization skills.

Community Services Committee Responsibilities:

1. Chair person (Vice President) is in charge of organization, coordination and will utilize the Advisor's wisdom when needed
2. Planning Member: Members who will help organize the details of the community service event (what will be done, when will it start/end, organizing supplies and asking for donations when necessary)
3. Volunteers: Members who greet guest and help with the task on hand

Chapter Banquet Committee Responsibilities:

This event will take a month to plan and each of the officers will have the following responsibilities. The Vice President will ensure that each subcommittee is staying on task and ensure that they stay on point. Each officer will also recruit members to help in their endeavors and accomplishing the task of the subcommittee:

1. Decorations Subcommittee (Chapter President and Secretary, aided by Mr. Lopez): Decide on décor for the event, create centerpieces if needed, and construct all needed decorations prior to the event, pick up and display live plants from a local nursery and decorate/clean-up the banquet hall on the day of the event.
2. Food (Chapter Treasurer, aided by Mrs. McBride): Create the menu, prepare food and set the dinning set on tables
3. FFA Backdrop (Chapter Sentinel and Reporter): Using the theme and/or T-shirt design for the year, create a backdrop to add color to the stage. This area will also be utilized for pictures.
4. FFA Slide Show(Chapter Reporter): Chapter Reporter will prepare a slideshow to show the year's success, progress and recognition
5. Awards and Recognition (Chapter Secretary, aided by Mrs. Lauritzen): This subcommittee is limited to one advisor and the chapter Secretary. This subcommittee will organize all the awards and recognitions for the banquet and will limited to just these two individuals so members are surprised when they are recognized

Student Goals – Student Development

1. To have members participate in leadership activities throughout the year.
2. To have members achieve career success.
3. To have members achieve scholarships.

I. Goal 1- Ways and Means

- To have members participate in leadership activities throughout the year
  a. Officers go to Ag classes to talk and encourage students.
  b. Officers and advisor talk individually to students who have potential to be in leadership activities such as B.I.G. (Best Informed Green hand), Co-op, Floriculture, Nursery, Landscape, and Opening and Closing Ceremonies.
  c. Encourage students to participate at conferences: National Convention, State Leadership Conference, So Cal leadership Conference, Sectional Leadership Conference, Greenhand Leadership Conference and ect.

II. Goal 2- Ways and Means

- To have members achieve career success
  a) Provide members with informational help to put them in the correct career path.
  b) To have advisors check that all members are in the right path to achieve college credit through Ag classes.
  c) Encourage members to participate in college VOC-Tech Night.

III. Goal 3- Ways and Means

- To have members achieve scholarship
  a. Remind members to keep track of all activities.
  b. Have officers and advisors encourage members to apply to for scholarships, specially agriculturally related scholarships.
  c. Help members with completing and perfecting scholarships applications.

Chapter Goals

Division I - Student Development

1. To motivate 100 members to participate in various activities.
2. To encourage all livestock members to complete record book(s) before auction.
3. To encourage new and advance members to compete and prepare in Public Speaking.
4. To have 3 teams compete in local, state, and regional level.

Division II - Chapter Development

1. To have 5 members receive their State Degree
2. To have at least 3 community service for the year.
3. To have fundraisers to potentially raising $2000 by end of the school year.

Division III - Community Development

1. To have at least 25 members volunteer at the local food bank distribution center
2. To educate local elementary students on the importance of agriculture, animal care and horticulture.
3. To have members be active with environmental activities.
4. To have citizenship within the chapter and community.
5. To have the chapter promote the Indio FFA in the community

Division I - Student Development

I. Goal 1- Ways and Means

- To motivate 100 members to join and stay in the FFA.
    a) Officers go to Ag classes to talk and encourage students.
    b) Officers talk individually to students.
    c) Have an ice cream social to make the new members feel comfortable and to have them meet new people.
    d) Have entertaining meetings; provide refreshments, fun icebreakers, reward members' accomplishment, and officers should have enthusiasm when speaking.
    e) Invite members to participate in events.

II. Goal 2- Ways and Means

- To encourage all livestock members to complete record book before auction (week before).
    a) Have workshops once a month.
    b) Remind members to keep track of all activities.
    c) Reward the members that complete with goody bags.

VI. Goal 3- Ways and Means

- To encourage new and advance members to compete and prepare in Public Speaking.
    a) By giving positive feedback.

b) Telling them of past experiences.
c) Meeting new people.
d) How it's a great experiences.
e) Workshops to encourage people to participate.
f) Make a list of potential speakers.
g) Have local contest.
h) Recognize them at meetings.

VII. Goal 4- Ways and Means

- To have 3 teams compete in local, state, and regional level.
    a) Have a meeting to explain what each team does and what they will be tested on. (Preferable members with experience in these teams)
    b) Encourage members to participate in a team.
    c) Remind them to attend practices.
    d) Have practice contest.
    e) Have the teams participate in sectional contests.
    f) Recognize the team at meetings by giving an award or prize.
    g) Recognize them at the banquet.

Division II - Chapter Development

I. Goal 5- Ways and Means

- To have 5 members receive their State Degree.
    a) Potential recipients
        a. Cera López, Lidia Mascareno, Alexander Gallardo, Jessie Gutiérrez and Alex Paz
    b) Have workshops in December to have Rewords Books up to date.
    c) Officers will encourage potential recipient by reminding them to participate in FFA activities outside the Chapter.
    d) Encourage them to raising an animal or do a landscape to reach the required amount of profit to receive the degree (if needed).

II. Goal 6- Ways and Means

- To have at least 3 community service activities for the year.
    a) Have the members and officers suggest ideas for community service. Potential community service: food bank, healing horses, Coachella valley wild bird center.
    b) The members will be informed through; chapter meetings, Ag white board, and chapter website.
    c) Have visual information such as pictures and videos.

III. Goal 7- Ways and Means

- To have fundraisers to potentially raising $2000 by end of the school year.
    a) Have enough money to pay for banquet, field days, refreshments for chapter meetings, gas for traveling, conferences, and livestock expenses such as

dumpsters.

b) Some fundraiser ideas are selling tacos.
c) Have friendly competitions when selling tickets for car wash and truck tickets.
d) Keep on bringing it up. (Announcements, flyers, & posters)
e) Inform members on how it would benefit all members.

Division III – Community Development

I. Goal 8 - Ways and Means

- To have at least 25 members volunteer at the local food bank distribution center
    a) Vice President will contract FIND Food Band to determine when we could volunteer at the local food bank
    b) Promote the event, have members sign-up for the event and hand out permission slips for the event. Contract parents who might want to help with this project

II. Goal 9 - Ways and Means

- To educate local elementary students on the importance of agriculture, animal care and horticulture.
    a) Contract the local elementary school as to when we could come educate the students
    b) Promote the event, have members sign-up for the event, determine what animals to take for the petting zoo and hand out permission slips for the event.
    c) Ask for donations for plants to teach elementary students how to transplant

III. Goal 10 - Ways and Means

- To have members be active with environmental activities
    d) Inform members the benefits of having or creating an environmental project: garden, landscape, and gardening.
    e) Helping out ones house and neighborhood. Ideas are: recycling trash, panting plants, or prevent wastefulness of water.

IV. Goal 11- Ways and Means

- To have citizenship within the chapter and community.
    a) Officers remind members to be courteous when in community events.
    b) Encourage members to be helpful and hardworking.
    c) Recognize members who have great citizenship in the chapter during a chapter meeting.

V. Goal 12- Ways and Means

- To have the chapter promote the Indio FFA in the community
    a) Participate at local events or community service and introducing ourselves as a chapter.
    b) Through newspapers or social media on events that affect or benefit the community. Some ideas are through school backboards, school newscast, face book, or twitter.

Livestock Project

The livestock project is one of the most popular projects in the National FFA Organization, however there are other projects. Each Agriculture teacher will be explaining about the different projects during class time.

The most common first year project is a market lamb or market pig. On the following page you can see the budget for each of the livestock projects; all students are required to obtain a loan from Ag credit. Also, you will see the meetings for each livestock, workday to set up pens and clean the barns at the fairgrounds, and dates selecting livestock. Addition information concerning Pre-show and the fair are include as well. If you have any questions ask your FFA Officers or Agriculture teacher.

Livestock Meeting - September 30, 2014 at 6:00 P.M.

Students and parent(s) must attend. Deposits will be taken at the time.

Livestock work days

October 2, 2014 - 3:00P.M. to 5:00P.M.

October 4, 2014 - 3:00P.M. to 5:00P.M.

Livestock selection

Goats- October 8, 2014

Lambs- October 8, 2014

Pigs- November 12, 2014

Pre-Show

February 1, 2015

Fair

February 13- 22, 2015

Sheep Showmanship - February 18, 2015

Goat Showmanship - February 18, 2015

Pig Showmanship - February 19, 2015

Auction - February 21, 2015

Livestock Project continues…

Are you interested?

In raising a sheep, goat, or pig

And take them to the Indio Fair. The following are questions and answers that will help you to make a decision.

1. How can I pay for the animal
    - Raboank is granting student loans – students must have a GPA higher than 2.0
    - This loan does not depend on the credit of the parents.
    - You would pay back after receiving you check earned at the end of the show.
    - You do not have to get a loan, but are needed to pay the total money by October 10, 2014, unless you sign an agreement to make payments to the Department of Agriculture
2. If something happens to the animals?
    - Indio FFA assures all animals safety and won't lose you money.
3. What is the cost of the animal?
    - Estimate that
        - Sheep - $400
        - Pigs - $525
        - Goat - $300
4. Where are the animals kept?
    - At the fairgrounds in Indio.
5. Who buys the food for the animals?
    - The teachers are going to get the food for their animals.
6. What if the animal becomes sick?
    - Teachers will help you treat the animal. If there is medicine to buy, the teachers will buy the medicine.
7. How often should I care for my animal?
    - Every day after school from 3:00pm to 4:00pm
    - Weekends at 8:00am to 9:00am and 3:00pm to 4:00pm
    - Days that barns is closed: Thanksgiving, Christmas, and New Year
8. What happens if I am sick or have an appointment with the doctor?
    - All animals will be housed in pairs. Call your pen partner and let them know so they can take care of your animal.
9. Are there any other projects that we may display at fair?
    - Hens and broilers – must keep at home

- Landscapes: held in February
- Floral projects – made in the statutory class

10. What GPA must student have to show an animal?
    - Students must have an average greater than 2.0 (like athletics)
11. Who supervise students in the barn?
    - Mrs. Lauritzen or Mr. Lopez
    - When do projects begin? Work days: October 2 from 3:00pm to 4:30pm and November 4 from 3:00pm to 4:30pm.
    - Sheep and goats – begin October 8, 2014
    - Pigs – November 12, 2014
    - The money for season pass (for fair) and letters for buyers are due at the meeting of January 14 at 6:00pm in at the school.
12. Who gets the money when the project is done?
    - Usually checks come around April 1, 2015. By then the students must have completed the following: thank you letters for buyer, the fair, and the official registration. After the bills are paid, the money left will be for students.

Leadership Activities

The various judging teams offered through Indio FFA provides students an opportunity to practice in career development activities. These activities allow the students to exercise their knowledge and skills learned in the classroom. The activities are held at several different colleges and universities thought California and have included: Fresno University, Cal Poly State University, San Luis Obispo, Mt. Sac, and Cal Poly Pomona.

B.I.G. (Best Informed Greenhand)

Contest participates will be first year freshmen Vocational Agriculture students who are FFA members. The contest consists of a written examination of the FFA facts and history based on the most current and crucial information from the 2013 – 2014 FFA manual. Mr. Lopez (advisor) will be organizing and coaching this team.

Co-op

This contest consists of a written examination based on the study materials provided by the Agriculture Council of California. The contest emphasis is on subjects of general farming, banking, and farming cooperation in particular, as described in the official textbook. This team is made up of 9th through 12th graders. This team will be coached by Mrs. McBride (advisor).

Floriculture

This contest combines both judging and practical skills in the floriculture area. In the contest, you judge and give oral reasons on plants and flowers. You also show off your skills in making corsages and fresh arrangements. This team is made up of 9th through 12th graders. This team will be coached by Mrs. Lauritzen (advisor).

Nursery/Landscape

This contest combines both judging and skill in aspects of maintaining landscape plants and related products. In the contest, you evaluate equipment and services, and landscape design. This team is made up of 9th through 12th graders. This team will be coached by Mr. Lopez (advisor).

Opening and Closing Ceremonies

In this contest each chapter can have up to three teams; an officer team, advanced team and a novice team. The contestants get judged by reciting their parts of the offices, which they learn from the Official FFA Manual. As a team they can either get a Gold or Silver award and as a individual they can get a metal . This team is coached by Mrs. Lauritzen and Mr. Lopez.

Conferences

This consists of many different conferences which include: the Greenhand Conference which is only open to freshmen; the Sectional Leadership Conference which is open to grades 10th through 12th; the So Cal Leadership Conference which is held here at Indio High School but is for officers and people that would like to volunteer to help out; the MFE & ALA Conference consist of officers and 10th grade students chosen by the advisors; the State Leadership Conference which is usually held at Fresno State and guest get the chance to learn different things and meet state officers; the Sacramento Leadership Experience is open to seniors and only 40 of the best graduating senior are selected to attend; and the National Convention is the highest ranking conference in the state.

FFA Contests

Throughout the years, members of the Indio FFA Chapter participate in many judging teams and contests. These contests are an extension of skills and knowledge that is learned in a classroom. Through competition, students are able to put into practice what they have learned in the classroom and receive recognition for their efforts. The following are the teams and contest:

Teams

- Opening and Closing Ceremonies- September 24, 2014
- Job Interview- December 4,2014
- Floriculture Team
- B.I.G. Team
- Nursery Team
- Prepared Public Speaking
- Creed Speaking- January 30, 2015
- Co-op- March 17, 2015
- Project Competition
    - Local
    - Principal
    - Sectional

Degrees in FFA

Active FFA members get acknowledge through a degree program that the FFA is structured with. It rewards these members that have shown progress in all phases of leadership and occupational development. The National FFA Organization degrees are: Greenhand, Chapter, State, and American.

- Greenhand FFA Degree

The first degree in the FFA is the Greenhand and it is given upon entry into a vocational education course and satisfactory completion of plans for a supervised occupational experience program.

- Chapter FFA Degree

The highest degree given at chapter level is the Chapter Degree. To earn this degree, students must satisfactory complete one semester of instruction in vocational agriculture and must have hours of work in their supervised occupational experience programs.

- State FFA Degree

The State FFA Degree is given to the top members of a State FFA Association. To qualify, students must be a FFA member for at least three years; demonstrate leadership abilities; and have earned from their own efforts in agricultural production at least $1000.00 which they have productively invested or deposited in a bank, and completed 500 hours of work and 20 hours of community service in their supervised occupational experience programs.

- American FFA Degree

The highest degree in the FFA and is conferred only on active members. To qualify individuals must have received the State Farmer degree and earned a minimum of $7500.00 from agricultural production or in work in their supervised occupational experience programs. They must also be leaders in their communities and have records of all their agricultural endeavors, and have graduated from high school one year prior.

Point Award

Name:_____

Point Award

Put a check on the line next to each FFA Activity you have done this year. Each activity is worth one point and these points are totaled up to determine the Top 10 FFA Members for 2014-15.

	Activity	Date
_____	Ice Cream Social	September 3
_____	FFA Sectional Meeting	September 9
_____	Sectional Leadership Conference	September 13
_____	FFA Meeting (First Meeting)	September 17
_____	L.A. Fair	September 20
_____	Opening & Closing Ceremony Contest	September 24
_____	Livestock Meeting	September 30
_____	Lamb and Goat Workday	October 2
_____	FFA Meeting	October 8
_____	So Cal set-up	October 17
_____	So Cal Leadership Conference	October 18
_____	Record Book Workshop	October 20
_____	Pig workday	November 4
_____	FFA Meeting	November 12
_____	Greenhand Conference	November 13
_____	Record Book Workshop	November 17
_____	Job interview	December 4
_____	Fallbrook field day	December 6
_____	Record Book Workshop	December 8
_____	Heritage field day	December 13
_____	FFA Meeting (Greenhand Ceremony)	December 17
_____	Record book	January 5
_____	Life stock entry	January 7
_____	State degree	January 13
_____	FFA Meeting	January 14
_____	Clipping Sheep	January 17
_____	Norte Vista Field Day	January 24
_____	Creed Contest	January 30
_____	MFE & ALA Conference	Jan 30-31
_____	FFA Meeting (Pre-show)	February 1
_____	Landscape	February 7-10
_____	Floral entries	February 12
_____	Lamb/ Goat Showmanship	February 18
_____	Pig Showmanship	February 19
_____	Mira Costa field day	February 20
_____	Jr. Livestock Auction	February 21

_____Landscapes Clean-up	February 23
_____ Project Competition Banquet	February 26
_____ Record Book	March 2
_____ FFA Meeting	March 11
_____Warner Springs Field Day	March 14
_____ B.I.G. & CO-OP	March 17
_____ State Degree Banquet	March 21
_____ Record Book	March 23
_____ FFA Meeting	April 8
_____ Pomona field day	April 11
_____ Chapter Officer Screening	April 15
_____ Fresno Field Day	April 18
_____ Sectional FFA Screening	April 28
_____ State Finals	May 2
_____FFA Sectional Election	May 5
_____ 2014-2015 FFA Banquet	May 13
_____ Any other activity	....

_____ Total Points

Name:_____

Greenhand Degree Application

All students applying for this degree must meet the minimum qualifications

1) _____Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program.
2) _____Learn and explain the FFA Creed, motto, salute and FFA mission statement.
3) _____Describe and explain the meaning of the FFA emblem and colors.
4) _____Demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5) _____Demonstrate knowledge of the history of the organization, the chapter constitution and bylaws and the chapter Program of Activities.
6) _____Personally own or have access to the *Official FFA Manual* and the *Official FFA Student Handbook.*
7) _____Submit written application for the Greenhand FFA Degree.

Advisor Signature:_____ Date:_____

Student Signature:_____ Date:_____

Chapter Degree Application

All students applying for this degree must meet the minimum qualifications

1) _____ Must have taken 1 year of an agriculture class.
2) _____ Have earned $150.00 on a livestock project and/ or have hours of 85 on a home improvement project.
3) _____ Have your Greenhand Degree.
4) _____ Have participated in at least 3 FFA activities
5) _____ Led a group discussion.
6) _____ Know 5 parliamentary procedures.
7) _____ Satisfactory scholastic.
8) _____ Submitted a written application for the Chapter Degree.

Advisor Signature:_____ Date:_____

Student Signature:_____ Date:_____

FFA Letter Qualifications Application

1) _____ Completed 2 years of Projects with Record Books
2) _____ Been a member of a committee or an officer in the chapter
3) _____ Helped with 3 community service projects through the FFA
4) _____ Earned Chapter Degree
5) _____ Attended 3 activities about the Chapter Level
6) _____ Participated in 2 years of Chapter fundraisers

Advisor Signature:_____

Date:_____

Academic Cords and FFA Four Year PIN Qualifications

Academic Cords

Name_____

ID #_____

Qualifications:

Been enrolled in Agriculture Pathway for 4 years

3.0 GPA in Agriculture Pathway Course Work

a. Freshman year _____ Grade_____

b. Sophomore year_____ Grade _____

c. Junior year _____ Grade _____

d. Senior year _____ Grade _____

Cumulative Indio High School (must be 2.0) GPA: _____

Taken part in Community Service Activities

Activity: _____Record book year: _____ Verified: _____

Had an Ag. Experience project while at Indio High School with a completed book

Project(s): _____

Record Book year(s): _____ Verified: _____

Plans after Graduation:

Future career Goal: _____

College, Trade School attending: _____

Area of Study (Major):_____ Ag Related? Yes/No

Enlisting in Military: Yes/ No What branch:_____

Starting work: Yes/No

Co. Name and Location _____ Ag Related: Yes/No

FFA Four Year Pin

Qualifications:

Have competed 3 years of AG projects with Record Books

Yes or No and AG project_____

Been a member of a committee or an officer in the chapter

Yes or No Committee name _____

Or officer position _____

Helped with 3 Community Service projects through the FFA

PROJECTS: 1)_____

2)_____

3)_____

Have earned chapter degree yes or no

Attended 3 activities above the chapter level

Activities: 1)_____

2)_____

3)_____

Must have earned FFA Letter YES or NO

Chapter Officer Application

2015 / 2016 Officer Application

Name: _____
Address: _____
Phone: _____ Birth Date:___
Year in School: _____
Agriculture Class (now):_____
Agriculture Class (in fall):_____
Do you have?

A. Greenhand Degree __
B. Chapter Degree (or will have) ____

1. What office would you like to run for?
   First choice:
   Second choice:

2. What are the responsibilities for this office?

3. Why do you want to run for this office?

4. How can you be a great officer and a team player?

5. What is you GPA and why is it important to keep your grades at a 2.0 or higher as an Officer?

6. List the top 10 FFA Activities that you have been involved in?

7. What FFA and school activities do you want to do next year?

8. What have you done to help your chapter and members? (Former Officers Only)

9. As an officer, it is your responsibility to attend all Officer, Chapter meetings and activities. Some of them are the following:

A. FFA Banquet 2014 and 2015
B. Southern Cal Leadership - Nov, cost $20
C. Sectional Leadership conference - Sept. or Oct., cost $20
D. Opening and Closing Contest - Sept., Oct.
E. Officer meetings - once a month, Wednesdays after school
F. FFA meetings - once a month, Wednesdays after school
G. Have your own FFA Jacket ($55) and Full FFA Official Dress Uniform

Officer screening will be on April 15, 2015 @ 2:30 in room 20. You must wear the FFA Uniform to the screening

Student Signature: _____

Parent Signature:_____

Date:_____

Duties and Responsibilities of the

Chapter President

I. Preside over meetings according to accepted rules of the parliamentary procedures.
II. Appoint committees and serve on them as an ex- officio, non-voting members.
III. Coordinate the activities of the Chapter and evaluate the progress of each division of the POA.
IV. Represent the chapter in public relations and official functions.

Cera Lopez

2014-2015 Chapter President

Duties and Responsibilities of the

Chapter Vice President

I. Assume all duties of the President if necessary.
II. Develop the POA and serve as an ex-officio, non-voting member of the POA committees.
III. Coordinate all committee work.
IV. Work closely with the President and Advisor to assess progress towards meeting chapter goals.

Lidia Mascareno

2014-2015 Chapter Vice President

Duties and Responsibilities of the

Chapter Secretary

I. Prepare and post the agenda for each chapter meeting.
II. Prepare and present the minutes of each chapter meeting.
III. Place all committee reports in the Secretary's file.
IV. Be responsible for the chapter correspondence.
V. Maintain member attendance and activity records and issue membership cards.
VI. Have on hand for each meeting:
    a. The secretary's file
    b. Copy of the POA, including all standing and special committees
    c. *Official FFA Manual* and the *Official FFA Student Handbook, 14th* ed.
    d. Copy of the chapter constitution and bylaws

Seiri Samaguey

2014-2015 Chapter Secretary

Duties and Responsibilities of the

Chapter Treasurer

I. Receive, record, and deposit FFA funds and issue receipts.
II. Present monthly treasurer reports at chapter meetings.
III. Maintain neat and accurate treasury records.
IV. Serve as chairperson of the finance committee.

Alexander Paz

2014-2015 Chapter Treasurer

Duties and Responsibilities of the

Chapter Reporter

I. Serve as chair of the POA public relations committee.
II. Plan public information program with local radio, television, newspaper, and service clubs and make sure use of the other opportunities to tell the FFA story.
III. Release news and information to local and regional news media.
IV. Publish a chapter newsletter or website.
V. Send local stories to area, district, and state reporters and to any school publications.
VI. Send articles and photographs to FFA New Horizons and other national and regional publications and websites.
VII. Work with the local media and radio and television appearances and FFA news.
VIII. Serve as chapter photographer.

Lilliana Lopez

2014-2015 Chapter Reporter

Duties and Responsibilities of the

Chapter Sentinel

I. Assist the president in maintaining order.
II. Keep the meeting room, chapter equipment, and supplies in proper conditions.
III. Welcome guest and visitors.
IV. Keep the meeting room comfortable.
V. Take charge of candidates for degree ceremonies.
VI. Assist with special features and refreshments.

Samantha Lizarraga

2014-2015 Chapter Sentinel

Duties and responsibilities of the

Chapter Delegate

I. Represents the chapter at every regional and state FFA meeting.
II. Represents by conducting the business of the sate association.

Aleena Duran

2014-2015 Chapter Delegate

The Aims & Purposes of the FFA Organization

I. To develop competent and assertive agricultural leadership.
II. To develop an awareness of the global importance of agricultural and it contribution to our well-being.
III. To strengthen the confidence of agriculture students in themselves and their work.
IV. To promote the intelligent choice and establishment of an agriculture career.
V. To stimulate development and encourage achievement in individual agricultural experience programs.
VI. To develop economic, environmental, recreational, and human resources of the community.
VII. To develop character, train for useful citizenship, and foster patriotism.
VIII. To build cooperative attitudes among agricultural students.
IX. To encourage wise management of resources.
X. To encourage improvement in scholarship.
XI. To provide organized recreational activities for agricultural students.

The FFA Creed

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

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

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

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

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

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

The FFA Colors

As the blue field of the nation's flag and the golden field of ripened corn unity in our country, the FFA Colors of national blue and corn gold give unity to the organization. All FFA functions and paraphernalia should proudly display our colors.

FFA Motto

Learning to Do,

Doing to Learn,

Earning to Live,

Living to Serve.

Constitution

INDIO CHAPTER CONSTITUTION

ARTICLE I. NAME AND PURPOSE

Section A

The name of this organization shall be the "Indio Chapter" of the "Future Farmers of America." Members are hereinafter referred to as "Future Farmers of America" and the letters, FFA, may be used to designate the chapter, its activities, or members thereof.

Section B

The purposes for which this chapter is formed are as follows:

1. To develop competent, aggressive agricultural leadership.
2. To create and nurture a love of country life.
3. To strengthen the confidence of students of vocational agriculture in themselves and their work.
4. To create more interest in the intelligent choice of agricultural occupations.
5. To encourage members in the development of agricultural programs and establishment in the industry.
6. To encourage members to improve the home 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 Indio Chapter of FFA is a chartered local unit of the California Association of FFA which is chartered by the National Organization of Future Farmers of America.

Section B

This chapter accepts in full the provision in the constitution and bylaws of the California Association of FFA as well as those of the National Organization of Future Farmers of America.

Article III. Membership

Section A

Membership in this chapter shall be of three kinds: (1) Active; (2) Alumni: and (3) Honorary, as defined by the National FFA Constitution.

Section B

The regular work of this chapter shall be carried on by 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 local chapter meetings with reasonable regularity.
2. They show an interest in, and take part in the affairs of the chapter.
3. They pay their dues regularly.

Section E

Names of applicants for membership shall be filed with the membership committee.

Article IV. Emblems

Section A

The emblem of the FFA shall be the emblem for the chapter.

Section B

Emblems used by the members shall be designated by the National Organization of FFA.

Article V. Membership Degrees and Privileges

Section A

There shall be four grades of active membership in this chapter. These grades are: (1) Greenhand Degree, (2) Chapter Farmer Degree, (3) State Farmer Degree, and (4) American Farmer Degree.

All "Greenhands" are entitled to wear the regulation bronze emblem pin. All members holding the Degree of Chapter Farmer are entitled to wear the silver emblem pin. All members holding the State Farmer Degree are entitled to wear the regulation gold emblem charm. All members holding the American Farmer Degree are entitled to wear the regulation gold emblem key.

Section B

Greenhand Degree – Minimum qualifications for election:

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

Section C

Chapter Farmer Degree – Minimum qualifications for election:

1. Must have the Degree of Greenhand and have a record of satisfactory participation in the activities of the local chapter.
2. Must have satisfactorily completed at least one year of instruction in vocational agriculture, have in operation an improved supervised farming, and/or other agricultural occupational experiences program, and be regularly enrolled in a vocational agriculture class.
3. Be familiar with the purposes and programs of activities of the state association and national organization.
4. Be familiar with the provisions of the constitution of the local chapter.
5. Be familiar with parliamentary procedure.
6. Be able to lead a group discussion for fifteen minutes.
7. Must have earned by his or her own efforts from his or her supervised farming and/or other agricultural occupations program and deposited in a bank or otherwise productively invested at least $50.

Section D

State Farmer Degree – Minimum qualification for election:

1. Qualifications for the State Farmer Degree are those set forth in the Constitution of the Sate Association.

Section E

American Farmer Degree – Minimum qualifications for election:

1. Qualifications for the American Farmer Degree are those set forth in the Constitution of the National Association of Future Farmers of America.

Section F

Special committee 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, Treasurer, Reporter, and Sentinel. The local Advisor shall be the teacher of vocational agriculture in the school where the chapter is located. Officers shall perform the usual duties of their respective offices.

Section B

Officers shall be elected annually by a majority vote of members present at a regular chapter meeting.

Section C

The officers of the chapter together with chairmen in charge of the major sections of the annual program of activities shall constitute the Chapter Executive Committee. The Executive Committee shall have full power to act as necessary for the chapter in accordance with actions taken at chapter meetings and various regulations by bylaws adopted from time to time.

Section D

Honorary members shall not vote nor shall they hold any office in the chapter except that of Advisor.

Section E

Chapter officers must hold the Degree of Chapter Farmer, except during the first year after the chapter is organized.

ARTICLE VII. MEETINGS

Section A

Regular chapter meetings shall be held once a month during the school year and once a month during the remaining months of the year at such time and place as are designated by the chapter executive committee. Special meetings may be called at any time.

Section B

Standard meeting paraphernalia shall be used at each meeting. All regular meetings shall open and close with the official ceremony. Parliamentary procedure shall be used in transacting all business at each meeting.

Section C

Delegates, as specified by the State Constitution, shall be elected annually from the active membership to represent the chapter at the State Convention. Other delegates may be named as necessary in order to have proper representation at various other FFA meetings within the State.

Section D

A majority of the active members listed on the secretary's membership roll shall constitute a quorum, and a quorum must be present at any meeting at which business is transacted or a vote taken committing the chapter to any proposal or action.

ARTICLE VIII. DUES

Section A

Local dues in this chapter shall be fixed annually by a majority vote of the active members.

Section B

Full local, state and national dues shall be paid by all active members.

Section C

No member shall be considered as active and in good standing unless he pays full local, state and national FFA dues

ARTICLE IX. AMENDMENTS

Section A

This constitution may be amended or changed at any regular chapter meeting by a two-thirds vote of the active members present providing it is not in conflict with the State Association Constitution or that of the National Organization of FFA.

Section B

Bylaws may be adopted to fit the needs of the chapter at any regular chapter meeting by a two-thirds vote of the active members present providing such bylaws conflict in no way with the constitution and bylaws of either the State Association or the National Organization.

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K.
School and/or Department Policies

Indio High School's Agriculture Education Local Advisory Committee Bylaws

I. Name

The name of this organization shall be the Indio High School's Agriculture Education Local Advisory Committee hereafter referred to as the Advisory Committee.

II. Purpose

The purpose of the Advisory Committee is to provide recommendations regarding the goals and objectives for the program for all three integral components of an Agricultural Education program. The input provided by the Advisory Committee shall be used by the instructor(s) in planning program activities and improvement. The committee assists in identifying community resources and program strategies for achieving the goals and objectives. The advisory committee also assists with the evaluation of the program. The evaluation process is one of reflection as to if goals and objectives have been achieved, and the analysis process used in determining at what level. The Advisory Committee is authorized under Section 134(b)(4) of the Carl D. Perkins Vocational and Technical Education Act of 1998: "The eligible agency shall determine requirements for local plans, except that each local plan shall describe how parents, students, teachers, representative of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs assisted under this title, and how such individuals and entities are effectively informed about and assisted in understanding the requirements of this title." Each full-time Vocational and Technical program must have an advisory committee that is formally organized and meets at least once annually. The membership of the advisory committee must be diversified with the majority of membership representative of occupations for which the program is training.

III. Organization

A. Membership. The committee shall consist of a sufficient number of members to provide a representative cross-section of the labor market served by Indio High School. The committee shall have at least five members.

B. Terms of Appointment. Appointments shall be for three-year terms. Appointments shall be staggered so that one-third of the members' terms expires each year. At the time of the initial organization, terms shall be determined by drawing lots among the members. Members may succeed themselves for no more than two terms before

laying out a term. The term of a new Advisory Committee member shall start on August 1.

C. Officers. The committee shall elect a chairperson, vice chairperson, and secretary/recorder. The responsibilities of the officers include:

Chairperson – Shall preside at meetings, serve as the chairperson of the executive committee, direct external relations and legislative activities, and appoint standing and special committees as the need arises. The chairperson shall develop the meeting agenda in cooperation with the Agriculture Education teacher(s).

Vice Chairperson – Shall preside in the absence of the chairperson, direct committee program planning, chair the annual evaluation committee, and assist the chairperson as requested.

Secretary/Recorder – Shall direct the recording of the minutes of the meeting, the transmittal of all reports to members, and maintain a permanent record file of Advisory Committee activities. The secretary shall coordinate all correspondence on behalf of the Committee.

D. Officers shall be elected by the members annually. Other members of the executive committee shall be appointed annually by the elected committee officers. A replacement for a vacancy in a committee office shall be elected at the next regular meeting of the committee after the vacancy is created.

IV. Meetings

A. The advisory committee shall meet a minimum of 2 times annually.

B. Special meetings may be called by the chairperson.

C. The chairperson, after consultation with the advisory committee membership shall establish the schedule of advisory committee. Meetings may be postponed or canceled by the chairperson.

D. Written notices of committee meetings shall be mailed/emailed to all members at least 7 days prior to the meeting by the committee secretary.

E. Each meeting will begin at the planned time and will continue for no more than 2 hours unless a majority of the members present vote to extend the meeting.

F. A quorum shall be deemed to exist if at least 50 percent of the members of the advisory committee are present.

G. Members who are absent for 4 consecutive meetings shall lose their membership unless a majority of the members present vote to extend their membership.

V. Reporting and Dissemination

Minutes, reports, and recommendations shall be forwarded to the committee members, the Agriculture Education teacher by the secretary within 7 days following each committee meeting.

VI. Parliamentary

Authority Robert's Rules of Order shall be followed for conducting business within the committee.

VII. Working Rules

The committee shall establish a set of working rules to govern its operation. Items to be included are committee structure, meeting arrangements, annual priorities for committee work and other organizational details.

VIII. Funding

Expenditures of the committee shall be assumed by the Agriculture Education Department upon the approval of the appropriate board or committee.

XI. Amendments

Bylaws may be amended by two-thirds vote of the committee provided the following conditions have been met:

A. The proposed amendment shall have been proposed by a committee member and distributed to each committee member 7 days prior to the time of voting.

B. The proposed changes shall have been approved by the Indio's Agriculture Education department.

Supervised Agriculture Experience Program

The purpose of the SAEP (Supervised Agriculture Experience Program) is to give the student experience in an area of interest in the Agriculture field. This is their "homework" which they need to be working on each day until the project is finished, about 86 hours is required.

There are 4 areas:

1. **Ownership**- student owned project
   Examples: Fair projects- pig, sheep, goats and beef.
   All students and 1 parent who are interested in getting an animal must attend the Livestock meeting on October7 at 6:00pm in IE 2. Since there are a limited number of animals, you should come prepared to put a deposit down of $50.00. For first time students, there are loans to take care of the rest of the money for the animal.
2. **Home Improvement:** Students change and improve an area at the students' home.
   Examples: Yard maintained, garden, build a patio, build a fence, etc.
   Parents must provide the money for this project.
3. **Work Experience:** Students must be 16 years of age. They are to obtain a place to do this work experience, in an area of Agriculture (Paid or Non-Paid).
   Examples: Veterinarian office, ranch, plant nursery, gardener, landscaper, golf course, pet shop, etc.
4. **Science Project:** Students' will make their own project on an area of agriculture. Student will have to participate in the local and possible the regional level contest.

All students must decide on their project by Nov. 1st. They will have all year to complete it. Students are to take pictures of their projects for the presentation in May. A record book will be provided to the student to keep the records on their project. This project counts for 25% of their grade.

Student (print) _____

Parent signature _____

FLORAL POLICY

To **ALL** students enrolled in Indio High School's Floral Design Courses:

1. All students will be requested to pay a $20.00 Lab Fee each semester for new material and supplies taken home.
    a. If fee is not paid, students will not be allowed to take projects home.

2. If any student is known to or assist in the theft of any flowers and/or supplies they will:
    a. Be given a Referral to the Dean
        i. Suggested Action:
            1. Suspension
            2. Removal from class with "F"

3. If any student is known to Inhale or misuse Helium:
    a. Be given a Referral to the Dean:
        i. Suggested Action:
            1. Suspension from class
            2. Removal from class with "F"

Lab Fee is for this Session of Floral is **DUE** _____

Thank You for your Assistance

Floral Teachers of Indio High School
M. McBride
N. Lauritzen

Print Name of Student _____

Student Signature/Date _____

Parent Signature/Date _____

b) Advance students who have put down a deposit.
c) Any other student who's gone through the selection process.

10) All students will keep and maintain an official FFA Record Book.

11) Only students in an Agriculture class may have a Livestock, Mechanic or Landscape fair project.

12) Before the students will received their fair checks, they must do the following:
1) All bills will be paid and Record Books current.
2) Students will provide a open Thank you letter, properly addressed with postage to the Agriculture teacher for inspection and mailing.

13) Students will be required to maintain a C average.

14) If the student violates any of the rules, they will be put on contract. Any further violations may lead to removal of project and loss of their investment.

15) At the discretion of the Agriculture Teacher, students found abusing, neglecting or harming any animal will face dispensary actions which may include the loss of the animal, all investment and/or denied access to the facility.

Student_____
Parent_____
Advisor_____
Date_____

7/98
Indio High School
Agriculture Department
81-750 Ave 46
Indio, CA 92260
760-342-9300

Indio High School's

Agriculture Departmental

Policies

Indio Agriculture
Departmental Policies

1) In all Agriculture Lab classes which have a lab fee, the student will pay $15 fifteen dollars/per semester. Or the student may do the following:
   a) Floral Design classes- the student may work off a portion of the lab fee, by working the floral sales at lunch time.
   b) Shop classes- the student may choose to work off a portion of the lab fee, by working on teacher assigned projects.

2) All students in the Agriculture, will have a Agriculture project and maintain a Record Book.

3) All Agriculture students will participate in 3 FFA organized activities/yr which are graded in their Agriculture class.

4) All students in the Agriculture Program will develop and maintain a current Portfolio that will be housed in the Agriculture Department until graduation or Tranfering to another School.

Indio High School
Agriculture Department
81-750 Ave 46
Indio, CA 92260
760-342-9300

Fair Livestock Policies

1) All students who have their animals at the Indio Fair Grounds, will be part of the co-op and purchase all feed and materials through it.

2) Students will be expected to attend any work days and livestock meetings.

3) Students will only be at the Indio Fair ground facility with parental or Teacher Supervision.

4) Students will be expected to feed daily, with in the set barn hours.

5) No students or Parents will be allowed on the fair grounds after feeding hours.

6) All students will pay a $10.00 fee for use of facilities and equipment.

7) All animal pens will be cleaned on a regular basic:
   a) Beef - daily
   b) Sheep- every 2 days
   c) Swine- every 2 days

****The cleaner the pen the healthier the animal will be.**

8) Students will not feed or handle other projects without the owners permission or Teacher supervision.

9) Student Loans through the Agriculture Department, will be available in the following priorities:
   a) 1st year student

Market Swine Project Plan

Estimated Expenses:

Cost of Animals	$150.00
Feed	$70.00
Supplies (soap, etc.)	$15.00
Veterinary/worming	$5.00
Equipment*	+ $15.00
Total Estimated Expenses	**$255.00**

*The chapter will provide all other needed equipment.

Sale of animal
(Break even $1.50/lb.) 170 lb. Hog

Total Estimated Receipts	$255.00
Estimated Net Profit	**$0.00**

Supplies needed and other things needed for fair:

- Towels
- Rags
- Feed and water buckets
- Feed for one week
- Show uniform

Market Lamb Project Plan

Estimated Expenses:	
Cost of animal	$150.00
Feed (Grain and Hay)	$50.00
Veterinary- Worming	$3.00
Supplies*(soap, act.)	$7.00
Straw (bedding for home and fair)	+$5.00
Total estimated expenses	**$215.00**

*The chapter will provide all other needed fitting equipment.

Sale of animal (for a 123lb. lamb) (Break even $1.75/lb.)	$215.00
Total Estimated Receipts	$215.00
Estimated Net Profit	**$0.00**

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

- Towel
- Feed for a week
- Show uniform
- Halter

Livestock Policies of Indio Agriculture Department

This is a wonderful experience that your child will get to participate in. **Only Agriculture students may have an animal project.** your student will be learning about their animal, feeding, care, record keeping and life. There are student loans for first year livestock projects. The loan will be paid after the student sells their animal at eh auction in February. In order for your student to have this opportunity, they must put down a $80 dollar deposit. This will gold their animal for them. Since your student will be investing their time and money, they need your support. In order to have an animal project the following procedures must be followed:

1. All students are allowed to have their animal at the Indio Fair Grounds. But we are the guests must always treat the fair ground people with the up most respect at all times. We may not drive through the fair grounds as this could disrupt the programs that the fair puts on. All students are to help maintain the facilities, on a daily basis. When the barns are closed all students must leave the area, do not stand around outside the barns. Be picked up on time or arrange to meet somewhere away from the fair grounds.

2. We will have some workdays to get ready for the livestock. Tentative days will be informed to livestock owners, all students must attend. If any parents can help will be appreciated.

3. Indio Agriculture Department will buy all feed and medicine for the animals at the fair grounds. It will be a co-op based program, this will save cost and time (for the parents).

4. BARNS
   - A. There will be an Agriculture teacher or a designated parent to supervise the students.
   - B. The barn hours are Monday- Friday 2:45 to 4:00 P.M: Saturday- Sunday are from 8:00 to 9:00 A.M and 2:45 to 4:00 P.M.
   - C. The student is expected to clean and care for their animal everyday (even **on weekends and holidays).** Animals need to be taken out daily for exercise and sun. Weighed once a week and reported to the instructor are necessary. On warm days the pigs should be washed. The animals are to **never** be put in the barns **wet**!
   - D. If a student can't take care of the project they must get someone to feed, clean, and walk their animal.
   - E. No student or parent is allowed to be on the fair grounds after feeding hours.
   - F. Students are not to feed or handle other students' livestock without their permission.
   - G. All student will maintain a Record Book (this will be given to your student) and write 10 hand-written letter to businesses and friends.
   - H. Before a student may receive their money from the sale of the animal, they must have written an open thank you letter (stamped and addressed correctly), record book up to date and all debits are paid.
   - I. Students must maintain a **C average** in their classes.
   - J. Any student found to be abusing, neglecting or harming any animal would face dispensary actions, which can include loss of animal, all investment and or denial access to barns.

This is a wonderful opportunity for everyone to learn and have fun at the same time. However, they must follow the rules, if any student is found to violate any of the rules , they will be put on contract. Any further violations may lead to the removal of the animal, and loss of their investment.

Student_____

Student Signature_____

Parent Signature_____

Date_____

Indio High School's

Agriculture Departmental

Policies

Indio Agriculture
Departmental Policies

1) In all Agriculture Las classes which have a lab fee, the student will pay $15 dollars/ per semester. Or the student may do the following:

A. Floral Design Classes- the student ma work off a portion of the lab fee, by working the floral sales at lunch time.

B. Shop Classes- the student may choose to work off a portion of the lab fee, by working on teacher assigned projects.

2) All students in the Agriculture will have a Agriculture project and maintain a Record Book.

3) All Agriculture students will participate in 3 FFA organized activities/year which are graded in the Agriculture class.

4) All students in the Agriculture Program will develop and maintain a current portfolio that will be housed the Agriculture Department until graduation or transferring to another school.

Indio High School
Agriculture Department
81-750 Ave. 46
Indio, CA 92260
760-342-9300

Fair Livestock Policies

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4) Students will be expected to feed daily, with in the set barn hours.

5) No students or parents will be allowed on the fair grounds after feeding hours.

6) All students will pay a $10 dollar fee for use of facilities and equipment.

7) All animal pens will be cleaned on a regular basis:

A. Beef- daily
B. Sheep- every 2 days
C. Swine- every 2 days

*****A cleaner pen= a healthier animal*****

8) Students won't feed or handle other projects without the owners permission or teacher supervision.

9) Student loans through the Agriculture Department will be available in the following priorities:

A. 1st year student
B. Advance students who have put a deposit
C. Any other student who's gone through the selection process

10) All students will keep and maintain an official FFA Record Book

11) Only students in an Agriculture class may have a livestock, mechanic or landscape fair project

12) Students will be required to maintain a C average

13) Before the students receive their fair checks, they must do the following

1) All bills will be paid and record books current
2) Students will provide a open Thank you letter, Properly addressed with a postage to the Agriculture Teacher for inspection and mailing

14) If the student violates any of the rules, they will be put on contract. Any further violations may lead to removal of the project and loss of their investment.

15) At the discretion of the Agriculture teacher, students found abusing neglecting or harming any animal will face dispensary actions which may include the loss of the animal, all investment and/or denied access to the facility.

Student_____

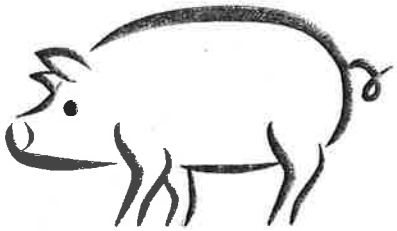
Parent_____

Advisor_____

Date_____

Indio High School
Agriculture Department
81-750 Ave. 46
Indio, CA 92260
760-342-9300

Market Swine Project Plan



Estimated Expenses:

Cost of Animal	$175.00
Feed	$80.00
Supplies (soap, etc.)	$15.00
Veterinary/Worming	$5.00
Equipment*	+$15.00
Total Estimated Expenses	**$290.00**

**The Chapter will provide all other needed equipment.

Sale of animal
(Break even $1.50/lb.) 190lb. Hog

Total Estimated Receipts	$290.00
Estimated Net Profit	**$5.00**

Supplies needed and other things needed for fair:

- Towels
- Rags
- Feed and water buckets
- Feed for one week
- Show Uniform

Market Lamb and Goats Project Plan

Estimated Expenses:	
Cost of Animal	$150.00
Feed (grain and hay)	$55.00
Veterinary/Worming	$3.00
Supplies (soap, etc)	$7.00
Straw (bedding for home/fair)	+$5.00
Total estimated expenses	**$220.00**

*The chapter will provide all other needed fitting equipment.

Sale of animal (for a 123 lb. lamb/goat)	$220.00
(Break even $1.75 lb)	$220.00
Estimated Net Profit	**$0.00**

Supplies and other things needed at the fair:

- Towel
- Feed for a week
- Show Uniform
- Halter

Indio FFA Loan Application

Student_____ Parent_____

Address_____ Work Place_____

Phone Number_____ Work Number_____

Project_____

The cost of the animal is $_____
(including insurance)
I have put down a deposit of $_____

Loan is $_____

I will follow all rules and care for my animal on a daily basis. In case I am not able, I will personally contact the Agriculture teacher_____in charge and get someone to care for my animal. I will keep and accurate record of my project in the FFA Record Book. All loans will be paid at the time of receiving the sale check, from the National Date Festival Auction (on or about March_____).

Student Signature_____

Parent Signature_____

Project Advisor_____

Date_____

WEEKLY PROGRESS REPORT

Indio High School

Name:		Date:		Grade:	Counselor:	
Teacher's Signature/Course	**Attitude/ Behavior**	**Absences**	**Tardies**	**Assignments Missed (Please be Specific)**	**Grade to Date**	**Comments**
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						
Period 7						

Additional Comments:

Las Políticas del ganado del Departamento de la Agricultura de Indio

Esto es una experiencia maravillosa que su niño conseguirá para tomar parte en. **Sólo estudiantes de Agricultura pueden tener un proyecto animal**. su estudiante estará aprendiendo acerca de su animal, alimentar, el cuidado, el registro que mantiene y la vida. Hay crédito personal para estudiantes para primero proyectos de ganado de año. El préstamo será pagado después de que el estudiante venda su animal en la subasta de eh en febrero. En la orden para su estudiante para tener esta oportunidad, ellos deben dejar un deposito de $80. Esto hace oro su animal para ellos. Desde que su estudiante estará invirtiendo su tiempo y el dinero, ellos necesitan su apoyo. Para tener un animal proyecta los procedimientos siguientes deben ser seguidos:

1. Todos estudiantes son permitidos tener su animal en el Indio el Motivo Justo. Pero somos los huéspedes siempre deben tratar a las personas justas del suelo con el arriba la mayoría de los respeto siempre. Nosotros no podemos manejar por el motivo justo como esto podría interrumpir los programas que el justo pone. Todos estudiantes son de ayudar a mantener las facilidades, diariamente. Cuándo los graneros son cerrados a todos estudiantes deben salir de el área, no se para alrededor fuera de los graneros. Es recogido a la hora o arregla para encontrar en algún lugar lejos del motivo justo.

2. Tendremos algunos día laborable para preparar para el ganado. Los días tentativos serán informados a dueños de ganado, todos estudiantes deben asistir. Si cualquier padre puede ayudar a será apreciado.

3. El Departamento de la Agricultura de Indio comprará toda comida y la medicina para los animales en el motivo justo. Será una cooperativa el programa basado, esto salvará el costo y el tiempo (para los padres).

4. Los GRANEROS
   - A. Habrá un maestro de la Agricultura o un padre designado a supervisar a los estudiantes.
   - B. Las horas del granero son el lunes- el viernes 2:45 a 4:00 P.M: El sábado- el domingo es de 8:00 a 9:00 UN.M y 2:45 a 4:00 de la tarde.
   - C. El estudiante es esperado limpiar y cuidar de su animal diario **(aún en fines de semana y vacaciones).** Los animales necesitan ser sacados diariamente para ejercicio y sol. Pesado una vez a la semana e informado al instructor son necesario. En días tibios que los puercos deben ser lavados. ¡Los animales son de **nunca** ser puesto en los graneros **mojó!**
   - D. Si un estudiante no puede cuidar del proyecto que ellos deben conseguir alguien alimentar, limpiar, y para andar su animal.
   - E. Ningún estudiante ni el padre son permitidos estar en el motivo justo después de alimentar horas.
   - F. Los estudiantes son de no alimentar ni manejar a otros estudiantes' ganado sin su permiso.
   - G. Todo estudiante mantendrá un Libro sin precedentes (esto será dado a su estudiante) y escribe 10 escriben a mano carta a negocios y amigos.
   - H. Antes un estudiante puede recibir su dinero de la venta del animal, ellos deben haber escrito un abierto gracias carta (estampados y dirigidos correctamente), registra el

libro arriba fechar y todos débitos son pagados.

Yo. Los estudiantes deben mantener un promedio C en sus clases.

J. Cualquier estudiante encontró para estar abusando, para estar descuidando o para estar dañando cualquier animal encararía las acciones de farmacia, que pueden incluir la pérdida de animal, toda inversión y o el acceso de la negación a graneros.

Esto es una oportunidad maravillosa para todos aprender y divertirse al mismo tiempo. Sin embargo, ellos deben seguir las reglas, si cualquier estudiante es encontrado para violar cualquiera de las reglas, ellos serán ponen el contrato. Más infracciones pueden llevar a la eliminación del animal, y de la pérdida de su inversión.

Nombre de estudiante_____

Estudiante Firma_____

Críe Firma_____

Feche_____

Agricultura de Instituto

de Indio Departamental

Políticas

La Agricultura de Indio
las Políticas Departamentales

1) En todas clases de la Agricultura Las que tienen un honorario del laboratorio, el estudiante pagará $15 dólares/por semestre. O el estudiante puede hacer lo Siguiente:

A. Las Clases florales del Diseño- el trabajo de ma de estudiante de una porción del honorario del laboratorio, trabajando las ventas florales en almuerza tiempo.

B. Haga de compras las Clases- el estudiante puede escoger trabajar de una porción del honorario del laboratorio, trabajando en el maestro proyectos asignados.

2) Todos estudiantes en la Agricultura tendrán un proyecto de la Agricultura y mantendrán un libro sin precedentes.

3) Todos estudiantes de la Agricultura tomarán parte en 3 FFA organizacion actividades/año que son graduados en la clase de la Agricultura.

4) Todos estudiantes en el Programa de la Agricultura desarrollarán y mantendrán una cartera actual que será albergada el Departamento de la Agricultura hasta la graduación o transferir a otra escuela.

El Departamento de la Agricultura del Instituto de Indio 81-750 Avda. 46 Indio, CA 92260 760-342-9300

Políticas justas de Ganado

1) Todos estudiantes que tienen sus animales en el Indio el Motivo Justo, formarán parte de la cooperativa y comprarán toda comida y las materias por ello.

2) Estudiantes serán esperados asistir cualquier reuniones de día laborable y ganado.

3) Estudiantes sólo estarán en la facilidad de Indio a la justa del motivo con un paternal o la supervisión de maestro.

4) Estudiantes serán esperados alimentar diario, con en las horas fijas de granero.

5) Ningun estudiante ni los padres serán permitidos en el motivo justo después de horas de alimentar.

6) Todos los estudiantes pagarán un honorario de $10 dóllares para el uso de facilidades y equipo.

7) Todas plumas animales serán limpiadas con regularidad:

A. Quéjese- diariamente
B. La oveja- cada 2 días
C. Cerdo- cada 2 días

*****A pluma más limpia = un animal más sano*****

8) Estudiantes no alimentarán ni manejarán otros proyectos sin el permiso de dueños ni supervisión de maestro.

9) Crédito personal para estudiantes por el Departamento de la Agricultura estarán disponibles en las prioridades siguientes:

A. Primer estudiante de año
B. Los estudiantes anticipados que han puesto un depósito
C. Cualquier otro estudiante que ha atravesado el proceso de selección

10) Todos estudiantes mantendrán un Libro FFA oficial y mantendrán sin precedentes

11) Sólo estudiantes en una clase de la Agricultura pueden tener un ganado, el mecánico o ajardinar proyecto justo

12) Estudiantes serán requeridos a mantener un promedio C

13) Antes los estudiantes reciben sus cheques justos, ellos deben hacer el sanguine:
    1) Todas cuentas serán pagadas y registran la corriente de libros
    2) Estudiantes proporcionarán un abierto gracias carta, Apropiadamente dirigidos con un franqueo al Maestro de la Agricultura para la inspección y enviando

14) Si el estudiante viola cualquiera de las reglas, ellos serán ponen el contrato. Más infracciones pueden llevar a la eliminación del proyecto y la pérdida de su inversión.

15) a voluntad del maestro de Agricultura, los estudiantes encontraron abusar descuidar o dañar cualquier animal encarará las acciones de farmacia que pueden incluir la pérdida del animal, toda inversión y/o el acceso negado a la facilidad.

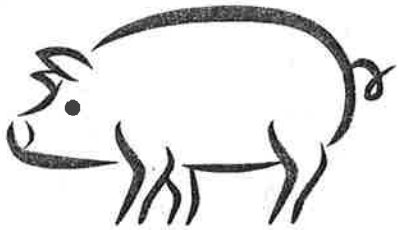
El estudiante_Padre

_____

El consejero_____

Feche_____

Plan de mercadotecnia de Proyecto de Cerdo



Los Gastos estimados:

El costo de Animal	$175.00
Comida	$80,00
Suministros (el jabón, etc.)	$15.00
Veterinario/Worming	$5.00
Equipo*	+$15.00
Total Estimó los Gastos	**$290.00**

**El Capítulo proporcionará todo el otro equipo necesitado.

La venta de animal (Interrupción aún $1.50/lb.) 190 las. Cerdo

Total Estimó Recibos $290.00

El Beneficio neto estimado $5.00

Los suministros necesitaron y otras cosas necesitaron para justo:

Tuallas
Alimantar y lavar los valdes
Alimentar por unas semana
Ensenar uniforme

El Cordero y las Cabras de mercadotecnia Proyectan el Plan

Gastos estimados:

El costo de Animal	$150.00
Alimente (grano y heno)	$55.00
Veterinario/Worming	$3.00
Suministros (el jabón, etc.)	$7.00
La paja (ropa de cama para en casa/justo)	+$5.00
Total Estimó los Gastos	**$220.00**

*El capítulo proporcionará todo el otro quedar necesitado el equipo.

La venta de animal (para una 123 cordero/cabra de l.)	$220.00
(Cubra gastos $1.75 lb)	$220.00
Beneficio neto estimado	**$0.00**

Los suministros necesitaron y otras cosas necesitaron para justo:

- Tuallas
- Alimentar por unas semana
- Ensenar uniforme
- Cabestro

Aplicación de Préstamo de Indio FFA

El estudiante_____ Padre_____

Direccion_____ Lugar del Trabajo_____

El Número de teléfono_____ Número de Trabajo_____

Proyecto_____

El costo del animal es $_____
(inclusive el seguro)
he dejado un depósito de $_____

El préstamo es $_____

Seguiré todas reglas y cuidaré de mi animal diariamente. En caso de que yo no pueda, contactaré personalmente al maestro de la Agricultura_la carga _____in y conseguiré alguien cuidar de mi animal. Mantendré y el registro exacto de mi proyecto en el FFA el Libro sin precedentes. Todos préstamos serán pagados en el tiempo de recibir el cheque de la venta, de la Fecha Nacional la Subasta Festival (en o acerca de marzo_____).

La Firma del estudiante_____

Críe Firma_____

Proyecte a Consejero_____

Feche_____

HOME OF THE RAJAHS
INDIO HIGH SCHOOL
www.ihsrajahs.com
"Dedicated to academic achievement and personal success for all"
Rudy Ramirez, Principal
Est. 1958
81-750 Ave. 46 | Indio, CA 92201 | (760) 775-3550 | FAX (760) 775-3565

L.
Proficiency Standards for Program Completers

Since 1917, with the passage of the Smith-Hughes, federal and state legislation has provided leadership for the implementation and improvement of agricultural education programs. The California Department of Education, the Superintendent of Public Instruction, and the State Board of Education have strongly supported a comprehensive program of instruction in agriculture that integrates technical agriculture with strong academic foundations in core subjects. A successful agriculture education program must be based on three components: classroom instruction, Future Farmers of America (FFA) leadership activities, and Supervised Occupational Experience Projects. Two major federal and state programs provide support for agricultural education programs: the Carl D. Perkins Vocational and Technical Education Act of 1998 (20 U.S.C. 2301 et seq., as amended by Public Law 105-332), and the Agricultural Education Vocational Incentive Grant Program (California Senate Bill 813 [1983] and California Code of Education Chapter 9. Vocational Education, Article 7, Sections 52460-52462).

In able to support a strong comprehensive program, the foundation must strong classroom instruction and proficiency standards for students. The following are the basic learning expectations and outcomes for all courses taught through the Indio High School Agriculture Department. The department utilizes the California Career Technical Education Model Curriculum Standards with an emphasis on the Agriculture and Natural Resources Industry Sector. After this list, the pathway specific learning outcomes are presented.

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.

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.

- Recognize the elements of communication using a sender–receiver model.
- Identify barriers to accurate and appropriate communication.
- Interpret verbal and nonverbal communications and respond appropriately.
- Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

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.

- Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.
- Explore how information and communication technologies are used in career planning and decision making.
- Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- Integrate changing employment trends, societal needs, and economic conditions into career planning.
- Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- Recognize the importance of small business in the California and global economies.
- Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- Develop a career plan that reflects career interests, pathways, and postsecondary options.

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.

- Use electronic reference materials to gather information and produce products and services.
- Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
- Research past, present, and projected technological advances as they impact a particular pathway.

- 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.
- Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.

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.

- Identify and ask significant questions that clarify various points of view to solve problems.
- Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

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.

- Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
- Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- Practice personal safety when lifting, bending, or moving equipment and supplies.
- Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- Maintain a safe and healthful working environment.
- Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

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.

- Recognize how financial management impacts the economy, workforce, and community.
- Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- Understand the need to adapt to changing and varied roles and responsibilities.
- Practice time management and efficiency to fulfill responsibilities.
- Apply high-quality techniques to product or presentation design and development.
- Demonstrate knowledge and practice of responsible financial management.
- Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- Explore issues of global significance and document the impact on the Agriculture and Natural Resources sector.

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.

- Access, analyze, and implement quality assurance standards of practice.
- Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Agriculture and Natural Resources industry sector.
- Demonstrate ethical and legal practices consistent with Agriculture and Natural Resources sector workplace standards.
- Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- Analyze organizational culture and practices within the workplace environment.
- Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
- Conform to rules and regulations regarding sharing of confidential information, as determined by Agriculture and Natural Resources sector laws and practices.

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.

- Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 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.
- Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 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.
- Understand that the modern world is an international community and requires an expanded global view.
- Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- Participate in interactive teamwork to solve real Agriculture and Natural Resources sector issues and problems.
- Define the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 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.
- Understand how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- Demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- Participate in group or team activities, including those offered by the student organization, that develop skills in leadership, cooperation, collaboration, and effective decision making.

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.

- Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.
- Comply with the rules, regulations, and expectations of all aspects of the Agriculture and Natural Resources sector.
- Construct projects and products specific to the Agriculture and Natural Resources sector requirements and expectations.
- Collaborate with industry experts for specific technical knowledge and skills.
- Interpret and explain the aims, purposes, history, and structure of the FFA student organization and know the opportunities it makes available.
- Manage, and actively engage in, a career-related, supervised agricultural experience.
- Understand the importance of maintaining and completing the California Agricultural Record Book.
- Maintain and troubleshoot equipment used in the agricultural industry.

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.

- 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.
- Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
- Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
- Employ entrepreneurial practices and behaviors appropriate to Agriculture and Natural Resources sector opportunities.
- 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.

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 and Feed Nutritionist.

Evaluate the necessary elements for proper animal housing and animal-handling equipment.

- Design an animal facility focusing on appropriate space and location requirements for habitat, housing, feed, and water.
- 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.
- Interpret animal behaviors and execute protocols for safe handling of animals.
- Defend the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.

Apply principles of animal nutrition to ensure the proper growth, development, reproduction, and economic production of animals.

- Assess the flow of nutrients from the soil, through the animal, and back to the soil.
- Explore the principles for providing proper, balanced rations for a variety of production stages in ruminants and monogastrics.
- Compare the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.
- Distinguish how animal nutrition is affected by the digestive, endocrine, and circulatory systems.

Apply principles of comparative anatomy and physiology to uses within various animal systems.

- Compare and contrast animal cells, tissues, organs, and body systems.
- Develop efficient procedures to produce consistently high-quality animals that are well suited for their intended purposes.
- Relate the importance of animal organs to the health, growth, and reproduction of animals.

Demonstrate understanding of animal reproduction, including the function of reproductive organs.

- Illustrate animal conception, including estrus cycles, ovulation, and insemination.
- Research the gestation process and basic fetal development.
- Explain the parturition process, including the identification of potential problems and their solutions.
- Select animal breeding methods based on reproductive and economic efficiency.
- Select a breeding system based on the principles of genetics.

Discuss animal inheritance and selection principles, including the structure and role of deoxyribonucleic acid (DNA).

- Evaluate a group of animals for desired qualities, and discern among them for breeding selection.
- Select animals, based on quantitative breeding values, for specific characteristics.
- Research and discuss current technology used to measure desirable traits.
- Predict phenotypic and genotypic results of a dominant and recessive gene pair.
- Research the role of mutations, both naturally occurring and artificially induced, and hybrids in animal genetics.

Prescribe and implement a prevention treatment program for animal diseases, parasites, and other disorders.

- Evaluate the signs of normal health in contrast to illness and disease.
- Analyze the importance of animal behavior in diagnosing animal sickness and disease.
- Research common pathogens, vectors, and hosts that cause disease in animals.
- Evaluate preventative measures for controlling and limiting the spread of diseases, parasites, and disorders among animals.
- Discuss procedures used at the local, state, and national levels to ensure biosecurity of the animal industry.
- Explain the health risk of zoonotic diseases to humans, their historical influence, and future implications.
- 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.

Explore common pasture and rangeland management practices and their impact on a balanced ecosystem.

- Evaluate a rangeland and identify methods of rangeland improvement used in an effective animal production program.
- Summarize how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.

- Develop a management plan for rangelands, including how to calculate carrying capacity, for a variety of animal species and locations.
- Evaluate a plan to balance rangeland use for animal grazing and for wildlife habitat.

Explain challenges associated with animal waste management.

- Assess treatment and disposal management systems for animal waste.
- Compare various methods for using animal waste and the environmental impacts associated with each method.
- Research the health and safety regulations that are an integral part of properly managed animal waste systems.

Assess animal welfare concerns and management practices that support animal welfare.

- Evaluate the early warning signs of animal distress and how to rectify the problem.
- Discuss consumer concerns with animal production practices relative to human health.
- Summarize federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.
- 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.

Demonstrate understanding of the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits).

- Formulate and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.
- Develop, maintain, and use growth and management records for large or small animals to make data-driven management decisions.
- Demonstrate understanding of the production of specialty animals (e.g., fish, marine animals, llamas, and tall, flightless birds).
- Assess specialty animals' role in agriculture (e.g., fish farms, pack animals, working dogs).
- Explore the unique nutrition, health, and habitat requirements for specialty animals.
- Synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.
- Develop, maintain, and utilize growth and management records for specialty animals to make data-driven management decisions.

Understand how animal products and by-products are processed and marketed.

- 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.
- Compare the relative importance of the major meat, dairy, and egg classifications, including the per-capita consumption and nutritive value of those classifications.
- Discuss how meat-based, dairy, and egg retail products are produced.
- Describe how nonmeat products, such as wool, pelts, hides, and by-products, are harvested and processed.
- Evaluate how meat products and nonmeat products are marketed.
- Compare the value of animal by-products to nonagricultural industries.
- Apply point-of-origin safety and sanitation procedures in the production, harvest, handling, processing, and storing of meat products.

Environmental Horticulture Science Pathway

The Environmental Horticulture Science 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 and Nursery/Greenhouse Manager

Compare and contrast the hierarchical classification of plants.

- Practice how to classify and identify plants by order, family, genus, and species.
- Demonstrate how to identify plants by using a dichotomous key.
- Illustrate how common plant parts are used to classify the plants.
- Distinguish how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
- Identify and select plants for local landscape applications.

Summarize plant physiology and growth principles.

- Understand plant systems, nutrient transportation, structure, and energy storage.
- Diagram the seed's essential parts and explain the functions of each.
- Explain how primary, secondary, and trace elements are used in plant growth.
- Experiment with the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- Differentiate the tissues seen in a cross section of woody and herbaceous plants.
- Explore the factors that affect plant growth.

Demonstrate plant propagation techniques.

- Explain the different forms of sexual and asexual plant reproduction.
- Demonstrate the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
- Utilize and monitor plant reproduction for the development of a saleable product.

Develop and implement a plan for basic integrated pest management.

- Read and interpret pesticide labels and understand safe pesticide management practices.
- Research how pesticide regulations and government agencies affect agriculture.
- Identify common horticultural pests and diseases and methods of controlling them.
- Design an integrated approach to solving plant problems.

Summarize water and soil (media) management practices.

- Explain how basic soil science and water principles affect plant growth.
- Illustrate basic irrigation design and installation methods.
- Prepare and amend soils, implement soil conservation methods, and compare results.
- Research major issues related to water sources and water quality.
- Explain the components of soilless media and test the use of those media in various types of containers.

Apply ornamental plant nutrition practices.

- Analyze how primary and secondary nutrients and trace elements affect ornamental plants.
- Use basic nutrient testing procedures on soil and plant tissue.
- Analyze organic and inorganic fertilizers to understand their appropriate uses.
- Read and interpret labels to properly apply fertilizers.

Develop a plan for the selection, installation, and maintenance of turf.

- Explain the selection and management of landscape and sports field turf.
- Demonstrate how to select, install, and maintain a designated turf grass area.
- Distinguish how the use of turf benefits the environment.

Employ nursery production principles.

- Demonstrate the proper use of production facilities and common nursery equipment.
- Use common nursery production practices.
- Demonstrate how to propagate and maintain a horticultural crop to the point of sale.
- Design a marketing and merchandising strategy to use in nursery production.

Demonstrate the proper use of containers and horticultural tools, equipment, and facilities.

- Use different types of containers and demonstrate how to maintain growing containers in controlled environments.
- Operate and maintain selected hand and power equipment safely and appropriately.
- Select proper tools for specific horticultural jobs.
- Install landscape components and electrical, land, and water features.

Understand basic landscape planning, design, construction, and maintenance.

- Utilize terms associated with landscape and design in appropriate context.
- Produce a residential design, including how to render design to scale using design technology and principles.
- Use proper landscape planting and maintenance practices.
- Prune ornamental shrubs, trees, and fruit trees.
- Produce clear and concise landscape business contracts.

Understand basic floral design principles.

- Demonstrate the use of plant materials and tools.
- Apply basic design principles to products and designs.
- Handle, prepare, and arrange cut flowers appropriately.
- Develop marketing and merchandising strategies to use in the floral industry.

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M.
Teacher Data Sheet for Each Teacher

NANCY H. LAURITZEN
P.O. Box 784
Livingston, California 95334
(209)357-2302

CAREER GOAL:

To work with a strong and supportive administration. To establish a lasting, sound program and department. To use my experience to promote a better way for agricultural education.

EDUCATION:

M.S. Agricultural Science, CPU San Luis Obispo (June 1980).
Ryan Agriculture Specialist Credential (June 1979),San Luis Obispo.
Ryan Single Subject credential(June 1979), San Luis Obispo.
Certified Applicators License for Industrial Pesticides (June 1977).
B.S. Agricultural Education (June 1976), CSU, Fresno.
High School Graduate, Sonora High (June 1970) La Habra, California.

TEACHING AND WORK EXPERIENCE:

LIVINGSTON HIGH SCHOOL, LIVINGSTON, CA.
Agriculture Teacher: FFA Advisor, Agriculture Biology, Ag. Science 1, Ag. Science 2, Careers, Ornamental Horticulture, Floriculture, Ag. Academy classes. (6-94 to present).

ELSINORE HIGH SCHOOL , ELSINORE, CA.
Agriculture Teacher: FFA Advisor, ROP Floriculture and Plant Science, District: General Agriculture, Animal Science, Vet Science, Livestock Fitting and Showing (Summer 1982 to 6-94) .

SAN MARCOS HIGH SCHOOL, SAN MARCOS, CA.
Agriculture Teacher: FFA Advisor, General Agriculture and Ornamental Horticulture (Summer 1981 to Summer 1982).

COACHELLA VALLEY HIGH SCHOOL, THERMAL, CA.
Agriculture Teacher: FFA Advisor, General Agriculture, Ornamental Horticulture, Farm Maintenance (Summer 1979 to Summer 1981).

MONTEREY PENINSULA UNIFIED DISTRICT, MONTEREY, CA.
Student Teaching: Agriculture, Regional Occupational Program, Ornamental Horticulture.

PROFESSIONAL SEMINARS AND CONFERENCES:

Youth at risk, Debra Berndowski, Monterey, Ca., April 1997.
Discipline with Dignity, Fresno, Ca., January 1997.
Cultural Diversity Conference, Merced, November 1996.
Changing Agriculture Scene, Merced Office of Education May 1996.
CATA Summer Conferences, San Luis Obispo (Summer 1979 to Present).
CATA Regional Inservices, Fall and Spring (1980 to Present).
Member, Special Committee of Riverside Department of Education; curriculum Development (1991 to 1992).
Supervision duties at State FFA Conference, San Luis Obispo (1980 to Present).
Riverside Sectional Inservice, Fall and Spring (1980 to 1992).
Inservice, San Marcos High School (April 1982).
Inservice, Coachella High School (April 1981).

ACHIEVEMENTS AND AWARDS:

Riverside Sectional FFA Advisor (1984 -85).
Member, California Agriculture Teacher's Association (1979 to Present).
Dean's List Cal Poly, San Luis Obispo.
Dean's List CSU Fresno.
Member, California Young Farmers, Charter Presidentand Secretary (1973-76)
Soils Chairperson, Fresno Field Day.
Member, Judging Teams; Parli-Pro, Poultry, Insects, Livestock.

INTERESTS AND ACTIVITIES:

Snow Skiing, reading, paddle ball, bike riding, softball and theatre.

REFERENCES:

Please Contact: The Placement Center of California Polytechnic State University
San Luis Obispo, California 93407
(805) 756-2501

No. TC 309124

The State of California

Reg. No. 561-02-3011

Issues this

REGISTERED IN RIVERSIDE COUNTY

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Credential MRAGL

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By Shirley Daak

Deputy

Teaching Credential

to

NANCY HORINE LAURITZEN

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Type . . . . . SPECIALIST

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Authorizations R-3

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Restriction . . . . . ****

Subject or Category:
AGRICULTURE
****

Supplementary Authorization:
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CHAIRMAN, COMMISSION FOR TEACHER PREPARATION AND LICENSING

John T. Brown
EXECUTIVE SECRETARY, COMMISSION FOR TEACHER PREPARATION AND LICENSING

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to

NANCY HORINE LAURITZEN

Type . . . . . SINGLE SUBJECT

Class . . . . . LIFE

Authorizations R-1

Renewal . . . . . *****

Subject or Category:
AGRICULTURE
*****

Grades: Preschool, Kindergarten, Grades 1 – 12 and Adult Classes

Valid . . . . . 07-01-83 - FOR LIFE

Supplementary Authorization:
*****

Restriction . . . . . *****

Robert L. Selby
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Cesar R. Lopez

449 E. Arenas Rd, #407 Palm Springs, CA 92262 (760) 880-5934 cesar.lopezbarreras@desertsands.us

Education and Credentials

California Polytechnic State University, San Luis Obispo, CA
Master of Science - **Agriculture Education** Currently in Progress
Bachelor of Science - **Agriculture Science** - Concentration: **Environmental Horticulture** Dec 2008

Preliminary Single Subject Teaching Credential in Agriculture, March 2012
Specialist Instruction Credential in Agriculture, March 2012

Cuesta College, San Luis Obispo, CA Currently in Progress
Associates of Science – **Hospitality Management** GPA: 3.6
Certificates of completion from American Hotel and Lodging Association in:
Hospitality Law (Honors)
Security and Loss Prevention
Training and Development (Honors)
Front Office Operations (Honors)
Hospitality Marketing (Honors)
Hospitality Supervision
Food and Beverage Management

Related Experience

Agriculture Career Technical Education Classroom Teacher
Indio High School – Desert Sands Unified School District – Indio, CA 8/12 – Present
- Taught Agricultural Biology, Agricultural Chemistry, Environmental Horticulture Science and Freshmen Seminar
- Organized and created lesson plans and implemented hands-on classroom activities
- Served as FFA advisor for chapter meetings and activities as well as career development events and leadership guidance and training
- Conducted home and project visits to advise students in planning and maintaining Supervised Agricultural Experience projects
- Developed and maintained an Environmental Horticultural Pathway to serve the need for trained workforce

Tutoring Specialist
Indio High School – Desert Sands Unified School District – Indio, CA 2/12 – 6/12
- Tutored and counseled at risk students to encourage good behavior and attendance to classes
- Managed and monitored the learning center while making parental contact regarding at risk students
- Severed as a resource, mentor, advisor, enforcer of policy and role model to current high school students

Night Auditor and Relief Guest Services Associate
San Luis Bay Inn – Wyndham Vacation Ownership – Avila Beach, CA 3/11-2/12
- Greeted, registered, established necessary credit for and issued keys to guests appropriately to guests
- Checked departure folios; verified daily cash sheets and paper work of all reps, ensuring all totals are accurate and posted correctly
- Closed and reset credit card system; updated no shows, ran final night audit report and supplemental reports
- Interacted with site accounting regarding all aspects of daily transactions, cash drops, credit cards, etc.
- Answered telephone/PBX with proper telephone etiquette and directed call accordingly
- Received guest requests and/or complaints and ensured that appropriate actions had been taken
- Answered inquiries pertaining to the resort's amenities, services, policies, area attractions, dining and direction
- Communicated with other departments as needed via telephone and two-way radio
- Completed check-out procedures, computer bills, collected payment and made change as required

- Balanced all cash receipts and worked performed during shift and performed a bucket check on shift
- Posted charges for faxes, copies or convenience store outlet

Student Teacher
Santa Maria High School – Agriculture Department – Santa Maria, CA 8/09 – 12/09
- Taught Agricultural Mechanics, Agricultural Earth and Biological Sciences, Agricultural Economics, Welding, and Agricultural Leadership
- Organized and created lesson plans and implemented hands-on classroom activities
- Served as FFA advisor for chapter meetings and activities as well as career development events and leadership guidance and training
- Conducted home and project visits to advise students in planning and maintaining Supervised Agricultural Experience projects

Assistant Operations Manager
El Colibri Hotel and Spa – Cambria, CA 9/10-3/11
- Assisted and contributed to the company procedures in operating a unique boutique hotel, a spa, and a food & beverage outlet in their first year of operations
- Interviewed, hired and trained new employees in both housekeeping and guest services departments
- Ordered weekly supplies to ensure operations were not interrupted at the bar and food service outlet, spa and hotel
- Developed daily operational procedures for employees to follow to ensure superior and uniformed service for guests
- Monitored and directed housekeeping department as interim Head Housekeeper as we searched to fill the position
- Ensured all special requested were granted prior to guests' arrival to create customer loyalty
- Participated in weekly local wine tastings events in search of unique wines to carry at our bar
- Prepared the bar during the day to guarantee the success of the evening bar crew
- Supervised and attended to the reception which welcomed hotel and spa guests
- Scheduled spa, massage and facial appointments
- Developed a landscaping design to include California native plans in our gardens and landscaping and also to manage a riparian wildness area as requested by the Coastal Commission of San Luis Obispo

AmeriCorps Member & Organic Farm Assistant and Volunteer Coordinator
Growing Grounds Farm – Transitions Metal Health Association – Santa Maria, CA 1/10 – 11/10
- Organized and coordinated volunteers for a non-profit that used farming and horticulture therapy to help individuals dealing with schizophrenia, bipolar disorder, anxiety disorder, major depression and other mental illness
- Assisted in the organization, planning, germination, transplanting and harvest of various organic crops
- Germinated and transplanted various organically grown edible and ornamental plotted plants
- Managed and facilitated the weekly farm stand in which we sold our organic produce and plotted plants to the public
- Constructed a website/blog in which I published weekly availability list and various organic farming updates
- Organized and created lesson plans for elementary and middle school touring the farm
- Created a pilot program to educate low-income families with the knowledge of growing their own home gardens with the plants donated by our organic farm

Student Teacher
Shandon High School – Agriculture Department – Shandon, CA 8/09 – 12/09
- Taught Agriculture Science I, ROP Nursery/Greenhouse Production, ROP Landscaping and Agriculture Biology
- Organized and created lesson plans and implemented hands-on classroom activities
- Served as FFA advisor for chapter meetings and several career development events
- Conducted home and project visits to advise students in planning and maintaining Supervised Agricultural Experience projects

Preserve Ranger/Director of Habitat Restoration
Center for Natural Lands Management – Rancho Guadalupe Dunes
Preserve near Guadalupe, CA 1/08 – 6/09
- Patrolled and protected the Rancho Guadalupe Dunes Preserve so as to ensure that the sand dunes, beach, and associated plants and wildlife are protected
- Insured that the visiting public was informed, as necessary, to enjoy the dunes in a safe and appropriate manner
- Patrolled, picked up trash, provided information to the public, and provided assistance in maintaining the Preserve

and its facilities (e.g., removing undesirable vegetation, mending fences and gates, posting signs, etc.) as necessary.
- Given a leadership position of Director of Habitat Restoration to coordinate the management of vegetation to ensure and restore the habitats of various species of wildlife and native plants
- Educational liaison to represent the preserve when students visit the preserve on field trips

Front Desk Clerk/Night Auditor
Days Inn – San Luis Obispo, CA 2/07- 8/09
- Provided security for guest and the property by controlling room keys, verifying cash banks, making safe drops, preparing cash reports, following credit verifications procedures and reporting suspicious activity by guest or others
- Complete paperwork necessary for front desk operation like registration folios, credit card authorization, cashier reports, room reports, etc
- Recognized and greeted guests, checked-in and out guests, respond appropriately to information request and complaints by guests

Outreach Advisor
Upward Bound (Cal Poly) – SLO, CA 9/06 – 6/07
- Tutored low income first generation college bond high school students in science, math, English
- Managed and monitored the learning center
- Severed as a resource, mentor, advisor, enforcer of policy and role model for future college students

Assistant Manager / Delivery Driver
Papa John's Pizza – Grover Beach, CA 2/05 – 6/06
- Began as a delivery driver answering phone, and helping fill orders and delivering orders to customer's homes
- As assistant manager, I was given the store keys, safe and alarm codes and entrusted with the store's success
- Computerized system assisted in completing orders and managing the store
- Monitored and designated employee work
- At closing, I was responsible for all monetary transactions

Front Desk Personnel
Housing and Residential Life – SLO, CA 1/05 – 6/06
2/03 – 6/04
- Monitored activity at the front desk
- Small office work (answered calls, distribute mail, etc)
- Kept accurate records of all equipment and monetary transactions
- Cooperate with RAs and other Residential Faculty/Staff

Resident Advisor
Upward Bound (Cal Poly) – SLO, CA 6/09 – 8/09
Upward Bound (Cal Poly) – SLO, CA 6/07 – 8/07
Upward Bound (Cal Poly) – SLO, CA 6/06 – 8/06
Housing and Residential Life – SLO, CA 9/04 – 1/05
- Planned, organized and presented educational and social programs for a wide diverse group of residents
- Severed as a resource, mentor, advisor, enforcer of policy and role model
- Regularly walked around the building to ensure the safety and enforce policy for my residents

Florist Assistant
A Little Something - Santa Maria, CA 12/03 – 1/05
- Assisted in completing floral orders
- Offered plant knowledge to customers
- Maintained a presentable show room

Cashier/Florist Assistant 9/01 – 6/02
Indio High School Floral Shop – Indio, CA
- Attended customers while directing cash register
- Maintained accurate bookkeeping and accounting
- Assisted in completing floral orders

Enterprise Projects

Livestock Ownership Projects 9/98 – 2/02
Landscape Enterprise Projects 2/01 – 2/02
Indio High School Agriculture Department – Indio, CA

- Handled livestock (poultry, swine, sheep, goats, and beef)
- Performed health care under close supervision
- Maintained accurate bookkeeping and accounting
- Planned and designed outdoor landscape
- Installed and maintained landscape

Honors & Activities

- National Future Farmers of America Organization (FFA)
- Marching, Pep and Concert Bands
- Who's Who Among American High School honor recipient
- Governor State Scholar
- State of California FFA Degree recipient
- Best of Show Landscape, National Date Festival 2001
- Placed 13th individually and 2nd place team at the 2002 State FFA Finals in Floriculture
- California Women for Agriculture scholarship recipient
- Cal Desert Association of Realtors scholarship recipient
- Ag Credit Scholarship recipient 2014
- Indio High School's School Site Council – Chair 2014- Present
- Indio High School's Teacher of the Year 2015
- Southern California Biotechnology Center's Life Science Summer Institute Graduate 2013
- Gary Grossman scholarship recipient
- Alpha Zeta Fraternity
- Cerro Vista Community Council at Cal Poly Housing Dept
- College of Agriculture Advising Committee (Cal Poly)
- Dean's List for Cal Poly
- California Agriculture Teachers Association member
- Technology Certification, Level 1, SLO County of Educatior
- FFA State Finals Committee 2011
- AmeriCorps Member 2010; Stationed at Transitions Mental Health Association's Organic Farm in Santa Maria
- Desert Sands Unified School District Curriculum Council 2014 - Present
- DuPont National Agriscience Teacher Ambassador 2014
- California Ag Teachers Association's Agriscience Teacher of the Year – Riverside County 2015
- California Ag Teachers Association's Agriscience Teacher of the Year – Southern Region 2015

Skills

Computers:	MS Word, Excel, PowerPoint, Publisher, MS Access, ArcGIS, and the Internet
Languages:	Spanish, Conversational French
Leadership:	Future Farmers of America – Indio FFA President & Indio FFA Reporter Alpha Zeta (Honor Fraternity) – Sergeant at Arms Censor (Vice Pres.) Mustang Band – Uniform Manager Cerro Vista Community Council – Special Events Coordinator Fremont Hall – Resident Advisor AmeriCorps Member 2010 - Stationed at Transitions Mental Health Association's Organic Farm in Santa Maria Coordinator of Arrangements – FFA State Finals Committee 2011 Desert Sands Unified School District Curriculum Council 2014 – Present Indio High School's School Site Council – Chair 2014- Present
Training:	CPR / First Aid Certified

CA.GOV CTC COMMISSION ON TEACHER CREDENTIALING
Ensuring Educator Excellence

LOPEZ BARRERAS, CESAR > Document:

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

Last Name: LOPEZ BARRERAS
First Name: CESAR
Middle Name: RENE

Last Known County of Employment: RIVERSIDE COUNTY OFFICE OF EDUCATION
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	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
>	140121814	Single Subject Teaching Credential	Clear	Valid	7/2/2014	8/1/2019	2/17/2012		
>	120534261	Specialist Instruction Credential (Agriculture)	Clear	Valid	2/17/2012	3/1/2017	2/17/2012		
>	120534262	Single Subject Teaching Credential	Preliminary	Valid	2/17/2012	3/1/2017	2/17/2012		

Authorization/Subjects

1 - 2 of 2

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor	Added Authorization Date
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE			
R1S	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.	AGRI	Agriculture	MAJ	

Renewal Requirements

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

1 - 1 of 1

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

MELISSA PORTER MCBRIDE

73-015 BURSERA WAY
PALM DESERT, CALIFORNIA 92260
(619) 346-5021 (HOME) OR 347-5152 EXT 355 (WORK)

EMPLOYMENT OBJECTIVE

TEACHING AGRICULTURE AND RELATED TECHNOLOGY

EDUCATION

1973-1978	CALIFORNIA POLYTECHNIC STATE UNIVERSITY- SAN LUIS OBISPO	BACHELOR OF SCIENCE IN AGRICULTURE MANAGEMENT MINOR- AG MECHANICS AND ANIMAL PRODUCTION
1978- 1979	CALIFORNIA POLYTECHNIC STATE UNIVERSITY	CREDENTIAL IN AGRICULTURE
1978-1980	CALIFORNIA POLYTECHNIC STATE UNIVERSITY	MASTERS OF SCIENCE IN AGRICULTURE
1980- PRESENT	CALIFORNIA STATE UNIVERSITY & OTHER UNIVERSITIES	STAFF DEVELOPMENT & PROFESSIONAL DEVELOPMENT

CREDENTIALS

SINGLE SUBJECT TEACHING CREDENTIAL-AGRICULTURE (LIFE)
AGRICULTURAL SPECIALIST TEACHING CREDENTIAL (LIFE)
COMMUNITY COLLEGE CREDENTIAL-AGRICULTURAL SERVICES AND PROCESSING (LIFE)

MAJOR SUBJECTS

AGRICULTURAL ECONOMICS
COMPUTER-APPLICATION TO AG
PRINCIPLES OF ACCOUNTING
AGRICULTURAL SALES & SERVICE
AGRICULTURAL MARKETING
AGRICULTURE CO-OP ORGANIZATION
AGRICULTURE CREDIT AND FINANCE
AGRICULTURE LABOR RELATIONS

SUPPORT SUBJECTS

GENERAL ORNAMENTAL HORTICULTURE
GRAD SEMINAR IN OH (FLORAL)
PROJECT SUPERVISION & CONSTRUCTION
ORNAMENTAL HORTICULTURE PRACTICES
BIOLOGY
SOIL SCIENCE
WELDING
ECONOMICS

WORK EXPERIENCE- TEACHING

1979- PRESENT	AGRICULTURE INSTRUCTOR- ROP LANDSCAPING, AGRICULTURE MECHANICS AND INTRODUCTION TO AG AT INDIO HIGH SCHOOL & PALM DESERT HIGH SCHOOL
1986- PRESENT	AGRICULTURE INSTRUCTOR- ROP EMPLOYEE WITH DESERT SANDS UNIFIED BUYING MY TIME TO TEACH, PLANT AND ANIMAL SCIENCE I & II AT INDIO HIGH SCHOOL

No. TC 313098

The State of California

Reg. No. 555-86-6002

issues this

Teaching Credential

to

MELISSA PORTER MCBRIDE

REGISTERED IN RIVERSIDE COUNTY
District RCO #99
Credential MRAGL
Date SEP 26 1983
By Shirley Daak
Deputy

Type . . . . . SPECIALIST

Class . . . . . LIFE

Authorizations R-3

Renewal . . . . . ****

Grades: Preschool, Kindergarten, Grades 1 - 12 and Adult Classes

Valid . . . . . 08-04-83 - FOR LIFE

Restriction . . . . . ****

Subject or Category:
AGRICULTURE
****

Supplementary Authorization:
****

OFFICIAL COPY

Robert L. Kelly
CHAIRMAN, COMMISSION FOR TEACHER PREPARATION AND LICENSING

John T. Brown
EXECUTIVE SECRETARY, COMMISSION FOR TEACHER PREPARATION AND LICENSING

Ann M. Learnworth
PRESIDENT, STATE BOARD OF EDUCATION

Wilson Riles
SUPERINTENDENT OF PUBLIC INSTRUCTION
SECRETARY, STATE BOARD OF EDUCATION

SEE REVERSE FOR EXPLANATION OF CODED ITEMS

HOME OF THE RAJAHS
INDIO HIGH SCHOOL
www.ihsrajahs.com
"Dedicated to academic achievement and personal success for all"
Est. 1958
BEST HIGH SCHOOLS U.S.News SILVER 2012
Rudy Ramirez, Principal
81-750 Ave. 46 | Indio, CA 92201 | (760) 775-3550 | FAX (760) 775-3565

N.

Roster of Agriculture Advisory Committee

Our Indio Agricultural Advisory Committee is active and functioning. Committee members are composed of parents, former students, school site administrators, agricultural business leaders, water district members, community service organizations, local community college faculty and former parents who see the value of our program. Our advisory committee is mainly composed of agriscience business leaders in the Coachella Valley that support our Animal and Environmental Horticulture Pathways. The following is a list of our advisory committee:

President: Lisa Fierro
Past Parent

Secretary: Janell Percy
California Women for Agriculture, 4-H Leader, Past FFA Arizona State Officer

Ellen Way
California Women for Agriculture, FFA Alumni

Wendy Enright
The Living Desert Zoo and Gardens - Animal Technician

Jeff Place
College of Desert Professor - Horticulture

Mike Chedester
The Living Desert Zoo and Gardens' Curator of Education

Sharon Garcia
Owner Desert Feed Bag

Dr Bradshaw-Veterinarian
Village Park Animal Hospital

Maria Garcia Bonnell
Vet Tech/ Past Student
Valley Animal Clinic

Mike Terry
Wilbur Ellis / Past student

Laura Terry
Imperial Water District

Michael Ling Office Manager
Desert Dunes Animal Hospital

Rudy Ramirez
Indio High Principal

Tammy Sterling
General Contractor/ Past student

Kyle Hinkle
Hinkle Custom Painting/ Past Student

Norma Gonzalez
Robobank- Manager

Mary
Aladdin Florist

Bob Williams
Bob Williams Nursery

Jim Harrison
La Hacienda Nursery and Landscape Inc.

Eric Moller
Moller's Garden Center

Fernando Nunez- Past Student
"My Little Flower Shop" employee

The Indio High School Agricultural Advisory Committee meets every year at least twice a year, once during the fall months and again in the spring. Additional meetings are scheduled when necessary. Minutes for each meeting are kept in the department files and inside the Comprehensive Program Plan. When the Advisory Committee does meet, we discuss challenges faced by the program. We ask for input and guidance from our Advisory Committee in updating and creating curriculum for our courses to train, remain relevant and prepare students for the local job force and for admission into a post-secondary institution.

HOME OF THE RAJAHS
INDIO HIGH SCHOOL
www.ihsrajahs.com
"Dedicated to academic achievement and personal success for all"
Rudy Ramirez, Principal
81-750 Ave. 46 | Indio, CA 92201 | (760) 775-3550 | FAX (760) 775-3565

O.

Advisory Committee Minutes

Indio High Agriculture Department
Spring Advisory Meeting

Agenda
March 24th, 2015

Call to order

Overview of Business
- Officer Election – Mrs. McBride
- Agricultural Pathways – Mrs. McBride
  - Presentation of Ag Department Courses
- Construction Update -McBride
- Articulation - McBride
  - Mt. San Antonio
  - Mira Costa
  - College of the Desert
- District Budget – McBride
- Carl Perkins Budget – McBride
- Ag Incentive Grant Update – McBride
- Southern Region Agriculture Education Grant Consortium – McBride

Officer Election
- President –
- Secretary –

Agricultural Pathways
- Presentation of Ag Department Courses
- Presentation to Counselors / Freshman Class

Construction Update

Articulation Updates
- Mt. San Antonio Community College – Animal Science / Horticultural Science
- Mira Costa Community College – Floral
- College of the Desert – Horticulture

District Budget
- Budget Review

Carl Perkins Grant
- Gas out of Carl's Perkins
- Budget Review

Ag Incentive Grant
- Budget Review
- Update

Departmental Retirement
- Update

Hiring a Replacement

Career Day at Indio High School – April 10th

Indio FFA Awards Banquet – May 13th at 6 pm

Next Advisory Meeting – Mid September 2015
Regional Supervisor will conduct an audit on the department next school year

Indio High School - Agriculture Department Course Offerings Overview

Animal Science Pathway:

9th Grade	10th Grade	11th Grade	12th Grade
Ag Biology CP/HP UC: (D-Life Lab Science)	Companion Animal Health Care CP (D - Life Lab Science)	Veterinary Science CP/HP (G-Elective: Life Science)	Plant and Animal Physiology CP/HP (D - Life Lab Science)

Environmental Horticulture Pathway:

9th Grade	10th Grade	11th Grade	12th Grade
Ag Biology CP/HP UC: (D-Life Lab Science)	Environmental Horticulture I CP/HP (G - Elective: Life Science)	Art & History of Floral Design II/III (F - Fine Art)	Art & History of Floral Design III or IV (F - Fine Art)
	Art & History of Floral Design I CP (F - Fine Art)		Plant and Animal Physiology CP/HP (D - Lab Science)
	Agricultural Chemistry CP/HP (D - Physical Lab Science)		**Capstone Course:** Ag Economics / Government HP/CP (G - Elective: Social Sciences)

Articulation Agreements (College Credit)

Students can earn 3 credits of Animal Science and/or Environmental Horticulture (Plant Science) by earning a B or better.

To earn 3 credits of Animal Science students must:*

- Earn a B or better in Companion Animal Health Care
- Earn a B or better in Veterinary Science
- Submit an application for Mt. San Antonio College

To earn 3 credits of Horticulture Science students must:*

Earn a B or better in Ag Chemistry
Earn a B or better in Environmental Horticulture
Submit an application for Mt. San Antonio CC

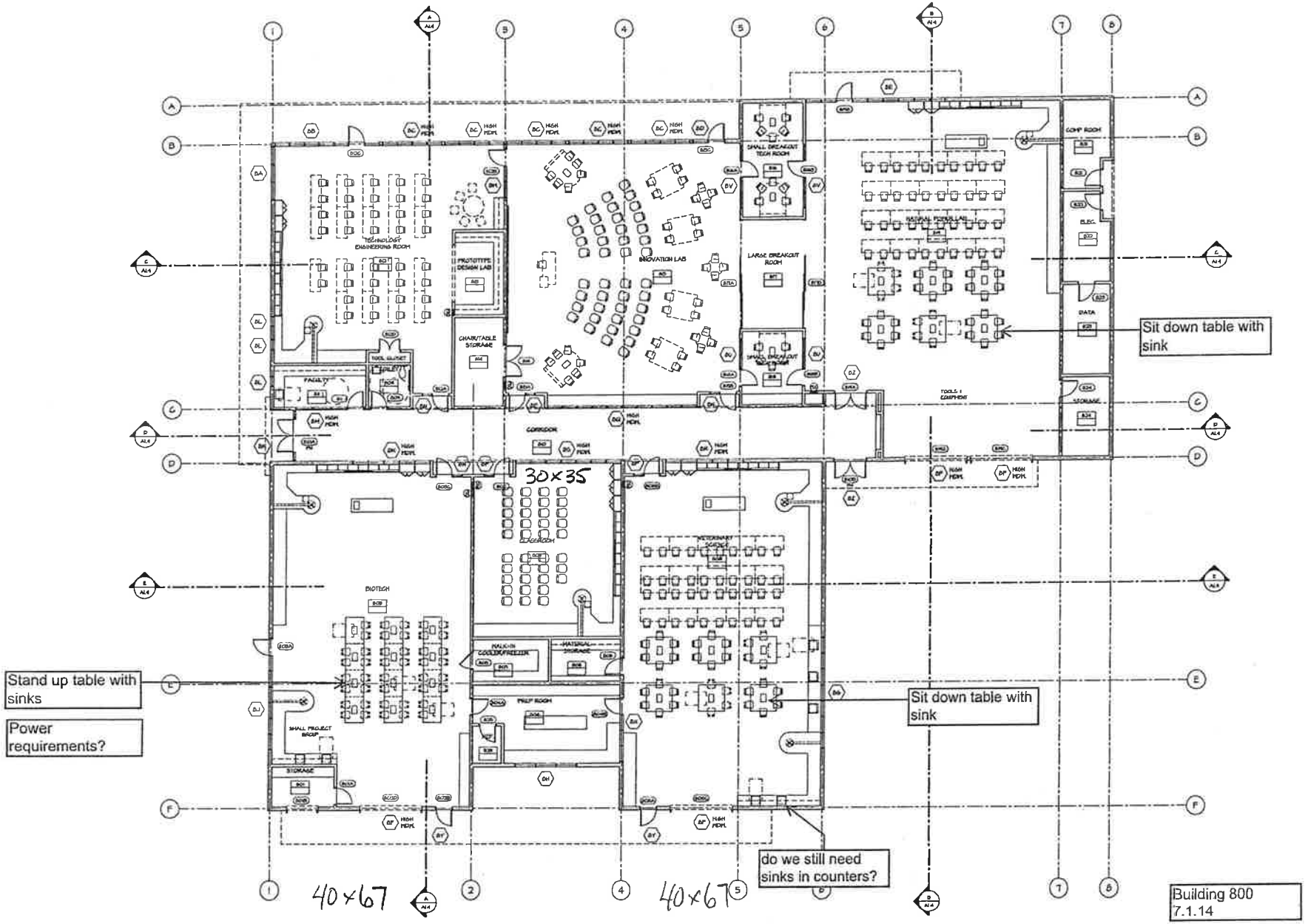
*Plant and Animal Physiology is also considered as an approved courses in either animal or horticulture science

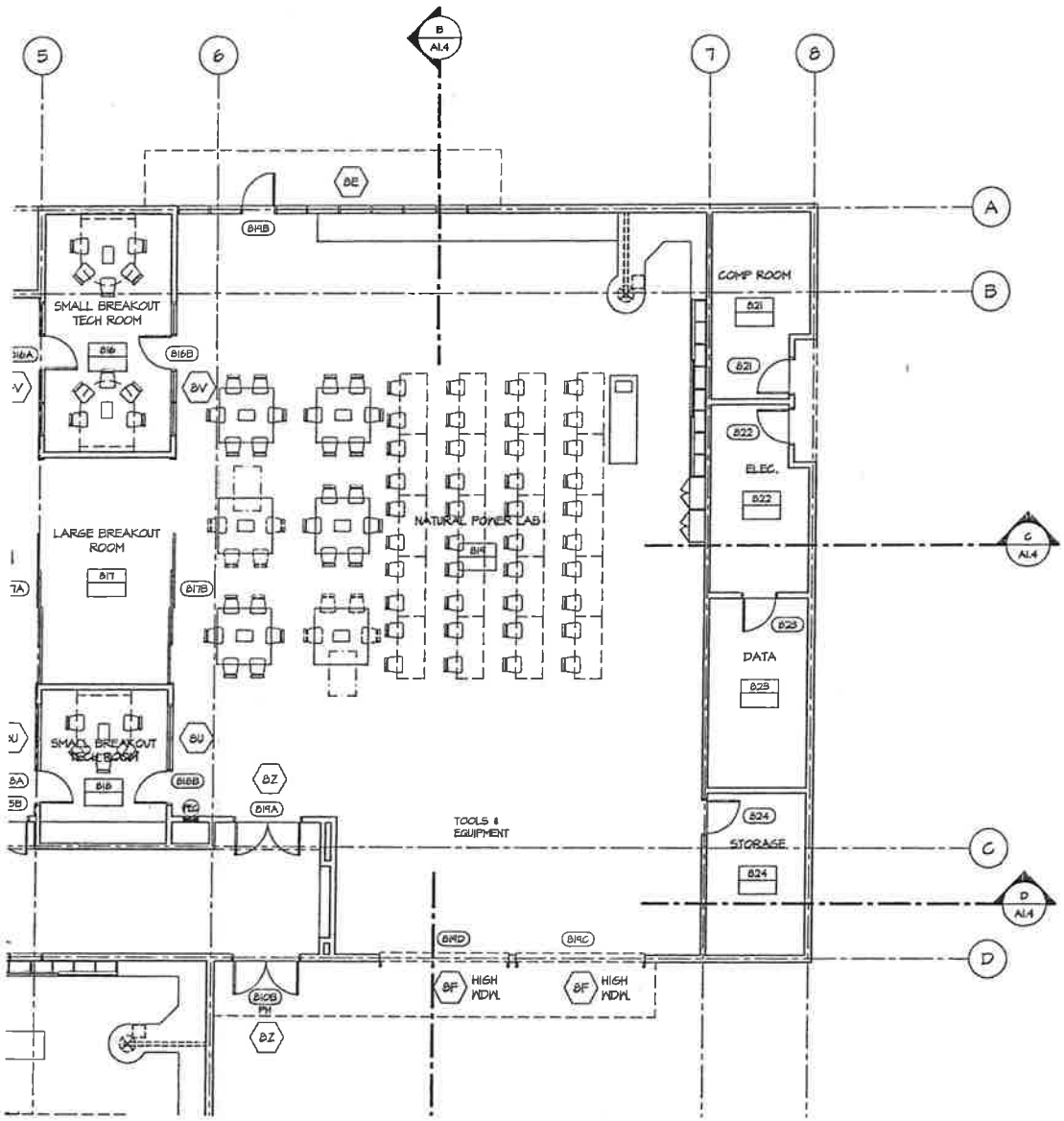
Agricultural Academic Cord Qualifications

The Agricultural Academic Cords are reserved for students who have actively studied and committed their academic studies to the field of agriscience. The Agricultural Academic Cords consist of two twisted cords with tassels on either end. The Agricultural Academic Cords come in pairs with a knot in the middle to hold them together. One of the pair is of "national blue" and the other is of "corn gold," which are the complementary and official colors of the National FFA Organization. The FFA places a very active role in the department that modeling the Agricultural Academic Cords after the colors of the National FFA Organization seem natural. The Agricultural Academic Cords are to be worn during the graduation ceremony.

The following are the qualifications of students to be considered to wear an Agricultural Academic Cord:

- Enrolled & completed a course of study in one of the Agriscience Pathways through the Agriculture Department at Indio High School
- Student must have had an agricultural course **ALL** four years of their high school career
- Minimum of a 3.0 cumulative GPA within the Agriscience Pathways' Course of Study
- Minimum of a 2.0 cumulative GPA for their entire high school career
- Participated in a community service event
- Completed a Supervised Agricultural Experience Project which compliments the classroom instruction **ALL** four years of their high school career (Supervised Ag Experience Project is an approved agriculturally-based project outside regular classroom instruction)
- Submit their accurate and completed California Agricultural Record Books of their Supervised Agricultural Experience Projects
    - First three record books must be closed and completed
    - Fourth record book would still be a work in progress (record book would not be complete and close until December after the student actually graduates) but must be accurate and up-to-date on the day the application is submitted
- Submit a written application for consideration to Agriculture Department Head who will review the application and qualifications and determine if the student qualifies for the recognition


Sit down table with sink
Stand up table with sinks
Power requirements?
Sit down table with sink
do we still need sinks in counters?
30x35
40x67
40x67
Building 800
7.1.14



Building 800-
Natural Power Lab

California Department of Education

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT

2014–15 APPLICATION FOR FUNDING

(Due Date: To be received in Regional Supervisor's Office by August 31, 2014)

DATES OF PROJECT DURATION - JULY 1, 2014, TO JUNE 30, 2015

Indio High	Desert Sands Unified School District
(School Site)	(District)

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	Assistant Superintendent Educational Services Title
Signature of Agriculture Teacher Responsible for the Program	Signature of Principal
	Contact Phone Number: 760-775-3550

Date of Approval of Local Agency Board:	9/2/2014
Funds Requested - Part I	$5,000.00
Part II	$3,176.00
Part III	$10,000.00
Part IV	$0.00
Total	$18,176.00
Number of Different Agriculture Teachers at Site:	3

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	x	
2. Leadership and Citizenship Development	x	
3. Practical Application of Occupational Skills	x	
4. Qualified and Competent Personnel	x	
5. Facilities, Equipment, and Materials	x	
6. Community, Business, and Industry Involvement	x	
7. Career Guidance	x	
8. Program Promotion	x	
9. Program Accountability and Planning	x	

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	$4,000	
Two Teachers	$4,500	
Three Teachers or More	$5,000	$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2013–14 R2 Number	Amount Requested
List Number from R2 Report ($8/Member)	397	$3,176.00

PART III - QUALITY CRITERIA 10–11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

* Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
* Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of $2,000 for year-round employment.
* Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site: 3

List the Names of the Agriculture Teachers:

1. Melissa McBride	4.
2. Nancy Lauritzen	5.
3. Cesar Lopez	6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio		$0.00
Criterion 11A - Year-Round Employment	2	$4,000.00
Criterion 11B - Project Supervision Period	3	$6,000.00
TOTAL FUNDS REQUESTED PART IV		$10,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list $7,500 (funds requesting) in space to the right. no

PART V - FINANCIAL SCHEDULE

Part A

			A	B		C

Line	Acct. No.	Classification	Description of Item for Which Funds Will be Expended	Incentive Grant Funds		Matching Funds
1	4000	Books & Supplies		7,176.00		7,176.00
2			Subtotal for 4000	**$7,176.00**		**$7,176.00**
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Staff travel/expenses	2,500.00		2,500.00
4			2. Student Transp.	2,000.00		2,000.00
5			3. Conference Fees	2,000.00		2,000.00
6			4.			
			5.			
7			6.			
8			Subtotal for 5000	**$6,500.00**		**$6,500.00**
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1. Computer Equipment	2,000.00		2,000.00
10			2. Lab Supplies	2,500.00		2,500.00
11			3.			
			4.			
12			5.			
13			Subtotal for 6000	**$4,500.00**		**$4,500.00**
14			Total for 4000–6000 Lines 2, 8, 13	**$18,176.00**		**$18,176.00**

TOTAL 2014–15 Incentive Grant Allocation: $18,176.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

			A	B		C
Line	Acct No.	Classification	Description of Item for Which Funds Were Expended	Incentive Grant Funds		Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries			
16	1000	Salaries	Teachers' Salaries for Project Supervision Period			
17	3000	Benefits	Benefits for the Above Items (1000)			
18			TOTAL			**$0.00**

TOTAL Amount of Waiver Requested:

Desert Sands Unified School District
Competitive Request for Perkins Funding • 2015-2016

Date: March 25, 2015

School Name: Indio High School

Industry Sector: Agriculture, Food and Natural Resources

Career Pathway: Ornamental Horticulture

Teacher Names: Cesar Lopez-Barreras

Melissa McBride

Other Names: CTE Ag Specialist (To Be Hired)

Date of Advisory Meeting: March 24, 2015

Please attach most recent advisory minutes

Total Amount Requested: $17,699.54

I certify that this request complies with the District's Perkins Five-Year Plan and meets the requirements of the Perkins Improvement Act of 2006.

Principal's Name: Rudy Ramirez

Principal's Signature: _____

Please return **by April 3, 2015**, to:

Deanna Keuilian
Administrator, Career Technical Education
760-238-9635 tele • 760-771-8608 fax
Deanna.Keuilian@dsusd.us

Educational Services Use	
Meets Requirements of Perkins Act of 2006	
Complies with DSUSD Perkins Five-Year Plan	
Enhances, Improves or Expands CTE Program	
Relevant to Workforce Demands	

Request for Perkins Funding: Approved Denied Other Action

Amount for Career Pathway Included in CTE Application for 2015-2016 Funding:

$_____

_____ **Date:** _____

Administrator, Career Technical Education

Carl Perkins Act 2006
Budget Narrative
Resource 3550 FY 2015-2016

Expenditure Object Codes	Description *(narrative/detail)*	Year 2015-2016
	Indio High School Ornamental Horticulture Pathway	
Series 1000 Instruction	**Certificated Salaries:**	
Prof Dev. 1130	Stipend CSTO Program Coordinator – Allows for supervision of 300 students during FFA competitions, project visitation, organization of horticultural related internship & work experience as well as develop/foster working relationships with horticultural related business and industry.	$6010
Curriculum Dev.	Substitutes for teachers to participate in professional development, CTE Conf. and articulation with local community staff and for teachers to prepare curriculum development and integration of Next Generation Science Standards, Common Core/ CTE State Standards. At the cost of $115 per day. Substitutes also needed for coverage so teachers can supervise students on FFA activities, competitions and landscaping/horticulture entries and removal to/from the Riverside County Date Festival. Total days: 16	$1840
Guidance & Counseling	Extra Duty for articulation with community college and AG instructor partner (1) teacher x 20 hours each = 20 hrs.	$824
	Total Certificated Salaries	**$8,674**
Series 2000	**Classified Salaries:** XXXX	
	Total Classified Salaries	
Series 3000	**Fixed Charges/Benefits:** Include description and method of calculation.	
	Stipend CSTO Program Coordinator	$775
	Substitutes for teachers $1840 X .0829	$152.54
	Extra Duty $824 X .1210	$98

	Total Fixed Charges/Benefits	**$1025.54**
Series 4000 Instruction 4300 4400 Prof Dev	**Supplies/Instructional Materials:** List textbooks, materials, and supplies separately. If supplemental instructional materials are included, please list the supplemental materials to be purchased. Misc. lab supplies, plant specimens for lab examination, small horticulture hand tools, fertilizers, soil, pots, propagation tools, soil testing kits, soil amendments, drafting and landscaping planning tools, irrigation system components and other instructional materials in compliance with articulation agreements with Mt San Antonio, Mira Costa and College of the Desert Community Colleges. Text book "Landscape Design" for Environmental Horticulture III Equipment allowance for purchase of equipment to enrich the curriculum in Environmental Horticulture I Equipment allowance for purchase of computer aided software for landscape design course and materials for Hydrology, Landscape and Sustainable Environmental Design (EHS III)	$1,500 $500 $1,500
	Total Supplies/Instructional Materials	**$3,500**
5000 5711	**Other Services/Operating Expenses:** Description: *(narrative/detail)* Field Trips - Student transportation to industry related facilities specific to CTE Such locations may include: Living Desert Zoo and Botanical Gardens, Huntington Gardens, and/ or industry greenhouse and nursery sites Fuel for supervision of Ag horticultural projects including designing/constructing horticulture and landscaping entries at the Riverside County Date Festival. Fuel will also be used to take students to FFA competitions in Nursery/Landscape Career Development Events which are held statewide.	$3,500
	Total Other Services/Operating Expenses	**$3,500**

Budget Form (Cont.)

Expenditure Object Codes	Description *(narrative/detail)*	Year 2014-2015
Series 5200	**Travel & Conferences:** Describe travel necessary to meet project objectives. *(narrative/detail)* Conferences for CTE Program Ornamental Horticulture – In an effort to stay current in industry related topics, teachers will attend the California Nursery Growers Association, the California Association of Nurseries and Garden Centers and the California Landscape Contractors Association meetings and conferences.	$1,000
	Total Travel & Conferences	$1,000
5600	**Repairs:** Description: *(narrative/detail)*	
	Total Repairs	$0.00

5800	**Consultant Services:** Description: *(narrative/detail)*	
	Total Consultant Services	$0.00
	GRAND TOTAL	$17,699.54

Desert Sands Unified School District
Competitive Request for Perkins Funding • 2015-2016

Date: March 25, 2015

School Name: Indio High School

Industry Sector: Agriculture, Food and Natural Resources

Career Pathway: Animal Science

Teacher Names: Melissa McBride

Cesar Lopez

Other Names: CTE Agricultural Specialist- (To be Hired)

Date of Advisory Meeting: March 24, 2015

Please attach most recent advisory minutes

Total Amount Requested: $29,002

I certify that this request complies with the District's Perkins Five-Year Plan and meets the requirements of the Perkins Improvement Act of 2006.

Principal's Name: Rudy Ramirez

Principal's Signature:

Please return **by April 3, 2015**, to:

Deanna Keuilian
Administrator, Career Technical Education
760-238-9635 tele • 760-771-8608 fax
Deanna.Keuilian@dsusd.us

Educational Services Use	
Meets Requirements of Perkins Act of 2006	
Complies with DSUSD Perkins Five-Year Plan	
Enhances, Improves or Expands CTE Program	
Relevant to Workforce Demands	

Request for Perkins Funding: ❑ Approved ❑ Denied ❑ Other Action

Amount for Career Pathway Included in CTE Application for 2015-2016 Funding:

$

Date:

Administrator, Career Technical Education

Carl Perkins Act 2006
Budget Narrative
Resource 3550 FY 2015-2016

Expenditure Object Codes	Description *(narrative/detail)*	Year 2015-2016
	Indio High School Animal Science	$
Series 1000	**Certificated Salaries:**	
Instruction 1140	Stipend CSTO Program Coordinator - Allow for supervision of 600 students during FFA competitions, project visitations, FFA meeting, FFA planning and development, and FFA Activities	6010
Prof Dev. 1130	Substitutes for teachers to participate in professional development, CTE Conf. and articulation with local community college staff and for teachers to prepare curriculum development and integration of Core Academics/CTE Standards. Sub coverage also needed for teachers to be able to supervise student on FFA activities and competitions. Total 50 days	5750
Curriculum Dev.	Extra Duty for articulation with community college and AG instructor partner (2) teacher x 30 hours each = 60 hrs.	2545
Guidance & Counseling		
	Total Certificated Salaries	**$14,305**
Series 2000	**Classified Salaries:** XXXX	
	Total Classified Salaries	
Series 3000	**Fixed Charges/Benefits:** Include description and method of calculation.	
	Stipend CSTO Program Coordinator –	775
	Substitutes for teachers	456
	Extra Duty	316

	Total Fixed Charges/Benefits	**$ 1,547**
Series 4000 Instruction 4300 4400 Prof Dev	**Supplies/Instructional Materials**: List textbooks, materials, and supplies separately. If supplemental instructional materials are included, please list the supplemental materials to be purchased. Misc. lab supplies, lab species, small hand tools, medicines, other instructional materials in compliance with articulation agreements with Mt San Antonio CC. Misc. books for Vet Science, Ag Biology, Animal Health and Pet Care and Plant and Animal Psy. Equipment allowance for purchase and replacement of equipment to enrich the curriculum in AG Biology, Animal Health and Pet Care, Vet Science and Plant and Animal Psy.	 1,000 500
	Total Supplies/Instructional Materials	1,500
5000 5711	**Other Services/Operating Expenses:** Description: *(narrative/detail)* Field Trips - Student transportation to industry related facilities specific to CTE Such locations may include: Date Festival, Vet Clinic, and/ or industry sites Fuel for Supervision of Ag Projects and FFA competitions, transportation for students to FFA Leadership Conferences and FFA Meetings	 4,500
	Total Other Services/Operating Expenses	4,500

Budget Form (Cont.)

Expenditure Object Codes	Description *(narrative/detail)*	Year 2015-201
Series 5200	**Travel & Conferences:** Describe travel necessary to meet project objectives. *(narrative/detail)* Conferences for CTE Program Animal Science- To attend mandated CATA/In-Services Meetings in an effort to stay current in industry related topics. Attend CTE National Conference	6500
	Total Travel & Conferences	6500
5600	**Repairs:** Description: *(narrative/detail)* Balancing and service of Livestock scale at Date Festival Repair and Sharing of clippers and Livestock equipment	150 500
	Total Repairs	650
5800	**Consultant Services:** Description: *(narrative/detail)*	
	Total Consultant Services	
	GRAND TOTAL	$29,002

Indio High School's Agriculture Department

Spring Advisory Committee Meeting
Minutes
March 24, 2015

Call to Order: A regular meeting of the Indio High School's Agriculture Department Advisory Committee was held at Indio High School in room 3207 on March 24, 2015. The meeting convened at 4:35 P.M.

Members Present:

Michael Chedester	Melissa McBride	Lisa Fiero
Wendy Enright	Nancy Lauritzen	Aleena Duran
Michael Terry	Cesar Lopez	
Margo McCormick		

Business:

Officer Elections

President - Motion from Michael Chedester nominated himself for presidency, seconded
Vote: All in favor
Resolved: Motioned carried

Secretary - Motion from Michael Chedester nominated Cesar Lopez for secretary, seconded
Vote: All in favor
Resolved: Motioned carried

Agricultural Pathways

Mrs. McBride gave an overview of the Agriculture career technical education courses offered at Indio High School and how the courses form the two pathways: Animal Science and Environmental Horticulture Science

Committee was informed that prior to the school year, Mrs. Lauritzen and Mr. Lopez presented to the counseling and administrative staff the course sequence which allows students to successfully complete the agriculture pathways at Indio High School. Course sequence was attached to the agenda.

Committee was also informed about the Agriculture Academic Cords available to students who commit to the pathways in the agriculture department. List of requirements was attached to the agenda.

The committee discussed the emerging other pathways which have largely been district driven, not industry/advisory committee led. Attention was brought to the fact that many of these teachers do not have specialized CTE credentials. Margo McCormick shared that the district recently traveled to Nashville, TN which showcased their career technical education model in which all freshmen select a pathway of study in which students gain practical skills leading to an industry recognized certification. Michael Terry recognized the importance of such programs and the reason CTE was developed. Michael Chedester shared with the committee the invaluable skills he learned from being involved in an agriculture pathway. Michael Terry asked if field days were provided by industry to the students, at which the answer was no, but the committee was informed about the IHS Career Day. Wendy Enright share her experience with CTE and how programs like Indio's are vital for they can prepare and give practical experience to students wishing to become zoo keepers, vet techs and animal handlers.

Construction Updates

Tour of the new facilities was provided to all present.

Building plans for latest Indio High School's CTE building were shared with the committee. A copy was attached to the agenda.

Building seems to have been developed by the district with no input from teachers. Concerns were raised over the functionality of the building and design aspects. The department has three teachers, but the plans only suggest two teachers.

A meeting has been scheduled for April 7th to discuss the building as well as the future of the department with the district.

Michael Chedester asked for clarification on the small rooms in the plans. Looking at the plans for the lower right, the 40' x 67' "Veterinary Science" classroom will host the animal science pathway. The small classroom to the left has been identified as the department office, yet has a teacher's workstation, suggesting a typical classroom (clarification from district will be requested). There is a small storage room from the animal science class and opposite this is the walk-in cooler which opens into the horticulture room. There is also a shared prep room between the animal science and horticulture rooms. The last 40' x 67' "Biotech" classroom will be the horticulture classroom. Question raised: where is the 3rd classroom for the 3rd agriculture specialist?

Michael Terry asked about the greenhouses and would like the teachers to ask the district about the plans for the greenhouses, which should have been at least

40' x 60'. Nancy Lauritzen also asked about the plots/growing beds for additional instruction laboratories. Melissa McBride explained that we only had the actual building to present and she would have to get clarification from the district as far as the plans for the greenhouse and surrounding outside laboratories.

The CTE building will be built where the current Performing Arts Center is housed. Construction is not anticipated on the CTE building until this upcoming summer. 18 months later, the building should be ready.

Articulation Updates

Committee was informed that the relationship with Mt. San Antonio Community College in Walnut, CA continues. Students who complete both pathways have the opportunity to earn 6 units of college credit by completing the coursework offered by the agriculture department with grade of B or better (3 units of animal science and/or 3 units of environmental horticulture science).

Thanks to Nancy Lauritzen's leadership, the department is also in negotiations with Mira Costa Community College in Oceanside, CA for an articulation agreement for the Art and History of Floral Design I CP course.

Negotiations are also in place with College of the Desert to articulate the Environmental Horticulture Science I CP/HP course.

Margo McCormick shared with the committee that SB 1070 (Career Technical Education Pathways Program) has motivated a lot of community colleges to start working with high schools and encourage articulations and dual enrollment.

District Budget

No actual monetary support is received from the district except for $300 discretionary funds, and the matching provided by the Ag Incentive Grant. Carl Perkins is provided on a competitive basis.

Local Control Formula (LCF) funding has been discussed last year to support the Ag Department, but this has not happen. At this time, LCF is not being used to fund any CTE program on IHS's campus.

Carl Perkins Grant

Committee was asked to review the two Carl D. Perkins Career and Technical Education Improvement Act Grant Application to support the two pathways within the department.

Michael Terry asked if additional support is needed from all committee members

towards the district and their allocation of Perkins funds specially to programs that do not have a credential CTE teachers instructing students, nor have a CTSO nor meet the High Quality CTE Programs requirements. At this time it was decided not to take any action towards the district on this matter. Committee is aware that the creation of additional pathways means less Perkins funds available for agriculture department's pathways since all programs must submit a written application to the district. The Career Technical Education Administrator reviews each application and decides what allotment is provided for each program every year.

The biggest cost is gas which is being taken from Perkins funding.

Ag Incentive Grant

Governor Brown decided to include the Ag Incentive Grant in his May budget revise as he decided it was not worth the fight with the strong advisory support statewide. For now the Ag Incentive Grant will continue to support the department. The department will continue to maintain the high standards required for the grant which are the basis for funding.

Department Retirement

Committee was informed of the retirement of Nancy Lauritzen from the agriculture department at the end of the current school year.

Hiring a Replacement

Committee was informed that the department will begin seeking a replacement soon and anticipate the support from both Indio High School's Administration as well as the district's

Career Day at Indio High School - April 10th

Indio High School will be hosting their annual career day on April 10th. This year the career day will be centered around the career pathways that have been developed for Indio High School. Volunteers are needed from 8 am to 12:15 pm to speak to groups of 50 students for about 10 minutes. Speakers are encouraged to bring visuals and to speak about the track they undertook to get to where they are and about their chosen career. Groups will rotate in 45 minute blocks, giving the speakers 4 different opportunities to speak on their career. If volunteers can not commit to the whole morning session, any time in between would be appreciated. Please contact cesar.lopezbarreras@desertsands.us if interested.

Indio FFA Awards Banquet - May 13th at 6 pm

All committee members were invited to attend the awards banquet on May 13th at 6:30 pm in the new IHS Dance Classroom. An invitation will be sent out to all.

Fall Advisory Meeting

Next advisory meeting was tentatively scheduled for either September 15 or September 16, 2015. Please contact cesar.lopezbarreras@desertsands.us if you have a preference on which date. Program Plan will be analize in anticipation of Regional Supervisor, Mr. Haven's audit on the department next school year.

Adjournment

Motioned by Michael Chedester, seconded
Vote: All in favor
Resolved: Motioned carried, meeting adjourned at 6:02 pm

Indio High Agriculture Department
Fall Advisory Meeting

Agenda
1/28/14

Call to order

Overview of business
- Overview of Program-McBride
- Officer Election- McBride
- Ag Incentive Grant- Cuts/Budget- McBride
- Carl Perkins Grant- Budget- McBride
- CTE Grant- Cuts/Budget/Plans- McBride

Officer Elections
- President-

Ag Incentive Grant
- Cut by State
- **Plan A:** Legislators contacts
- **Plan B:** Money sent to District Local Control Funding (LCF)
  - Public Hearing?

Carl Perkins Grant
- Up-date
- Pathways: Animal Science and Environmental Horticulture
  - Dropped Floral Funding- Last year
- Budget

CTE Grant- GONE
- Plans- Square footage Cut
- Change of Direction by District

Indio High Agriculture Department
Fall Advisory Meeting
January 28, 2014

Call to order at 3:00 pm by Melissa McBride

Overview of meeting business given by McBride. The topics covered:

Overview of Program-McBride
Officer Election- McBride
Ag Incentive Grant- Cuts/Budget- McBride
Carl Perkins Grant- Budget- McBride
CTE Grant- Cuts/Budget/Plans- McBride

Overview of the Program

McBride gave an overview of the agricultural program at Indio High School. Our current animal science program is going strong. The horticultural pathway is currently in development and the first course should be district and UC approved by the end of the school year.

Officer Election

Lisa Fierro, current Advisory Committee President, is in treatment for cancer and therefore had to resign from the position. Nominations were opened for a new President. Janell Percy was nominated and elected to become Advisory Committee President until Mrs. Fierro is able to reassume her position as Advisory Committee President

Ag Incentive Grant

Committee reviewed budget and application that was submitted last year. McBride shared with the committee how the Local Control Formula has affected the future of the Ag Incentive Grant. McBride expressed that the emergence of the LCF has triggered Governor Brown to eliminate the funding for the Ag Incentive Grant. Currently there is a statewide push to encourage parents, FFA members, community support members, teachers, politicians and others to call and request legislators to encourage the Governor to include the Ag Incentive Grant into the May budget revision. The committee suggested that we request an audience with our Assembly Members Perez. Furthermore, the committee scheduled this "rally" for the upcoming Riverside County Date Festival when our country's agricultural community is being showcased specially the youth programs that benefit from the Ag Incentive Grant. The rally will be on Feb. 14, 2014 at 3:30 pm. The Desert Sandblasters 4-H as well as the Coachella Valley FFA program will be contracted to join Indio FFA for this rally.

Carl Perkins Grant

McBride gave the committee a report on the District Plan that was written and submitted to the State Carl Perkins Evaluation. The past year's grant was evaluated and reviewed with the committee. Floral program is still not funded, but with the emerging horticultural program, we hope to return funding to the floral program. For the upcoming year, the department will submit an application for the continued Animal Science Pathway but now also request funding of the new Environmental Horticultural Science Pathway.

CTE Grant

The construction of the new agricultural science building has been delayed along with the rest of the school. Because of this delay, the Proposition 1D CTE Facilities Program Grant has been forfeited. As a result, the construction squared footage plans for the agriscience building has been reduced. The direction of the district has appears to be one away from vocation and technical training, therefore the future of our program seems uncertain. Ellen Way let the committee know that she will write a letter of support on behalf of the Coachella Valley Women for Agriculture to the Superintendent Rutherford in regards to the Agricultural Program at Indio High School. At our next meeting, we will discuss if further action is required by committee members to show their displeasement with the direction of the district.

Next meeting date in March (Date – TBA)

Meeting adjourned at 5:35 pm

Indio High Agriculture Department
Fall Advisory Meeting

Minutes
10/24/12

Call to order

Overview of business
- Overview of Program-McBride
- Officer Election- McBride
- Construction Plans-
  - Committee reviewed- Asked move in timeline Fall 2016
- Carl Perkins Grant- Budget- McBride
  - See Attached- No questions
- Ag Incentive Grant- Cuts/Budget- McBride
  - See Attached- No questions
- Department Review (Incentive Grant Checklist)
  - Committee reviewed Checklist
  - No concerns other than student turnover in Career Pathway
  - Suggested to have Industry guest speakers

Officer Elections
- President- Lisa Fierro re-elected as President
  - Mike Chedester volunteered to act as Vice President

CTE Grant
- Plans
- Grant submitted to State

Carl Perkins Grant
- Up-date
- Budget

Ag Incentive Grant
- Cuts by State
- Cuts due to not meeting Standards
- Budget Revision

Department Review-(Incentive Grant Checklist)
- Recommendations: (See above)

Next meeting date in Spring scheduled in March (Date- TBA)
Meeting Adjoined 6:10pm

4-Year Plan Agricultural Pathway

Animal Science

Freshman	Sophomore	Junior	Senior
▪ English I ▪ Math (Algebra) ▪ Ag Biology CP/HP ▪ Freshman Seminar ▪ Language I ▪ PE ▪ College Elective ▪ College Elective	▪ English II ▪ Math (Geometry) ▪ Vet Science CP/HP ▪ Ag Chemistry CP/HP ▪ World Cult ▪ Language II ▪ PE ▪ College Elective	▪ English III ▪ Math (Advance Algebra) ▪ Anatomy Psychology ▪ American Studies ▪ Plant and Animal Psychology CP/HP ▪ Language III ▪ College Elective ▪ College Elective	▪ English IV ▪ Ag Economics/Government ▪ Ag Business Math ▪ Floral I ▪ Animal Health and Pet Care ▪ Ag Leadership and Communication ▪ Ag Internship ▪ Ag Internship

Ag Business

Freshman	Sophomore	Junior	Senior
▪ English I ▪ Math (Algebra) ▪ Ag Biology CP/HP ▪ Freshman Seminar ▪ Floral 1 ▪ Language I ▪ PE ▪ Elective	▪ English II ▪ Math (Geometry) ▪ Floral 2 ▪ Ag Chemistry CP/HP ▪ World Cult ▪ Language II ▪ PE ▪ Elective	▪ English III ▪ Math (Adv. Algebra) ▪ Floral 3 ▪ American Studies ▪ Language III ▪ Environmental Science CP/HP ▪ College Elective ▪ College Elective	▪ English IV ▪ Ag Business Math ▪ Ag Leadership and Communication ▪ Ag Economics/Government ▪ Floral 4 ▪ College Elective ▪ Ag Internship ▪ Ag Internship

Ornamental Horticulture

Freshman	Sophomore	Junior	Senior
▪ English I ▪ Math (Algebra) ▪ Ag Biology CP/HP ▪ Freshman Seminar ▪ Floral 1 ▪ Language I ▪ PE ▪ Introduction to Horticulture	▪ English II ▪ Math (Geometry) ▪ Floral 2 ▪ Ag Chemistry CP/HP ▪ World Cult ▪ Language II ▪ PE ▪ Nursery Production	▪ English III ▪ Math (Adv. Algebra) ▪ American Studies ▪ Landscape Design ▪ Language III ▪ Environmental Science CP/HP ▪ College Elective ▪ Elective	▪ English IV ▪ Ag Business Math ▪ Ag Leadership and Communication ▪ Ag Economics/Government ▪ Ag Internship ▪ Ag Internship ▪ Plant and Soil Science CP/HP ▪ Elective

Animal Science Articulation Summary 10/17/12

District	Instructor	School	H.S. Course	Mt.SAC Course	Status	Next Step
Chino-Valley	L. McCormick	Chino HS	Intro to Agriculture	AGAN 1	Faculty Approved	Final Signatures
Corona-Norco	Richartz/Lindsey	Norco HS	Ag Bio & Vet Sci	AGAN 1	Faculty Approved	Final Signatures
Covina Valley	A. Seaman	Covina HS	Veterinary Science	AGAN 1	Faculty Approved	Final Signatures
Desert Sands	M. McBride	Indio HS	Animal Health/Vet	AGAN 1	Faculty Approved	Final Signatures
Escondido	Reyburn/Hoofard	Escondido HS	Ag Sci, Ag Bio, Vet	AGAN 1	Pending Curriculum	Faculty Review
Fullerton	Maxfield,Worrell	Buena Park	Ag Earth & Vet Sci	AGAN 1	Faculty Approved	Final Signatures
Fullerton	Rojas & Johnson	La Habra	Ag Earth & Vet Sci	AGAN 1	Faculty Approved	Final Signatures
Hemet	Mosqueda	Hemet HS	Ag Sci I & II	AGAN 1	Faculty Approved	Final Signatures
Hemet	Mosqueda	Hemet HS	Ag Sci II & Vet Sci	AGAN 1	Faculty Approved	Final Signatures
Hemet	Mosqueda	Hemet HS	Ag Sci I & Vet Sci	AGAN 1	Faculty Approved	Final Signatures
Jurupa	Kantner/Norwood	Jurupa Valley	Ag Bio & Vet Sci	AGAN 1	Pending Curriculum	Faculty Review
Saddleback	Ruffolo/Shook	Mission Viejo	Ag Sci & Vet Sci	AGAN 1	Faculty Approved	Final Signatures

Horse Production Articulation Summary 10/17/12

District	Instructor	School	H.S. Course	Mt.SAC Course	Status	Next Step
Corona-Norco	C. Lindsey	Norco	Equine Science	AGLI 16	Faculty Approved	Final Signatures
Jurupa	Kantner/Norwood	Jurupa Valley	Horsemanship & Adv	AGLI 16	Pending Curriculum	Faculty Review
Jurupa	Fuller/Finnicum	Rubidoux	Horsemanship & Adv	AGLI 16	Faculty Approved	Final Signatures

Hortiulture Articulation Summary 10/17/12

District	Instructor	School	H.S. Course	Mt.SAC Course	Status	Next Step
Antelope Valley	Olsen/Nelson	Littlerock	Environmental Hort	AGOR 1	Faculty Approved	Final Signatures
Antelope Valley	Olsen/Nelson	Littlerock	Ag Bio & Ag Chem	AGOR 1	Faculty Approved	Final Signatures
Corona Norco	Richartz	Norco	Ag Bio, Hort, Lands	AGOR 1	Faculty Approved	Final Signatures
Escondido	Reyburn/Hoofard	Escondido	Ag Sci II & Ag Bio	AGOR 1	Pending exams	Faculty Review
Fullerton	Maxfield	Buena Park	Ornamental Hort	AGOR 1	Faculty Approved	Final Signatures
Hemet	Recht	Hamilton	Plant & Soil Science	AGOR 1	Faculty Approved	Final Signatures
Hemet	Mosqueda	Hemet	Plant & Soil Science	AGOR 1	Faculty Approved	Final Signatures
Chino-Valley	McCormick	Chino	Landscape Design	AGOR 13	Faculty Approved	Final Signatures

Total number of Agreements in Process: 23

NOTES:
Four Agreements have Pending Status. Curriculum and/or exams must be submitted to faculty a.s.a.p. All Agreements must be Approved before faculty leave for winter break. (December 7, 2012)

Mt. SAC Tech Prep Office
1100 North Grand Avenue
Walnut, California 91789

2 + 2 Articulation Agreement

1.) **Mt. San Antonio College and** Desert Sands U.S.D.

2.) High School • Regional Occupational Program (ROP) • Adult Education Course:

Authorized Instructors (3 Maximum– PLEASE PRINT) 1) Melissa McBride

Indio High School
Location

2) _____

3) _____

3.) **Mt. San Antonio College agrees to provide students qualified under the terms of this Articulation Agreement:**

☐ Project Credit (Certificate) ☐ Course Equivalency ☒ **College Credit by Exam** Reset Checkboxes

High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
Animal Health and Pet Care	10	AGAN 1 Animal Science	3
Veterinary Science	10		

Additional Requirements or Notes:

With instructor's recommendation, and final grade of "B" (80%) or better in the secondary course, students may request Articulation credit. Secondary course exams will meet the Articulation exam requirement. The final grade assigned by the secondary program will be used as the college grade.

4.) **It is the responsibility of the Instructor(s) named to inform students of this Articulation process and all student requests for Articulation must be submitted at the completion of all courses identified on this document.**

This agreement is valid for the school year 2012-13 **only.**
Any curriculum changes at either institution involving the courses named in this document shall require this agreement to be renegotiated.

5.) **To be completed by Mt. San Antonio College**

College Professor	(Please sign with red or blue ink)	Date 10/17/12
Department Chair	(Please sign with red or blue ink)	Date 10/17/12
Division Dean	(Please sign with red or blue ink)	Date
Mt. SAC Articulation Officer	(Please sign with red or blue ink)	Date

6.) **To be completed by the High School District • Regional Occupational Program (ROP) • Adult Education department**

Instructor	(Please sign with red or blue ink)	Date 10/17/12
Authorized Administrator	(Please sign with red or blue ink)	Date

Version 4.0 Revised 2010

ACCOUNT SNAPSHOT REPORT

Account Range: 24480-05
Date Range: 07/01/12 to 10/24/12

Account: 24480-05 FFA Club (Future Farmers Amer)
Advisor: Melissa McBride

Date	Source	Ref #	Description / Purpose		Beg Bal	Income	Expense	Transfers	Balance
			Beginning Balance						5,026.53
09/11/12	CC03-011	14968	Desert Feed Bag	Open PO for livestock feed & supplies			133.80		4,892.73
09/11/12	DP03-009	174	Receipting Sales	FFAATTIRE/FFA Attire		55.00			4,947.73
09/18/12	CC03-012	14998	Walmart	Open PO for food and supplies			27.66		4,920.07
09/25/12	CC03-013	15008	Riverside Section FFA	Section dues for 2012-2013			30.00		4,890.07
10/05/12	DP04-007	177	Receipting Sales	FFAATTIRE/FFA Attire		55.00			4,945.07
10/23/12	CC04-015	15030	California Association F	Leadership conference			545.00		4,400.07
10/23/12	CC04-015	15044	National FFA	Open PO for jackets and supplies			62.03		4,338.04
10/23/12	CC04-015	15044	National FFA	Open PO for jackets and supplies			62.03		4,276.01
10/23/12	CC04-015	15048	Smart & Final	Open PO for food for meetings			76.45		4,199.56
10/23/12	CC04-015	15048	Smart & Final	Open PO for food for meetings			22.49		4,177.07
10/23/12	CC04-015	15048	Smart & Final	Open PO for food for meetings			8.40		4,168.67
10/23/12	CC04-015	15050	State Board of Equaliz	Additional tax interest due for 1st Qtr '12			54.66		4,114.01
10/23/12	CC04-015	15052	Vincent Sola Partners	Purchase seven market goats			1,400.00		2,714.01
			Actual Closing Balance		5,026.53	110.00	2,422.52	0.00	2,714.01
			Open Purchase Orders						
08/28/12		603	Smart & Final	Open PO for food for meetings			977.51		
08/28/12		609	Desert Feed Bag	Open PO for livestock feed & supplies			4,866.20		
08/28/12		610	Walmart	Open PO for food and supplies			972.34		
08/28/12		611	National FFA	Open PO for jackets and supplies			1,937.97		
08/31/12		621	Ivory's Sharpening & S	Open PO to sharpen repair blades & clippers			500.00		
10/08/12		664	Lowe's	Open PO for irrigation & equipment			1,000.00		
10/08/12		666	Costco - La Quinta	Open PO for food & supplies			2,500.00		
10/11/12		679	Austin Ryan	Purchase of four lambs			800.00		
10/22/12		689	All Seasons Feed	Open PO for animal feed and supplies			1,500.00		
			Projected Current Balance:		5,026.53	110.00	17,476.54	0.00	(12,340.01)

ACCOUNT SNAPSHOT REPORT

Account Range: 24482-05
Date Range: 07/01/12 to 10/24/12

Account: 24482-05 FFA/Floral Club
Advisor:

Date	Source	Ref #	Description / Purpose		Beg Bal	Income	Expense	Transfers	Balance
			Beginning Balance						5,247.75
07/11/12	CC01-001	14929	State Board of Equaliz	Sales tax 2011-2012 school year			258.32		4,989.43
08/14/12	DP02-008	172	Receipting Sales	FLORALSALES/Floral Sales		453.95			5,443.38
08/30/12	DP02-009	173	Receipting Sales	FLORALSALES/Floral Sales		19.40			5,462.78
09/11/12	CC03-011	14972	Inland Wholesale Flow	Open purchase order for floral supplies			114.16		5,348.62
09/11/12	CC03-011	14972	Inland Wholesale Flow	Open purchase order for floral supplies			110.86		5,237.76
09/11/12	CC03-011	14972	Inland Wholesale Flow	Open purchase order for floral supplies			76.65		5,161.11
09/11/12	DP03-009	174	Receipting Sales	FLORALSALES/Floral Sales		2.62			5,163.73
09/19/12	DP03-010	175	Receipting Sales	FLORALSALES/Floral Sales		241.94			5,405.67
09/25/12	CC03-013	15005	Inland Wholesale Flow	Open purchase order for floral supplies			94.65		5,311.02
09/25/12	CC03-013	15005	Inland Wholesale Flow	Open purchase order for floral supplies			31.94		5,279.08
09/25/12	CC03-013	15005	Inland Wholesale Flow	Open purchase order for floral supplies			136.24		5,142.84
09/25/12	CC03-013	15005	Inland Wholesale Flow	Open purchase order for floral supplies			55.64		5,087.20
09/25/12	CC03-013	15005	Inland Wholesale Flow	Open purchase order for floral supplies			(51.72)		5,138.92
09/25/12	CC03-013	15006	Nancy Lauritzen	Reimbursement for floral containers			22.63		5,116.29
09/26/12	DP03-011	176	Receipting Sales	FLORALSALES/Floral Sales		124.32			5,240.61
10/02/12	CC04-010	15012	Desert Fountain Gas S	Open purchase order for helium			93.74		5,146.87
10/05/12	DP04-007	177	Receipting Sales	FLORALSALES/Floral Sales		534.73			5,681.60
10/09/12	CC04-012	15022	State Board of Equaliz	sales tax			27.09		5,654.51
10/12/12	DP04-008	178	Receipting Sales	FLORALSALES/Floral Sales		141.68			5,796.19
10/12/12	DP04-008	179	Receipting Sales	FLORALSALES/Floral Sales		141.68			5,937.87
10/12/12	DP04-009	180	Receipting Sales	FLORALSALES/Floral Sales		(141.68)			5,796.19
10/23/12	CC04-015	15029	Burton & Burton Inc	Open purchase order for floral supplies			205.86		5,590.33
10/23/12	CC04-015	15037	Inland Wholesale Flow	Open purchase order for floral supplies			20.74		5,569.59
10/23/12	CC04-015	15037	Inland Wholesale Flow	Open purchase order for floral supplies			9.70		5,559.89
10/23/12	CC04-015	15037	Inland Wholesale Flow	Open purchase order for floral supplies			73.42		5,486.47
10/23/12	CC04-015	15037	Inland Wholesale Flow	Open purchase order for floral supplies			94.70		5,391.77
10/23/12	CC04-015	15037	Inland Wholesale Flow	Open purchase order for floral supplies			191.14		5,200.63
10/23/12	CC04-015	15037	Inland Wholesale Flow	Open purchase order for floral supplies			101.65		5,098.98
10/23/12	CC04-015	15041	Nancy Lauritzen	Reimbursement for flowers			109.75		4,989.23
10/23/12	CC04-015	15042	Mayesh Wholesale F	Open PO for flowers and supplies			83.65		4,905.58
			Actual Closing Balance		5,247.75	1,518.64	1,860.81	0.00	4,905.58
			Open Purchase Orders						
09/19/11		190	Inland Wholesale Flow	Open purchase order for floral supplies			3,732.08		
10/10/11		223	Burton & Burton Inc	Open purchase order for floral supplies			1,876.23		
03/05/12		406	Inland Wholesale Flow	Open purchase order for floral supplies			504.09		
03/09/12		421	Desert Fountain Gas S	Open purchase order for helium			1,906.26		
08/28/12		602	Inland Wholesale Flow	Open purchase order for floral supplies			2,513.56		
09/18/12		646	Desert Fountain Gas S	Open purchase order for helium			1,906.26		
09/27/12		653	Burton & Burton Inc	Open purchase order for floral supplies			1,794.14		

ACCOUNT SNAPSHOT REPORT

Account Range: 24482-05
Date Range: 07/01/12 to 10/24/12

Date	Source	Ref #	Description / Purpose		Beg Bal	Income	Expense	Transfers	Balance
10/08/12		665	Mayesh Wholesale F	Open PO for flowers and supplies			1,916.35		
			Projected Current Balance:		5,247.75	1,518.64	18,009.78	0.00	(11,243.39)

Carl Perkins Act 2006
Budget Narrative
Resource 3550 FY 2012-2013

Expenditure Object Codes	Description *(narrative/detail)*	Year 2012-2013
	Indio High School Floral	$ 5,613.73
Series 1000 Instruction	**Certificated Salaries**: • Extra duty for articulation with community colleges and Ag instructor partner 1 teacher x 15 hours x $41.19	$ 630.00
Prof Dev.		
Curriculum Dev.		
Guidance & Counsel-ing		
	Total Certificated Salaries	$ 630.00
Series 2000	**Classified Salaries**: XXXX	
	Total Classified Salaries	
Series 3000	**Fixed Charges/Benefits**: *Include description and method of calculation.* • Extra duty for articulation $630 x .1329	$ 83.73
	Total Fixed Charges/Benefits	$ 83.73

Series		
4000	**Supplies/Instructional Materials**: *List textbooks, materials, and supplies separately. If supplemental instructional materials are included, please list the supplemental materials to be purchased.*	
Instruction	• Magazines and supplemental text to provide students with visuals of events, color schemes, and party themes to enhance floral arrangements.	$ 500.00
	• Supplemental materials such as videos and specialty ribbons to provide students opportunity for advancement in their skills of floral arrangements and party preparation.	$ 2,400.00
Prof Dev.		
	Total Supplies/Instructional Materials	$ 2,900.00
5000	**Other Services/Operating Expenses**: *Description: (narrative/detail)*	
	Total Other Services/Operating Expenses	

Budget Form (Cont.)

Expenditure Object Codes	Description *(narrative/detail)*	Year 2012-2013
Series 5200	**Travel & Conferences**: *Describe travel necessary to meet project objectives. (narrative/detail)* • Conferences for CTE program Floral – to attend mandated CATA/In-Service meetings	$ 2,000.00
	Total Travel & Conferences	$ 2,000.00
5600	**Repairs**: Description: *(narrative/detail)*	
	Total Repairs	
5800	**Consultant Services**: Description: *(narrative/detail)*	
	Total Consultant Services	
	GRAND TOTAL	**$ 5,613.73**

Carl Perkins Act 2006
Budget Narrative
Resource 3550 FY 2012-2013

Expenditure Object Codes	Description *(narrative/detail)*	Year 2012-2013
	Indio High School Animal Science	$ 17,134.58
Series 1000 Instruction	**Certificated Salaries**: • Stipend for CTSO Program Coordinator – allow for supervision of 600 students during FFA competitions, project visitations, FFA meetings, FFA planning and development, and other FFA related activities.	$5,834.00
Prof Dev.	• Substitutes for teachers to participate in professional development and articulation with local community college staff, development and integration of core academics/CTE standards. Sub coverage also needed for teachers to be able to supervise students on FFA activities and competitions. 27 days x ~~$100~~ $93.35	$2,520.45
Curriculum Dev.	• Extra duty for articulation with community college and AG instructor partner. 1 teacher x 35 hours x $41.19	$ 1,441.65
Guidance & Counseling		
	Total Certificated Salaries	$ 9,796.10
Series 2000	**Classified Salaries**: XXXX	
	Total Classified Salaries	

Series 3000	**Fixed Charges/Benefits**: Include description and method of calculation. • Substitutes for teachers $2,520 x .0879 • CTSO stipend $5,834 x .1329 • Extra duty $ 1,441.65 x .1329 **Total Fixed Charges/Benefits**	$ 221.55 $775.34 $ 191.59 $ 1,188.48
Series 4000 Instruction Prof Dev.	**Supplies/Instructional Materials**: List textbooks, materials, and supplies separately. If supplemental instructional materials are included, please list the supplemental materials to be purchased. • Miscellaneous lab supplies, lab species, small hand tools, medicines, other instructional materials in compliance with articulation agreement with Mount San Antonio. • Equipment allowance for purchase and replacement of equipment to enrich the curriculum in Ag Biology, Pet care, Vet Science, and Ag Earth Science. **Total Supplies/Instructional Materials**	$1,000.00 $ 500.00 $ 1,500.00
5000	**Other Services/Operating Expenses**: Description: *(narrative/detail)* • Field trips – Student transportation to industry related facilities specific to CTE. Such locations may include: Date Festival, Vet clinics, and/or other industry related sites. **Total Other Services/Operating Expenses**	$3,000.00 $3,000.00

Budget Form (Cont.)

Expenditure Object Codes	Description *(narrative/detail)*	Year 2012-2013
Series 5200	**Travel & Conferences**: Describe travel necessary to meet project objectives. *(narrative/detail)* • Conferences for CTE Program Animal Science – to attend mandated CATA/In-Services meetings in an effort to stay current in industry related topics.	$1,500.00
	Total Travel & Conferences	$ 1,500.00
5600	**Repairs**: Description: *(narrative/detail)* • Mandatory balancing and service of Livestock scale at Date Festival for accuracy during competitions.	$150.00
	Total Repairs	$ 150.00
5800	**Consultant Services**: Description: *(narrative/detail)*	
	Total Consultant Services	
	GRAND TOTAL	**$ 17,134.58**

California Department of Education

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2012–13 APPLICATION FOR FUNDING

(Due Date: To be received in Regional Supervisor's Office by June 30, 2012)

DATES OF PROJECT DURATION - JULY 1, 2012, TO JUNE 30, 2013

Indio High	Desert Sands Unified School District
(School Site)	(District)

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.

	Assistant Superintendent, Educational Services
Signature of Authorized Agent	Title
Signature of Agriculture Teacher Responsible for the Program	Signature of Principal

Contact Phone Number: 760-342-9300

Date of Approval of Local Agency Board: 6/19/2012

Funds Requested - Part I	$4,500.00
Part II	$3,176.00
Part III	$0.00
Part IV	$8,000.00
Part V	$0.00
Total	$15,676.00

Number of Different Agriculture Teachers at Site: 2

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	x	
2. Leadership and Citizenship Development	x	
3. Practical Application of Occupational Skills	x	
4. Qualified and Competent Personnel	x	
5. Facilities, Equipment, and Materials	x	
6. Community, Business, and Industry Involvement	x	
7. Career Guidance	x	
8. Program Promotion	x	
9. Program Accountability and Planning	x	

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	$4,000	
Two Teachers	$4,500	$4,500.00
Three Teachers or More	$5,000	

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2011–12 R2 Number	Amount Requested
List Number from R2 Report ($8/Member)	397	$3,176.00

PART III - SAE AND RETENTION ALLOCATION

Number of State Degrees in 2012	2
Percent of Students (R2) Receiving State Degree	1%
SAE/Retention Standard Funds - If percentage of State Degree recipients is 5 percent or greater, then you are eligible for $200 per degree awarded with a maximum of $10,000.	FALSE

PART IV - QUALITY CRITERIA 10–11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

* Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
* Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of $2,000 for year-round employment.
* Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site: 2

List the Names of the Agriculture Teachers:

Melissa McBride	4.
Nancy Lauritzen	5.
3.	6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio	0	$0.00
Criterion 11A - Year-Round Employment	2	$4,000.00
Criterion 11B - Project Supervision Period	2	$4,000.00
TOTAL FUNDS REQUESTED PART IV		$8,000.00

PART V - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list $3,000 (funds requesting) in space to the right. $0.00

PART VI - FINANCIAL SCHEDULE

Part A

Line	Acct. No.	Classification	A Description of Item for Which Funds Will be Expended	B Incentive Grant Funds		C Matching Funds
1	4000	Books & Supplies		5,676.00		5,676.00
2			Subtotal for 4000	**$5,676.00**		**$5,676.00**
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Staff travel/expenses	2,500.00		2,500.00
4			2. Student Transp.	1,000.00		1,000.00
5			3. Conference Fees	3,000.00		3,000.00
6			4.			
			5.			
7			6.			
8			Subtotal for 5000	**$6,500.00**		**$6,500.00**
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1. Computer Equipment	2,000.00		2,000.00
10			2. Lab Supplies	1500.00		1,500.00
11			3.			
			4.			
12			5.			
13			Subtotal for 6000	**$3,500.00**		**$3,500.00**
14			Total for 4000–6000 Lines 2, 8, 13	**$15,676.00**		**$15,676.00**

TOTAL 2012–13 Incentive Grant Allocation: $15,676.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

Line	Acct No.	Classification	A Description of Item for Which Funds Were Expended	B Incentive Grant Funds		C Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries			
16	1000	Salaries	Teachers' Salaries for Project Supervision Period			
17	3000	Benefits	Benefits for the Above Items (1000)			
18			TOTAL			**$0.00**

TOTAL Amount of Waiver Requested: _____

INCENTIVE GRANT CHECKLIST

1. CURRICULUM & INSTRUCTION

Yes	No		
		1A.	The curriculum includes the components required under Section 52454 of the Education Code: organized classes in the study of agriculture science and technology; student supervised agricultural experience; and a program of leadership, organization and personal development.
		1B.	The Career Technical Education Model Curriculum Standards for the Agriculture and Natural Resources Industry Sector are the basis for content of courses offered. Curriculum addresses "Foundation" and "Pathway" standards within the program pathway(s) and course sequences.
		1C.	Career paths in agriculture have been identified and can be found on a chart or diagram in the Program Plan. (Foundation Standard 3.0)
		1D.	The school master schedule allows students to follow the recommended sequence of agriculture courses to complete the selected career path(s).
		1E.	Agriculture Career Awareness information is included in every course. (FS 3.1, 3.2)
		1F.	The agriculture department utilizes computer hardware and software as an instructional tool. (FS 4.2, 4.6)
		1G.	The agriculture curriculum includes the use of computer aided instruction by utilizing at least one of the following: (FS 4.2, 4.6) * Computerized Record Book * Agriscience Fair Report * Agriculture Term Paper * Agriculture/FFA Speech Manuscript * Job Resume * Job Cover Letter * Portfolio Letter of Introduction * Other Agriculture Related Project
		1H.	Recordkeeping is taught in all agriculture classes. Every student maintains and completes (closes out) either an actual SAE Project or Mock Problem. (FS 10.3, 11.0)
		1I.	Record books of all students are maintained in the Department files until one year following graduation.
		1J.	Agriculture courses have been submitted to meet high school graduation requirements and/or University of California a-g credit.

2. LEADERSHIP & CITIZENSHIP DEVELOPMENT

Yes	No		
		2A.	An FFA Chapter has been chartered by the State Association or has been applied for.
		2B.	A Chapter Program of Work is developed annually and a copy is furnished to the Regional Supervisor by December 15th.
		2C.	Every student is given a grade based upon participation in leadership activities.
		2D.	All students enrolled in agriculture classes are affiliated with the State FFA Association.
		2E.	Based on previous year's records, the department participated in a minimum of 12 activities as listed on the FFA Activities Check Sheet. (Attached)

		2F.	A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records. Activities could include any three of the following intra-curricular activities: (FS 7.0, 9.1, 9.2, 9.3, 9.6, 10.1) * Local Best Informed Greenhand Contest * Local Creed Speaking Contest * Local Opening & Closing Contest * Local COOP Quiz Contest * Local Program of Work Committee(s) * Local Demonstration Fair * Local Agriscience Fair Exhibition * Local Public Speaking Contest * Local Parliamentary Procedure Contest * Chapter Meeting or Activity * Any Section, Region, or State Activity * Other Local Activities

3. PRACTICAL APPLICATION OF AGRICULTURAL SKILLS

Yes	No		
		3A.	Student participation in Supervised Agricultural Experience (SAE) is part of the grading criteria for every agriculture student in the program. (FS 10.2)
		3B.	First year students have either been engaged in a SAE project(s) or have a plan in place for a SAE, as verified by the Student Data-Career Plan (FS 10.2, 10.3)
		3C.	A minimum of 80% of continuing students are engaged in SAE project(s) as verified by Department records. (FS 4.0, 5.0, 6.0, 7.0, 8.0, 9.0,10.0, 11.0)
		3D.	Students with SAE projects are visited by their agriculture teacher at least twice per year as documented by Department records.
		3E.	A school vehicle is readily available to each agriculture teacher for all SAE activities associated with the program, or each teacher is adequately compensated for using their own personal vehicle.

4. QUALIFIED & PROFESSIONAL PERSONNEL

Yes	No		
		4A.	Every agriculture teacher has the appropriate credential for teaching the subject(s) assigned. Copy of authorizing credential(s) is in the Comprehensive Program Plan.
		4B.	Based on the previous year's records, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four professional development activities: (Complete attachment).
		4C.	The agriculture staff meets a minimum of twice a month. (This criteria does not apply to single person departments - mark column N/A = Not Applicable)
		4D.	A written record of minutes is kept of action taken during agriculture staff meetings and is kept in Department files or the Comprehensive Program Plan. (This criteria does not apply to single person departments - mark column N/A = Not Applicable)
		4E.	Teachers are reimbursed for personal expenses they incur while participating in all approved integral activities associated with FFA, SAE, and professional CATA in-service activities.

5. FACILITIES, EQUIPMENT & MATERIALS

Yes	No		
		5A.	Modification of facilities and equipment has occurred when necessary, based on the needs of students, including special populations.
		5B.	There is adequate storage space for materials, records, equipment and supplies.
		5C.	At least one of the below listed community or school-based laboratory facilities has been provided to accommodate students who have no place for their SAE project(s):

			* School Farm Laboratory * Greenhouse * Growing Area * Agriculture Shop
		5D.	The Agriculture Department has E-Mail capabilities.
		5E.	The reviewer verifies by visual observation that the agriculture facilities are neat, clean, and orderly.
		5F.	Facilities and equipment are regularly maintained, repaired, or replaced.

6. COMMUNITY, BUSINESS AND INDUSTRY INVOLVEMENT

Yes	No		
		6A.	The Advisory Committee is operational and reflects the committee membership as outlined in the "Agricultural Education Advisory Committee Manual".
		6B.	The Agricultural Advisory Committee meets at least twice each year. (Minutes are available to verify meetings.)
		6C.	The Agricultural Advisory Committee has assisted in the development or revision of the following components of the Comprehensive Program Plan, as evidenced in the Ag. Advisory Committee minutes * Job Market Description * Targeted Occupations * Total Program Goals & Objectives * Program Description - Courses, SAE, FFA * Course Subject Matter Outlines * Program Completion Standards * 5 Year Facility & Equipment Acquisition * Current Year Budget * Graduate Follow Up * List of Active placement Sites
		6D.	The contact information of the Advisory Committee Chair has been provided on the cover of this checklist

7. CAREER GUIDANCE

Yes	No		
		7A.	Students are counseled regarding: (FS 3.0) * Career opportunities in Agriculture and Agribusiness * Agriculture and academic courses necessary to complete career pathway offerings * Post-secondary education and training options.
		7B.	All students have a completed career plan (Student Data Sheet) and it is updated annually. (FS 3.3)
		7C.	Efforts have been made, or completed, to articulate with Community Colleges and/or Universities (i.e., 2+2+2 articulation agreements).

8. PROGRAM PROMOTION

Yes	No		
		8A.	An Agricultural Education program recruitment brochure or similar document is used to promote the program.
		8B.	Students have alternative means of overcoming financial barriers to participate in program activities. (Includes FFA, SAE, Leadership Activities.)
		8C.	The Agriculture Department conducts recruitment activities with local feeder schools.

9. PROGRAM ACCOUNTABILITY & PLANNING

Yes	No		
		9A.	A Comprehensive Program Plan is on file with the Regional Supervisor and a copy is retained in the local department files.
		9B.	Updates of the Program Plan are sent to the Regional Supervisor by November 15th. These updates include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) FFA Program of Work; (4) Advisory Committee Roster; and (5) Advisory Committee Minutes.
		9C.	A follow-up system is used which gathers the following information from program * Status of employment or school enrolled within * Opinion regarding the value and relevance of the agriculture program * Suggestions for improving the agriculture program
		9D.	The Graduate Follow Up data collected was entered with the On-line R2/FFA Roster Data Entry *by October 15th*.
		9E.	The Agriculture Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.
		9F.	The R-2, AIG Expenditure Reports, and FFA Roster have been received by the Regional Supervisor and/or State FFA Financial Coordinator on or before October 15th.

QUALITY CRITERIA 10, 11and 12 MUST BE SCORED DURING THE REVIEW PROCESS. HOWEVER, SCORES WILL ONLY COUNT IF THESE CRITERIA HAVE BEEN APPLIED FOR VIA THE AGRICULTURE INCENTIVE GRANT APPLICATION.

Yes	No		
		10A.	Shop and laboratory-based classes have no more than 20 students enrolled. Classroom-based classes have no more than 25 students enrolled.
		10B.	The total number of students enrolled in agriculture classes does not exceed 75 students per teacher. First year students enrolled in agriculture courses will be counted as .5 for purpose of determining the total count only. (This does not pertain to class size.)

11. FULL YEAR EMPLOYMENT

Yes	No		
		11A.	A full-time equivalent teacher is employed year-round for each 75 students enrolled in the agriculture program and is compensated no less than $2000.
		11B.	During the school year, one teaching period for Supervision is assigned to each agriculture teacher. This project supervision period is in addition to the preparation period normally assigned to all teachers in the school. This requirement may also be met if a period is not available by financially compensating the agriculture teacher(s) at the equivalent cost of providing one period for supervision.

12. PROGRAM ACHIEVEMENT

Yes	No		
		12A.	The Agriculture Program meets the requirements of Program Achievement (attach check

AGRICULTURAL VOCATIONAL EDUCATION INCENTIVE GRANT
QUALITY CRITERIA 12

Agricultural programs meeting all of the required Quality Criteria (Criteria 1-9) and Criteria 12 may qualify for an additional $3,000. This form along with the appropriate verification must be attached to the Agricultural Vocational Education Incentive Grant Application. The Incentive Grant application is due in the Regional Supervisor's office on June 30.

Number of Students on Previous Years R-2 Report: _____

12A Curriculum and Instruction

N/A Number of students who took the ACE Test (Must be at least 15% of the R-2Number)

N/A Number of those taking the ACE Test who received Recognition Honors (Must be at least 10% of those taking the Ace Test)

12B Leadership and Citizenship Development

_____ Number of activities on the approved FFA Activity list which the local chapter participated in (Must participate in at least 80% of the activities)

12C Practical Application of Occupational Skills

_____ Number of students who received the State FFA Degree (Must be at least 5% of the R2 number)

12D Qualified and Professional Activities

_____ Number of teachers who attended a minimum of 5 professional inservice activities (Must attach approved Inservice Activities Verification Page)

12E Community, Business and Industry Involvement

_____ Number of meetings held by the local Agriculture Advisory Committee (Must be at least 3 with minutes attached)

Name of Agriculture Advisory Committee Chair: _____

Phone Number of Agriculture Advisory Committee Chair: _____

12F Retention

_____ Number of students who were in their 3rd and 4th year of agriculture instruction (Must be at least 25% of the R2 number)

12G Graduate Follow-Up

_____ Number of program completers graduating last year.

_____ Number of those who graduated who are employed in agriculture, in the military, or continuing their education (Must be at least 75% of the program completers) Attach graduate follow-up report.

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Criteria 2e Year 2011-12 School Indio High

Must meet at least 12 areas

LEADERSHIP ACTIVITY	YES	NO
Attended State Leadership Conference	x	
Attended Regional Meeting	x	
Attended Regional Leadership Conference	x	
Attended Greenhand Conference	x	
Attended Made for Excellence Conference	x	
Attended Advanced Leadership Academy	x	
Attended Sacramento Experience		
Participated in Opening-Closing Contest - Sectional	x	
Participated in Best Informed Contest - Sectional	x	
Participated in Parliamentary Pro Contests - Sectional		
Participated in Prepared Public Speaking - Sectional		
Participated in Extemporaneous Speaking - Sectional		
Participated in Creed Recitation - Sectional	x	
Participated in Job Interview Contest - Sectional		
Participated in Agricultural COOP Quiz Contest - Sectional	x	
Submitted State FFA Degree Application	x	
Submitted American FFA Degree Application		
Submitted Proficiency Application - Sectional or Regional		
Submitted Chapter Award Application - Sectional or Regional		
Participated in Project Competition - Sectional	x	
Participated in any FFA Judging Activity (other than above)	x	
Participated in any other FFA Sectional Activity	x	
Participated in Local Leadership Activities (3 maximum - list below)		
1 National Date Festival Fair	x	
2 Monthly FFA Meetings	x	
3 Community Service Projects	x	
TOTAL AREAS MET	17	

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B **School Year** 2011/12 **School** Indio High

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

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES							
	M.McBride	N. Lauritzen						
Fall Region Meeting	x	x						
Region In-service Day	x	x						
Spring Region Meeting	x	x						
Section In-service*	x	x						
Section In-service*	x	x						
Section In-service*	x							
Section In-service*	x	x						
Summer Conference	x	x						
University AgEd Skills Week								
Professional Development **								

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

** Can utilize a *maximum* of two other *"Agriculturally Related"* Professional Development activities than those listed above. Explain the Professional Development:

1 _____

2 _____

3 _____

4 _____

5 _____

EDUCATIONAL SERVICES DIVISION

CAREER TECHNICAL EDUCATION AND CARL PERKINS DISTRICT ADVISORY MEETING

January 28, 2010
North District Education Center
Room 203
3:30 p.m.

Agenda

I. Upcoming Conferences

- Educating for Careers: Anaheim, 2/28 - 3/2/10
- CTE Team Institute: Rancho Mirage, 3/10 - 3/12/10

II. Site-level Advisory Meetings

III. Timelines for 2010-2011 Perkins Application

IV. Budget Expenditures: Final date is March 26, 2010

V. New application process for receiving site funds:

- Program Self-Evaluation
- Perkins Requirements
- Funding Proposal
  - Title Page
  - Budget Narrative
  - Preliminary Budget

EDUCATIONAL SERVICES DIVISION

CAREER TECHNICAL EDUCATION AND CARL PERKINS DISTRICT ADVISORY MEETING

January 28, 2010
North District Education Center, Room 203
3:30 p.m.

Unapproved Minutes

Present:

David Anderson	*Coordinator, Automotive Technology, Amistad*
Valerie Celaya	*Coordinator, Medical Health CPA, IHS*
Kathy Felci	*Assistant Superintendent, Educational Services, DSUSD*
Ariel Gonzalez	*Teacher, Business Deparment, Shadow Hills High School*
Deanna Keuilian	*Project Facilitator, Educational Services*
Dan Knowlton	*Teacher, Woodworking, IHS*
Nancy Lee	*Coordinator, Business Program, IHS*
Melissa McBride	*Coordinator, Agricultural Program, IHS*
Kim McNulty	*Coachella Valley Economic Partnership*
Dan Miller	*Director, Educational Services, DSUSD*
Kathy Pedersen	*Coordinator, MHA, LQHS*
Peggy Reyes	*Director, Facilities Services, DSUSD*
Nick Rogers	*CTE Consultant, COD*
Cliff Smith	*Counselor, Shadow Hills High School*
Maria Wright	*Assistant Principal, LQHS*
Jane Yoshimura	*Administrative Assistant, Educational Services*

Meeting called to order at 3:37 p.m. by Dan Miller.

Mr. Miller welcomed everyone and led introductions around the room. He reviewed the agenda and commented that partway through the meeting the focus will turn to Carl Perkins funding and people may leave if it does not pertain to them.

I. Conferences

Educating for Careers: Anaheim, 2/28 - 3/2/10

Mr. Miller said the upcoming Educating for Careers conference has been filled and registrations are now closed. Nick Rogers interjected that the conference was mandatory for Career academies (CPAs). He added that he may be able to get key people registered if needed.

CTE Team Institute: Rancho Mirage, 3/10 - 3/12/10

Mr. Rogers discussed the upcoming CTE Team Institute, a yearly conference combined with CTE and put on by the desert consortium. The institute is held locally in Rancho Mirage and COD is paying for it; there is no cost to attendees. They are asking people to submit applications and team members by Jan. 29. The conference consists of a Wednesday evening, all day Thursday, and Friday morning. The goal is for teams to come up with a plan to improve specific plans and programs within their district. Any stakeholders are invited to be on the team, both teachers and adminstrators. Ms. Simmons and Mr. Rogers need to look at the teams, make sure they aren't all content specific, and organize the counterparts so they can facilitate specific needs during the institute. Dr. Glen W. Thomas, Secretary of Education for the state, will speak Wednesday evening. Thursday will be a working day with presenters and teams will come up with an actual template for an improvement plan for their program. "Pressure Cooker", a DVD chronicling how CTE affected tough kids in Philadelphia, will be shown on Thursday evening.

Peggy Reyes asked if the institute would accommodate architects or facilities personnel. Mr. Rogers replied that the more diverse the merrier. The instruction should drive the facilities, so if they want to come in and be a part of the team, that would be great. The institute is not designed for several disciplines, but rather to meet specific needs at the table. COD faculty will be available, and they want to have ROP, business partners, and COD teachers there to match the teams. It's all about system building.

II. Site-level Advisory Meetings

LQHS

Kathy Pedersen spoke regarding the Medical Health Academy at La Quinta High School. She holds 3 advisory meetings a year, although they are not well attended. Business partners say they want to come, but when it comes to the time of the meeting, they forget. They met in December with Dr. Reber and Dr. Lopez, who is the advisory lead and is integral to interships. The internship contract with JFK hospital is more in depth than before, so she has asked the district to look at it. Dr. Lopez brings in guest speakers, a different doctor each week for seniors, and they are looking at changing this format. During the second semester, they do their best to bring in doctors who are extremely busy with the tourist season. Their second meeting is scheduled for March 10, and the end of year meeting is through CVEP. The MHA puts on a big show of what they've done with the year with their budget, and what the kids have done, adding a curriculum aspect.

SHHS

Cliff Smith is a counselor at a brand new school who is in the exploration process. They have a supportive principal who supports CTE program. Ariel Gonzales has some experience with Perkins in the Business Industry Sector and is interested in a program, and Mr. Smith has an extensive background in CTE and CPA. Mr. Smith noted that any time there is money out there it is worth exploring.

IHS

Valerie Celaya spoke about the Medical Academy at Indio High School. They are in their first year, an implementation year, and the advisory committee is being pulled together. Dr. Linn is working as advisory, and a medical assistant will be joining them once a week to help out, too. Kathy Pedersen has been very helpful, as well as Kim McNulty from CVEP. HOSA is just starting out, which is a CTSO with great leadership opportunities. The Medical Academy attends CVEP every month for the Health Care advisory meetings which brings industry partners and schools together.

Nancy Lee said her site level advisory committee (business/media) is non-existent. The program is struggling, and she feels they don't have a pathyway with specific students. The classes are electives and kids are pulled out for CAHSEE prep. They have been talking as a department about how we can pull together and survive as a department and pathway. Mr. Miller asked Ms. Lee what are some of things they are exploring for next year.

She responded that they have Graphics and are building around the Maya program, (level 1, 2, and adding a capstone). Deanna Keuilian suggested that when they look at rebuilding, to take a look at the industry sector and careers pathway matrix.

Melissa McBride said the Ag program has been at Indio for 30 years. It went through what Nancy is going through 25 years ago. They decided to rewrite the curriculum, and saved program by getting cross-curricular credit or a-g approval. Ag Mechanics was phased out and they now focus on 2 pathways – Ag Science and Ag Business. The floral program operates well with 3 teachers and 550 kids. Her biggest issue is the advisory committee that has to meet twice a year for the Ag Incentive grant. So many members have been on it for so long, and they would rather just have an e-mail sent to them. This doesn't help the department and she is looking for new members, heavy hitters in the community now. Due to retention issues, they have a high turnover. This is one of the best years in a while with 36 kids in for 2 to 4 years. She has 36 completers, about which she is happy; but when looking at overall numbers, it isn't very significant. Turnover is one of the biggest issues.

Ms. McBride fielded questions from the floor regarding her program. She shared that what has kept the program alive is that classes meet a-g requirements.

Dan Knowlton discussed the woodworking program at IHS and said he would like to broaden it since a large part of economy deals with woodworking, from felling trees to cabinetry. His personal goal is to bring woodshop into the 21st century. Future captains of industry, college bound students, need to be able to talk the talk of woodworkers. His discussed the shop plans with the building of the new high school. The advisory committee has been able be a part of that; it brought parents and businessmen together to have input on new high school. [Note: Mr. Knowlton wants to make it a true CTE program where he can get Perkins funding.]

Mr. Miller asked about plans for next year and the future. Mr. Knowlton replied that bringing woodshop to the 21st century is a mix of C & C computors and hand tools. Ms. Lee said she is working with him to bring in business skills. Ms. Keuilian suggested bringing in core teachers to fuse standards.

Mr. Knowlton shared that one of their projects got best of show at the county fair, and that the students built a storage shed this year. Small structures are a great teaching tool. Other irons in fire are for possible curriculum changes and bringing programs into alignment with math and business industry.

Ms. McBride said they are struggling with class size.

Ms. Keuilian suggested looking at ROP – building horizons construction portion – as one way to build the pathway.

Mr. Rogers said he liked the blending of math and business with wood working. He suggested looking at published pathways and to keep to the standards and frameworks.

Kathy Felci stated that when working with CDE, it comes down to how we present our CTE programs; they have to be aligned and have justification. Alignment will become tight knit.

Amistad

Dave Anderson has been working with the auto program for 21 years and started with the schools-to-career program. He has a sequence of courses and a well-established pathway. He added ROP, and students get out with a certificate. Advisory committee is an issue. He had one meeting with ROP last fall, but as far as his site, it fell through. The problem in automotive is that people move around a lot.

He has articulation agreements with COD and Mt. San Jacinto. With the Honda Express program, students go to Mt. San Jacinto afterwards for a 4-week program and are eligible to work for Honda. Future plans include waiting for a new building.

Ms. Keuilian discussed how the district is working with Technology to identify kids in pathways. We have to report to Cal-PASS and track kids as they move through k-12 to post secondary. Through this, we can then look to see where some of the successes are. She explained that CALPADS is through the state, and has more extensive data. In an effort to show the most accurate data, we have been working with Technology so the data is accurate and live. At the beginning of the year we will work with program leads to get Excel data and do a mass update. What we are hoping is that with any new kids who enter a program, you (program leads) can enter the data yourself. It may look different at each site because your data tech may be the one who does that. The whole idea is that we have live data. When kids exit we have that data there - not as house teams, as some schools have, but as programs. Sometimes they fit under more than one program (AVID and MHA). We want kids identified with both programs, to show whatever programs

kids have been a part of, when they entered, and when they exited. As we move closer to finalizing this, we will work with you or your team lead.

III. Timelines for 2010-2011 Perkins Application

Mr. Miller went through the upcoming timelines for the Perkins funding application. Our deadlines are based on our Board of Education meeting dates. Site applications must be completed by Feb. 26 and there will be budget help sessions.

Mr. Miller stated this is a new process and we are responding to accountability issues. He asked the coordinators to be thoughtful and reflective as they build their narratives. Does your program push kids? Does it deliver certification? Does it enhance, expand improve your program? That's what we are looking at in a nutshell.

He reviewed the program evaluation form. It is a self-evaluation piece that many use already, but we are asking everyone to complete this. Be honest about it. It will help you identify where you will focus as you begin the process of completing the site application. Ms. Keuilian noted that geniuine self reflection is important so you can see where your holes are.

Mr. Miller said the applications should address the criteria for high quality programs (refer to handout). These criteria are a fusion of federal and state criteria. Combined with the quality program checklist, these two tools will help you reflect upon where your money should.

Ms. McBride said these tools are modeled after the Ag Incentive grant review. This self evaluation is an excellent document to bring before an advisory committee to show what you are focusing on and where you need help. It is a great guiding tool. This is immensely helpful, targets things that are important, compliant issues. Mr. Miller said it also gives you good language, phraseology, how to articulate ideas and perimeters.

Mr. Miller reviewed the site application title page and rubric. He also shared a sample budget narrative. The site applications are for individual pathways.

Ms. Felci said this will also be reinforced with principals.

Mr. Miller shared that principals have everything to complete a site application in their packets.

Meeting adjourned.

Fall Advisory Meeting
10/27/10
Call to Order at 2:50pm by Lisa Fierro
Overview of Business given by McBride. The topics to be covered at today's meeting were the following:

- Committee Officer Election-Fierro
- CTE Grant-Larry
- Carl Perkins Grant- Melissa
  - Budget
- Ag Incentive Grant- McBride
  - Cuts
  - Budget
- Department Review- Committee

Officer Election

Nomination for Secretary was Laura Terry since there were no other nominations, a vote was taken. Laura was voted to a three year term as Secretary.

CTE Grant- Larry

Larry gave the committee an overview of current Plans that were submitted to the State Architect for review and approval. The Agriculture Department Construction has been moved to Phase III, therefore allowing more time for any internal building changes. Committee asked if there were any major changes or new info that they be e-mailed to all committee members.

Carl Perkins Grant

Melissa gave the Committee a report on the District Plan that was written and submitted for the Department to qualify a percentage of the District's Carl Perkins Grant. The Budget for this year's money was cut due to the fact the District has more programs completing for the same amount of dollars. Committee asked that Perkins budget be put on the Agenda for Spring 2011 meeting since no real changes could be made to this year's budget.

Ag Incentive Grant

Melissa gave copies of this year's budget, stating that the Budget maybe cut by the State since the Department was not been able to meet all Incentive Grant Standards on the R-2 reported to the State Oct. 15, 2010, the Department will be Reviewed by the State Department of Ed for Ag on Nov. 5, 2010. Committee reviewed budget and asked if the Department would be applying for a grant from the Alice Lowey Grant again this year? Melissa, Answered yes to that question

Committee Review

Recommendations:

1. Locate and secure funding to reinstate Project Supervision Period for all teachers
2. Make Budget adjustments for Subs so Staff In-service Standards are continued to be met.

Next Meeting date set for April 26, 2011

Meeting Adjourned 5:10pm

Spring Advisory Meeting
5/19/10

Call to Order at 3:00pm by Melissa McBride
Overview of Meeting Business given by McBride. The topics to be covered at today's meeting were the following:

CTE Grant/ Indio High Renovation-Larry
Carl Perkins Grant- Melissa
Budget
Ag Incentive Grant- McBride
Budget
Committee Membership- Additional and new Members

CTE Grant- Larry

Larry gave the committee copies of the Renovation of Indio High Ag Dept. that will be started in 2014. Preliminary Plans were developed by the Ag Department after meeting with the District Architects. The District will be using "Measure O" dollars and State funds to Renovate Indio High. Committee asked that any major changes or new info be e-mailed to all committee members.

Carl Perkins Grant

Melissa gave the Committee a report on the District Plan that was written and submitted to the State Carl Perkins Evaluators. The Budget for this year and next year's money was given to the committee and input was asked for. Committee asked that Perkins budget be put on the Agenda for Fall 2010 meeting.

Ag Incentive Grant

Melissa gave copies of next year's Application and budget, stating that the Budget will be cut by the State. Committee reviewed budget and asked if the Department would be doing thing to offset cutbacks. Larry stated he was looking for grants to help offset cuts.

Committee Membership

Melissa stated a concern on active Committee Membership attendance at Ag Dept. Advisory Meeting. Ann Copeland stated, she would be willing to help with the development of a list to be used to invite new and additional Advisory Committee Members to the Fall Advisory Meeting.

Next Scheduled Meeting October 27, 2010

Meeting Adjourned 4:30pm

P.
Current Year Budget

California Department of Education

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2014–15 APPLICATION FOR FUNDING

(Due Date: To be received in Regional Supervisor's Office by August 31, 2014)

DATES OF PROJECT DURATION - JULY 1, 2014, TO JUNE 30, 2015

Indio High	Desert Sands Unified School District
(School Site)	(District)

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	Assistant Superintendent Educational Services Title
Signature of Agriculture Teacher Responsible for the Program	Signature of Principal

Contact Phone Number: 760-775-3550

Date of Approval of Local Agency Board: 9/2/2014

Funds Requested - Part I	$5,000.00
Part II	$3,176.00
Part III	$10,000.00
Part IV	$0.00
Total	$18,176.00

Number of Different Agriculture Teachers at Site: 3

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	x	
2. Leadership and Citizenship Development	x	
3. Practical Application of Occupational Skills	x	
4. Qualified and Competent Personnel	x	
5. Facilities, Equipment, and Materials	x	
6. Community, Business, and Industry Involvement	x	
7. Career Guidance	x	
8. Program Promotion	x	
9. Program Accountability and Planning	x	

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	$4,000	
Two Teachers	$4,500	
Three Teachers or More	$5,000	$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2013–14 R2 Number	Amount Requested
List Number from R2 Report ($8/Member)	397	$3,176.00

PART III - QUALITY CRITERIA 10–11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

* Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
* Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of $2,000 for year-round employment.
* Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site: 3

List the Names of the Agriculture Teachers:

1. Melissa McBride	4.
2. Nancy Lauritzen	5.
3. Cesar Lopez	6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio		$0.00
Criterion 11A - Year-Round Employment	2	$4,000.00
Criterion 11B - Project Supervision Period	3	$6,000.00
TOTAL FUNDS REQUESTED PART IV		$10,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list $7,500 (funds requesting) in space to the right. no

PART V - FINANCIAL SCHEDULE

Part A

			A	B		C

Line	Acct. No.	Classification	Description of Item for Which Funds Will be Expended	Incentive Grant Funds		Matching Funds
1	4000	Books & Supplies		7,176.00		7,176.00
2			Subtotal for 4000	**$7,176.00**		**$7,176.00**
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Staff travel/expenses	2,500.00		2,500.00
4			2. Student Transp.	2,000.00		2,000.00
5			3. Conference Fees	2,000.00		2,000.00
6			4.			
			5.			
7			6.			
8			Subtotal for 5000	**$6,500.00**		**$6,500.00**
9	6000	Capital Outlay; Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1. Computer Equipment	2,000.00		2,000.00
10			2. Lab Supplies	2,500.00		2,500.00
11			3.			
			4.			
12			5.			
13			Subtotal for 6000	**$4,500.00**		**$4,500.00**
14			Total for 4000–6000 Lines 2, 8, 13	**$18,176.00**		**$18,176.00**

TOTAL 2014–15 Incentive Grant Allocation: $18,176.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

			A	B		C
Line	Acct No.	Classification	Description of Item for Which Funds Were Expended	Incentive Grant Funds		Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries			
16	1000	Salaries	Teachers' Salaries for Project Supervision Period			
17	3000	Benefits	Benefits for the Above Items (1000)			
18			TOTAL			**$0.00**

TOTAL Amount of Waiver Requested:

Ag Voc Incentive 2014-2015

Discretionary (962.65)

DISTRICT 30 - DESERT SANDS UNIFIED SCHOOL DISTRICT

Categorical Summary **Current Balance**

Joyce- Voc Ag funding cannot be used for salaries.
In the past subs have been charged to Carl Perkins.

**Strictly, cupplies, conferences, (subs, yes), student transportation

conf reimbursements, livestock, lodging

Begin Date: 07/01/2014

3/11/15

Account Number: 06 360 7010 0 1130 1000 XXXX

Melissa McBride

Date	Object	Budget	Expenditures	Abatements	Encumbrances	Document Number	P.O. Number	Reference	
07/01/13	**1130**	**0.00**	**0.00**	**0.00**	**0.00**	**Cert Sub Sal**		**Adopted Budget**	
12/03/15			380.00			05B		Diaz, Rahsaan	
12/18/15		380.00				FT1084		14/15 Grant Award	
Subtotal:	**1130**	**380.00**	**380.00**	**0.00**	**0.00**	**Cert Sub Sal**			**0.00**
07/01/13	**3xxx**	**0.00**	**0.00**	**0.00**	**0.00**	**Fixed Charges**		**Adopted Budget**	
12/03/15			49.63			05B		Diaz, Rahsaan	
12/18/15		51.00				FT1084		14/15 Grant Award	
Subtotal:	**3xxx**	**51.00**	**49.63**	**0.00**	**0.00**				**1.37**
07/01/13	**4300**	**10,605.00**	**0.00**	**0.00**	**0.00**	**Materials & Supplies**		**Adopted Budget**	
10/13/14					500.00	R64396	P52156	**Lowes-Open PO 500**	
10/13/14			7,500.00			R64419	P52371	Modesto Junior College-30 Pigs	
10/22/14			3,476.00			R64555	P52258	CA FFA-396 Packets	
01/14/15						R65728	P53225	Amazon-Scanner-Mcbride/ ASB $347.75	
01/22/15			93.50			DP	X208259	CA FFA-Additional Packets 11/12,12/ 13,13/14,14/15	

Ag Voc Incentive 2014-2015

Discretionary (962.65)

DISTRICT 30 - DESERT SANDS UNIFIED SCHOOL DISTRICT

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Begin Date: 07/01/2014

conf reimbursements, livestock, lodging

Account Number: 06 360 7010 0 1130 1000 XXXX

3/11/15 Melissa McBride

Date	Object	Budget	Expenditures	Abatements	Encumbrances	Document Number	P.O. Number	Reference
Subtotal:	**4300**	**10,605.00**	**11,069.50**	**0.00**	**500.00**	**Materials & Supplies**		**(964.50)**
07/01/13	**5200**	**0.00**	**0.00**	**0.00**	**0.00**	**Conference & Travel**		**Adopted Budget**
09/22/14			114.44			x205205	lodging	Best Western-Lopez-Bar to
09/29/14			94.00			x205404	conf reg	National FFA Conv-Lopez-Bar
10/01/14			734.30			x205413	lodging	Fairfield Inn-Lopez-Barreras
10/09/14			546.66			x205707		Lopez-Bar-CA Stem
10/20/14			219.39			x205999	conf	Lauritzen-Tulare livestock pickup
10/20/14			11.10			x205999	conf	Lauritzen-LA Fair Judging
10/20/14			25.02			x205999	conf	Lauritzen-FFA Board
10/20/14			45.96			X205999	conf reimb	Lauritzen-Livestock Pickup-Several places 10/3-10//4/14
10/27/14			115.87			X206239	conf reimb	Lopez-Barreras-So Region CATA
10/27/14			141.74			x206241	conf	Lauritzen-So Region CATA
10/27/14			112.04			x206242	conf	McBride-So Region CATA
11/03/14			130.00				conf reg	So Region CATA-floral Class
12/18/15		2,291.00				FT1084		14/18 Grant Award
Subtotal:	**5200**	**2,291.00**	**2,290.52**	**0.00**	**0.00**	**Conference & Travel**		**0.48**
07/01/13	**5720**	**0.00**	**0.00**	**0.00**	**0.00**	**Fuel**		**Adopted Budget**

Ag Voc Incentive 2014-2015

DISTRICT 30 - DESERT SANDS UNIFIED SCHOOL DISTRICT

Discretionary

Categorical Summary

(962.65)

Current Balance

Joyce- Voc Ag funding cannot be used for salaries.
In the past subs have been charged to Carl Perkins.

**Strictly, cupplies, conferences, (subs, yes), student transportation

conf reimbursements, livestock, lodging

Begin Date: 07/01/2014

3/11/15

Melissa McBride

Account Number: 06 360 7010 0 1130 1000 XXXX

Date	Object	Budget	Expenditures	Abatements	Encumbrances	Document Number	P.O. Number	Reference	
Subtotal:	**5720**	**0.00**	**0.00**	**0.00**	**0.00**	**Fuel**			**0.00**
07/01/13	**5803**	**0.00**	**0.00**	**0.00**	**0.00**	**Fees and Permits**		**Adopted Budget**	
09/12/14			545.00			R63793	P51737	Greenhand Conf-Lauritzen	
12/15/14			753.49		60.94	R65434	P53081	**Burrtec-Open PO 2500**	
			1,685.57						
12/15/15		3,045.00				FT1084		14/15 Grant Award	
Subtotal:	**5720**	**3,045.00**	**2,984.06**	**0.00**	**60.94**	**Fees and Permits**			**0.00**
GRAND TOTALS:		**16,372.00**	**16,773.71**	**0.00**	**560.94**	**BUDGET BALANCE:**			**(962.65)**

Desert Sands Unified School District
Carl D. Perkins Career and Technical Education
2014-2015 Funding Proposals

BACKGROUND

The Carl Perkins Career and Technical Education (CTE) Act of 2006 requires that funds used to support career and technical education programs must incorporate nine specific requirements and include a sequence of courses that provides students with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills.

The new accountability issues establish CTE programs of study that support the academic progress of students and the creation of career pathways that culminate in an industry recognized certification or to an articulation with a post-secondary institution. Focus is on current or emerging high skill, high wage or high demand occupations. This new vision requires that grant recipients think about "programs of study" rather than "materials and supplies".

REQUIREMENTS

In order to be eligible to receive Perkins funds, DSUSD was required to submit to the CDE a five-year local plan for Career and Technical Education. Collaboration, articulation, professional development, and the use of data to assess programs are all elements of enhancing, expanding and improving CTE programs in Desert Sands. To ensure that DSUSD follows the local plan, and meets state and federal guidelines, the attached forms are provided to assist teachers and administrators with meeting the requirements of the Perkins Act.

Schools are invited to request Perkins funds to support CTE programs of study. All proposals for Perkins funds should include the title page with the school's name and the individuals involved in writing the document or participating in the plan for supporting CTE programs. The name and signature of the school's principal must also be included. A preliminary budget and corresponding budget narrative are also required. Recipients and funding amounts will be determined based on the strength of the proposal, the total number of proposals received, one-time capital outlay requests, and the district's anticipated allocation awarded through the CDE upon completion of its Perkins CTE application for 2014-2015 funding.

DEADLINE

The deadline to request Perkins funds for the 2014-2015 school year is April 17, 2014.

Desert Sands Unified School District
Competitive Request for Perkins Funding • 2014-2015

Date: 4/15/2014

School Name: Indio High School

Industry Sector: Agriculture

Career Pathway: Agriculture- Animal Science

Teacher Names: Melissa McBride

Nancy Lauritzen

Other Names: Cesar Lopez- Ag Instructor

Date of Advisory Meeting: 1/28/14

Please attach most recent advisory minutes

Total Amount Requested: $27,328

I certify that this request complies with the District's Perkins Five-Year Plan and meets the requirements of the Perkins Improvement Act of 2006.

Principal's Name: Rudy Ramirez

Principal's Signature: Rudy Ramirez

Please return **by April 17, 2014**, to:

Deanna Keuilian
Administrator, Career Technical Education
760-238-9635 tele • 760-771-8608 fax
Deanna.Keuilian@dsusd.us

Educational Services Use	
Meets Requirements of Perkins Act of 2006	
Complies with DSUSD Perkins Five-Year Plan	
Enhances, Improves or Expands CTE Program	
Relevant to Workforce Demands	

Request for Perkins Funding: ❑ Approved ❑ Denied ❑ Other Action

Amount for Career Pathway Included in CTE Application for 2014-2015 Funding:

$_____

_____ **Date:** _____

Administrator, Career Technical Education

Carl Perkins Act 2006
Budget Narrative
Resource 3550 FY 2014-2015

Expenditure Object Codes	Description *(narrative/detail)*	Year 2014-2015
	Indio High School Animal Science	$
Series 1000	**Certificated Salaries**:	
Instruction 1140	Stipend CSTO Program Coordinator - Allow for supervision of 600 students during FFA competitions, project visitations, FFA meeting, FFA planning and development, and FFA Activities	6009
Prof Dev. 1130	Substitutes for teachers to participate in professional development, CTE Conf. and articulation with local community college staff and for teachers to prepare curriculum development and integration of Core Academics/CTE Standards. Sub coverage also needed for teachers to be able to supervise student on FFA activities and competitions. Total 45 days	4275
Curriculum Dev.	Extra Duty for articulation with community college and AG instructor partner (2) teacher x 30 hours each = 60 hrs.	2471
Guidance & Counseling		
	Total Certificated Salaries	**12755**
Series 2000	**Classified Salaries**: XXXX	
	Total Classified Salaries	
Series 3000	**Fixed Charges/Benefits**: Include description and method of calculation.	
	Stipend CSTO Program Coordinator – $5,834 X .1279	768
	Substitutes for teachers $4275 X .0829	355
	Extra Duty $2471 X .1210	300

	Total Fixed Charges/Benefits	$ 1,423
Series 4000 Instruction 4300 4400 Prof Dev	**Supplies/Instructional Materials**: List textbooks, materials, and supplies separately. If supplemental instructional materials are included, please list the supplemental materials to be purchased. Misc. lab supplies, lab species, small hand tools, medicines, other instructional materials in compliance with articulation agreements with Mt San Antonio CC. Misc. books for Vet Science, Ag Biology and Pet Care Equipment allowance for purchase and replacement of equipment to enrich the curriculum in AG Biology, Pet Care, Vet Science and AG Earth Science. **Total Supplies/Instructional Materials**	1,000 500 1,500
5000 5711	**Other Services/Operating Expenses**: Description: *(narrative/detail)* Field Trips - Student transportation to industry related facilities specific to CTE Such locations may include: Date Festival, Vet Clinic, and/ or industry sites Fuel for Supervision of Ag Projects and FFA competitions, transportation for students to FFA Leadership Conferences and FFA Meetings **Total Other Services/Operating Expenses**	4,500 4,500

Budget Form (Cont.)

Expenditure Object Codes	Description *(narrative/detail)*	Year 2014-2015
Series 5200	**Travel & Conferences**: Describe travel necessary to meet project objectives. *(narrative/detail)*	
	Conferences for CTE Program Animal Science- To attend mandated CATA/In-Services Meetings in an effort to stay current in industry related topics. Attend CTE National Conference	6500
	Total Travel & Conferences	6500
5600	**Repairs**: Description: *(narrative/detail)*	
	Balancing and service of Livestock scale at Date Festival	150
	Repair and Sharing of clippers and Livestock equipment	500
	Total Repairs	650
5800	**Consultant Services**: Description: *(narrative/detail)*	
	Total Consultant Services	
	GRAND TOTAL	$27,328

Identification of the Career Technical Education (CTE) Sequence of Courses to be assisted with Perkins IV Funds

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators identify each sequence to be assisted with Perkins IV funds for the duration of this plan. Only those sequences included in the local educational agency's (LEA) approved 2008-2012 local plan are eligible for assistance with Perkins funds.

- **Identify the Industry Sector title and the Career Pathway title for each sequence.**
- **List all CTE courses in the sequence and check the appropriate course level, funding source, indicate if Perkins funds will be used in this course, and duration (in hours) for each course.**
- **Sequences culminating in a Regional Occupational Center Programs (ROCP) course should list the ROCP course name and indicate that course as the capstone class.**
- **Complete a separate "Course Sequence" form for each sequence to be assisted with Perkins IV funds.**

Industry Sector: Agriculture **Career Pathway:** Animal Science

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses	Course Level			Primary Funding Source		Perkins Funded	Total Duration
Name of Course	Intro.	Concentration	Capstone	District/COE	ROCP	Yes or No	(In hours)
Ag Biology CP/HP	☒	☐	☐	☒	☐	yes	165
Ag Chemistry CP	☐	☒	☐	☒	☐	yes	165
Vet Science CP/HP	☐	☒	☐	☒	☐	yes	165
Animal Health and Pet Care	☐	☒	☐	☒	☐	yes	165
Plant and Animal Psy CP/HP	☐	☐	☒	☒	☐	yes	165
Ag Econ/ Govt CP/HP	☐	☐	☒	☒	☐	no	165

Industry Sector: Agriculture

Pathway: Animal Science

California Sample Program of Study

Level	Grade	English Language Arts	Math	Social Studies	Science	Career Technical Education Course	Other Required Courses or Recommended Electives		Sample Occupations relating to this pathway (Including SOC Code)
MIDDLE SCHOOL	7								Occupations requiring a high school diploma ➢ ➢ ➢ Occupations requiring some post-secondary ➢ ➢ ➢ Occupations requiring a 2 year Degree ➢ ➢ ➢ Occupations requiring a BA/BS Degree ➢ ➢ ➢
	8								
SECONDARY	9	English I	Algebra I		Ag Biology	Ag Biology	Floral I (Fine Art)	PE	
	10	English II	Geometry	World History	Ag Chemistry	Ag Chemistry		PE	
	11	English III	Algebra II	US History		Animal Health and Pet Care	Vet Science	Plant and Animal Psy	
	12	English IV	Pre-Calculus	Economics Government		Ag Econ/Government	Foreign Language I	Foreign Language II	
POSTSECONDARY		**Articulated dual credit courses must be taken/moved to the secondary level for articulation/dual credit purposes.**							Industry recognized certifications, licenses, credentials or apprenticeships related to this pathway. ➢ ➢ ➢
	13					Animal Science AGAN 1			
	14					Horticultural Science AGOR 1			
	15								
	16								

Junior High/Middle School:	**Required Courses**
High School:	**Career Technical Education Courses**
Community College:	**Other Required Courses and Recommended Electives**
College/University:	**Dual/Concurrent Enrollment – Articulated Courses**

Connect Ed
The California Center for College and Career
Transforming today's education for tomorrow's economy

CTE for 2014-2015 Campus: Indio High School District: Desert Sands Unified

	Pathway	9th grade	10th grade	11th grade	12th grade
2014-2015	Nutrition	Freshmen Seminar	Biology (Nutritional)	Physiology of Digestion I	Physiology of Digestion II
	Health Science	Freshmen Seminar	Intro to Biomedical	Advanced Biomedical	Forensic Science
	Animal Science	Freshmen Seminar Ag Biology CP/HP	Animal Health and Companion Pet	Veterinary Science CP/HP	Plant and Animal Physiology CP/HP
	Horticulture/BioTech	Freshmen Seminar Ag Biology CP/HP	Horticulture I-Biotech	Horticulture II-Biotech	Landscape Design Water Mgmt
	Clean Energy	Freshmen Seminar		Clean Energy I	Clean Energy II

Agriculture Pathway Support Courses

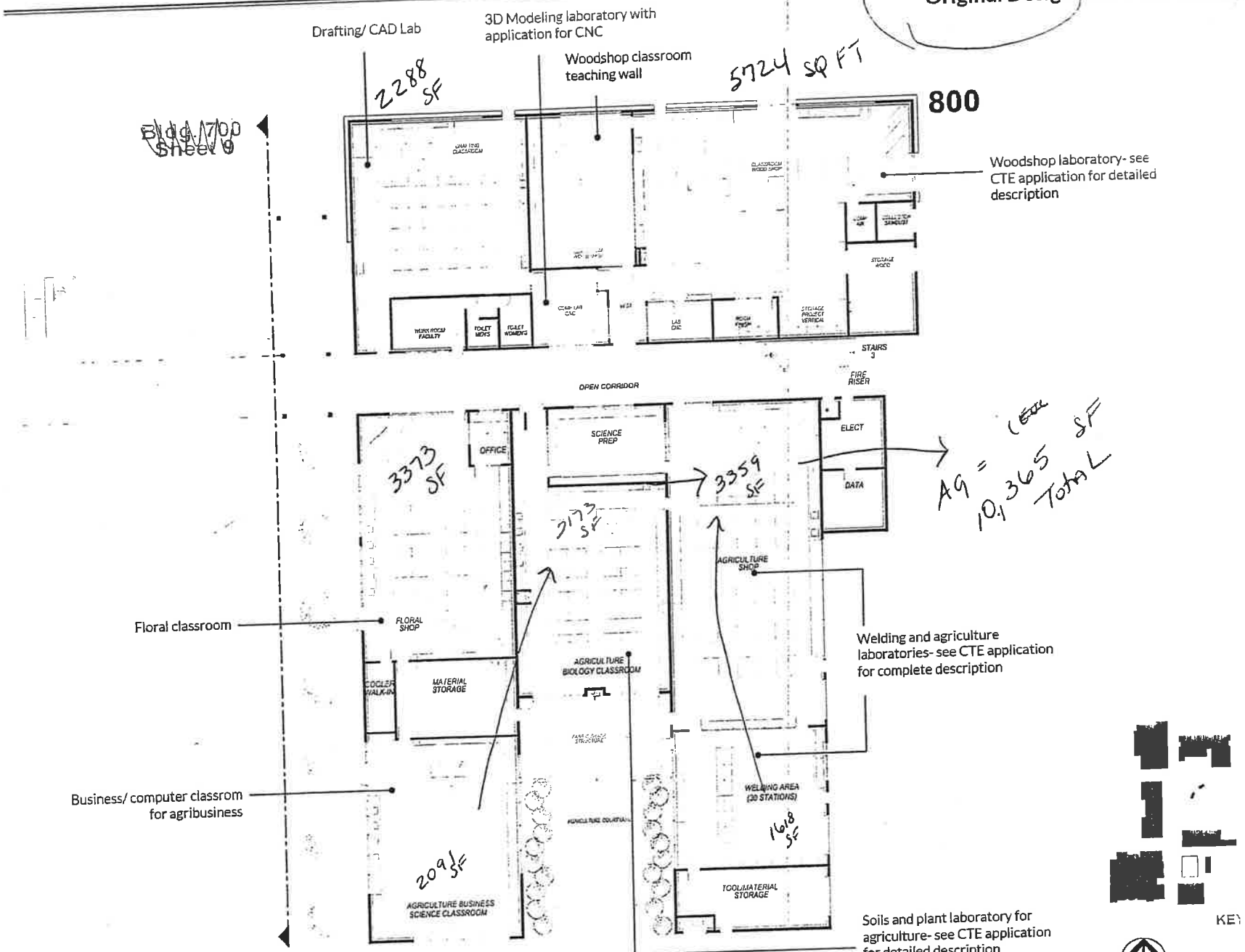
Required Courses
Ag Biology CP/HP
Ag Chemistry CP/HP
Ag Earth and Soil Science
Animal Health and Companion Pet
Veterinary Science CP/HP
Plant and Animal Physiology CP/HP
Floral Design I-IV
Environmental Horticulture I &II
Landscape Design and Water Management

Graduation Requirement
Lab Science- Life
Physical Science- (Articulated)
Physical Science
Elective (Articulated)
Elective (Articulated)
Life Science
Fine Art
Elective
Elective

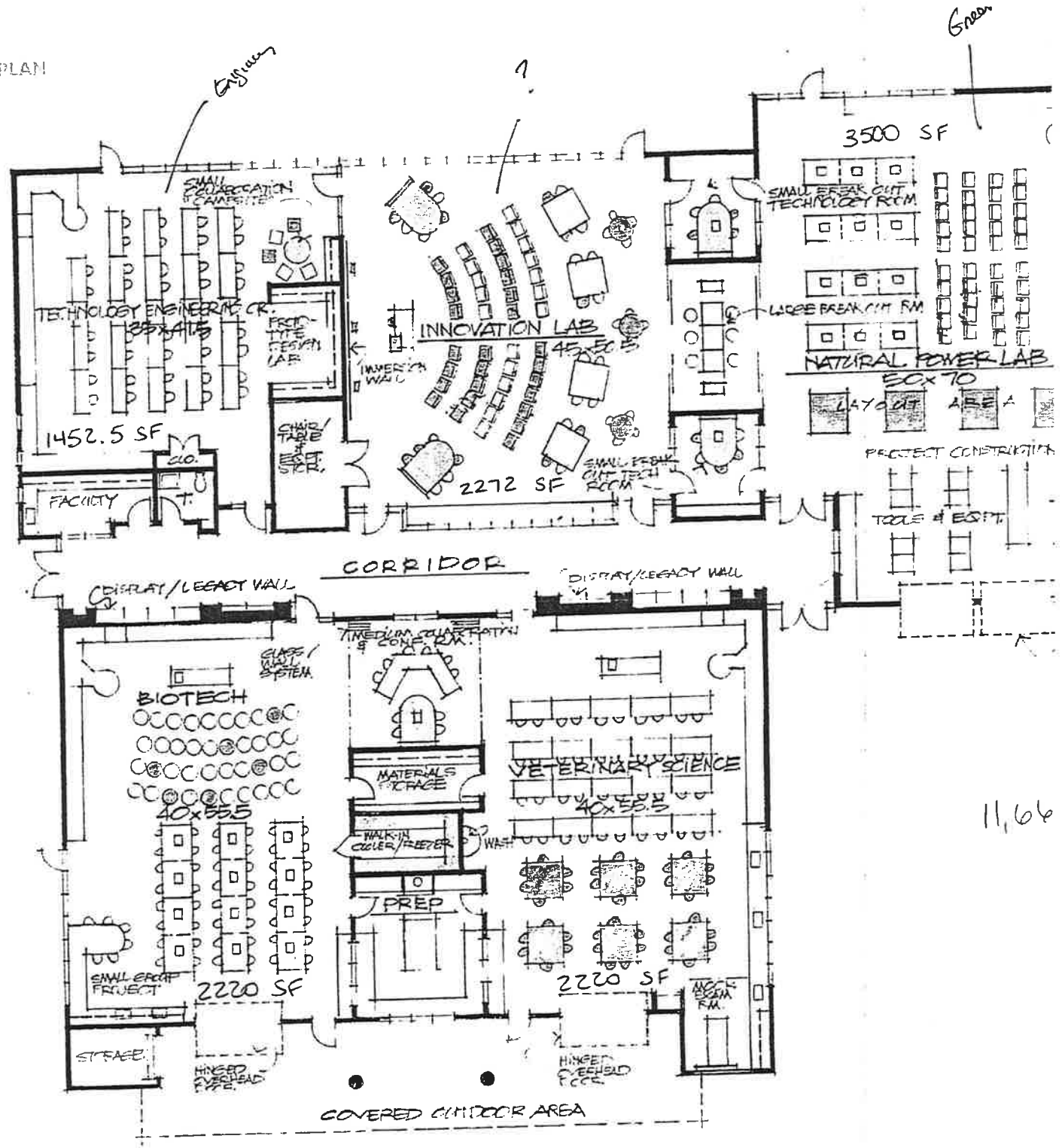
UC/Cal State Requirement
Lab Science Life
Lab Science Physical
Elective
Pending
Pending
Lab Science- Life
Fine Art
Pending
Pending

INDIO [illegible]GH SCHO
DESERT SANDS U[illegible]IED SCHOOL D[illegible]

Original Design - 1st Floor Buildi



FIRST FLOOR PLAN


Entrance
Grade
3500 SF
SMALL BREAK OUT TECHNOLOGY RM.
LARGE BREAK OUT RM.
NATURAL POWER LAB
50x70
LAYOUT AREA
PROJECT CONSTRUCTION
TOOLS & EQPT.
TECHNOLOGY ENGINEERING CR.
35x41.5
FREE-STYLE DESIGN LAB.
INNOVATION LAB
45x50
1452.5 SF
CLO.
FACILITY
CHAIR/TABLE STOR.
2272 SF
SMALL BREAK OUT TECH ROOM
CORRIDOR
DISPLAY/LEGACY WALL
DISPLAY/LEGACY WALL
MEDIUM COLLABORATION & CONF. RM.
GLASS WALL SYSTEM
BIOTECH
40x55.5
MATERIALS STORAGE
VETERINARY SCIENCE
40x55.5
WALK-IN COOLER/FREEZER
WASH
PREP
SMALL GROUP PROJECT
2220 SF
2220 SF
STORAGE
HINGED OVERHEAD DOOR
HINGED OVERHEAD DOOR
COVERED OUTDOOR AREA

Carl Perkins Animal Science 2014-2015 | Discretionary Summary | **12,127.05**

ISTRICT 30 - DESERT SANDS UNIFIED SCHOOL DISTRICT | Categorical Summary | **Current Balance**

imited to - transportation, registration, lodging, no meals

Begin Date: 07/01/2014 Subs No livestock, no meals, conferences, registration only, lodging

Account Number: 06 360 3550 5 3803 1000 XXXX 3/11/15 Lauritzen, McBride, Lopez-Barreras

Date	Object	Budget	Expenditures	Abatements	Encumbrances	Document Number	P.O. Number	Reference	
07/01/13	**1130**	**3,800.00**	**0.00**	**0.00**	**0.00**	**Cert Subs**		**Adopted Budget**	
10/31/14			380.00			04B		Benson,Cole,Diaz,Juhola	
12/03/15			665.00			05B			
12/26/15			285.00			06B			
03/04/15			2,415.00			08B			
Subtotal:	**1130**	**3,800.00**	**3,745.00**	**0.00**	**0.00**	**Cert Subs**			**55.00**
07/01/13	**1140**	**5,834.00**	**0.00**	**0.00**		**Teacher Stipened**		**Adopted Budget**	
10/01/14					3,380.80	E47894	SY-Advisor	Lauritzen-1 year Stipend	
11/24/14			601.05				05M	Lauritzen-1 year Stipend	
12/25/15			601.05				06S	Lauritzen-1 year Stipend	
01/28/15			601.05				07B	Lauritzen-1 year Stipend	
02/25/15			601.05				08M	Lauritzen-1 year Stipend	
Subtotal:	**1140**	**5,834.00**	**2,404.20**	**0.00**	**3,380.80**	**Teacher Stipened**			**49.00**
07/01/13	**3XXX**	**1,026.00**	**0.00**	**0.00**	**0.00**	**Fixed charges**		**Adopted Budget**	
10/01/14					500.00	E47894	SY-Advisor	Lauritzen-1 year Stipend	
10/31/14			36.35			04B		Benson,Cole,Diaz,Juhola	
11/24/14			77.99			05M		Lauritzen-1/7th	
12/25/15			191.59				06S	Lauritzen-1 year Stipend	

Carl Perkins Animal Science 2014-2015

Discretionary Summary 12,127.05

ISTRICT 30 - DESERT SANDS UNIFIED SCHOOL DISTRICT

Categorical Summary Current Balance

imited to - transportation, registration, lodging, no meals

Begin Date: 07/01/2014 Subs No livestock, no meals, conferences, registration only, lodging

Account Number: 06 360 3550 5 3803 1000 XXXX 3/11/15 Lauritzen, McBride, Lopez-Barreras

Date	Object	Budget	Expenditures	Abatements	Encumbrances	Document Number	P.O. Number	Reference	
01/28/15			191.59				07B	Lauritzen-1 year Stipend	
02/25/15			191.59				08M	Lauritzen-1 year Stipend	
Subtotal:	**3XXX**	**1,026.00**	**689.11**	**0.00**	**500.00**	**Fixed charges**			**(163.11)**
07/01/13	**4300**	**1,500.00**	**0.00**	**0.00**	**0.00**	**Materials & Supplies**		**Adopted Budget**	
Subtotal:	**4300**	**1,500.00**	**0.00**	**0.00**	**0.00**	**Materials & Supplies**			**1,500.00**
07/01/13	**5200**	**6,500.00**	**0.00**	**0.00**	**0.00**	**Conference & Travel**		**Adopted Budget**	
09/22/14			114.44			x205205	lodging	Best Western-Lopez-Bar to pick up	
10/21/14			445.00			x205205	conf reg	So Region CATA-3	

Carl Perkins Animal Science 2014-2015

Discretionary Summary 12,127.05

ISTRICT 30 - DESERT SANDS UNIFIED SCHOOL DISTRICT

Categorical Summary **Current Balance**

imited to - transportation, registration, lodging, no meals

Begin Date: 07/01/2014 Subs No livestock, no meals, conferences, registration only, lodging

Account Number: 06 360 3550 5 3803 1000 XXXX 3/11/15 Lauritzen, McBride, Lopez-Barreras

Date	Object	Budget	Expenditures	Abatements	Encumbrances	Document Number	P.O. Number	Reference	
Subtotal:	**5200**	**6,500.00**	**559.44**	**0.00**	**0.00**	**Conference & Travel**			**5,940.56**
07/01/13	**5630**	650.00	**0.00**	**0.00**	**0.00**	**Repairs**		**Adopted Budget**	
					400.00	R65159	P52806	**Ivorys Open PO 500**	
Subtotal:	**5630**	**650.00**	**0.00**	**0.00**	**400.00**	**Repairs**			**250.00**
07/01/13	**5711**	4,500.00	**0.00**	**0.00**	**0.00**	**Field Trips**		**Adopted Budget**	
Subtotal:	**5711**	**4,500.00**	**0.00**	**0.00**	**0.00**	**Field Trips**			**4,500.00**
GRAND TOTALS:		**23,810.00**	**7,397.75**	**0.00**	**4,280.80**	**Budget Balance**			**12,131.45**

Account Number: 06 360 3550 5 3803 2130 XXXX Curriculum Dvlp

07/01/13	**1120**	**1,697.00**	**0.00**	**0.00**	**0.00**	**Teacher Extra Duty**		**Adopted Budget**	
10/01/14			848.40			E47895	20hrs	McBride - Articulation	
10/10/14					848.40	E47896	20hrs	Lauriten - Articulation	

Carl Perkins Animal Science 2014-2015

Discretionary Summary **12,127.05**

ISTRICT 30 - DESERT SANDS UNIFIED SCHOOL DISTRICT

Categorical Summary **Current Balance**

imited to - transportation, registration, lodging, no meals

Begin Date: 07/01/2014 Subs No livestock, no meals, conferences, registration only, lodging

Account Number: 06 360 3550 5 3803 1000 XXXX 3/11/15 Lauritzen, McBride, Lopez-Barreras

Date	Object	Budget	Expenditures	Abatements	Encumbrances	Document Number	P.O. Number	Reference	
Subtotal:	**1120**	**1,697.00**	**848.40**	**0.00**	**848.40**	**Teacher Extra Duty**			**0.20**
07/01/13	**3xxx**	**211.00**	**0.00**	**0.00**	**0.00**	**Fixed charges**		**Adopted Budget**	
10/01/14			110.14			E47895	20hrs	McBride - Articulation	
10/10/14					105.46	E47896	20hrs	Lauriten - Articulation	
Subtotal:	**3xxx**	**211.00**	**110.14**	**0.00**	**105.46**	**Fixed charges**			**(4.60)**
GRAND TOTALS:		**1,908.00**	**958.54**	**0.00**	**953.86**	**Budget Balance**			**(4.40)**
GRAND TOTALS:		**25,718.00**	**8,356.29**	**0.00**	**5,234.66**	**Budget Balance**			**12,127.05**

Horticulture Science

Desert Sands Unified School District
Carl D. Perkins Career and Technical Education
2014-2015 Funding Proposals

BACKGROUND

The Carl Perkins Career and Technical Education (CTE) Act of 2006 requires that funds used to support career and technical education programs must incorporate nine specific requirements and include a sequence of courses that provides students with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills.

The new accountability issues establish CTE programs of study that support the academic progress of students and the creation of career pathways that culminate in an industry recognized certification or to an articulation with a post-secondary institution. Focus is on current or emerging high skill, high wage or high demand occupations. This new vision requires that grant recipients think about "programs of study" rather than "materials and supplies".

REQUIREMENTS

In order to be eligible to receive Perkins funds, DSUSD was required to submit to the CDE a five-year local plan for Career and Technical Education. Collaboration, articulation, professional development, and the use of data to assess programs are all elements of enhancing, expanding and improving CTE programs in Desert Sands. To ensure that DSUSD follows the local plan, and meets state and federal guidelines, the attached forms are provided to assist teachers and administrators with meeting the requirements of the Perkins Act.

Schools are invited to request Perkins funds to support CTE programs of study. All proposals for Perkins funds should include the title page with the school's name and the individuals involved in writing the document or participating in the plan for supporting CTE programs. The name and signature of the school's principal must also be included. A preliminary budget and corresponding budget narrative are also required. Recipients and funding amounts will be determined based on the strength of the proposal, the total number of proposals received, one-time capital outlay requests, and the district's anticipated allocation awarded through the CDE upon completion of its Perkins CTE application for 2014-2015 funding.

DEADLINE

The deadline to request Perkins funds for the 2014-2015 school year is April 17, 2014.

Desert Sands Unified School District
Competitive Request for Perkins Funding • 2014-2015

Date: 4/16/2014

School Name: Indio High School

Industry Sector: Agriculture, Food and Natural Resources

Career Pathway: Ornamental Horticulture

Teacher Names: Melissa McBride

Nancy Lauritzen

Other Names: Cesar Lopez- Ag Instructor

Date of Advisory Meeting: 1/28/14

Please attach most recent advisory minutes

Total Amount Requested: $6,745

I certify that this request complies with the District's Perkins Five-Year Plan and meets the requirements of the Perkins Improvement Act of 2006.

Principal's Name: Rudy Ramirez

Principal's Signature: _____

Please return **by April 17, 2014**, to:

Deanna Keuilian
Administrator, Career Technical Education
760-238-9635 tele • 760-771-8608 fax
Deanna.Keuilian@dsusd.us

Educational Services Use	
Meets Requirements of Perkins Act of 2006	
Complies with DSUSD Perkins Five-Year Plan	
Enhances, Improves or Expands CTE Program	
Relevant to Workforce Demands	

Request for Perkins Funding: ❑ Approved ❑ Denied ❑ Other Action

Amount for Career Pathway Included in CTE Application for 2014-2015 Funding:

$_____

_____ **Date:** _____

Administrator, Career Technical Education

Carl Perkins Act 2006
Budget Narrative
Resource 3550 FY 2014-2015

Expenditure Object Codes	Description *(narrative/detail)*	Year 2014-2015
	Indio High School Ornamental Horticulture Pathway	
Series 1000 Instruction	**Certificated Salaries**:	
Prof Dev. 1130	Substitutes for teachers to participate in professional development, CTE Conf. and articulation with local community staff and for teachers to prepare curriculum development and integration of Common Core/CTE State Standards. Substitutes also needed for coverage so teachers can supervise students on FFA activities, competitions and landscaping/horticulture entries and removal to/from the Riverside County Date Festival. Total days: 8	$760
Curriculum Dev.	Extra Duty for articulation with community college and AG instructor partner (1) teacher x 20 hours each = 20 hrs.	$824
Guidance & Counseling		
	Total Certificated Salaries	**$1,584**
Series 2000	**Classified Salaries**: XXXX	
	Total Classified Salaries	
Series 3000	**Fixed Charges/Benefits**: Include description and method of calculation.	
	Substitutes for teachers $760 X .0829	$63
	Extra Duty $824 X .1210	$98
	Total Fixed Charges/Benefits	**$161**

Series	**Supplies/Instructional Materials**:	
4000	List textbooks, materials, and supplies separately. If supplemental instructional materials are included, please list the supplemental materials to be purchased.	
Instruction		
4300	Misc. lab supplies, plant specimens for lab examination, small horticulture hand tools, fertilizers, soil, pots, propagation tools, soil testing kits, soil amendments, drafting and landscaping planning tools, irrigation system components and other instructional materials in compliance with articulation agreements with Mt San Antonio Community college. Text book "Introduction Horticulture" for Environmental Horticulture I	**$1,000**
4400	Equipment allowance for purchase of equipment to enrich the curriculum in Environmental Horticulture I	**$500**
Prof Dev		
	Total Supplies/Instructional Materials	**$1,500**
5000	**Other Services/Operating Expenses**:	
	Description: *(narrative/detail)*	
5711	Field Trips - Student transportation to industry related facilities specific to CTE Such locations may include: Living Desert Zoo and Botanical Gardens, Huntington Gardens, and/ or industry greenhouse and nursery sites Fuel for supervision of Ag horticultural projects including designing/constructing horticulture and landscaping entries at the Riverside County Date Festival. Fuel will also be used to take students to FFA competitions in Nursery/Landscape Career Development Events which are held statewide.	$3,000
	Total Other Services/Operating Expenses	**$3,000**

Budget Form (Cont.)

Expenditure Object Codes	Description *(narrative/detail)*	Year 2014-2015
Series 5200	**Travel & Conferences**: Describe travel necessary to meet project objectives. *(narrative/detail)* Conferences for CTE Program Ornamental Horticulture – In an effort to stay current in industry related topics, teachers will attend the California Nursery Growers Association, the California Association of Nurseries and Garden Centers and the California Landscape Contractors Association meetings and conferences	$500
	Total Travel & Conferences	$500
5600	**Repairs**: Description: *(narrative/detail)*	
	Total Repairs	$0.00
5800	**Consultant Services**: Description: *(narrative/detail)*	
	Total Consultant Services	$0.00
	GRAND TOTAL	$6,745

Industry Sector: Agriculture, Food and Natural Resources

Pathway: Ornamental Horticulture

California Sample Program of Study

Level	Grade	English Language Arts	Math	Social Studies	Science	Career Technical Education Course	Other Required Courses or Recommended Electives	
MIDDLE SCHOOL	7							
	8							
SECONDARY	9	English I	Algebra I		Ag Biology	Ag Biology	Floral I (Fine Art)	PE
	10	English II	Geometry	World History	Ag Chemistry	Ag Chemistry	Foreign Language I	PE
	11	English III	Algebra II	US History	Plant and Animal Psy	Environmental Horticulture I	Foreign Language II	Animal Health and Pet Care
	12	English IV	Pre-Calculus	Economics Government		Ag Econ/Government	Vet Science	
POSTSECONDARY	Articulated dual credit courses must be taken/moved to the secondary level for articulation/dual credit purposes.							
	13					Animal Science AGAN 1		
	14					Horticultural Science AGOR 1		
	15							
	16							

Sample Occupations relating to this pathway (Including SOC Code)

Occupations requiring a high school diploma
- Nursery Caretaker
- Cut Flower Grower
- Florist

Occupations requiring some post-secondary
- Biotechnology Lab Technician
- Golf Course Manager
- Green House Manager

Occupations requiring a 2 year Degree
- Turfgrass Mngmnt
- Irrigation Contractor
- Nursery Manager

Occupations requiring a BA/BS Degree
- Plant Breeder & Geneticist
- Soil & Water Specialist
- Plant Pathologist
- Botanist

Industry recognized certifications, licenses, credentials or apprenticeships related to this pathway.
- ASHS Certified Professional Horticulturist
- ASHS Associate Professional Horticulturist
- ASHS Certified Horticulturists
- CLCA Landscape Industry Certified Technician
- CCN Pro Certification

Junior High/Middle School:
High School:
Community College:
College/University:

Required Courses
Career Technical Education Courses
Other Required Courses and Recommended Electives
Dual/Concurrent Enrollment – Articulated Courses

Identification of the Career Technical Education (CTE) Sequence of Courses to be assisted with Perkins IV Funds

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators identify each sequence to be assisted with Perkins IV funds for the duration of this plan. Only those sequences included in the local educational agency's (LEA) approved 2008-2012 local plan are eligible for assistance with Perkins funds.

- **Identify the Industry Sector title and the Career Pathway title for each sequence.**
- **List all CTE courses in the sequence and check the appropriate course level, funding source, indicate if Perkins funds will be used in this course, and duration (in hours) for each course.**
- **Sequences culminating in a Regional Occupational Center Programs (ROCP) course should list the ROCP course name and indicate that course as the capstone class.**
- **Complete a separate "Course Sequence" form for each sequence to be assisted with Perkins IV funds.**

Industry Sector: Agriculture **Career Pathway:** Ornamental Horticulture

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses	Course Level			Primary Funding Source		Perkins Funded	Total Duration
Name of Course	Intro.	Concentration	Capstone	District/COE	ROCP	Yes or No	(In hours)
Ag Biology CP/HP	☒	☐	☐	☒	☐	Yes	165
Ag Chemistry CP	☐	☒	☐	☒	☐	Yes	165
Environmental Horticulture Science I CP/HP	☐	☒	☐	☒	☐	No	165
Plant and Animal Psy CP/HP	☐	☒	☐	☒	☐	Yes	165
Ag Economics and Government CP/HP	☐	☐	☒	☒	☐	No	165
	☐	☐	☐	☐	☐		

Carl Perkins Horticulture 2014-2015

Discretionary Summary 0.15

DISTRICT 30 - DESERT SANDS UNIFIED SCHOOL DISTRICT

Categorical Summary Current Balance

Limited to - transportation, registration, lodging, no meals

Begin Date: 07/01/2014 Subs

Account Number: 06 360 3550 5 3804 1000 XXXX 4/1/15 Cesar Lopez Barreras

Date	Object	Budget	Expenditures	Abatements	Encumbrances	Document Number	P.O. Number	Reference
07/01/13	**4200**	**5,796.00**	**0.00**	**0.00**	**0.00**	**Books**		**Adopted Budget**
10/01/14			5,797.44			R64006	P51823	Cengag-Lopez-Barreras
Subtotal:	**4200**	**5,796.00**	**5,797.44**	**0.00**	**0.00**	**Books**		**(1.44)**
GRAND TOTALS:		**5,796.00**	**5,797.44**	**0.00**	**0.00**	**Budget Balance**		**(1.44)**

Account Number: 06 360 3550 4 3804 2130 XXXX In-House Staff Dvlp

07/01/13	**1120**	**849.00**	**0.00**	**0.00**	**0.00**	**Teacher Extra Duty**		**Adopted Budget**
10/01/14			848.40			E47897	20hrs	Lopez-Barreras-Articulation
Subtotal:	**1120**	**849.00**	**848.40**	**0.00**	**0.00**	**Teacher Extra Duty**		**0.60**
07/01/13	**3xxx**	**111.00**	**0.00**	**0.00**	**0.00**	**Fixed charges**		**Adopted Budget**
10/01/14			110.01			E47897	20hrs	Lopez-Barreras-Articulation
Subtotal:	**3xxx**	**111.00**	**110.01**	**0.00**	**0.00**	**Fixed charges**		**0.99**
07/01/13	**5200**	**0.00**	**0.00**	**0.00**	**0.00**	**Fixed charges**		**Adopted Budget**
10/09/14		150.00	150.00			x205707		Lopez-Bar-CA Stem

Carl Perkins Horticulture 2014-2015

Discretionary Summary 0.15

DISTRICT 30 - DESERT SANDS UNIFIED SCHOOL DISTRICT

Categorical Summary Current Balance

Limited to - transportation, registration, lodging, no meals

Begin Date: 07/01/2014 Subs

Account Number: 06 360 3550 5 3804 1000 XXXX 4/1/15 Cesar Lopez Barreras

Date	Object	Budget	Expenditures	Abatements	Encumbrances	Document Number	P.O. Number	Reference	
Subtotal:	**5200**	**150.00**	**150.00**	**0.00**	**0.00**	**Fixed charges**			**0.00**
GRAND TOTALS:		**1,110.00**	**1,108.41**	**0.00**	**0.00**	**Budget Balance**			**1.59**
GRAND TOTALS:		**6,906.00**	**6,905.85**	**0.00**	**0.00**	**Budget Balance**			**0.15**

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Rudy Ramirez, Principal
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Q.

Signed Articulation Agreements and/or Evidence of Articulation

MT. SAC
Mt. San Antonio College

1100 North Grand Avenue
Walnut, CA 91789-1399
909-274-7500 • www.mtsac.edu

February 2015

Dear Articulation Partner,

Your Articulation Agreement(s) for the 2014-15 school year have been finalized. Your copy is enclosed and will soon be posted at www.mtsactechprep.org/articulationagreements.html. The Student Articulation Request form, faculty contacts, and all transportation forms are also on the website.

MT. SAC APPLICATION

ALL students participating in the Articulation program MUST complete the Mt. SAC College Application. This year Child Development students earning articulation certificates must apply due to the transition of the database. Typically students apply for Mt. SAC's SPRING semester. High schools within Mt. SAC's defined boundary may request assistance from Outreach Services.

EXAMS

Please review the notes section of your Agreement(s) carefully. This section addresses any exams required of students seeking Articulation for college credit. If the Agreement states the exam must be given at the college, please make arrangements with faculty by April 17th.

TRANSPORTATION

Instructors requesting transportation provided by Mt. SAC for Articulation exams are asked to submit the required paperwork **a minimum of two weeks in advance and NO LATER THAN APRIL 23, 2015**. The early request date is due to budget close. If you do not have an exam date set, but know you will need transportation, ***please notify the Articulation office via email by the deadline***.

Students who ride on transportation provided by Mt. SAC must be accompanied by an adult, and have completed the Medical Release and the Standards of Behavior forms. The forms are under the download tab on the Tech Prep website listed above. *Please send the original copy of all college field trip forms to the Articulation office on or after the day of travel*.

STUDENT FORMS

Student articulation forms should be printed in color. If you do not have access to a color printer, the Articulation office will provide the forms with the instructor section preprinted for your convenience. It is recommended that students receive a copy and instructors retain a copy for their files.

Please handle student forms with care as they contain confidential information. All student forms are to be sent by U.S. Mail (preferably certified) or delivered in person to the Articulation office. **Student forms should not be given to Mt. SAC faculty.**

Sincerely,

Marie Tyra
Project Director CTE Transitions and SB1070 Grants

BOARD OF TRUSTEES
Dr. Manuel Baca • Rosanne M. Bader • Judy Chen Haggerty, *Esq.* • Fred Chyr • Dr. David K. Hall • Robert F. Hidalgo • Laura Santos
COLLEGE PRESIDENT & CEO: Dr. William T. Scroggins

Mt. SAC Tech Prep Office
1100 North Grand Avenue
Walnut, California 91789

2 + 2 Articulation Agreement

1415037AGOR

1.) Mt. San Antonio College and Desert Sands USD
High School District • Regional Occupational Program • Adult Education – Please identify the agency FUNDING the course.

2.) High School • Regional Occupational Program (ROP) • Adult Education Course:

Authorized Instructors (3 Maximum– PLEASE PRINT) 1) Cesar Lopez

Indio High School
Location

2) _____

3) _____

3.) Mt. San Antonio College agrees to provide students qualified under the terms of this Articulation Agreement:

☐ Project Credit (Certificate) ☐ Course Equivalency ☒ College Credit by Exam • Reset Checkboxes

High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
AG Chemistry	10	AGOR 1 Horticultural Science	3
Environmental Horticulture Science I	10		

Additional Requirements or Notes:

With instructor's recommendation, an final grade of 70% (C) or better in the secondary course, students may request articulation credit. Secondary course exams will meet the articulation exam requirement. The final grade assigned by the secondary program will be used as the college grade.

4.) It is the responsibility of the Instructor(s) named to inform students of this Articulation process and all student requests for Articulation must be submitted at the completion of all courses identified on this document.

This agreement is valid for the school year 2014-15 **only.**
Any curriculum changes at either institution involving the courses named in this document shall require this agreement to be renegotiatied.

5.) To be completed by Mt. San Antonio College

	(Please sign with red or blue ink)	Date
College Professor	Jennifer L Hinostroza	10/23/14
Department Chair		12/18/14
Division Dean		12/18/14
Mt. SAC Articulation Officer		2/24/15

6.) To be completed by the High School District • Regional Occupational Program (ROP) • Adult Education department

	(Please sign with red or blue ink)	Date
Instructor		10/23/14
Authorized Administrator		1/27/15

Version 4.0 Revised 2010

Table of Required Articulation Forms
2014-15

Student paperwork MUST be submitted for all students requesting Articulation.
Paperwork MUST be submitted regardless of exam outcome.

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Exams...

Articulation exams should be scheduled directly with faculty by **April 17, 2015**

Transportation

Transportation requests MUST be submitted a minimum of two weeks in advance and ***no later than April 20 due to budget close***.

Questions?

Marie Tyra 909-274-5252
or MTyra@Mtsac.edu
Marlene Ward 909-274-5405
or MWard@Mtsac.edu

Submit all paperwork to:

Mt. San Antonio College
Marie Tyra - Tech Prep 21D-103
1100 N. Grand Ave.
Walnut, CA 91789

Mt. SAC Tech Prep Office

1100 North Grand Avenue
Walnut, California 91789

2 + 2 Articulation Agreement

1415038AGOR

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High School District • Regional Occupational Program • Adult Education – Please identify the agency FUNDING the course.

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Indio High School
Location

2) _____

3) _____

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☐ Project Credit (Certificate) ☐ Course Equivalency ☒ College Credit by Exam Reset Checkboxes

High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
AG Chemistry	10	AGOR 1 Horticultural Science	3
Plant and Animal Physiology	10		

Additional Requirements or Notes:

With instructor's recommendation, an final grade of 70% (C) or better in the secondary course, students may request articulation credit. Secondary course exams will meet the articulation exam requirement. The final grade assigned by the secondary program will be used as the college grade.

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Department Chair		12/18/14
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Mt. SAC Articulation Officer		2/24/15

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Instructor		10/23/14
Authorized Administrator		1/22/15

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MT. SAC
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COLLEGE PRESIDENT & CEO: Dr. William T. Scroggins

Mt. SAC Tech Prep Office

1100 North Grand Avenue
Walnut, California 91789

2 + 2 Articulation Agreement

1415019AGAN

1.) Mt. San Antonio College and Desert Sands USD
High School District • Regional Occupational Program • Adult Education – Please identify the agency FUNDING the course.

2.) High School • Regional Occupational Program (ROP) • Adult Education Course:

Authorized Instructors (3 Maximum– PLEASE PRINT) 1) Melissa McBride

Indio High School
Location

2) _____

3) _____

3.) Mt. San Antonio College agrees to provide students qualified under the terms of this Articulation Agreement:

☐ Project Credit (Certificate) ☐ Course Equivalency ☒ College Credit by Exam Reset Checkboxes

High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
Companion Animal Care Management	10	AGAN 1 Animal Science	3
Veterinary Science	10		

Additional Requirements or Notes:

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5.) To be completed by Mt. San Antonio College

	(Please sign with red or blue ink)	Date
College Professor	Jamie Phillips	10/23/14
Department Chair	B P Scott	12/18/14
Division Dean	[illegible]	12/18/14
Mt. SAC Articulation Officer	Marie [illegible]	2/24/15

6.) To be completed by the High School District • Regional Occupational Program (ROP) • Adult Education department

	(Please sign with red or blue ink)	Date
Instructor	Melissa McBride	10/23/14
Authorized Administrator	[illegible]	1/27/15

Version 4.0 Revised 2010

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2014-15

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Articulation exams should be scheduled directly with faculty by **April 17, 2015**

Transportation

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Questions?

Marie Tyra 909-274-5252
or MTyra@Mtsac.edu
Marlene Ward 909-274-5405
or MWard@Mtsac.edu

Submit all paperwork to:

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Marie Tyra - Tech Prep 21D-103
1100 N. Grand Ave.
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2 + 2 Articulation Agreement

1415018AGAN

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Indio High School
Location

2) _____

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High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
Animal Health and Pet Care	10	AGAN 1 Animal Science	3
Veterinary Science	10		

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	(Please sign with red or blue ink)	Date
College Professor	Janice Phillips	10/23/14
Department Chair	B. P. Scott	12/18/14
Division Dean		12/18/14
Mt. SAC Articulation Officer	Marie J	2/24/15

6.) To be completed by the High School District • Regional Occupational Program (ROP) • Adult Education department

	(Please sign with red or blue ink)	Date
Instructor	Melissa P McBride	10/23/14
Authorized Administrator		1/27/15

Version 4.0 Revised 2010

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Walnut, California 91789

2 + 2 Articulation Agreement

1415020AGAN

1.) Mt. San Antonio College and Desert Sands USD
High School District • Regional Occupational Program • Adult Education – Please identify the agency FUNDING the course.

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High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
Plant and Animal Physiology	10	AGAN 1 Animal Science	3
Veterinary Science	10		

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Division Dean		12/18/14
Mt. SAC Articulation Officer		2/24/15

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Instructor		10/23/14
Authorized Administrator		1/27/15

Version 4.0 Revised 2010

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1100 N. Grand Ave.
Walnut, CA 91789

HOME OF THE RAJAHS
INDIO HIGH SCHOOL
www.ihsrajahs.com
"Dedicated to academic achievement and personal success for all"
Rudy Ramirez, Principal
81-750 Ave. 46 | Indio, CA 92201 | (760) 775-3550 | FAX (760) 775-3565

R.
Graduate Follow-up System

Graduate Follow-up

CA0053 Indio
Indio HS
81-750 Avenue 46
Indio, CA 92201

Graduates for Spring: 2014 Go

Last Name	First Name	Graduate Status
Aguilar	Arlene Meredith	Two Year College-Ag Major
Bruno	Jasmin	Two Year College-Ag Major
Carrasco	Lauren Alexandra	Two Year College-Non-Ag Major
Cortez	Veronica Antonia	Two Year College-Non-Ag Major
Cruz	Jessenia Marie	Two Year College-Ag Major
Cruz	Veronica Itzel	Two Year College-Ag Major
Deleon-Patino, Jr.	Juan Carlos	Two Year College-Non-Ag Major
Espinoza	Diana Patricia	Four Year College-Non-Ag Major
Lenos	Sofia	Two Year College-Non-Ag Major
Lopez	Ivie Keneesha	Two Year College-Ag Major
Mendoza	Mayra Ruiz	Two Year College-Non-Ag Major
Moralez	Stella Alexandra	Employed - Parttime-Ag Job
Nunez	Fernando Hernandez	Employed - Fulltime-Ag Job
Nungaray	Elizabeth	Two Year College-Non-Ag Major
Padilla	Reyna Elena	Employed - Parttime-Non-Ag Job
Romero	Carina Silva	Employed - Parttime-Non-Ag Job
Samaguey	Jennifer	Two Year College-Ag Major
Tzompantzi	Lesley T	Two Year College-Ag Major
Caballero	Alan Jeovanny	Employed - Fulltime-Non-Ag Job
Cabrera	Anel Alondra	Four Year College-Ag Major
Cebreros	Edit Guadalupe	Four Year College-Ag Major
Chavez	Gerardo Ignacio	Employed - Fulltime-Non-Ag Job
Pena	Alexia Maribel	Two Year College-Ag Major
Perales	Jessica Michelle	Four Year College-Non-Ag Major
Lopez	Matthew Steven	Employed - Fulltime-Non-Ag Job
Andrade	Maria De Lourdes	Location or Position Unknown-

Printed: 10/9/2014 2:42:48 PM
Count: 26

Site developed and maintained by the California FFA Association.

Graduate Follow-up Report
Filing Year=2014

CA0053 Indio
Indio HS
81-750 Avenue 46
Indio, CA 92201

Printed: 10/9/2014 2:44:43 PM

Total Seniors (Year=2013):	46
Total Seniors having completed 3 or more years of Ag Instruction:	26
Program Completer Status	
Two Year College Ag Major	8
Two Year College Non-Ag Major	6
Four Year College Ag Major	2
Four Year College Non-Ag Major	2
Employed - Parttime Ag Job	1
Employed - Parttime Non-Ag Job	2
Employed - Fulltime Ag Job	1
Employed - Fulltime Non-Ag Job	3
Location or Position Unknown	1

Site developed and maintained by the California FFA Association.

Graduate Follow-up

Student Name Carina Romero Phone Parent's (760)347-3541
Graduation Year: 2014 Student's cell Phone (760)702-7902
Permanent Address: 81448 Green Ave
City Indio CA Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	___Floral III
✓ Ag Biology HP	___Plant and Animal Physiology HP	___Floral IV
✓ Animal Health/Pet Care	___Ag Earth and Soil	✓ Ag Projects 3 (years)
___Vet Science CP	✓ Floral I	___Ag Math
✓ Vet Science HP	___Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

✓ My Ag classes helped me get through High School
✓ My Ag classes offered projects that helped me learn more about myself
✓ My Ag classes covered basic Science Skills
✓ My Ag classes covered basic Art Skills
✓ My Ag classes helped me with public Speaking
✓ My Ag classes helped develop leadership skills
✓ My Ag teachers encouraged me to do as much as I could
✓ I think I learned something about Record Keeping (Record Book)
✓ I feel I developed my confidence through participation in FFA
___I choose not to get involved in FFA, I took classes for interest only
___I learned skills in Parliamentary Procedures
✓ We had current technology available in the Ag department; (printers, computers, equipment, etc.)
✓ Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes, they helped me break out of my shell.
2. What things do you feel were good about your experience in the Ag Department?
   All the projects such as the livestock, and floral.
3. What things could have been done to make your experience better?
   If teachers wasn't assume that everything we say is an excuse to not do something. People go through different issues
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For veterinarian
   B. Jr. College (Name) COD (2 years) → (Major) Veterinary Science
   C. 4 Year College (name) Fresno State (Major) vet. science
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not? because I missed the deadline and didn't get to turn it in on time.
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Nadine Tilly Phone Parent's (760) 485-2154
Graduation Year: 2014 Student's cell Phone (760) 897 7982
Permanent Address: 29825 Desert charm
City Indio Hills Zip Code 92211

Classes completed in Agriculture: (check each class you took)

___ Ag Biology CP	___ Plant and Animal Physiology CP	___ Floral III
X Ag Biology HP	X Plant and Animal Physiology HP	___ Floral IV
___ Animal Health/Pet Care	___ Ag Earth and Soil	X Ag Projects 1 (years)
___ Vet Science CP	___ Floral I	___ Ag Math
X Vet Science HP	___ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
5 My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
4 I think I learned something about Record Keeping (Record Book)
3 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
5 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
3 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes a belive that the hours for community service I had helpme get into a 4 college
2. What things do you feel were good about your experience in the Ag Department?
   I liked how it helped me build my leadership skills.
3. What things could have been done to make your experience better?
   nothing
4. Your overall rating of the Ag Department **(circle One)**
   1=great **2=good** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) _____ (Major) _____
   C. 4 Year College (name) University of Nevada Reno (Major) Sociology
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Vidal Diaz Phone Parent's (760) 404-5766
Graduation Year: 2014 Student's cell Phone (760) 698-0385
Permanent Address: 46544 Carnation Ct.
City Indio, CA Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___ Ag Biology CP	___ Plant and Animal Physiology CP	___ Floral III
___ Ag Biology HP	X Plant and Animal Physiology HP	___ Floral IV
___ Animal Health/Pet Care	___ Ag Earth and Soil	___ Ag Projects ___ (years)
___ Vet Science CP	___ Floral I	___ Ag Math
X Vet Science HP	___ Floral II	___ Ag Chemistry

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

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4 My Ag classes covered basic Science Skills
2 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
2 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes they helped. It Gave me Something to do
2. What things do you feel were good about your experience in the Ag Department?
   I learned that I'm Responsible enough to Raise
3. What things could have been done to make your experience better?
   It was great as it was.
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) **2=good** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For ___
   B. Jr. College (Name) College of the Desert (Major) Liberal Arts
   C. 4 Year College (name) San Diego State University (Major) Criminal Justice
   D. Trade School (Name) ___
   E. Military (Branch) ___ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **(No)**
   If No, Why Not?
   It is my first year in Ag. Classes
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Jessy Gonzalez Phone Parent's 760-289-7850
Graduation Year: 2014 Student's cell Phone 760 (600)-259-5
Permanent Address: 46200 Arabia St. Apt. BL3
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
____Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
____Vet Science CP	_____Floral I	_____Ag Math
____Vet Science HP	_____Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
3 My Ag classes offered projects that helped me learn more about myself
3 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
4 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
4 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
2 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
3 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
2 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes because it helped me gain social skills
2. What things do you feel were good about your experience in the Ag Department?
   Me voluteering in FFA.
3. What things could have been done to make your experience better?
   raising an animal in FFA.
4. Your overall rating of the Ag Department **(circle One)**
   1=great (2=good) 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) COD (Major) Game Art / Animation
   C. 4 Year College (name) Art Institute (Major) Game Art / Animation
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not?
   only two 1 year.
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Mayra Andrade Phone Parent's 760-880-5071
Graduation Year: 2014 Student's cell Phone
Permanent Address: 82165 Dr Carreon Blvd. Apt. 3D1
City Indio Zip Code [redacted] 92201

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	✓ Floral III
___Ag Biology HP	___Plant and Animal Physiology HP	✓ Floral IV
___Animal Health/Pet Care	___Ag Earth and Soil	___Ag Projects ___(years)
___Vet Science CP	✓ Floral I	___Ag Math
___Vet Science HP	✓ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
2 My Ag classes offered projects that helped me learn more about myself
___My Ag classes covered basic Science Skills
1 My Ag classes covered basic Art Skills
___My Ag classes helped me with public Speaking
___My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
___I think I learned something about Record Keeping (Record Book)
___I feel I developed my confidence through participation in FFA
___I choose not to get involved in FFA, I took classes for interest only
___I learned skills in Parliamentary Procedures
___We had current technology available in the Ag department; (printers, computers, equipment, etc.)
4 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   - Yes, they did, by encouraging me to do more.
2. What things do you feel were good about your experience in the Ag Department?
   - I felt like we were all in a team.
3. What things could have been done to make your experience better?
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For a design major
   B. Jr. College (Name) Art Institute (Major)
   C. 4 Year College (name) (Major)
   D. Trade School (Name)
   E. Military (Branch) I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes No
   If No, Why Not? Because one semester, I got a B & got an A.
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Felipe Hernandez Phone Parent's 449 - 4428
Graduation Year: 2014 Student's cell Phone
Permanent Address: 46-500 dia circle
City Indio CA Zip Code 92201

Classes completed in Agriculture: (check each class you took)

✓ Ag Biology CP	____ Plant and Animal Physiology CP	____ Floral III
____ Ag Biology HP	____ Plant and Animal Physiology HP	____ Floral IV
✓ Animal Health/Pet Care	____ Ag Earth and Soil	✓ Ag Projects 1 (years)
____ Vet Science CP	____ Floral I	____ Ag Math
____ Vet Science HP	____ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
5 My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
4 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   yes I belive Project helped me understand more about the real life
2. What things do you feel were good about your experience in the Ag Department?
   learning about the Pig body and leader ship
3. What things could have been done to make your experience better?
   more work put in to the Project
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For a long term job
   B. Jr. College (Name) Wyotech (Major) manager
   C. 4 Year College (name) _____ (Major) _____
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes **(No)**
   If No, Why Not? because I dint complete 4 years of Ag
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Jesus Herrera Phone Parent's NA
Graduation Year: 2014 Student's cell Phone NA
Permanent Address: Emerald Ave 83435
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	___Floral III
___Ag Biology HP	___Plant and Animal Physiology HP	___Floral IV
___Animal Health/Pet Care	___Ag Earth and Soil	___Ag Projects ___(years)
✓ Vet Science CP	___Floral I	___Ag Math
___Vet Science HP	___Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
4 My Ag classes helped develop leadership skills
4 My Ag teachers encouraged me to do as much as I could
4 I think I learned something about Record Keeping (Record Book)
3 I feel I developed my confidence through participation in FFA
4 I choose not to get involved in FFA, I took classes for interest only
4 I learned skills in Parliamentary Procedures
3 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
3 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?
   Yes.
2. What things do you feel were good about your experience in the Ag Department?
   I feel I would ga effectively throughout the future.
3. What things could have been done to make your experience better?
   Team work.
4. Your overall rating of the Ag Department **(circle One)**
   1=great (2)=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Banking
   B. Jr. College (Name) _____ (Major)_____
   C. 4 Year College (name) _____ (Major)_____
   D. Trade School (Name) Art Institute
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? (Yes) (No)
   If No, Why Not? Not in classes long enough
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Jaramillo, Hector Phone Parent's 0
Graduation Year: 2014 Student's cell Phone (760) 600-
Permanent Address: Ruby Ave 92201
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	___Floral III
___Ag Biology HP	___Plant and Animal Physiology HP	___Floral IV
___Animal Health/Pet Care	___Ag Earth and Soil	___Ag Projects ___(years)
___Vet Science CP	___Floral I	___Ag Math
___Vet Science HP	___Floral II	V Ag Chem

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
2 My Ag classes offered projects that helped me learn more about myself
1 My Ag classes covered basic Science Skills
1 My Ag classes covered basic Art Skills
1 My Ag classes helped me with public Speaking
1 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
1 I think I learned something about Record Keeping (Record Book)
1 I feel I developed my confidence through participation in FFA
5 I choose not to get involved in FFA, I took classes for interest only
1 I learned skills in Parliamentary Procedures
1 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
1 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?

   No

2. What things do you feel were good about your experience in the Ag Department?

   Nothing

3. What things could have been done to make your experience better?

   Don't Know

4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For ___
   B. Jr. College (Name) ___ (Major) ___
   C. 4 Year College (name) ___ (Major) ___
   D. Trade School (Name) ___
   E. Military (Branch) ___ I. Don't Know

6. Did you qualify for an Academic Cords in Agriculture? Yes No
   If No, Why Not?

   Don't know

7. Any other Commits: **(Please write on back of page if needed)**

   I liked it here.

Graduate Follow-up

Student Name Matthew Lopez Phone Parent's _____
Graduation Year: 2019 Student's cell Phone 760-660-7458
Permanent Address: 81-335 Coco Palm Dr.
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

✓ Ag Biology CP	____ Plant and Animal Physiology CP	____ Floral III
____ Ag Biology HP	____ Plant and Animal Physiology HP	____ Floral IV
✓ Animal Health/Pet Care	____ Ag Earth and Soil	✓ Ag Projects 3 (years)
____ Vet Science CP	____ Floral I	____ Ag Math
____ Vet Science HP	____ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

4 My Ag classes helped me get through High School
2 My Ag classes offered projects that helped me learn more about myself
3 My Ag classes covered basic Science Skills
2 My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
3 My Ag classes helped develop leadership skills
4 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
2 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
4 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
3 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Tobe less shy
2. What things do you feel were good about your experience in the Ag Department?
   F.F.A
3. What things could have been done to make your experience better?
4. Your overall rating of the Ag Department **(circle One)**
   1=great (2=good) 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Any Where Hiring
   B. Jr. College (Name) _____ (Major) _____
   C. 4 Year College (name) _____ (Major) _____
   D. Trade School (Name) Art institute
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** (No)
   If No, Why Not? Did not Apply
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Veronica Cortez Phone Parent's 760-775-6429
Graduation Year: 2014 Student's cell Phone 760-848-5246
Permanent Address: 46211 Jackson St.
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

√ Ag Biology CP	____ Plant and Animal Physiology CP	____ Floral III
____ Ag Biology HP	____ Plant and Animal Physiology HP	____ Floral IV
√ Animal Health/Pet Care	____ Ag Earth and Soil	____ Ag Projects ____ (years)
√ Vet Science CP	√ Floral I	√ Ag Math
____ Vet Science HP	____ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
3 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
3 My Ag classes helped me with public Speaking
4 My Ag classes helped develop leadership skills
3 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
2 I feel I developed my confidence through participation in FFA
5 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
3 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
3 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   yes, I do feel my projects or community service helped me through ag.
2. What things do you feel were good about your experience in the Ag Department?
   The support it gives you and help.
3. What things could have been done to make your experience better?
   Nothing much things are good.
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) **2=good** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For ____
   B. Jr. College (Name) SBCC (Major) Paralegal Studies
   C. 4 Year College (name) ____ (Major) ____
   D. Trade School (Name) ____
   E. Military (Branch) ____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes **(No)**
   If No, Why Not?
   I didn't invest money.
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Heidye Cortez Phone Parent's (760) 848-3077
Graduation Year: 2014 Student's cell Phone (760) 698-0927
Permanent Address: 45-793 Salton st
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
____Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
✓ Vet Science CP	_____Floral I	_____Ag Math
____Vet Science HP	_____Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
1 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
3 My Ag classes helped me with public Speaking
4 My Ag classes helped develop leadership skills
3 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
2 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
2-3 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes, I do feel projects have helped me.
2. What things do you feel were good about your experience in the Ag Department?
   It gives you enough help and support.
3. What things could have been done to make your experience better?
   Nothing. Things are already good
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) COD (Major) psychology
   C. 4 Year College (name) _____ (Major) _____
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not? Didn't take 4 years of Ag.
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Lauren Carrasco Phone Parent's (760) 342-7845
Graduation Year: 2014 Student's cell Phone (760) 972-9402
Permanent Address: 81376 Palm Meadows Dr
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___ Ag Biology CP	✓ Plant and Animal Physiology CP	___ Floral III
✓ Ag Biology HP	___ Plant and Animal Physiology HP	___ Floral IV
✓ Animal Health/Pet Care	___ Ag Earth and Soil	✓ Ag Projects 4 (years)
___ Vet Science CP	✓ Floral I	___ Ag Math
✓ Vet Science HP	___ Floral II	___ Ag Chem

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
4 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes, it helped me open up to people better.
2. What things do you feel were good about your experience in the Ag Department?
   I feel like the teacher really cared about my future and well being.
3. What things could have been done to make your experience better?
   Nothing really. Great Program!
4. Your overall rating of the Ag Department **(circle ~~One~~)**
   (1=great) 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For [illegible]
   B. Jr. College (Name) _____ (Major) _____
   C. 4 Year College (name) _____ (Major) _____
   D. Trade School (Name) _____
   E. Military (Branch) _____ (Don't Know)
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not? I didn't fill out the work sheet
7. Any other Commits: **(Please write on back of page if needed)**
   The Ag Program is very beneficial to many students and I'm very thankful for the Program and my Ag teachers.

Graduate Follow-up

Student Name Briana Andrade Phone Parent's (760)609-3497
Graduation Year: 2014 Student's cell Phone (442)400-7019
Permanent Address: 82435 Reguva Ave. Apt#416
City Indio Zip Code CA 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
____Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
____Vet Science CP	_____Floral I	_____Ag Math
____Vet Science HP	✓ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
____My Ag classes offered projects that helped me learn more about myself
____My Ag classes covered basic Science Skills
____My Ag classes covered basic Art Skills
____My Ag classes helped me with public Speaking
2 My Ag classes helped develop leadership skills
____My Ag teachers encouraged me to do as much as I could
____I think I learned something about Record Keeping (Record Book)
____I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
____I learned skills in Parliamentary Procedures
____We had current technology available in the Ag department; (printers, computers, equipment, etc.)
____Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes, It did
2. What things do you feel were good about your experience in the Ag Department?
3. What things could have been done to make your experience better?
4. Your overall rating of the Ag Department **(circle One)**
   1=great (2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Cashier
   B. Jr. College (Name) COD (Major) Registered Nurse
   C. 4 Year College (name) _____ (Major) _____
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** (No)
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Brenda Pachuca Phone Parent's (760)698-3643
Graduation Year: 2014 Student's cell Phone (760)698-3643
Permanent Address: 46299 Arabia St #C41
City Indio Zip Code 92201

Classes completed In Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
____Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
____Vet Science CP	_____Floral I	_____Ag Math
____Vet Science HP	_____Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

____My Ag classes helped me get through High School
____My Ag classes offered projects that helped me learn more about myself
____My Ag classes covered basic Science Skills
__X__My Ag classes covered basic Art Skills
____My Ag classes helped me with public Speaking
____My Ag classes helped develop leadership skills
__X__My Ag teachers encouraged me to do as much as I could
____I think I learned something about Record Keeping (Record Book)
____I feel I developed my confidence through participation in FFA
____I choose not to get involved in FFA, I took classes for interest only
____I learned skills in Parliamentary Procedures
____We had current technology available in the Ag department; (printers, computers, equipment, etc.)
____Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?
   Yes, it did
2. What things do you feel were good about your experience in the Ag Department?
   \
3. What things could have been done to make your experience better?
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) Kaplan College (Major)_____
   C. 4 Year College (name) _____ (Major)_____
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Jennifer Samaguey Phone Parent's 760 808 7193
Graduation Year: 2014 Student's cell Phone 760 449 7849
Permanent Address: 83543 Denver Ave
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___ Ag Biology CP	___ Plant and Animal Physiology CP	___ Floral III
V Ag Biology HP	___ Plant and Animal Physiology HP	___ Floral IV
V Animal Health/Pet Care	___ Ag Earth and Soil	V Ag Projects 3 (years)
___ Vet Science CP	V Floral I	___ Ag Math
V Vet Science HP	~~V~~ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   yes, I got experience working w/ others
2. What things do you feel were good about your experience in the Ag Department?
   the education and SAE Projects
3. What things could have been done to make your experience better?
   had projects freshmen year
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Target
   B. Jr. College (Name) Mt SAC (Major) animal science
   C. 4 Year College (name) Pomona (Major) Vet tech
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? (Yes) No
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Alexia Pena Phone Parent's (760) 972-8120
Graduation Year: 2014 Student's cell Phone (760) 619-4560
Permanent Address: 82233 Lemon Grove Ave.
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___ Ag Biology CP	___ Plant and Animal Physiology CP	___ Floral III
✓ Ag Biology HP	✓ Plant and Animal Physiology HP	___ Floral IV
✓ Animal Health/Pet Care	___ Ag Earth and Soil	✓ Ag Projects 3 (years)
___ Vet Science CP	___ Floral I	___ Ag Math
___ Vet Science HP	___ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
4 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
5 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes because it helped me gained alot of experience
2. What things do you feel were good about your experience in the Ag Department?
   Meeting new people, raising livestock, being in the Nursery Team, competited in COP. And learning about agriculture.
3. What things could have been done to make your experience better?
   Nothing really.
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) **2=good** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Cashier
   B. Jr. College (Name) COD. (Major) General Agriculture
   C. 4 Year College (name) Unknown (Major) ___
   D. Trade School (Name) ___
   E. Military (Branch) ___ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes **(No)**
   If No, Why Not? Because I was only in it for 3 years.
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Enrique Velazquez Phone Parent's (760) 393-8915
Graduation Year:_____ Student's cell Phone_____
Permanent Address: 82910 Via Veneccia Indio CA 92201
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

X Ag Biology CP	____Plant and Animal Physiology CP	____Floral III
____Ag Biology HP	____Plant and Animal Physiology HP	____Floral IV
____Animal Health/Pet Care	____Ag Earth and Soil	____Ag Projects _____(years)
____Vet Science CP	____Floral I	X Ag Math
____Vet Science HP	____Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

X My Ag classes helped me get through High School
X My Ag classes offered projects that helped me learn more about myself
____My Ag classes covered basic Science Skills
____My Ag classes covered basic Art Skills
X My Ag classes helped me with public Speaking
____My Ag classes helped develop leadership skills
X My Ag teachers encouraged me to do as much as I could
X I think I learned something about Record Keeping (Record Book)
____I feel I developed my confidence through participation in FFA
____I choose not to get involved in FFA, I took classes for interest only
____I learned skills in Parliamentary Procedures
____We had current technology available in the Ag department; (printers, computers, equipment, etc.)
____Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?
   Yes
2. What things do you feel were good about your experience in the Ag Department?
   I feel great because I learn so much
3. What things could have been done to make your experience better?
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Cashier
   B. Jr. College (Name) COD (Major) Mechanic
   C. 4 Year College (name) _____ (Major)_____
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Wesley Frompan Tri Phone Parent's 760 775-1672
Graduation Year: 2014 Student's cell Phone 760 702 9707
Permanent Address: 82506 Crest Ave.
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

X Ag Biology CP	___ Plant and Animal Physiology CP	___ Floral III
___ Ag Biology HP	X Plant and Animal Physiology HP	___ Floral IV
X Animal Health/Pet Care	___ Ag Earth and Soil	X Ag Projects 3 (years)
___ Vet Science CP	X Floral I	___ Ag Math
X Vet Science HP	___ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

1 My Ag classes helped me get through High School
2 My Ag classes offered projects that helped me learn more about myself
___ My Ag classes covered basic Science Skills
___ My Ag classes covered basic Art Skills
3 My Ag classes helped me with public Speaking
4 My Ag classes helped develop leadership skills
___ My Ag teachers encouraged me to do as much as I could
___ I think I learned something about Record Keeping (Record Book)
___ I feel I developed my confidence through participation in FFA
___ I choose not to get involved in FFA, I took classes for interest only
___ I learned skills in Parliamentary Procedures
___ We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   actually yes all my ag classes have helped me
2. What things do you feel were good about your experience in the Ag Department?
   the skills & work experience I secured from ~~high school~~ the projects I was involved
3. What things could have been done to make your experience better?
   actually if I tried harder I'd probably would of done better.
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For ___
   B. Jr. College (Name) Mt. Sac (Major) Animal Science
   C. 4 Year College (name) ___ (Major) ___
   D. Trade School (Name) ___
   E. Military (Branch) ___ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes **(No)**
   If No, Why Not? I don't really know?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Heidi Gamez Phone Parent's (760) 238-24-13
Graduation Year: 2014 Student's cell Phone (760) 396-6666-84
Permanent Address: 83480 Capricorn Ave
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
____Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
____Vet Science CP	_____Floral I	_____Ag Math
____Vet Science HP	_____Floral II	✓ Ag Econ/Gov.

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

____My Ag classes helped me get through High School
____My Ag classes offered projects that helped me learn more about myself
____My Ag classes covered basic Science Skills
____My Ag classes covered basic Art Skills
✓My Ag classes helped me with public Speaking
✓My Ag classes helped develop leadership skills
✓My Ag teachers encouraged me to do as much as I could
____I think I learned something about Record Keeping (Record Book)
____I feel I developed my confidence through participation in FFA
____I choose not to get involved in FFA, I took classes for interest only
____I learned skills in Parliamentary Procedures
✓We had current technology available in the Ag department; (printers, computers, equipment, etc.)
____Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?
   Yes because I has to speak in class and it help ed me w/ Public speak
2. What things do you feel were good about your experience in the Ag Department?
   meeting a new teacher & making new friends.
3. What things could have been done to make your experience better?
   Join Agriculture class since my freshman year not senior year.
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) C.O.D (Major)_____
   C. 4 Year College (name) _____ (Major)_____
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not?
   I didn't get an A in econ or government
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Stella Moralez Phone Parent's (760)391-3925
Graduation Year: 2014 Student's cell Phone (760)984-7943
Permanent Address: 91130 4th Street PO Box 548
City Mecca CA Zip Code 92254

Classes completed In Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	√ Floral III
___Ag Biology HP	___Plant and Animal Physiology HP	___Floral IV
√ Animal Health/Pet Care	___Ag Earth and Soil	√ Ag Projects 4 (years)
√ Vet Science CP	√ Floral I	___Ag Math
___Vet Science HP	√ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
3 My Ag classes covered basic Science Skills
5 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
1 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes
2. What things do you feel were good about your experience in the Ag Department?
   I feel that my experience was very good because Ag helped become more confident with myself.
3. What things could have been done to make your experience better?
   We could have had more trips to places that would have expanded our knowledge more.
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) **2=good** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For A job in a floral shop
   B. Jr. College (Name) COD (Major) General Ed
   C. 4 Year College (name) New Mexico Highlands (Major) Vet Medicine
   D. Trade School (Name) ———
   E. Military (Branch) ——— I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes **(No)**
   If No, Why Not? Because apparently my GPA wasn't high enough,
7. Any other Commits: **(Please write on back of page if needed)**
   I still love you McBride, going to miss you a lot!

Graduate Follow-up

Student Name Fernando Nuñez Phone Parent's —
Graduation Year: 2014 Student's cell Phone 760-698-6982
Permanent Address: 48460 El Arco St
City Coachella Zip Code 92236

Classes completed in Agriculture: (check each class you took)

___ Ag Biology CP	___ Plant and Animal Physiology CP	X Floral III
X Ag Biology HP	X Plant and Animal Physiology HP	X Floral IV
X Animal Health/Pet Care	___ Ag Earth and Soil	X Ag Projects 4 (years)
___ Vet Science CP	X Floral I	X Ag Math
X Vet Science HP	X Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
1 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
10 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
5 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   yes
2. What things do you feel were good about your experience in the Ag Department?
   The environment, they look at you and see potential.
3. What things could have been done to make your experience better?
   If I could have had the chance to be here a fifth year. LoL
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) **2=good** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Florist
   B. Jr. College (Name) MT. SAC, ~~New Mexico~~ (Major) Ag Business & teaching
   C. 4 Year College (name) New Mexico State (Major) —
   D. Trade School (Name) —
   E. Military (Branch) — I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **(Yes)** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**
   Never let this program shut down.

Graduate Follow-up

Student Name Monique Arellano Phone Parent's (760) 501-4691
Graduation Year: 2014 Student's cell Phone (760) 399-0165
Permanent Address: 81-797 Sirocco Ave.
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	___Floral III
___Ag Biology HP	___Plant and Animal Physiology HP	___Floral IV
✓ Animal Health/Pet Care	___Ag Earth and Soil	✓ Ag Projects 1 (years)
___Vet Science CP	___Floral I	___Ag Math
✓ Vet Science HP	___Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
3 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
2 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
4 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
2 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   yes they did.
2. What things do you feel were good about your experience in the Ag Department?
   great people, good advisors
3. What things could have been done to make your experience better?
   better equipment
4. Your overall rating of the Ag Department **(circle One)**
   1=great (2=good) 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Vet Tech
   B. Jr. College (Name) COD (Major)
   C. 4 Year College (name) Cal Poly Pomona (Major) Animal Science
   D. Trade School (Name)
   E. Military (Branch) I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not? Did not have ag for four years
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Arlenne Aguilar Phone Parent's (760) 893-7801
Graduation Year: 2014 Student's cell Phone (760) 619-0794
Permanent Address: 47624 Sunflower Street
City Indio, CA Zip Code 92201

Classes completed in Agriculture: (check each class you took)

✓ Ag Biology CP	____ Plant and Animal Physiology CP	____ Floral III
____ Ag Biology HP	____ Plant and Animal Physiology HP	____ Floral IV
✓ Animal Health/Pet Care	____ Ag Earth and Soil	✓ Ag Projects 2 (years)
____ Vet Science CP	____ Floral I	____ Ag Math
✓ Vet Science HP	____ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
2 My Ag classes covered basic Art Skills
3 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
4 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
2 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   yes, it showed me one thing I'm good at.
2. What things do you feel were good about your experience in the Ag Department?
   The people were great & the projects were amazing!
3. What things could have been done to make your experience better?
   Had the college credit since freshman year.
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) **2=good** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) _____ (Major) _____
   C. 4 Year College (name) CSU San Bernadino (Major) Biology
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **(Yes)** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**
   This program should be keept alive for a long time. This has changed my life & this program helped me graduate high school.

Graduate Follow-up

Student Name Sofia Lemus Phone Parent's _____
Graduation Year: 2014 Student's cell Phone _____
Permanent Address: _____
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
_X_Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
_X_Vet Science CP	_X_Floral I	_____Ag Math
____Vet Science HP	_____Floral II	_X_Ag Chemistry

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

____My Ag classes helped me get through High School
____My Ag classes offered projects that helped me learn more about myself
____My Ag classes covered basic Science Skills
_X_My Ag classes covered basic Art Skills
____My Ag classes helped me with public Speaking
____My Ag classes helped develop leadership skills
_X_My Ag teachers encouraged me to do as much as I could
____I think I learned something about Record Keeping (Record Book)
____I feel I developed my confidence through participation in FFA
____I choose not to get involved in FFA, I took classes for interest only
____I learned skills in Parliamentary Procedures
_X_We had current technology available in the Ag department; (printers, computers, equipment, etc.)
____Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes, It did helped me
2. What things do you feel were good about your experience in the Ag Department?
   The teacher, Mrs. McBride, made the classes exiting
3. What things could have been done to make your experience better?
   Join the Indio FFA
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor (5=terrible)
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) C.O.D. (Major) History teacher
   C. 4 Year College (name) _____ (Major) _____
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Jesus Deleon Phone Parent's 760-863-1396
Graduation Year: 2014 Student's cell Phone N/A
Permanent Address: Carnegie Ave.
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

✓ Ag Biology CP	✓ Plant and Animal Physiology CP	___ Floral III
___ Ag Biology HP	___ Plant and Animal Physiology HP	___ Floral IV
✓ Animal Health/Pet Care	___ Ag Earth and Soil	___ Ag Projects ___ (years)
✓ Vet Science CP	___ Floral I	✓ Ag Math
___ Vet Science HP	___ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

4 My Ag classes helped me get through High School
3 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
4 My Ag classes covered basic Art Skills
3 My Ag classes helped me with public Speaking
3 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
4 I feel I developed my confidence through participation in FFA
3 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
4 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you? yes

2. What things do you feel were good about your experience in the Ag Department?
   I met lots of new people along the way.

3. What things could have been done to make your experience better?
   more field trips and more labs.

4. Your overall rating of the Ag Department **(circle One)**
   (1=great) **2=good** **3=fair** **4=poor** **5=terrible**

5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Computers
   B. Jr. College (Name) C.O.D (Major)
   C. 4 Year College (name) (Major)
   D. Trade School (Name)
   E. Military (Branch) I. Don't Know

6. Did you qualify for an Academic Cords in Agriculture? Yes **(No)**
   If No, Why Not? didn't have a Record book.

7. Any other Commits: **(Please write on back of page if needed)**
   None

Graduate Follow-up

Student Name Pedro Robles Phone Parent's 760-574-1502
Graduation Year: 2014 Student's cell Phone N/A
Permanent Address: Larrea St.
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
____Animal Health/Pet Care	_____Ag Earth and Soil	____✓Ag Projects _____(years)
____Vet Science CP	_____Floral I	____✓Ag Math
____Vet Science HP	_____Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
3 My Ag classes offered projects that helped me learn more about myself
1 My Ag classes covered basic Science Skills
1 My Ag classes covered basic Art Skills
2 My Ag classes helped me with public Speaking
3 My Ag classes helped develop leadership skills
3 My Ag teachers encouraged me to do as much as I could
1 I think I learned something about Record Keeping (Record Book)
2 I feel I developed my confidence through participation in FFA
4 I choose not to get involved in FFA, I took classes for interest only
1 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you? Yes

2. What things do you feel were good about your experience in the Ag Department?
   I got to meet new people, and new things.

3. What things could have been done to make your experience better?
   It was fine the way it was.

4. Your overall rating of the Ag Department **(circle One)**
   1=great **(2=good)** **3=fair** **4=poor** **5=terrible**

5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Video games
   B. Jr. College (Name) _____ (Major)_____
   C. 4 Year College (name) _____ (Major)_____
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know

6. Did you qualify for an Academic Cords in Agriculture? **Yes** **(No)**
   If No, Why Not?

7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Mayra Mendoza Phone Parent's _____
Graduation Year: 2014 Student's cell Phone (760) 698-6670
Permanent Address: 82788 Mountain View Ave.
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

✓ Ag Biology CP	____ Plant and Animal Physiology CP	____ Floral III
____ Ag Biology HP	____ Plant and Animal Physiology HP	____ Floral IV
✓ Animal Health/Pet Care	____ Ag Earth and Soil	____ Ag Projects ____ (years)
✓ Vet Science CP	____ Floral I	____ Ag Math
____ Vet Science HP	____ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
____ My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
____ My Ag classes covered basic Art Skills
1 My Ag classes helped me with public Speaking
2 My Ag classes helped develop leadership skills
____ My Ag teachers encouraged me to do as much as I could
____ I think I learned something about Record Keeping (Record Book)
____ I feel I developed my confidence through participation in FFA
____ I choose not to get involved in FFA, I took classes for interest only
____ I learned skills in Parliamentary Procedures
____ We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Well I haven't done both
2. What things do you feel were good about your experience in the Ag Department?
   A good experience is when we went to the barns and they were telling us about what they did.
3. What things could have been done to make your experience better?
   I wish their was more things to do with Agriculture
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) COD (Major) Biology
   C. 4 Year College (name) Cal Poly Pomona (Major) Biology
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes **No**
   If No, Why Not?
   I haven't done any projects or community service
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Reyna Padilla Phone Parent's (760) 775-7044
Graduation Year: 2014 Student's cell Phone (760) 972-8996
Permanent Address: 50453 andrea lane coachella, CA
City coachella Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	___Floral III
✓ Ag Biology HP	✓ Plant and Animal Physiology HP	___Floral IV
✓ Animal Health/Pet Care	___Ag Earth and Soil	✓ Ag Projects 2 (years)
___Vet Science CP	___Floral I	___Ag Math
✓ Vet Science HP	___Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

4 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
2 My Ag classes covered basic Art Skills
2 My Ag classes helped me with public Speaking
3 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
2 I think I learned something about Record Keeping (Record Book)
4 I feel I developed my confidence through participation in FFA
3 I choose not to get involved in FFA, I took classes for interest only
2 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
2 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?
   yes I think it did help me
2. What things do you feel were good about your experience in the Ag Department?
   that I got to experience raising a pig
3. What things could have been done to make your experience better?
   less stressful environment and more calm
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) **2=good** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) College of the Desert (Major)_____
   C. 4 Year College (name) _____ (Major)_____
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not? Didn't apply
7. Any other Commits: **(Please write on back of page if needed)**
   High school went by too fast, nothing is impossible thanks for helping me out McBride! :)

Graduate Follow-up

Student Name Alan Caballero Phone Parent's (760) 699-1496
Graduation Year: 2014 Student's cell Phone (760) 949-9805
Permanent Address: 90521 Cielito Ave
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

- ✓ Ag Biology CP
- Ag Biology HP
- ✓ Animal Health/Pet Care
- ✓ Vet Science CP
- Vet Science HP
- ✓ Plant and Animal Physiology CP
- Plant and Animal Physiology HP
- Ag Earth and Soil
- Floral I
- Floral II
- Floral III
- Floral IV
- Ag Projects _____(years)
- Ag Math

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

- My Ag classes helped me get through High School
- ✓ My Ag classes offered projects that helped me learn more about myself
- ✓ My Ag classes covered basic Science Skills
- My Ag classes covered basic Art Skills
- ✓ My Ag classes helped me with public Speaking
- ✓ My Ag classes helped develop leadership skills
- My Ag teachers encouraged me to do as much as I could
- I think I learned something about Record Keeping (Record Book)
- ✓ I feel I developed my confidence through participation in FFA
- I choose not to get involved in FFA, I took classes for interest only
- I learned skills in Parliamentary Procedures
- We had current technology available in the Ag department; (printers, computers, equipment, etc.)
- ✓ Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   By learning hard work and Responsibility.
2. What things do you feel were good about your experience in the Ag Department?
   All the good memories.
3. What things could have been done to make your experience better?
   during FFA all my three years in AG
4. Your overall rating of the Ag Department **(circle One)**
   (1=great 2=good 3=fair 4=poor 5=terrible)
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For one that pays good
   B. Jr. College (Name) C.O.D (Major) AA
   C. 4 Year College (name) _____ (Major) _____
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**
   I'm Graduating!!! :D
   Whoop whoop!!!

Graduate Follow-up

Student Name Yesli Cortes Phone Parent's (760) 899-2351
Graduation Year: 2014 Student's cell Phone ____
Permanent Address: 85805 Avenida Veronica
City Coachella Zip Code 922316

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	___Floral III
___Ag Biology HP	X Plant and Animal Physiology HP	___Floral IV
___Animal Health/Pet Care	___Ag Earth and Soil	___Ag Projects ___(years)
___Vet Science CP	✓ Floral I	___Ag Math
___Vet Science HP	✓ Floral II	x Ag Chemistry

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

4 My Ag classes helped me get through High School
4 My Ag classes offered projects that helped me learn more about myself
3 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
3 My Ag classes helped me with public Speaking
3 My Ag classes helped develop leadership skills
4 My Ag teachers encouraged me to do as much as I could
2 I think I learned something about Record Keeping (Record Book)
3 I feel I developed my confidence through participation in FFA
4 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
3 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?
   I didn't do any community servic through Ag.
2. What things do you feel were good about your experience in the Ag Department?

3. What things could have been done to make your experience better?
   Going FFA & raised an animal.
4. Your overall rating of the Ag Department **(circle One)**
   1=great (2=good) 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For ____
   B. Jr. College (Name) SRB College (Major) Medical
   C. 4 Year College (name) ____ (Major) ____
   D. Trade School (Name) ____
   E. Military (Branch) ____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **(No)**
   If No, Why Not? Because I was not in Ag all four years.
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Jasmine Bruno Phone Parent's 760-609-6718
Graduation Year: 2014 Student's cell Phone 760-972-9585
Permanent Address: _____
City _____ Zip Code _____

Classes completed in Agriculture: (check each class you took)

___ Ag Biology CP	___ Plant and Animal Physiology CP	___ Floral III
___ Ag Biology HP	___ Plant and Animal Physiology HP	___ Floral IV
X Animal Health/Pet Care	___ Ag Earth and Soil	X Ag Projects 3 (years)
___ Vet Science CP	X Floral I	___ Ag Math
X Vet Science HP	X Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

4 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
5 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
5 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes, they helped me on my communication skills
2. What things do you feel were good about your experience in the Ag Department?
   My livestock project and the great people in it.
3. What things could have been done to make your experience better?
   Everything was great no changes.
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) COD (Major) Nurse
   C. 4 Year College (name) San Bernardino (Major) Nurse
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **(Yes)** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**
   I Love Indio FFA! and I'm going to miss you McBride!

Graduate Follow-up

Student Name Ismenia Mendoza Phone Parent's (760)347-7335
Graduation Year: 2014 Student's cell Phone (760)698-6205
Permanent Address: 81474 Green Ave
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	✓ Floral III
___Ag Biology HP	___Plant and Animal Physiology HP	___Floral IV
✓ Animal Health/Pet Care	___Ag Earth and Soil	✓ Ag Projects 3 (years)
___Vet Science CP	✓ Floral I	✓ Ag Math
___Vet Science HP	✓ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

4 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
2 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
5 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   yes, they helped choose my career.
2. What things do you feel were good about your experience in the Ag Department?
   raising my market pig and my floral arrangements.
3. What things could have been done to make your experience better?
   I should have gotten an animal my whole 4 years.
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Present work (Panera Bread)
   B. Jr. College (Name) COD (Major)___
   C. 4 Year College (name) Mt. Sac (Major) Veterinarian
   D. Trade School (Name)___
   E. Military (Branch)___ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not? I wasn't in ag my whole 4 years I was in ag only for 3 years.
7. Any other Commits: **(Please write on back of page if needed)**
   I'm going to miss you Mrs. Mcbride! ♡ !!

Graduate Follow-up

Student Name Alissa Spalding Phone Parent's (760) 485-2443
Graduation Year: 2014 Student's cell Phone (760) 464-4899
Permanent Address: 46-745 Monroe St Apt 104
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

\ Ag Biology CP	____ Plant and Animal Physiology CP	____ Floral III
____ Ag Biology HP	____ Plant and Animal Physiology HP	____ Floral IV
____ Animal Health/Pet Care	____ Ag Earth and Soil	\ Ag Projects 3 (years)
\ Vet Science CP	\ Floral I	____ Ag Math
____ Vet Science HP	____ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

4 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
4 My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
4 My Ag classes helped develop leadership skills
4 My Ag teachers encouraged me to do as much as I could
4 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
4 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
3 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?
   Yes, experienced responsibility
2. What things do you feel were good about your experience in the Ag Department?
   Fun, learned to get out of my shell
3. What things could have been done to make your experience better?
   If EVERYONE listened instead of talking
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) **2=good** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Corrections
   B. Jr. College (Name) COD (Major) Associate Criminal Justice
   C. 4 Year College (name) [redacted] (Major) [redacted]
   D. Trade School (Name) Santa Barabra
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not?
   Ag 3yrs
7. Any other Commits: **(Please write on back of page if needed)**
   No

Graduate Follow-up

Student Name Elizbeth Nungaray Phone Parent's (760)774-5440
Graduation Year: 2014 Student's cell Phone (760)485 7730
Permanent Address: 81411 Palmwood drive
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

X Ag Biology CP	____ Plant and Animal Physiology CP	____ Floral III
____ Ag Biology HP	____ Plant and Animal Physiology HP	____ Floral IV
X Animal Health/Pet Care	____ Ag Earth and Soil	XX Ag Projects 2 (years)
____ Vet Science CP	XX Floral I	____ Ag Math
XX Vet Science HP	____ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

2 My Ag classes helped me get through High School
4 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
2 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   yes
2. What things do you feel were good about your experience in the Ag Department?
   I met alot of people which helped me because I was "the new kid" in nineth grade. It also help me become more social.
3. What things could have been done to make your experience better?
   I wish I would've been more involved.
4. Your ~~overall rating~~ of the Ag Department **(circle One)**
   1=great **2=good** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For sound tech
   B. Jr. College (Name) C.O.D (Major) Music technology
   C. 4 Year College (name) _____ (Major) _____
   D. Trade School (Name) L.A Film School
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Josue Marcial Phone Parent's 760-344-6544
Graduation Year: 2014 Student's cell Phone 760-625-2383
Permanent Address: 83650 Boise Ct
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
____Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
____Vet Science CP	_____Floral I	_____Ag Math
____Vet Science HP	_____Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
1 My Ag classes offered projects that helped me learn more about myself
1 My Ag classes covered basic Science Skills
1 My Ag classes covered basic Art Skills
1 My Ag classes helped me with public Speaking
3 My Ag classes helped develop leadership skills
4 My Ag teachers encouraged me to do as much as I could
1 I think I learned something about Record Keeping (Record Book)
1 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
1 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you? not well it kept me informed

2. What things do you feel were good about your experience in the Ag Department? utilizing resources and learning videos to keep up to date with things

3. What things could have been done to make your experience better? I don't think much because it was pretty amazing!

4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good (3=fair) 4=poor 5=terrible

5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For assistant at fuddruckers into body shop
   B. Jr. College (Name) COD (Major) Psychology
   C. 4 Year College (name) Menlo (Major) Physiology
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know

6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not? first year in ag but I got one for French!

7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Timmy Reyes Phone Parent's _____
Graduation Year: 2014 Student's cell Phone 760-883-0883
Permanent Address: 85527 Stevia Lane
City Coachella Zip Code 92236

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
____Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
____Vet Science CP	_____Floral I	_____Ag Math
____Vet Science HP	_____Floral II	✓ Ag Gov. & Econ

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

2 My Ag classes helped me get through High School
2 My Ag classes offered projects that helped me learn more about myself
1 My Ag classes covered basic Science Skills
1 My Ag classes covered basic Art Skills
1 My Ag classes helped me with public Speaking
1 My Ag classes helped develop leadership skills
3 My Ag teachers encouraged me to do as much as I could
1 I think I learned something about Record Keeping (Record Book)
1 I feel I developed my confidence through participation in FFA
5 I choose not to get involved in FFA, I took classes for interest only
1 I learned skills in Parliamentary Procedures
1 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
1 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?
   NO
2. What things do you feel were good about your experience in the Ag Department?
   YES
3. What things could have been done to make your experience better?
   Taken more AG classes
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) College of the Desert (Major) Music
   C. 4 Year College (name) _____ (Major) _____
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Diana Espinoza Phone Parent's (760) 342-7503
Graduation Year: 2014 Student's cell Phone N/A
Permanent Address: 81351 Avenue 46 Spc 61
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___ Ag Biology CP	___ Plant and Animal Physiology CP	___ Floral III
✓ Ag Biology HP	___ Plant and Animal Physiology HP	___ Floral IV
✓ Animal Health/Pet Care	___ Ag Earth and Soil	___ Ag Projects ___ (years)
___ Vet Science CP	___ Floral I	___ Ag Math
✓ Vet Science HP	___ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
3 My Ag classes offered projects that helped me learn more about myself
3 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
4 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
2 I think I learned something about Record Keeping (Record Book)
3 I feel I developed my confidence through participation in FFA
2 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
1 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?
   It opened my eyes to certain things.
2. What things do you feel were good about your experience in the Ag Department?
   The interaction w/ people + the friends I made
3. What things could have been done to make your experience better?
   Be more involved in the Ag Program
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For ___
   B. Jr. College (Name) ___ (Major) ___
   C. 4 Year College (name) University California Santa Barbara (Major) Pre Psychology
   D. Trade School (Name) ___
   E. Military (Branch) ___ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Jocelyn Lozano Phone Parent's 760-989-3269
Graduation Year: 2014 Student's cell Phone 760-899-0105
Permanent Address: 81-119 Pecos P
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	___Floral III
X Ag Biology HP	___Plant and Animal Physiology HP	___Floral IV
___Animal Health/Pet Care	___Ag Earth and Soil	___Ag Projects ___(years)
___Vet Science CP	___Floral I	___Ag Math
___Vet Science HP	___Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
3 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
2 My Ag classes covered basic Art Skills
2 My Ag classes helped me with public Speaking
1 My Ag classes helped develop leadership skills
4 My Ag teachers encouraged me to do as much as I could
1 I think I learned something about Record Keeping (Record Book)
1 I feel I developed my confidence through participation in FFA
5 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
7 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   I didn't participate in any Community Service.
2. What things do you feel were good about your experience in the Ag Department?
   The relaxed learning environment
3. What things could have been done to make your experience better?
   Nothing
4. Your overall rating of the Ag Department **(circle One)**
   1=great (2=good) 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) _____ (Major)_____
   C. 4 Year College (name) UC Santa Barbara (Major) English
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not? I only took 2 years of Agriculture
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Ariel Suarez Phone Parent's 760-534-8341
Graduation Year: 2014 Student's cell Phone
Permanent Address: 47800 Madison St. Unit #170
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	___Floral III
✓ Ag Biology HP	✓ Plant and Animal Physiology HP	___Floral IV
✓ Animal Health/Pet Care	___Ag Earth and Soil	✓ Ag Projects 2 (years)
___Vet Science CP	___Floral I	___Ag Math
✓ Vet Science HP	___Floral II	✓ Ag Chemistry

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

4 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
3 I choose not to get involved in FFA, I took classes for interest only
5 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
yes, because I seen personal growth in myself every year.
2. What things do you feel were good about your experience in the Ag Department?
The responsibility and the commitment with everyone here.
3. What things could have been done to make your experience better?
We need more experience outside the valley, more trips
4. Your overall rating of the Ag Department **(circle One)**
1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
A. Go to Work, Type of Job Looking For Meat inspector
B. Jr. College (Name) Mt. San Antonio (Major) Pet science
C. 4 Year College (name) UC Davis (Major) pet science
D. Trade School (Name)
E. Military (Branch) I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
If No, Why Not?
I only had 3 years in Ag.
7. Any other Commits: **(Please write on back of page if needed)**
I have none.

Graduate Follow-up

Student Name Ivie M. Lopez Phone Parent's (760) 625-6918
Graduation Year: 2014 Student's cell Phone (760) 574-1719
Permanent Address: 49600 Calle Oaso
City Coachella Zip Code 92236

Classes completed in Agriculture: (check each class you took)

~~✓~~ Ag Biology CP	____ Plant and Animal Physiology CP	____ Floral III
✓ Ag Biology HP	✓ Plant and Animal Physiology HP	____ Floral IV
✓ Animal Health/Pet Care	____ Ag Earth and Soil	✓ Ag Projects 3 (years)
____ Vet Science CP	____ Floral I	____ Ag Math
✓ Vet Science HP	____ Floral II	Ag Chemistry ✓

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
4 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
4 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
5 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Encouraged me to be more open to different opportunities.
2. What things do you feel were good about your experience in the Ag Department?
   I learned to get out of my comfort zone & grow up more.
3. What things could have been done to make your experience better?
   To be more strict on new kids, younger kids.
4. Your overall rating of the Ag Department **(circle One)**
   1=great **2=good** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Ag related or any. Doesn't really matter.
   B. Jr. College (Name) COD (Major) General Ag
   C. 4 Year College (name) Cal Poly (Major) Ag Bio??
   D. Trade School (Name) n/a
   E. Military (Branch) Marines I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

No.

Graduate Follow-up

Student Name Anel Cabrera Phone Parent's (760)775-8338
Graduation Year: 2014 Student's cell Phone (760) 348-5151
Permanent Address: 83780 Ave 49 #431
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	___Floral III
___Ag Biology HP	___Plant and Animal Physiology HP	___Floral IV
✓Animal Health/Pet Care	___Ag Earth and Soil	✓Ag Projects 2 (years)
___Vet Science CP	___Floral I	___Ag Math
✓Vet Science HP	___Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
3 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
4 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
3 I think I learned something about Record Keeping (Record Book)
4 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
2 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   yes
2. What things do you feel were good about your experience in the Ag Department?
3. What things could have been done to make your experience better?
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Teller
   B. Jr. College (Name) _____ (Major) _____
   C. 4 Year College (name) UC Davis (Major) Animal Science
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Edit Cebreros Phone Parent's (760) 541-9562
Graduation Year: 2014 Student's cell Phone (760) 698-0144
Permanent Address: 81496 Fuchsia Avenue
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

X Ag Biology CP	___ Plant and Animal Physiology CP	___ Floral III
X Ag Biology HP	X Plant and Animal Physiology HP	___ Floral IV
X Animal Health/Pet Care	___ Ag Earth and Soil	___ Ag Projects ___ (years)
___ Vet Science CP	___ Floral I	___ Ag Math
X Vet Science HP	___ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

X 5 My Ag classes helped me get through High School
___ My Ag classes offered projects that helped me learn more about myself
___ My Ag classes covered basic Science Skills
___ My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
3 My Ag classes helped develop leadership skills
2 My Ag teachers encouraged me to do as much as I could
___ I think I learned something about Record Keeping (Record Book)
4 I feel I developed my confidence through participation in FFA
___ I choose not to get involved in FFA, I took classes for interest only
___ I learned skills in Parliamentary Procedures
___ We had current technology available in the Ag department; (printers, computers, equipment, etc.)
___ Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you? Yes they did and offered me opportunities.
2. What things do you feel were good about your experience in the Ag Department? I met life long friends.
3. What things could have been done to make your experience better? Be more active and participate more
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Ag teacher.
   B. Jr. College (Name) ___ (Major) ___
   C. 4 Year College (name) San Bernardino/Riverside (Major) Animal Science.
   D. Trade School (Name) ___
   E. Military (Branch) ___ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Jesenia Cruz — Phone Parent's (760) 347-3974
Graduation Year: 2014 — Student's cell Phone (760) 609-9396
Permanent Address: 83-111 Date Ave
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

✓ Ag Biology CP	____ Plant and Animal Physiology CP	____ Floral III
____ Ag Biology HP	✓ Plant and Animal Physiology HP	____ Floral IV
✓ Animal Health/Pet Care	____ Ag Earth and Soil	✓ Ag Projects 4 (years)
✓ Vet Science CP	____ Floral I	____ Ag Math
____ Vet Science HP	____ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
5 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
4 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
5 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   yes they did help.
2. What things do you feel were good about your experience in the Ag Department?
   I enchanced my public speaking skeills.
3. What things could have been done to make your experience better?
   more activities within the Class.
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) **2=good** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) College of Desert (Major) Biology
   C. 4 Year College (name) Cal Polytechnic (Major) Animal Science
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? (Yes) No
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Gerardo Chavez Phone Parent's (760) 342-1652
Graduation Year: 2014 Student's cell Phone
Permanent Address: 81038 Helen Ave
City Indio, CA Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	___Floral III
___Ag Biology HP	___Plant and Animal Physiology HP	___Floral IV
✓ Animal Health/Pet Care	___Ag Earth and Soil	___Ag Projects ___(years)
___Vet Science CP	___Floral I	___Ag Math
✓ Vet Science HP	___Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

4 My Ag classes helped me get through High School
4 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
5 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
3 I think I learned something about Record Keeping (Record Book)
3 I feel I developed my confidence through participation in FFA
5 I choose not to get involved in FFA, I took classes for interest only
4 I learned skills in Parliamentary Procedures
3 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes, More participation help me be confidiant
2. What things do you feel were good about your experience in the Ag Department?
   Maybe learning more about different career's.
3. What things could have been done to make your experience better?
   Paid attention more.
4. Your overall rating of the Ag Department **(circle One)**
   1=~~great~~ 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Army as a 68T
   B. Jr. College (Name) ~~ARMY~~ (Major) ~~vet~~
   C. 4 Year College (name) Army (Major)
   D. Trade School (Name)
   E. Military (Branch) Army I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not? Did not take a Ag class freshman year.
7. Any other Commits: **(Please write on back of page if needed)**

They should talk more about the Ag classes in middle school.

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S.

List of Active Placement Sites

List of Active Placement Sites

Student Name: Liliana Lopez
Placement: Desert Dunes Animal Hospital
Address: 42-430 Washington Street
Bermuda Dunes, CA 92203

Student Name: Cera Lopez
Placement: Lopez' Landscaping
Address: 45166 Bradley Way
Indio, CA 92201

Student Name: Alexander Gallardo
Placement: Valladolid and Sons Nursery
Address: 81-145 Mesa Verde Trail
Indio, CA 92201

The National Organization of Agriculture Students

INDIO HIGH FFA
81 - 750 Avenue 46
Indio, CA 92201

Indio High School Agriculture

To Whom it may concern,

We would like to thank you for allowing our students a chance to see and participate in a learning experience that will expose them to the real world. The opportunity you are giving them will have a definite impact on their life.

The Agriculture department strives to help employers, job sites, and students achieve the maximum experience. We are there to help you with any problems that might arise and answer any questions that you might have. We periodically visit with students and their sites to see what they are doing and check their progress with you.

Any visitations will be arranged with you in advanced will be brief to limit any workplace disturbance. The Agriculture teachers; Nancy Lauritzen, Larry Laurtizen, or myself will be the persons working with the students and yourself to make this experience what truly -- is a chance of a lifetime.

Once again we would like to thank you for your support and effort on behalf of our students. Your time, effort, and skills that you give could never be measured in dollars. If we can be of any service or help please feel free to contact us at any time. Indio High's Agriculture department can be contacted at: 760-342-9300.

Thank You,

Melissa McBride
Department Chair

Student Name _____

Proposed job site_____

Supervising Teacher_____

Employer_____

DESERT DUNES ANIMAL HOSPITAL

42-430 Washington Street
Bermuda Dunes, CA 92203
760-345-8227

Henry C. Randazzo, D.V.M.
Eric Jackman, D.V.M.
Byron Emewiller, D.V.M.
John Howarth, D.V.M.

Tim Connor, D.V.M.
Nicole Brockmeier, D.V.M.
Michael Bohn, D.V.M.
Dr. Scott Papes, D.V.M.

July 29, 2014

Ms. Nancy Lauritzen
Indio FFA Advisor
81-750 Ave. 46
Indio, CA 92201

Re: Liliana Lopez

Dear Ms. Lauritzen,

Lily Lopez interned in the Treatment department at Desert Dunes Animal Hospital from 07/09/14 – 07/25/14 for 59.35 hours this summer from Indio High School through her Agriculture Projects course. Lily learned quickly and was an excellent student, following instructions well.

Below are some of the skills Lily learned:

- Animal restraint: Lily learned how to hold dogs and cats for blood draws, nail trims, anal glands, bandages, and also exams with the doctors.
- Cleaning and sterilizing: Lily learned how we sterilize cages after animals have been in them, surgical instruments, and doctors' gowns.
- Inventory: Lily learned how we keep inventory of all the supplies and making sure that we stay stocked on our supplies and not run out.
- Sterilizing Packs: Lily has also learned how to sterilize surgical instruments using the autoclave; and also, how to wrap a surgical pack for the surgeon.

We appreciate Lily's help and attitude and wish her well in her future endeavors.

Sincerely,

Michael B. Ling, Jr.
Treatment Supervisor

PET RESCUE CENTER - OPERATIONAL PROCEDURE

Wash hands before entering Pet Center. room. Sign in on the sheet on the desk.

Some animals, out of fear, may bite. Look at the animal and talk to it a minute before approaching it.

Animals are not allowed out of the center unless you are taking them for their walk, or have been told to take them elsewhere.

Upon arrival, dogs will be barking and should be taken out immediately one dog at a time. Check to see which dogs have not gone in their cage and take those out first.

They will be thirsty and hungry. Before giving any food or water check the front of the cage and see if there are any specific instructions (for instance, a red sticker, means the animal is having surgery and do not feed and/or water). Put a little water in their bowl and give them a small amount of food. They will not bark nearly so much.

If there are no towels already in the center, go to the laundry room and get them. Also get enough clean bowls from the "central kennel kitchen" for each cage to have two bowls. Fill your water can from the "dog bathing room" which is connected to our Center.

Clean each cage:

When you are putting animals in and out of their cages, always keep the door to hallway closed.

Remove the dog from its' cage to an empty cage. Do not let them run loose in the room.

Remove old bowls and towels. Soiled towels are to be put into our laundry basket and then removed to the laundry room and dumped into the hamper Return dirty bowls to the kitchen & put in dishwasher.

Clean cage thoroughly with the disinfectant spray and paper towels.

Put into each cage a fresh towel, water and

dog food (canine maintenance for mature dogs
and canine growth for young dogs).

After you have finished all dogs, then do the feline cages in the same manner (give mature cats the feline maintenance and kittens feline growth.) If the kittens are very small, ask how and what to feed them.

Straighten up the room and put things where they belong.

Sweep the floor (try to get under the furniture) and put debris in the wastebasket and then take all litter to the enclosed dumpster in the parking lot. Put fresh bags in each waste basket.

If there is old water in the mop bucket, you may carefully dump it into the drain which is in the center of the floor of the "dog bathing room." Mop any water that spills over.

Put hot water and some clorox into the bucket and mop the floors and dump the old water again.

Your work is done. Now it is playtime. Take out one pet at a time and give it attention, grooming if necessary and lots of love. You may take more than one kitten out at a time.

When you have finished, stock food and litter bins.

Wash hands when work is complete.

Don't forget to sign out.

Livestock Policies of Indio Agriculture Department

This is a wonderful experience that your child will get to participate in. **Only Agriculture students may have an animal project.** your student will be learning about their animal, feeding, care, record keeping and life. There are student loans for first year livestock projects. The loan will be paid after the student sells their animal at eh auction in February. In order for your student to have this opportunity, they must put down a $80 dollar deposit. This will gold their animal for them. Since your student will be investing their time and money, they need your support. In order to have an animal project the following procedures must be followed:

1. All students are allowed to have their animal at the Indio Fair Grounds. But we are the guests must always treat the fair ground people with the up most respect at all times. We may not drive through the fair grounds as this could disrupt the programs that the fair puts on. All students are to help maintain the facilities, on a daily basis. When the barns are closed all students must leave the area, do not stand around outside the barns. Be picked up on time or arrange to meet somewhere away from the fair grounds.

2. We will have some workdays to get ready for the livestock. Tentative days will be informed to livestock owners, all students must attend. If any parents can help will be appreciated.

3. Indio Agriculture Department will buy all feed and medicine for the animals at the fair grounds. It will be a co-op based program, this will save cost and time (for the parents).

4. BARNS
   - A. There will be an Agriculture teacher or a designated parent to supervise the students.
   - B. The barn hours are Monday- Friday 2:45 to 4:00 P.M: Saturday- Sunday are from 8:00 to 9:00 A.M and 2:45 to 4:00 P.M.
   - C. The student is expected to clean and care for their animal everyday (even **on weekends and holidays).** Animals need to be taken out daily for exercise and sun. Weighed once a week and reported to the instructor are necessary. On warm days the pigs should be washed. The animals are to **never** be put in the barns **wet**!
   - D. If a student can't take care of the project they must get someone to feed, clean, and walk their animal.
   - E. No student or parent is allowed to be on the fair grounds after feeding hours.
   - F. Students are not to feed or handle other students' livestock without their permission.
   - G. All student will maintain a Record Book (this will be given to your student) and write 10 hand-written letter to businesses and friends.
   - H. Before a student may receive their money from the sale of the animal, they must have written an open thank you letter (stamped and addressed correctly), record book up to date and all debits are paid.
   - I. Students must maintain a **C average** in their classes.
   - J. Any student found to be abusing, neglecting or harming any animal would face dispensary actions, which can include loss of animal, all investment and or denial access to barns.

This is a wonderful opportunity for everyone to learn and have fun at the same time. However, they must follow the rules, if any student is found to violate any of the rules , they will be put on contract. Any further violations may lead to the removal of the animal, and loss of their investment.

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T.
Recruitment Activities and Materials

Program promotion and recruitment is vital to the success of our agricultural department.

To recruit students to consider the agricultural department as an area of study, our Department Head will travel with the counseling staff when they are meeting with the middle schools that feed into our high school. Our Department Head explains the benefit of the program and the possibilities available to the students. Currently there is a ban on all clubs recruiting at the middle schools, for certain department felt it was unfair for clubs to recruit students prior to attending the high school. I do believe that this will change as we enter into Common Core and a reemphasis on Career Technical Education.

The greatest tool for career guidance and program recruitment/retention are the home visits. Personally, I make every effort to perform a home visit to all my Freshmen/1st year students. Home visits are also vital for retention of students in our program. During the home visits, the possibilities and opportunities available to students through the agricultural department and the FFA are presented to both the student and the parents on a more intimate basis. The sequences of courses are presented to all students and parents to prepare students for a career in agriculture. Annually, the department will also meet with the school counselors so they can also advise students interested in the field of agriculture as to what courses to enroll in while at Indio High School. The sequence of course for our agricultural department can be found on the following page.

As far as informing parents, teachers, administrators and the community about the success of our program, we utilize many resources to ensure the future support of our program. One of the resources and strategies we use is the publication of a monthly newsletter that is written by our chapter Reporter. In addition, during our annual Awards Banquet, the chapter Reporter will also compile our chapter pictures and create a sort of digital scrapbook and slideshow which is presented to the attendees. The Banquet is also an excellent opportunity to showcase our students and all the multiple skills and talents they have developed through their involvement in the agricultural department. Lastly, in able to receive continued support from our school district, our chapter officers will present a copy of our Program of Activities annually presentation to the school board. During this presentation, we update the school board members of the success our chapter has had and what we hope to accomplish in the near future.

All students are welcomed into our program including special education student. Every student is challenged to grow both personally and academically. Articulation agreements are in place with Mt. San Antonio Community College so our students can begin earning college credits for completing the coursework offered through our agricultural department. Our students will also participate in Field Days throughout the state to develop skills within a particular field of study in agriculture. All our success is then showcased for the benefit of our program to promote continued support.

Attached you will also see a PowerPoint that was used this year as the department presented to the entire freshmen class as we recruited 9th graders into our two pathways. Our school is moving towards having all students select a pathway by the end of the 9th grade year. Therefore this was our effort to have students join our program during their 10th grade year.

Indio's Agricultural Department

Mr. Lopez – Ag Teacher & Assistant FFA Advisor

Indio High School

AGRICULTURE
BY THE NUMBERS

AGRICULTURE IS THE **SINGLE LARGEST** EMPLOYER IN THE WORLD

AGRICULTURAL LAND PROVIDES HABITAT FOR **75%** OF THE NATION'S WILDLIFE

AMERICANS SPEND ABOUT **6%** OF THEIR INCOME ON FOOD, **AMONG THE LEAST IN THE WORLD.**

THAT'S COMPARED TO
9% IN ENGLAND
14% IN FRANCE
25% IN BRAZIL
35% IN INDIA
45% IN KENYA

U.S. FARMERS PRODUCE
46% OF THE WORLD'S SOYBEANS
20.5% OF THE WORLD'S COTTON
41% OF THE WORLD'S CORN
13% OF THE WORLD'S WHEAT

American agriculture provides jobs – including production agriculture, farm inputs, processing and marketing, along with retail and wholesale sales – for more than 22 million of the U.S. population.

However ...

ONLY 4.6 MILLION OF THOSE PEOPLE LIVE ON FARMS – SLIGHTLY LESS THAN 2% OF THE TOTAL U.S. POPULATION.

ALMOST 98% OF U.S. FARMS ARE OPERATED BY INDIVIDUALS OR FAMILY CORPORATIONS.

FARMERS AND RANCHERS ARE PRODUCING MEAT LOWER IN FAT AND CHOLESTEROL, RESULTING IN RETAIL CUTS THAT ARE 15% LEANER. LEANER BEEF CUTS ARE BEING PRODUCED TODAY THAN 20 YEARS AGO.

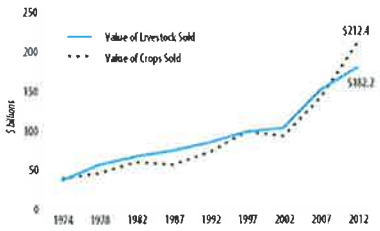
IN THE 1960S, ONE FARMER SUPPLIED FOOD FOR 25.8 PEOPLE. TODAY, ONE FARMER SUPPLIES FOOD FOR 155 PEOPLE. IN THE U.S., FARMERS AND RANCHERS USE MODERN PRODUCTION TECHNOLOGIES TO INCREASE THE QUALITY AND QUANTITY OF THE FOOD THEY PRODUCE.

California's Gross Cash Receipts, 2012
$44.7 Billion*

*Totals may not add due to rounding.

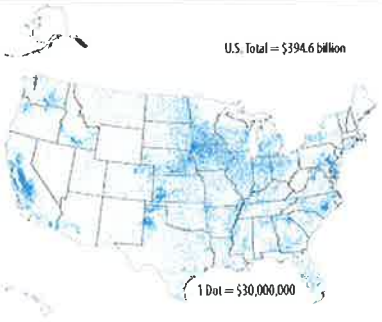
#1 California is the nation's top agricultural state

Value of U.S. Crop and Livestock Sales, 1974 - 2012



Source: USDA NASS, 2012 Census of Agriculture.

U.S. Agriculture Sales, by County, 2012

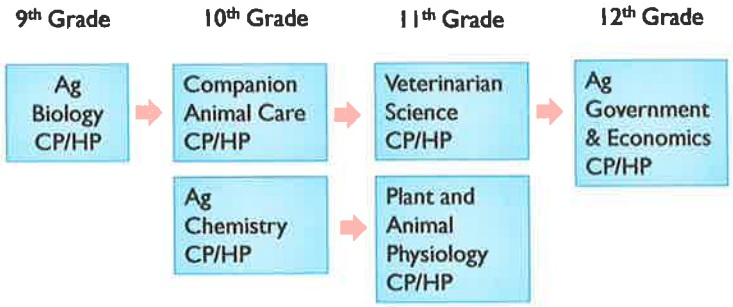


Source: USDA NASS, 2012 Census of Agriculture.

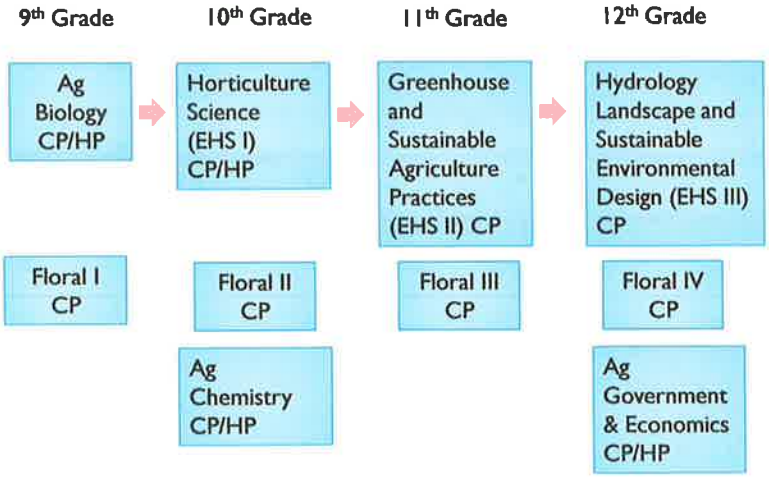
Pathways

- There are two pathways in Indio's Agricultural Department
  - Animal Science
  - Horticulture

Animal Science Pathway



Horticulture Pathway



College Credit

- By completing courses in either pathway, students are able to earn college credit at no cost to the student.

MT. SAC
Mt. San Antonio College

Hands On Learning

Practice what you learn in class in projects that requires teamwork and critical thinking

FFA

Opportunities
- Travel across the state and nation
- Participate in various contest
- Develop skills needed in the workforce
- Prepare of a rewarding career
- Feed the world while making it beautiful

Leadership Development
- Attend Conferences
- Participate in Public Speaking
- Run for office at local, county, state and national level

Questions?

- Contact:

Mr. Lopez in room 3203
cesar.lopezbarreras@desertsands.us
(760) 775-3550

March on, Rajah Report!

81750 Avenue 46, Indio CA 92201 (760) 775-3550 March 2015

INDIO HIGH SCHOOL DOMINATES AT THE Riverside County Fair!

Indio FFA had an extremely successful year at the fair. Both our Animal Science and Environmental Horticultural Science Pathways within the Agriculture Department at Indio High School were featured. The rewards come from endless hours of work and dedication towards students' supervised agricultural experience projects.

Junior Landscapes Exhibits

Five days before the opening of the fair, the students in the Environmental Horticultural Science Pathway begin construction a 10' x 10' miniature display garden. The students plan and design a display garden using the elements of design, mathematics measurements, and horticultural science knowledge in creating the plans for their gardens. After consulting their Agricultural Teacher to solidify their plans, students bring their designs to life to be judged. IHS submitted 14 display gardens.

1st Place Jr. Landscape & awarded "Best of Show"
"Alice in Wonderland" by Delania Smith & Marlene Garcia

DATES TO REMEMBER:

3/6 – 10th Grade CAHSEE Pep Rally
3/9 – 9/10/11 Gr lunch meeting to run for ASB 2014-15 (3128)
3/9-3/13 Sadie Hawkins Spirit Week
3/13 – Sadie Hawkins Dance in the gym, 8-11pm
3/14 – 10th grade CAHSEE Boot Camp
3/16 – CAHSEE Dry Run
3/17 – Late Start - CAHSEE ELA
3/18 – Late Start - CAHSEE Math
3/20 – Blood Drive
3/20 – 2015-2016 ASB Elections @ lunch in the quad
3/25 – Regular Bell Schedule – No Late Start
3/27 – 2015-2016 Class Officer Elections @ lunch in the quad
3/27 – End of 3rd Quarter
3/30-31 – Spring Break

oh, don't forget...

Sheep and Goat Show

On Tuesday, February 17, the fairgrounds hosted the Sheep and Goat Shows. Our students in the Animal Science Pathway have raised their sheep/goat since mid October. Every day after school and twice on weekends, our students cared for their animals by cleaning, caring, feeding and exercising their animal project; students also train and work with their animals in preparation for the Sheep and Goat Show.

SWINE SHOW

On February 18, the fairgrounds hosted the Swine Show. Students in the Animal Science Pathway have raised their sheep/goat project since mid October. Every day after school and twice on weekends, our students cared for their animals by cleaning, caring, feeding and exercising their animal. Students train and work with their animals in preparation for the Show. Our students were very proud as Principal, Mr. Ramirez, and Superintendent, Dr. Rutherford, watched the Show.

Lourdes Lopez was awarded Reserved Champion Feeder Pig (2nd Best Feeder Pig in Riverside County)

*See Page 4 for additional results

Congratulations to all of the awarded Fair projects and participants!

Junior Landscapes Exhibits

Sweepstakes Award in Horticulture and Floriculture to Indio High School for having the most 1st place entries than any other school!

- "Mystical Garden" by Rosa Amaya and Mary Rose Gonzales – 1st Place Jr. Landscape
- "Wonderful Wizard of Oz" by Rene Garcia and Isaac Perez – 2nd Place Jr. Landscape
- "Path to Willy Wonka's Factory" by Lilliana Lopez and Samantha Lizarraga – 2nd Place Jr. Landscape
- "Lover's Wish" by Miguel Torres, Esteban Medina & Jonnathan Poblano – 1st Place Jr. Landscape
- "By the Dry River Bed" by Seiri Samaguey, Andrea Luna & Lidia Mascareno – 1st Place Jr. Landscape
- "Rustic States" by Breanna Ortiz & Victoria Pecina – 1st Place Landscape
- "Simba's Garden" by Joy Castillo and Veronica Rios – 1st Place Landscape
- "The First Garden" by Emiliano De La Cerda & Joel Melgoza-Fernandez – 1st Place Jr. Landscape
- "Japanese Paradise" by Jesselyn Rosas & Maria Guerrero – 1st Place Jr. Landscape
- "Meditation and Reflection" by Alexander Gallardo, Giovanny Gutierrez & Brian Tzompantzi – 1st Place Jr. Landscapes
- "Tarzan's Garden" by Jessie Gutierrez & Martin Gordillo – 1st Place Jr. Landscape
- "Up" by Alexander Paz and Mariah Galvez – 1st Place Jr. Landscape
- "A Day at the Fair" by Cera Lopez & Aleena Duran – 2nd Place Jr. Landscape

Sheep and Goat Show

In novice Sheep Showmanship, the results were as follows:

- 3rd Place – Guadalupe Medina
- 6th Place – Jose Munguia
- 8th Place – Cindy Rivas
- 9th Place – Francelia Diaz
- 11th Place – Viridiana Robles
- 13th Place – Yaneth Garcia
- 14th Place – Adrian Amaya

In Advance Sheep Showmanship, the results were as follows:

- 7th Place – Emiliano De La Cerda
- 8th Place – Brian Tzompantzi
- 11th Place – Giovanny Gutierrez

Market Classes:

The following students placed first in their market class:

- Giovanny Gutierrez & Guadalupe Medina

The following students placed second in their market class:

- Francelia Diaz

The following students placed third in their market class:

- Angel Valdivia & Andrea Luna

Chapter Group (Pen of 3)

Indio FFA won the 2nd place team: Brian Tzompantzi, Guadalupe Medina, Giovanny Gutierrez and Francelia Diaz

Market Classes:

The following students placed first in their market class:

- Rosa Amaya, Mary Rose Gonzales & Macalen Sanchez

Chapter Group (Pen of 3)

Indio FFA won the 1st place team

FFA Champion Market Goat:

- Macalen Sanchez – Indio FFA

FFA Reserve Market Champion Goat:

- Rosa Amaya – Indio FFA

Grand Champion Market Goat:

- Macalen Sanchez – Indio FFA

Reserve Grand Champion Market Goat:

- Rosa Amaya – Indio FFA (2nd Best Market Goat in Riverside County)

Swine Show

In Novice Swine Showmanship, the results were as follows:

- 7th Place – Natalie Delgado
- 8th Place – Zafiro Vidal
- 11th Place – Rene Garcia
- 12th Place – Alexyah Duran

In Advance Swine Showmanship, the results were as follows:

- 2nd Place – Alexander Gallardo
- 3rd Place – Sabrina Segoviano
- 4th Place – Alexander Paz
- 7th – Breanna Ortiz
- 8th – Sheldon Solis

Market Classes:

The following students placed first in their market class:

- Mariah Galvez, Breanna Ortiz, Sabrina Segoviano, Zafiro Vidal and Felicity Lopez

The following students placed second in their market class:

- Sheldon Solis, Kayla Adkins, Isaac Perez, Hector Aldaz & Rene Garcia

The following students placed third in their market class:

- Ricardo Paredes, Joel Melgoza, & Natalie Martin

Chapter Group (Pen of 3)

- Indio FFA won the 2nd place team

Reserved Champion Feeder Pig (2nd Best Feeder Pig in Riverside County):

- Lourdes Lopez

IHS had 11 Magic Carpet Scholarship Candidates whom the Fair Board awarded scholarships to on Saturday, Feb. 21. These students were interviewed on Thursday, Feb. 19:

Rosa Amaya
Aleena Duran
Martin Gordillo
Cera Lopez
Lilliana Lopez
Andrea Luna
Alexander Gallardo
Alexander Paz
Maria Guerrero
Jesselyn Rosas
Delania Smith

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Rudy Ramirez, Principal
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U.
Staff In-Service Record

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B School Year 2013-14 School Indio High School

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

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES							
	McBride	Lauritzen	Lopez					
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 **			X					

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

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

1	National Agriscience Ambassador Academy - Learn about inquiry based agriscience lab, sponsored by Dupot and NAAE
2	New Proffesionals Conference in Fresno, Ca
3	
4	
5	

Professional Development is vital to remain current in not only the industry but also to make class relevant and strengthen curriculum. I have made a great effort to remain current this year and to share this knowledge with my colleagues. My motivation to remain current and to share this knowledge has been and continues to be the benefit of students. The following is an account of my personal development:

- State Conference of the California Agricultural Teachers' Association
- Late Spring Course at Cal Poly San Luis Obispo
    - AGED S525 - Organizing Instruction for Growing and Selling Horticulture Products
- Life Science Summer Institute – Rigorous training in biotechnology for teachers by the Southern California Biotechnology Center
- DuPont National AgriScience Teachers Ambassador Academy (NATAA) graduate
- Federal Program Monitoring Training – Preparing for Title I and FPM visit from state visiting team
- FPM English Learners Training - Indio's In-house Curriculum Coach training to ensure the needs of English Learners are being met school wide
- Depth of Knowledge Training – Indio's In-house Curriculum Coach training on increasing rigor in our curriculum
- Close Reading and Common Core Literacy Standards Training - Indio's In-house Curriculum Coach training on increasing literacy in our curriculum and on the transition into Common Core
- California STEM Symposium
    - Teaching about California Water with EEI and Project WET
    - Common Core for Science: Integrating Literacy in the Science Classroom
    - Planning and Implementing Integrated, Standard-Based Instruction for Diverse Learners
    - Hands-on Science Center in Your Neighborhood: Community Science Workshop Network
    - Let's Get REAL (Renewable Energy Academy Learning)
    - STEM Academies and Pathways: Choosing a Model that Works
- Desert Sands Unified School District's High School Science TRAC Training – All science teachers district wide trained in incorporating the Common Core and Next Generation Science Standards into their curriculum
- National FFA Leadership Conference
    - STEM: Fueling the Future for Ag Education
    - Empowered to Lead. Inspired to Serve – Lead2Feed Student Leadership Program
- Conducted a workshop at the National FFA Leadership Conference
    - Adding Some Color to Plant Science

- Southern Region Fall In-Service and CATA Meeting
    - Industry tour of the renewable wind energy plant in the Imperial County
    - Green Valley Packing Shed industry tour
- Southern Region Curriculum In-Service: State and National Instructional Initiatives in Agricultural Education
    - I-Record Book Training
    - Inventory, Financial Statement and Income Summery In-service
- Conducted workshops at the Southern Region Curriculum In-Service: State and National Instructional Initiatives in Agricultural Education
    - Fish, Photosynthesis and pH – As a DuPont Agriscience Teacher Ambassador I conducted mini lessons to model hands on, inquiry based learning in the agriscience classroom
- National Association of Agricultural Educators and the Association for Career Technical Educators Conference
    - Enough!: A Great Food Security Curriculum for Agriculture Education
    - Pallet Gardening in Small Spaces
    - Turfgrass Science Curriculum for Secondary Agriculture Education Programs
    - Incorporating Vertical Farming in Your Ag Class
    - Growing a Grant: Cultivating Seeds of Funding Success
    - Grant Writing 101: In Search of the Money Tree
- Southern Region Spring Regional California Agricultural Teachers' Association Meeting

CALIFORNIA ASSOCIATION FUTURE FARMERS OF AMERICA

CALIFORNIA DEPARTMENT OF EDUCATION
AGRICULTURAL EDUCATION
1430 N STREET, SUITE 4503
SACRAMENTO, CA 95814
www.calaged.org

March 16, 2015

Indio High School
Cesar Lopez
81-750 Avenue 46
Indio, CA 92201

Dear Mr. Lopez:

I would like to compliment you on your achievements in the Agriscience Teacher Recognition Program. You have been named as a state finalist in this year's competition. The state winner will be named at the State FFA Leadership Conference in Fresno in April.

Interviews of the state finalists will be conducted on Sunday, April 19, 2015, at approximately 9:00 a.m. You will need to check in with Dr. Lloyd McCabe, by 8:00 a.m. in the Valdez Hall.

The awards program will be held during the afternoon session on Sunday, April 19. You must check in at the Information Booth in Selland Arena by 3:15 p.m.

There is some seating available for family who wish to come and observe the ceremonies. This seating is available on a first-come, first-served basis. Guests may attend this session at no cost. Special guests should pick up a guest pass from the FFA Financial Services Office located in the Ticket Windows inside Valdez Hall. However, if they will be attending other parts of the convention they must be registered to attend.

Again, congratulations on your accomplishment and best of luck in your quest for selection as the State Agriscience Teacher of the Year.

Sincerely,

Josiah Mayfield
Assistant State FFA Advisor
(916) 319-0486
jmayfield@cde.ca.gov

cc: Indio High School Principal

Corporate News

Contact: Jane Bachmann
1-515-535-4923
jane.bachmann@dupont.com

Indio Teacher Named "AgriScience Ambassador"

Innovative Learning Techniques Coming to Local Science Classrooms

WILMINGTON, Del., July 30, 2014 – Cesar Lopez Barreras, agriscience teacher at Indio High School, Indio, Calif., successfully completed the 12th annual DuPont National AgriScience Teachers Ambassador Academy (NATAA) at the company's Chesapeake Farms in Chestertown, Md. Upon receiving the certificate of completion, Mr. Barreras became an "Ag Ambassador," joining the other 250 outstanding teachers from across the country having attended NATAA and earned that designation.

The NATAA "Ag Academy" is a professional development institute sponsored by DuPont and a special project of the National FFA Foundation and the National Association of Agricultural Educators (NAAE). This year, 49 highly recommended agriscience teachers were selected to engage in inquiry-based activities, where they explore state-of-the-art teaching concepts, with a majority of their training time in hands-on activities on Chesapeake Farms 3,300-acre working farm. The dual farm and classroom approach is designed to invigorate teachers and to infuse that learning experience in the classroom with their students.

"The Ag Academy has been an eye-opening and energizing experience," said Mr. Barreras. "Inquiry-based learning is not a cookie-cutter process. I'm very excited to start integrating this year's classroom curriculum with new techniques and tools and to be able to share them with my students and other teachers."

With the Ag Academy training, teachers are able to instill in their students a better grasp of scientific concepts and open the door for new horizons to pursue careers in STEM (science, technology, engineering, and mathematics) and related fields such as agriculture. Each class of Ag Ambassadors impacts approximately 10,000 students. Combined with multiple workshop presentations to their peers, in the last eleven years approximately 12,000 teachers across the U.S. including Puerto Rico and Alaska have participated, having a direct impact on over a million students since inception.

"By understanding global initiatives such as feeding the world and sustainability, teachers learn how to engage their students in real 21st century issues and finding real solutions," said Rik Miller, president, DuPont Crop Protection. "The Ag Academy embodies the professional development component and boosts the enthusiasm necessary to help students flourish in agriscience-related fields."

DuPont – one of the first companies to publicly establish environmental goals more than 20 years ago – has broadened its sustainability commitments beyond internal footprint reduction to include market-driven targets for both revenue and research and development investment. The goals are tied directly to business growth, specifically to the development of safer and environmentally improved new products for key global markets.

DuPont (NYSE: DD) has been bringing world-class science and engineering to the global marketplace

in the form of innovative products, materials, and services since 1802. The company believes that by collaborating with customers, governments, NGOs, and thought leaders we can help find solutions to such global challenges as providing enough healthy food for people everywhere, decreasing dependence on fossil fuels, and protecting life and the environment. For additional information about DuPont and its commitment to inclusive innovation, please visit http://www.dupont.com.

# # #

7/30/14

CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Agriculture and Home Economics Education
College and Career Transition Division
3801 West Temple Ave, Bldg 2-203
Pomona, CA. 91768
Telephone (909) 869-4496 FAX (909) 869-4196

Date: April 22, 2014

To: Southern Region Agriculture Teachers

From: Jack Havens, Southern Region Supervisor
California Department of Education
909-869-4496
jhavens@csupomona.edu

Ralph Mosqueda, Southern Region CATA President

Re: **2015 Spring Regional Meeting**

It is our pleasure to invite you to the Spring Regional Meeting of the Southern Region California Agricultural Teachers Association. This meeting is co-sponsored by the California Department of Education, Agricultural Education Unit and the College of Agriculture, California State Polytechnic University, Pomona. The meeting will be held on April 4, 2015 from 8:30 am to 12:00 noon at Cal Poly Pomona.

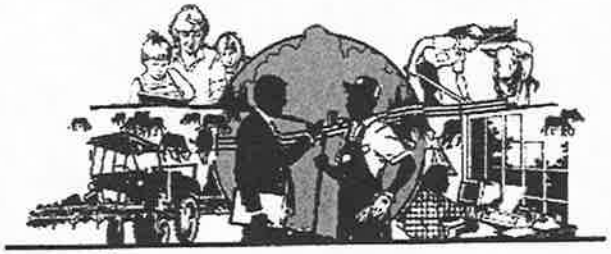
There will be a $15.00 registration fee for CATA members and $30 for non-members.

The Southern Region has many important matters to discuss and we look forward to seeing at this meeting!

2015
Riverside Section
Outstanding Young Member

•

Cesar Lopez



California Agricultural Teacher's Association, Inc

Southern Region CATA President

Regional Supervisor

2015
Riverside Section
Outstanding Agriscience Teacher

•

Cesar Lopez

California Agricultural Teacher's Association, Inc

Southern Region CATA President

Regional Supervisor

2015
Southern Region
Outstanding Agriscience Teacher

•

Cesar Lopez

Regional Winner

California Agriculture Teacher's Association, Inc.

CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Agriculture and Home Economics Education
College and Career Transition Division
3801 West Temple Ave, Bldg 2-203
Pomona, CA. 91768
Telephone (909) 869-4496 FAX (909) 869-4196

Date: April 22, 2014

To: Southern Region Agriculture Teachers

From: Jack Havens, Regional Supervisor
California Department of Education
909-869-4496
jhavens@csupomona.edu

Re: **Curriculum In-Service – State and National Instructional Initiatives in Agricultural Education**

New directions for Agricultural Education in the 21st Century include dynamic changes that will challenge students and create career pathways to success. It is therefore critical that we develop an understanding of these initiatives and concepts in order to incorporate these instructional activities into our agricultural programs.

- You are invited to attend a one-day in-service on **Tuesday, December 9, 2014** at the **Kellogg Lodge and Conference Center** on the campus of California State Polytechnic University, Pomona starting at 8:30 a.m. and ending by 3:30 p.m. This in-service is designed to provide the participant with the opportunity to become familiar with integrating state-of-art instructional strategies into your agricultural program.

There will be a registration fee of **$100.00 per department.**

These workshops are sponsored by the California Department of Education, the College of Agriculture - California State Polytechnic University, Pomona, and the California Agricultural Teachers Association.

You may register for the workshop by filling out the "Southern Region In-service Registration Form" available at the Southern Region website http://www.srffa.org/cata/ **No Purchase orders for individual in-services will be accepted.** If you choose to pay for just this one in-service school checks, personal checks, or cash only will be accepted. Return the registration to me no later than **November 24, 2014.**

We look forward to seeing you at this exciting educational activity.

RIVERSIDE COUNTY OFFICE OF EDUCATION
KENNETH M. YOUNG
Riverside County Superintendent of Schools

CERTIFICATE OF COMPLETION

THIS IS TO CERTIFY

Cesar Lopez

HAS COMPLETED THE CTE MODEL CURRICULUM STANDARDS 2.0 CONTENT AND CURRICULUM PROFESSIONAL DEVELOPMENT WORKSHOP (MODULE 2)

Presented on October 30, 2013

Diana Asseier
Assistant Superintendent
Educational Services

Ron Vito
Executive Director
Career Technical Education

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CTE™
Learning that works for California

LIFE SCIENCES SUMMER INSTITUTE

Certificate of Completion

Teacher Externship Program

July 11 - July 26, 2013

Presented to:

Cesar Lopez

Peter Callstrom
President & CEO
San Diego Workforce Partnership, Inc.

SAN DIEGO WORKFORCE PARTNERSHIP

Sandra Slivka, PhD
Director
Southern CA Biotechnology Center at Miramar College

SOUTHERN CALIFORNIA CENTER

Part of the DUPONT Agriscience Institute

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2014 National NAAE Convention
The DuPont Agriscience Institute
Interactive Workshops

Nashville, Tennessee
November 18th - November 22nd, 2014

The DuPont Agriscience Institute will focus on the enhancement of science as a part of the agriculture classroom, using inquiry-based learning. Topics change hourly, and participants will have the opportunity to conduct lab experiments, observe teachers model effective inquiry-based instruction, and see how to put the "experience" back into experiential learning. Agricultural Pathways are indicated for each session.

National Association
of Agricultural Educators
300 Garrigus Building • Lexington, KY 40546-0215
Voice: (859) 257-2224 or (800) 509-0204
Fax: (859) 323-3919 E-mail: NAAE@uky.edu
Web Site: http://www.naae.org

MEMORANDUM

January 16, 2015

TO: 2013 NAAE Convention Workshop Participants

FROM: Alissa F. Smith, Associate Executive Director AFS

RE: Professional Development Certificate

Congratulations on being a part of the professional development workshops at the 2014 NAAE Convention in Nashville, Tennessee. By attending these workshops, you made the decision to continually learn and grow, which exemplifies your dedication to agricultural education. We salute you for your enthusiasm! This year we offered a very diverse selection of workshops that we hope provided you with several opportunities to earn professional development credit and take something new home to use in your classes.

Enclosed you will find the Professional Development Certificate(s) that you requested. I am sure it will be beneficial in illustrating to your administration the importance of being involved in your professional organization.

Although this convention is just getting over with, I hope that you are making plans to be a part of the 2015 NAAE Convention in New Orleans, Louisiana on November 17-21, 2015. We are sure to have a wonderful convention planned in New Orleans with a ton of new and exciting professional development opportunities!

Please feel free to contact me if you have any questions regarding professional development credits or available professional development provided by NAAE.

Enclosures

2014 NAAE Convention
Nashville, Tennessee

Professional Development Documentation

Workshop Title: Pallet Gardening in Small Spaces

Presenter: Kari Robers, Union County High School, Liberty, IN

Date: Friday, November 21, 2014
Time: 4:00- 4:30 p.m.
Location: Belle Meade CD, Gaylord Opryland Hotel & Convention Center
Amount of Time: 30 minutes

Workshop Description: Have you ever wondered what to do with the old pallets in the Agriculture Shop? In this workshop you will learn how to recycle those pallets to make a pallet garden! Pallet gardening is a way to garden in small spaces raising many of your favorite cool and warm season crops. This horticulture lab can be completed on a low budget with just a few supplies. My students have learned how to become food sustainable through this lab and your students can too!

Name of Participating Educator: **Cesar Lopez**

I certify that the educator identified herein participated in the above named professional development activity for the indicated amount of time while attending the 2014 NAAE Convention.

Alissa F. Smith
NAAE Associate Executive Director

2014 NAAE Convention
Nashville, Tennessee

Professional Development Documentation

Workshop Title: Enough!: A Great Food Security Curriculum for Agricultural Education Sponsored by Elanco Animal Health

Presenter: Brady Revels, Elanco Animal Health, Omaha, NE

Date: Friday, November 21, 2014

Time: 2:30-3:45 p.m.

Location: Presidential Chamber A, Gaylord Opryland Resort & Convention Center

Amount of Time: 75 minutes

Workshop Description: Will we have enough food to feed a growing world? Will we have enough solutions to keep agriculture sustainable economically and environmentally? Learn how to join the Enough movement and bring back curriculum to your classroom. Great resources for teaching animal and plant sciences and how they relate to food security!

Name of Participating Educator: **Cesar Lopez**

I certify that the educator identified herein participated in the above named professional development activity for the indicated amount of time while attending the 2014 NAAE Convention.

Alissa F. Smith

Alissa F. Smith
NAAE Associate Executive Director

2014 NAAE Convention
Nashville, Tennessee

Professional Development Documentation

Workshop Title: Turfgrass Science Curriculum for Secondary Agriculture Education Programs

Presenter: Kristen Althouse, Sports Turf Managers Association, Boalsburg, PA; Mr. Jeff Fowler, Pennsylvania State University Cooperative Extension, Franklin, PA; and Marc Moran, Atlee High School, Mechanicsville, VA

Date: Thursday, November 20, 2014

Time: 2:45- 4:00 p.m.

Location: Cheekwood A, Gaylord Opryland Hotel & Convention Center

Amount of Time: 75 minutes

Workshop Description: A turfgrass science curriculum for secondary agriculture education programs was developed to introduce students to the turfgrass science field, increase awareness of job opportunities, and provide appreciation of the science and skills necessary to care for turfgrass surfaces. The curriculum focuses on the foundational information required for basic turfgrass management. Science based facts, inquiry, and practical application provide the foundation for students to begin learning about turfgrass science. The information can be utilized to care for turfgrass surfaces encountered in daily life, or as foundational knowledge should students choose to pursue a higher degree in turfgrass science. This presentation will outline the curriculum to agriculture educators and provide the information necessary to successfully implement it in the classroom.

Name of Participating Educator: Cesar Lopez

I certify that the educator identified herein participated in the above named professional development activity for the indicated amount of time while attending the 2014 NAAE Convention.

Alissa F. Smith

Alissa F. Smith
NAAE Associate Executive Director

2014 NAAE Convention
Nashville, Tennessee

Professional Development Documentation

Workshop Title: Incorporating Vertical Farming in Your Ag Class

Presenter: Robert Bollier, Lexington Technolgy Center, Lexington, SC

Date: Thursday, November 20, 2014
Time: 4:14- 4:45 p.m.
Location: Cheekwood H, Gaylord Opryland Hotel & Convention Center
Amount of Time: 30 minutes
Workshop Description: Learn how to incorporate vertical farming into your curriculum and allow students the opportunity to run their own business with the school lunch program. This may be incorporated on a small scale or large scale depends on the sources available through your local school district.

Name of Participating Educator: **Cesar Lopez**

I certify that the educator identified herein participated in the above named professional development activity for the indicated amount of time while attending the 2014 NAAE Convention.

Alissa F. Smith
NAAE Associate Executive Director

2014 NAAE Convention
Nashville, Tennessee

Professional Development Documentation

Workshop Title: Growing a Grant: Cultivating Seeds of Funding Success

Presenter: Dr. Rusti Berent, Ward's Science, Rochester, NY

Date: Wednesday, November 19, 2014
Time: 2:15- 3:30 p.m.
Location: Cheekwood B, Gaylord Opryland Hotel & Convention Center
Amount of Time: 75 minutes

Workshop Description: If you need equipment and supplies for your classroom or lab but don't have the funds and other resources to make it happen, this workshop can help. Did you know that you can learn about grants and funding in a hands-on, inquiry-based workshop? Come to this interactive, professional development workshop and practice the skills that can help you turn your material needs into a project that will convince funders to help you grow your garden of student success. You will learn the skills of finding funding, designing a project to maximize and showcase student achievement, and identifying and building the industry partnerships that can insure and support your project's sustainability.

Name of Participating Educator: **Cesar Lopez**

I certify that the educator identified herein participated in the above named professional development activity for the indicated amount of time while attending the 2014 NAAE Convention.

Alissa F. Smith
NAAE Associate Executive Director

2014 NAAE Convention
Nashville, Tennessee

Professional Development Documentation

Workshop Title: Grant Writing 101: In Search of the Money Tree

Presenter: Michele Sullivan, Stefonie Sebastian, and Kayla Lumpford-Mitchell, National FFA Organization, Indianapolis, IN

Date: Wednesday, November 19, 2014

Time: 5:15- 5:45 p.m.

Location: Cheekwood A, Gaylord Opryland Hotel & Convention Center

Amount of Time: 30 minutes

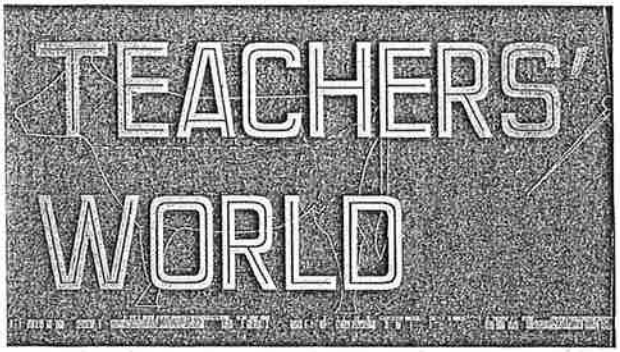
Workshop Description: In an age of shrinking budgets, securing grant funds may help ensure your program's future and expansion. Participate in this interactive session that will demystify the grant writing process. National FFA staff will examine steps to locate grant funding as well as the steps to prepare and write a successful grant. You will leave this workshop with tips and tricks to aid you in your search of the money tree.

Name of Participating Educator: **Cesar Lopez**

I certify that the educator identified herein participated in the above named professional development activity for the indicated amount of time while attending the 2014 NAAE Convention.

Alissa F. Smith

Alissa F. Smith
NAAE Associate Executive Director



INTERACTIVE TEACHER WORKSHOPS

Attend professional development that will help your classroom come to life. Discover new ideas and activities, receive free instructional materials and learn strategies to increase student engagement. Topics range from agriscience to leadership. The workshops are located in the East Hall of KEC, Rooms EH 2, EH 3 and EH 4.

Room EH 3: The DuPont Agriscience Institute will focus on the enhancement of science as a part of the agriculture classroom, using inquiry-based learning. Topics change hourly, and participants will have the opportunity to conduct lab experiments, observe teachers model effective inquiry-based instruction, and see how to put the "experience" back into experiential learning.

Room EH 2 and EH 4: Teacher Professional Development Classrooms will include a variety of subjects that will help teachers increase student engagement and improve their knowledge of specific agricultural content.

Don't forget to check http://www.naae.org/profdevelopment/teachers_world.cfm for the most up-to-date schedule for the Interactive Teacher Workshops or snap the QR code to get the schedule on your phone.

For each teacher workshop you attend, you will be entered for a chance to receive a Fit Bit, Apple TV or Mini iPad. The more workshops you attend, the more chances you have to win.

Internet Lounge For Teachers Only

Thanks to the generous support of Deacero, teachers can take a break in the Internet Lounge, located in Room E1, in the East Hall of KEC, next to the interactive teacher classrooms. Check your email, charge your phone and network with other ag teachers from across the nation while you rest your feet and gear up for the next general session or event. Also come get an advisor's name badge for ease of use in the expo and to be entered to win a Mini iPad or a free member registration for 2015.

Room EH 3 – DuPont Agriscience Institute Classroom

Take the "Subway" to Nutrient Station
DuPont Agriscience Institute
Wednesday, Oct. 29, 1:30 - 2:45 p.m.
"Dissect" your fast food meal with this hands-on activity and discover the nutritional value of your favorite sandwich components. Your students will love to learn about the food they eat. Fill up your plate and discover what nutrients lie in your lunch.

Tree CSI: Dendrochronology
DuPont Agriscience Institute
Wednesday, Oct. 29, 3 - 4:15 p.m.
Trees have secret pasts that can be discovered using dendrochronology. Attend this workshop and become a tree detective and learn how you can get your students engaged in an inquiry-based activity that is sure to dig up some dirty tree secrets!

Photosynthesis & Respiration It's a Plant's Life!
DuPont Agriscience Institute
Thursday, Oct. 30, 9 - 10:15 a.m. and Friday, Oct. 31, 3 - 4:15 p.m.
Help your students sprout and grow with a different approach to teaching photosynthesis and respiration. Learn how to captivate students through inquiry activities that will challenge and excite them. Easily implement activities into your current horticulture or plant science class.

Food Science: Keeping It Fresh
DuPont Agriscience Institute
Thursday, Oct. 30, 10:30 - 11:45 a.m.
Discover how food additives make your food safe and preserved. Get your students firsthand experience in analyzing and determining the best method for food preservation. A great activity that mirrors a real-world challenge food scientists tackle.

The Livestock Dating Game
DuPont Agriscience Institute
Thursday, Oct. 30, Noon - 1:15 p.m. and Friday, Oct. 31, 9 - 10:15 a.m.
"Breed" more life into your livestock breed lessons with this fun interactive activity. Have students select the perfect mate based on their desires. Bring your thinking caps and plan to be engaged.

Chicken Little...Chicken Big
DuPont Agriscience Institute
Thursday, Oct. 30, 1:30 - 2:45 p.m.
Discover how to help your students gain a better understanding of how the amount of supplements is determined in growing livestock. This interactive lab puts the learning in the hands of the students, using chicken production as the main concept, although it can be related to both animals and plants.

Room EH 3 Workshops (continued)

Adding Some Color to Plant Science
DuPont Agriscience Institute
Thursday, Oct. 30, 3 - 4:15 p.m. and Friday, Oct. 31, 10:30 - 11:45 a.m.
Discover pH is where it's at when it comes to flower color. This is a great hands-on activity that quickly demonstrates this awesome color change! Your students will love getting to the down-and-dirty of soil pH.

Vet Detective: Tracking the Spread
DuPont Agriscience Institute
Friday, Oct. 31, Noon - 1:15 p.m.
Get your students up and moseying around to help them understand the spread of diseases in livestock using this engaging hands-on lab. Students must determine who the culprit is in this activity that uses the scenario of a sick horse that has been in contact with others. While this may focus on livestock, it is certainly applicable to plant science, wildlife and other areas of agriculture.

Deadliest Catch: Making It to the Next Season
DuPont Agriscience Institute
Friday, Oct. 31, 1:30 - 2:45 p.m.
Cast your line, set your hook and prepare for an activity guaranteed to catch your student's attention! Natural resource use and abuse is something that occurs on a daily basis. Attend this workshop and experience an inquiry-based approach to teaching your students about the importance of sustainability.

Room EH 4 – Teacher Professional Development Classroom

The Bison Advantage — Tips and Tools to Introduce Students to a Growing Ag Opportunity
Sponsored by National Bison Association
Thursday, Oct. 30, 9 - 10 a.m.
With growing consumer demand for bison meat, the National Bison Association is actively educating the next generation of producers to meet this burgeoning demand. This workshop will highlight the opportunities available in bison production and marketing and will introduce teachers to the curriculum and educational tools available through the National Bison Association that will allow them to integrate bison education into their current animal science classes.

Teach Pest Ed: Pest Management and Pesticide Safety Education for Your Classroom
Sponsored by Penn State Pesticide Education
Thursday, Oct. 30, 10:30 - 11:30 a.m.
Learn about a variety of pest management and pesticide safety lessons including hands-on activities, web-based modules, and multi-media resources you can use in your classroom. Content consists of pest management steps from identification of pests to the safe application of pesticides when needed. Workshop will also include information about free online training modules for instructors.

Dogs in the Classroom!
Sponsored by the Continental Kennel Club
Thursday, Oct. 30, Noon - 1 p.m.
Classwork has gone to the dogs! Learn about CKC's exciting and fun Canine Care and Training Program. This program prepares students for a career with dogs. The program can be taught as a stand-alone curriculum or as a supplement to your small animal/pre-vet courses.

The Pillars of Agricultural Literacy: Creating a Great Ag Literacy Program in Your FFA Chapter
Sponsored by American Farm Bureau Foundation for Agriculture
Thursday, Oct. 30, 1:30 - 2:30 p.m.
You have a passion for educating others about agriculture. But finding the time to develop practical resources is tough! Join us for a hands-on experience as we help make your job easier. You'll leave with a guide to cultivating ag literacy, links to free online games and great giveaways!

Keeping Students Safe!: The CareerSafe Online OSHA General Safety Training Program for Agriculture
Sponsored by CareerSafe Online
Thursday, Oct. 30, 3 - 4 p.m.
This workshop will focus on the opportunity for teachers and students to earn an OSHA card, create individualized classroom safety checklists and engage students in interactive safety education all while creating a safety community within their classroom. The CareerSafe Online OSHA General Safety Training for Agriculture program will illustrate the need for teacher advocacy and education with regards to youth safety in agriculture. The program is geared toward young workers in agriculture and helps to educate these youth on their rights, hazard recognition, and safety strategies. This workshop is a must for all ag teachers.

Building Equine Anatomy in Clay: One Body System at a Time
Sponsored by ANATOMY IN CLAY® Learning System
Friday, Oct. 31, 10:30 - 11:30 a.m.
Participants will learn comprehensive equine musculature by applying muscles built in clay onto an accurate, realistic scale horse model. The act of building from the inside-out enhances traditional methods of learning anatomy. This approach provides a unique alternative to an active, hands-on experience that reinforces learning and empowers participants with a strong sense of accomplishment. Perfect for small and large animal science, equine science and veterinary science educators. "The Mind Cannot Forget What The Hands Have Learned."™

Room EH 2 – Teacher Professional Development Classroom

Leading Your Students on Their Path of Premier Leadership, Personal Growth and Career Success
Sponsored by the National FFA Foundation
Thursday, Oct. 30, 10:30 - 11:30 a.m.
Would you like to have a system designed to give students a personalized experience for career exploration and preparation? Discover how My Journey can be utilized as a tool to lead students through their journeys toward career success. Presenters will demonstrate how to navigate through My Journey and will showcase new advisor resources.

STEM: Fueling the Future for Ag Education
Sponsored by the Universal Technical Institute
Thursday, Oct. 30, Noon - 1 p.m.
Are students taking enough science, technology, engineering and math? CTE and ag students are! But do they know it? Build the crosswalk between rigorous STEM academic classes and the STEM embedded in your ag and CTE curriculum; the bridge between STEM and future career pathways. Rebrand your program and add problem-solving and critical thinking into your curriculum. Free resources will be available.

Fact Not Fiction: Learn Vet Science Career Lessons Firsthand
Sponsored by the American Veterinary Medical Association (AVMA)
Thursday, Oct. 30, 1:30 - 2:30 p.m. and Friday, Oct. 31, Noon - 1 p.m.
Learn practical tips to give your students as they evaluate a potential career as a vet. This is great information to use in a careers unit or within an animal science or vet science class. Find out firsthand the answers to questions regarding vet school, including the chances on being admitted and how much math is required. Gain insights into the academic preparation and admissions process for veterinary school. Take advantage of this great chance to learn about veterinary medicine from the experts.

Empowered to Lead. Inspired to Serve — Lead2Feed Student Leadership Program
Sponsored by Lift a Life Foundation, USA TODAY Charitable Foundation and Yum! Brands Foundation
Friday, Oct. 31, 10:30 - 11:30 a.m.
Learn about this program for middle and high school students to create service-minded leaders. Lead2Feed provides teachers with free project-based lessons aligned to Common Core. Each lesson includes leadership-driven activities centered on the challenge of solving a hunger issue on a local or global level. Student teams can enter the Lead2Feed Hunger Leadership Challenge for $500,000 in donation prize money to non-profit hunger organizations. Register your chapter now and receive a free leadership book.

Teaching about Ethanol - Past, Present, Future
Sponsored by Growth Energy
Friday, Oct. 31, 1:30-2:30 p.m.
In this workshop, learn about the changing landscape of the ethanol industry. Attendees will discover how ethanol is playing a vital role in all of agriculture and the economy. We will discuss how ethanol is poised to support our global needs for food, feed, energy, cleaner air and fuel. Great information and resources on ethanol will be provided for teachers to take back to their classes.

CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Agriculture and Home Economics Education
College and Career Transition Division
3801 West Temple Ave, Bldg 2-203
Pomona, CA. 91768
Telephone (909) 869-4496 FAX (909) 869-4196

November 8, 2012

Melissa McBride
Agriculture Department
Indio High School
81-750 Avenue 46
Indio, CA 92201

Dear Melissa,

On behalf of the Southern Region FFA and the California Department of Education I would like to express my sincere gratitude for your efforts in hosting the Southern California FFA Leadership Conference (SOCAL). I have received many compliments on the success of the day. This accomplishment is in large part due to you, your staff, and the Indio FFA students' efforts. The use of the Performing Arts Center was a major factor in providing an environment that was conducive for the conference. Please express my gratitude to Terry who was very cooperative and easy to work with.

The future of the FFA has never looked brighter. This success would not be possible without the support of individuals like you.

FFA makes a positive difference in the lives of students by developing their potential for ***premier leadership, personal growth,*** and ***career success*** through agricultural education. We appreciate your continuing help in carrying out this mission.

Sincerely,

Jack Havens, Consultant
California Department of Education
Agricultural Education Department
jhavens@csupomona.edu

CALAGED_eLearning

CA Ag Ed Record Book Course

Certificate of Completion

is hereby granted to:

Nancy Lauritzen

Indio High

For successful completion of the California Agricultural Education Record Book eLearning Course.

Completed: Oct 12,2012

Signature: Nancy H Lauritzen

**Please send signed copy to your Regional Supervisor.*

CALAGED_eLearning

CA Ag Ed Record Book Course

Certificate of Completion

is hereby granted to:

Melissa McBride

Indio High School

For successful completion of the California Agricultural Education Record Book eLearning Course.

Completed: 12/4/12

Signature: Melissa McBride

**Please send signed copy to your Regional Supervisor.*

DSUSD

Desert Sands Unified School District
State/Federal Projects & Testing Office
47-950 Dune Palms Road
La Quinta, California

Phone: 760-771-8661
Fax: 760-771-8672

S/FPTO

November 3, 2004

To Whom It May Concern:

I was the instructor of the SB 395 / Hughes class in August. SB 395/ Hughes offers certification for working with English learners in a SDAIE setting. This letter is to verify that Nancy Lauritzen attended the 45 hours of class and completed the portfolio of work. The attached agendas are verification that Nancy also completed a total of 18 hours of training which deals with working with English learners.

Master Plan for English Learners
March 22 (1 hour)
August 30 (2 hours)

Differentiating Instruction in the Diverse Classroom
August 30 and 31 (5 hours)

Sandra Lopez, Project Facilitator
State/Federal Projects & Testing Office

DSUSD

Desert Sands Unified School District
State/Federal Projects & Testing Office
47-950 Dune Palms Road
La Quinta, California

Phone: 760-771-8661
Fax: 760-771-8672

S/FPTO

November 3, 2004

To Whom It May Concern:

I was the instructor of the SB 395 / Hughes class in August. SB 395/ Hughes offers certification for working with English learners in a SDAIE setting. This letter is to verify that Larry Lauritzen attended the 45 hours of class and completed the portfolio of work. The attached agendas are verification that Nancy also completed a total of 18 hours of training which deals with working with English learners.

Master Plan for English Learners
March 23 (1 hour)
August 30 (2 hours)

Differentiating Instruction in the Diverse Classroom
August 30 and 31 (5 hours)

Sandra Lopez, Project Facilitator
State/Federal Projects & Testing Office

HUGHES TRAINING

Certificate of Completion

This certifies that:

Melissa McBride

has completed all Desert Sands Unified School District and AB 1969 requirements and is authorized for SDAIE and ELD in a self-contained classroom.

Amy Swan-Draper
DSUSD Board of Education, Pres.

April 1, 1997
Date

DESERT SANDS UNIFIED SCHOOL DISTRICT

29730

V.
Staff Minutes

AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: _____

In Attendance: _____

_____

Activities for the Week:

Monday: _____

_____

Tuesday: _____

_____

Wednesday: _____

_____

Thursday: _____

_____

Friday: _____

_____

Saturday: _____

_____

Sunday: _____

_____

Important Dates During the Month:

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

PLEASE PUT YOUR CLASS AGENDAS ON THE BACK!!!!!

HOME OF THE RAJAHS
INDIO HIGH SCHOOL
www.ihsrajahs.com
"Dedicated to academic achievement and personal success for all"
Rudy Ramirez, Principal
Est. 1958
81-750 Ave. 46 | Indio, CA 92201 | (760) 775-3550 | FAX (760) 775-3565

W.
Department Inventory

Indio High Agriculture Program
Facilities and Major Equipment

Indio High Campus

Classrooms and Shops

- 1- Floral Shop/classroom
- 1- Lecture/Science Classroom
- 1- Shop/Lecture Classroom
- 1- Office space Adjacent Floral
- 1- Office Adjacent to shop
- 1- Office Adjacent to Lecture/Science Classroom

Labs/Storage

- 1- Greenhouse with potting room
- 1- Hand tool storage Shed
- 1- Storage chain linked area near floral
- 1- Tool storage Adjacent to shop

Major Equipment

- 1- 2000 Chevy Truck crew
- 1- 2003 Chevy 10 passenger van
- 1- 91 Dodge Van
- 1- WW Livestock Trailer
- 25- PC Computers
- 1- PC Laptop "98"
- 4- Laser printers
- 3- Ink jets printer
- 1- Color laser printer
- 2- Floral Coolers
- 5- ARC Welders
- 2- Set of Oxygen/ACE tanks
- 10- Shop Power Equipment
- 1- Concrete Mixer
- 1- Portable Livestock Scale
- 10- Auto Hog Feeders
- 14- Microscopes

Off Campus

Location- National Date Festival Grounds

- Use of Livestock Barns
- Pen Material
- Wash racks
- Scale
- Holding Pens

DSUSD Technology Inventory 2013-2014

Teacher: Mr. Lopez-Barreras Room: IE 33

	Model/Make	Serial #	DSUSD Asset #	Location
Teacher's Computer	HP Compaq	MXL1311XRL	105396	SW corner
Teacher's Monitor	HP Compaq LA1751g	CNC127RK3M	N/A	SW corner
Teacher's Printer	HP LaserJet 1320	CNHC61Z04C	XDSTX00014071	SW corner
Television	Sharp	640553	N/A	NW corner
VCR/DVD Player	Samsung - V5500	6RAY636840A	N/A	NW corner

Indio High School
Classroom Electronic Inventory

Name: Melissa McBride

Room #: IE 2

Example:

	Brand/Model	Serial Number	DSUSD Asset #
Instructor's Computer	HP Compaq Pentium 4	2UA6140Q5G	
Instructor's Monitor	HP L1506	CNK5320KST	
Instructor's Printer	HP LaserJet 1320	CNHC630036	
Other Peripherals	HP ScanJet 6200C	SG94L110YK	215

	Brand/Model	Serial Number	DSUSD Asset #	Location
Instructor's Computer	HP	2UB54603RL		IE 2
Instructor's Monitor	HP	CNC5392S1N		IE 2
Instructor's Printer	HP LASER JET		1245	IE 2
Other Peripherals				
Other Peripherals				
Other Peripherals				
Television		613095		IE 2

	Brand/Model	Serial Number	DSUSD Asset #	Location
Other Computer	MICROLINK	ML61907-4		IE2
Other Monitor		9178S02019	Voc Ag 1177	IE2
Other Printer				
Other Peripherals				
Other Peripherals				

	Brand/Model	Serial Number	DSUSD Asset #	Location
Other Computer	MICROLINK	ML61907-3		IE 2
Other Monitor	ACER	9171602007	Voc Ag 033	IE 2
Other Printer				
Other Peripherals				
Other Peripherals				

	Brand/Model	Serial Number	DSUSD Asset #	Location
Other Computer	MICROLINK	ML62070-1		IE 2
Other Monitor		9171602007	Voc Ag 553	IE 2
Other Printer				
Other Peripherals				
Other Peripherals				

	Brand/Model	Serial Number	DSUSD Asset #	Location
Other Computer	MICROLINK	ML61907-2		IE 2
Other Monitor	COMPAQ	834BF17B176	Voc Ag 711	IE 2
Other Printer				
Other Peripherals				
Other Peripherals				

Indio High School
Classroom Electronic Inventory

Name: Melissa McBride

Room #: IE 2

Example:

	Brand/Model	Serial Number	DSUSD Asset #
Instructor's Computer	HP Compaq Pentium 4	2UA6140Q5G	
Instructor's Monitor	HP L1506	CNK5320KST	
Instructor's Printer	HP LaserJet 1320	CNHC630036	
Other Peripherals	HP ScanJet 6200C	SG94L110YK	215

	Brand/Model	Serial Number	DSUSD Asset #	Location
Instructor's Computer				
Instructor's Monitor				
Instructor's Printer				
Other Peripherals	Scan Jet 4500	CN29HS70HD		IE 2
Other Peripherals	HP LASER JET243on		60447	IE 2
Other Peripherals	HP LASER JET1320	xdstx00140422		IE 2
Television				

	Brand/Model	Serial Number	DSUSD Asset #	Location
Other Computer	LG		VOC AG 002	IE 2
Other Monitor	VIEW SONIC	40S030202990		IE 2
Other Printer				
Other Peripherals				
Other Peripherals				

	Brand/Model	Serial Number	DSUSD Asset #	Location
Other Computer	LG		VOC AG 004	IE 2
Other Monitor	VIEW SONIC	4.0503E+11		IE 2
Other Printer				
Other Peripherals				
Other Peripherals				

	Brand/Model	Serial Number	DSUSD Asset #	Location
Other Computer	MICRO LINK	ML62060-1	48	IE 2
Other Monitor	PRIMIO	GC1830245		IE 2
Other Printer				
Other Peripherals				
Other Peripherals				

	Brand/Model	Serial Number	DSUSD Asset #	Location
Other Computer	MICROLINK	ML61909-25		IE 2
Other Monitor	ACER VIEW	4191602007	VOC AG 031	IE 2
Other Printer				
Other Peripherals				
Other Peripherals				

Indio High School
Classroom Electronic Inventory

Name: Melissa McBride

Room #: IE 2

Example:

	Brand/Model	Serial Number	DSUSD Asset #
Instructor's Computer	HP Compaq Pentium 4	2UA6140Q5G	
Instructor's Monitor	HP L1506	CNK5320KST	
Instructor's Printer	HP LaserJet 1320	CNHC630036	
Other Peripherals	HP ScanJet 6200C	SG94L110YK	215

	Brand/Model	Serial Number	DSUSD Asset #	Location
Instructor's Computer	HP	2UB54603RL		IE 2
Instructor's Monitor	HP	CNC5392S1N		IE 2
Instructor's Printer	HP LASER JET		1245	IE 2
Other Peripherals				
Other Peripherals				
Other Peripherals				
Television		613095		IE 2

	Brand/Model	Serial Number	DSUSD Asset #	Location
Other Computer	MICROLINK	ML61907-4		IE2
Other Monitor		9178S02019	Voc Ag 1177	IE2
Other Printer				
Other Peripherals				
Other Peripherals				

	Brand/Model	Serial Number	DSUSD Asset #	Location
Other Computer	MICROLINK	ML61907-3		IE 2
Other Monitor	ACER	9171602007	Voc Ag 033	IE 2
Other Printer				
Other Peripherals				
Other Peripherals				

	Brand/Model	Serial Number	DSUSD Asset #	Location
Other Computer	MICROLINK	ML62070-1		IE 2
Other Monitor		9171602007	Voc Ag 553	IE 2
Other Printer				
Other Peripherals				
Other Peripherals				

	Brand/Model	Serial Number	DSUSD Asset #	Location
Other Computer	MICROLINK	ML61907-2		IE 2
Other Monitor	COMPAQ	834BF17B176	Voc Ag 711	IE 2
Other Printer				
Other Peripherals				
Other Peripherals				

Pri Grant: 7010 - 7010

Asset Number Emp ID	Description / Site	Bldg	Room	Dept	Qty	Mfg	Model	Serial No.	Life	Acq Date	Acq Cost	Replacement Cost
AGRIC 00001	AIIE 128K SYSTEM W/ 2 5.25 DRIVES AND MONITOR											
	360	36032	IE2	1130	1	APPLE	A2S2128	E7131TC	5	06/26/1987	998.68	998.68
AGRIC 0001	HOG SCALE W/SORTING GALE											
	360	36032	IE2	1130	1	THOMPSON & GILL INC	#51		15	05/23/1985	847.90	0.00
AGRIC 001	MOWER RIDING W/ REAR ENGINE WITH GRASS CATCHER 230-443-2 (213.49) INCL											
	360	36032	IE2	1130	1		MTD-230-439-2		15	04/04/1990	1,067.48	1,067.48
VEH## 508	2002 CHEVROLET EXP VAN W/TOW PACKAGE 8PASS (Costs reflects DMV fees reimbursement $233.00)											
DP	V360	V36001	T/O	1130	1	CHEVROLET	893512	1GAHG39RX21129130	8	03/14/2002	28,943.42	28,943.42
VEH## 513	1997 WW STOCK TRAILER											
	V360	V36001	T/O	1130	1	WW	E953159	11WHS1621VW233662	8	09/24/1997	3,947.96	0.00
VOCAG 001	ATX DESKTOP MID TOWER COMPUTER BID 02/03-006											
DP	360	36032	IE2	1130	1	ATX	DESKTOP MID TOWER	9037824	5	06/30/2003	570.00	570.00
VOCAG 002	ATX DESKTOP MID TOWER COMPUTER BID 02/03-006											
DP	360	36032	IE2	1130	1	ATX	DESKTOP MID TOWER	9037825	5	06/30/2003	570.00	570.00
VOCAG 003	ATX DESKTOP MID TOWER COMPUTER BID 02/03-006											
DP	360	36032	IE2	1130	1	ATX	DESKTOP MID TOWER	9037823	5	06/30/2003	570.00	570.00
VOCAG 0032	MONITOR INCLUDED WITH COMPUTER											
DP	360	36032	IE2	1130	1				5	11/04/1998	0.00	0.00
VOCAG 0033	MONITOR INCLUDED WITH COMPUTER											
DP	360	36032	IE2	1130	1				5	11/04/1998	0.00	0.00
VOCAG 0034	MONITOR INCLUDED WITH COMPUTER											
DP	360	36032	IE2	1130	1				5	11/04/1998	0.00	0.00
VOCAG 0035	MONITOR INCLUDED WITH COMPUTER											
DP	360	36032	IE2	1130	1				5	11/04/1998	0.00	0.00
VOCAG 0036	KEYBOARD INCLUDED WITH COMPUTER											
DP	360	36032	IE2	1130	1				5	11/04/1998	0.00	0.00
VOCAG 0037	KEYBOARD INCLUDED WITH COMPUTER											
DP	360	36032	IE2	1130	1				5	11/04/1998	0.00	0.00
VOCAG 0038	KEYBOARD INCLUDED WITH COMPUTER											
DP	360	36032	IE2	1130	1				5	11/04/1998	0.00	0.00

11/03/04 13:13 FAX 17607718574 DESERT SANDS USD 002

Pri Grant: 7010 - 7010

Asset Number / Emp ID	Description / Site	Bldg	Room	Dept	Qty	Mfg	Model	Serial No.	Life	Acq Date	Acq Cost	Replacement Cost
VOCAG 0039	KEYBOARD INCLUDED WITH COMPUTER											
DP	360	36032	IE2	1130	1				5	11/04/1998	0.00	0.00
VOCAG 004	ATX DESKTOP MID TOWER COMPUTER BID 02/03-006											
DP	360	36032	IE2	1130	1	ATX	DESKTOP MID TOWER	9037822	5	06/30/2003	570.00	570.00
VOCAG 005	ATX DESKTOP MID TOWER COMPUTER BID 02/03-006											
DP	360	36032	IE2	1130	1	ATX	DESKTOP MID TOWER	9037820	5	06/30/2003	570.00	570.00
VOCAG 006	ATX DESKTOP MID TOWER COMPUTER BID 02/03-006											
DP	360	36032	IE2	1130	1	ATX	DESKTOP MID TOWER	9037826	5	06/30/2003	570.00	570.00
VOCAG 007	ATX DESKTOP MID TOWER COMPUTER BID 02/03-006											
DP	360	36032	IE2	1130	1	ATX	DESKTOP MID TOWER	9037821	5	06/30/2003	570.00	570.00
VOCAG 010	FLOWER COOLER											
	360	36032	IE2	1130	1	FLOT-AIRE PORTA	USED		15	08/15/1991	1,493.54	0.00
VOCAG 011	PERSONAL LASERWRITER 300											
	360	36032	IE2	1130	1	APPLE	M1675LL/A	CA324C9W109	5	06/06/1993	615.08	0.00
VOCAG 012	POWERBOOK 145B 4/80 SYSTEM											
	360	36032	IE2	1130	1	APPLE	B2125LL/A	EE3511M220C	5	06/20/1994	1,942.47	0.00
VOCAG 013	REFRIGERATOR AVANTI ($182.74)											
DP	360	36032	IE2	1130	1	AVANTI		G95002875	15	06/01/1996	0.00	0.00
VOCAG 014	COPIER XEROX - SOLD AT SURPLUS SALE 4/04											
DP	360	36032	IE2	1130	1	XEROX		035136	15	06/01/1996	720.24	720.24
VOCAG 015	BLOWER CIRCUITEER II ($311.70)											
DP	360	36032	IE2	1130	1	ELECTRIC CLEANER CO		2261	15	12/06/1996	0.00	0.00
VOCAG 016	UPRIGHT GALVANIZED ($268.75)											
DP	360	36032	IE2	1130	1	SHOWTIME			20	01/10/1997	0.00	0.00
VOCAG 017	SMALL GALVANIZED ($176.55)											
DP	360	36032	IE2	1130	1	SHOWTIME			20	01/10/1997	0.00	0.00
VOCAG 018	LARGE GALVANIZED ($252.63)											
DP	360	36032	IE2	1130	1	SHOWTIME			20	01/10/1997	0.00	0.00
VOCAG 019	BLOCKING STANDS ($160.71)											
DP	360	36032	IE2	1130	1	SYDELL			20	01/14/1997	0.00	0.00

11/03/04 13:13 FAX 17607718574 DESERT SANDS USD 003

Pri Grant: 7010 - 7010

Asset Number	Emp ID	Description / Site	Bldg	Room	Dept	Qty	Mfg	Model	Serial No.	Life	Acq Date	Acq Cost	Replacement Cost
VOCAG 020		BLOCKING STANDS ($160.71)											
	DP	360	36032	IE2	1130	1	SYDELL			20	01/14/1997	0.00	0.00
VOCAG 027		HP SCANJET 6200											
		360	36032	IE2	1130	1	HEWLETT PACKARD	6200 C6273A	SG8701103V	5	10/14/1998	562.47	0.00
VOCAG 028		300MHZ PENTIUM COMPUTER SYSTEM											
		360	36032	IE2	1130	1	INTEL PENTIUM	PENTIUM 300MHZ	ML61907-4	5	11/04/1998	930.82	930.82
VOCAG 029		300MHZ PENTIUM COMPUTER SYSTEM											
		360	36032	IE2	1130	1	INTEL PENTIUM	PENTIUM 300MHZ	ML61907-2	5	11/04/1998	930.82	930.82
VOCAG 030		300MHZ PENTIUM COMPUTER SYSTEM											
		360	36032	IE2	1130	1	INTEL PENTIUM	PENTIUM 300MHZ	ML61907-3	5	11/04/1998	930.82	930.82
VOCAG 031		300MHZ PENTIUM COMPUTER SYSTEM											
		360	36032	IE2	1130	1	INTEL PENTIUM	PENTIUM 300MHZ	ML61907-1	5	11/04/1998	930.82	930.82
VOCAG 040		MICROSCOPE #38153 $203.18											
	DP	360	36032	IE2	1130	1	MILO INC	38153		10	11/17/1998	0.00	0.00
VOCAG 041		MICROSCOPE #38153 $203.18											
	DP	360	36032	IE2	1130	1	MILO INC	38153		10	11/17/1998	0.00	0.00
VOCAG 042		MICROSCOPE #38153 $203.18											
	DP	360	36032	IE2	1130	1	MILO INC	38153		10	11/17/1998	0.00	0.00
VOCAG 043		MICROSCOPE #38153 $203.18											
	DP	360	36032	IE2	1130	1	MILO INC	38153		10	11/17/1998	0.00	0.00
VOCAG 044		MICROSCOPE #38153 $203.18											
	DP	360	36032	IE2	1130	1	MILO INC	38153		10	11/17/1998	0.00	0.00
VOCAG 045		MICROSCOPE #38153 $203.18											
	DP	360	36032	IE2	1130	1	MILO INC	38153		10	11/17/1998	0.00	0.00
VOCAG 046		MICROSCOPE #38153 $203.18											
	DP	360	36032	IE2	1130	1	MILO INC	38153		10	11/17/1998	0.00	0.00
VOCAG 047		CPU 333MHZ PENTIUM SYSTEM											
		360	36032	IE2	1130	1	INTEL PENTIUM	PENTIUM 333MHZ	ML62068-2	5	12/15/1998	930.82	930.82
VOCAG 048		CPU 333MHZ PENTIUM SYSTEM											
		360	36032	IE2	1130	1	INTEL PENTIUM	PENTIUM 333MHZ	ML62060-1	5	12/15/1998	930.82	930.82
VOCAG 049		MONITOR FOR COMPUTER - INCLUDED											
	DP	360	36032	IE2	1130	1			502019746134215 5H1A 1	5	12/15/1998	0.00	0.00

11/03/04 13:14 FAX 17607718574 DESERT SANDS USD 004

Pri Grant: 7010 - 7010

Asset Number	Emp ID	Description / Site	Bldg	Room	Dept	Qty	Mfg	Model	Serial No.	Life	Acq Date	Acq Cost	Replacement Cost
VOCAG 050		MONITOR FOR COMPUTER - INCLUDED											
	DP	360	36032	IE2	1130	1			50201974613240S5H1A 1	5	12/15/1998	0.00	0.00
VOCAG 051		KEYBOARD FOR COMPUTER - INCLUED											
	DP	360	36032	IE2	1130	1			Q983513834	5	12/15/1998	0.00	0.00
VOCAG 052		KEYBOARD FOR COMPUTER - INCLUDED											
	DP	360	36032	IE2	1130	1			Q983513838	5	12/15/1998	0.00	0.00
VOCAG 053		LAPTOP COMPUTER LAGER											
		360	36032	IE2	1130	1	SAGER	NP66044	NC6608470112	5	12/17/1998	1,865.15	0.00
VOCAG 054		DIGITAL CAMERA											
		360	36032	IE2	1130	1			168172	10	10/25/1999	709.00	0.00
VOCAG-021		PRINTER HEWLETT PACKARD 692C $215.49											
	DP	360	36032	IE2	1130	1	HEWLETT PACKARD 692C		SG831102H2	5	09/10/1998	0.00	0.00
VOCAG-022		PRINTER HEWLETT PACKARD 692C $215.49											
	DP	360	36032	IE2	1130	1	HEWLETT PACKARD 692C		SG831102GS	5	09/10/1998	0.00	0.00
VOCAG-023		PRINTER HEWLETT PACKARD 692C $215.49											
	DP	360	36032	IE2	1130	1	HEWLETT PACKARD 692C		SG831102DH	5	09/10/1998	0.00	0.00
VOCAG-024		PRINTER HEWLETT PACKARD 692C $215.49											
	DP	360	36032	IE2	1130	1	HEWLETT PACKARD 692C		CN862110JV	5	09/10/1998	0.00	0.00
VOCAG-025		PRINTER HEWLETT PACKARD 692C $215.49											
	DP	360	36032	IE2	1130	1	HEWLETT PACKARD 692C		SG831102DV	5	09/10/1998	0.00	0.00
VOCAG-026		PRINTER HEWLETT PACKARD 693C $215.49											
	DP	360	36032	IE2	1130	1	HEWLETT PACKARD 692C		SG831102HM	5	09/10/1998	0.00	0.00
								Totals	Asset Count		57	53,288.31	41,304.74

11/03/04 13:14 FAX 17607718574 DESERT SANDS USD 005

1010

Inventory Tagging Form VOC AG

Completed by Inventory Control Clerk — To be completed by Receiver

Location	Description	P.O #	Manufacturer	Cost	Serial #	Tag #	Date
H.S.	Computer	16565	Syslink	529.00	9037824	001	6-30-03
					9037825	002	
					9037823	003	
					9037822	004	
					9037820	005	
					9037826	006	
HS	Computer	16565	Syslink	529.00	9037821	007	6-30-03

Purchasing 93-0002 7010 VOC AG Tagged by: _____

11/03/04 13:14 FAX 17607718574 DESERT SANDS USD 006

VOCATIONAL AGRICULTURE 250 78000 00

WAREHOUSE INVENTORY LOG

LOCATION	DESCRIPTION	P.O.#	MANUFACTURER	SERIAL #	ORIGINAL COST	TAG #	PURCH. DATE	
I.HS.	PORTA FLUVIAL COOLER	28496			1492.54	010	9-84	
IHS	LAZER WRITER 300	41123	APPLE CA3	243GW1109	563.00	011	6-94	
IHS.	DAVIDSON BOOK 145B	41109	APPLE EG	3511M220C	1218.00	012	6-94	
EHS.	AVANTI REFRIGERATOR	61350	AVANTI	BR800285T	169.99	013	6-96	182.74
EHS.	XEROX COPIER	61350	XEROX	035136	689.99	014	6-96	720.24
IHS	BLOWER CIRCUITEER II	64346	ELECTRIC CLEANER CO	2261	289.95	015	12-6-96	
IHS	UPRIGHT GALVANIZED	64755	SHOWTIME	—	250.00	016	1-14-97	268.75
IHS	SMALL GALVANIZED	64755		—	165.00	017		176.55
IHS	LARGE GALVANIZED	64755		—	235.00	018		252.63
IHS	BLOCKING STANDS	64755	SYDELL	—	149.50	019	1-14-97	160.71
IHS	BLOCKING STANDS	64755	SYDELL	—	149.50	020	1-14-97	160.71
I.HS.	692 C. Printer	80050	OFFICE DEPOT	SG83110 2H2	199.99	021	9-10-98	214.99
				SG83110 2GS		022		
				SG83110 2DH		023		
				CN836 110JV		024		
				SG83110 2DV		025		
I.HS.	692 C. Printer	80050	Office Depot	SG83110 2HM	199.99	026	9-10-98	
I.H.S.	C6273A HP SCANJET 6200	80789	SEHI Computer	SG8701103V	362.00	027	10-9-98	389.15
EHS	300 MHZ COMPUTER SYSTEM	80100	MICROLINK	ML61907-4	888.—	028	11-4-98	
EHS	" "	80100	MICROLINK	ML61907-2	888.—	029	11-4-98	
EHS	" "	" "	" "	ML61907-3	888.—	030	" "	
EHS	" "	" "	" "	ML61907-1	"	031	"	
EHS	300 MHZ COMPUTER MONITOR	80100	MICROLINK	337025T8P50141	"	032	11-4-98	
EHS	300 MHZ COMPUTER MONITOR	80100	MICROLINK	337025T2P50141	"	033	"	
EHS	300 MHZ COMPUTER MONITOR	80100	MICROLINK	337025T8P50141		034	"	
EHS	" "	80100	MICROLINK	337025T1P50141	"	035	"	
EHS	300 MHZ COMPUTER, KEYBOARD	80100	MICRLINK	Q9835126 92	"	036	11-4-98	
EHS	300 MHZ COMPUTER, KEYBOARD	80100	MICRLINK	Q9835126 90	"	037	11-4-98	
EHS		80100	" "	Q9835126 89		038		

11/03/04 13:15 FAX 17607718574 DESERT SANDS USD 007

Agricultural Grant

WAREHOUSE INVENTORY LOG

25078000 = 7010 USC AG 203.18

LOCATION	DESCRIPTION	P.O.#	MANUFACTURER	SERIAL #	ORIGINAL COST	TAG #	PURCH. DATE
LHS.	Microscope # 38153	81198	Milo inc	—	189.00	040	11-17-98
				—		041	11-17-98
				—		042	
				—		043	
				—		044	
				—		045	
LHS	Microscope # 38153	81198	Milo inc	—	189.00	046	11-17-98
LHS	CPU	81328	MicroLink	ML62068-2	888.00	047	12-98
				ML62060-1		048	
	Monitor 12/15/98	9178508	19746134215SHA1			049	
		9178502	19746132405SHA1			050	
	KEY		098/3513834			051	
			098/3513838			052	
LHS.	Sager Lap Top Computer	EC101	Next Technologies	NC66084747 0112	1731.00	053	12-17-98
LHS.	Digital Camera Sony MVC-FD83	2926	Best Buy	168172	658.00	054	11-25-99

11/03/04 13:16 FAX 17607718574 DESERT SANDS USD 008

HOME OF THE RAJAHS
INDIO HIGH SCHOOL
www.ihsrajahs.com
"Dedicated to academic achievement and personal success for all"
Est. 1958
BEST HIGH SCHOOLS U.S.News SILVER 2012
Rudy Ramirez, Principal
81-750 Ave. 46 | Indio, CA 92201 | (760) 775-3550 | FAX (760) 775-3565

X.

FFA Roster

Indio High School

	Check One
*Request for Pricing ☐ Purchase Request ☑	Outside Vendor ☑
*Authorizing Signatures Not Required Until Order is Being Submitted for Processing	Warehouse Stock Items ☐

FOR REQUISITIONER USE ONLY:

Date 10/14/14 Dept: Agriculture	Dept Head: M. McBride
Vendor California Association Future Farmers of America	Requestor: M. McBride
Address PO Box 460, Galt, CA 95632	Room Number: 20
Phone (209) 744-1601	Date Needed: ASAP
Fax (209) 744-1602	Code: 06-360-7010-0-1130-1000-4300

Line	Item, ISBN, Catalog No.	Description Including brand, color and size	Qty	UM	Unit Price	Extended Price
1		Leadership Packets	396		$ 8.50	$3,366.00
2						$0.00
3						$0.00
4						$0.00
5						$0.00
6						$0.00
7						$0.00
8						$0.00
9						$0.00
10						$0.00
11						$0.00
12						$0.00
13						$0.00
14						$0.00
15						$0.00
16						$0.00
17						$0.00
18						$0.00
19						$0.00
20						$0.00
21						$0.00
22						$0.00
23						$0.00
24						$0.00
25						$0.00
26						$0.00
27						$0.00
28						$0.00
29						$0.00
30						$0.00

Subtotal	$3,366.00
Discount	$0.00
Sales Tax	$0.00
Freight	$110.00
Grand Total	$3,476.00

Instructions for Using Requisition Form:

1. After filling out entire form, print out and submit to Department Head for approval.
2. Dept Head will submit approved requisition to Principal.
3. Principal will submit approved requisition to Accounting Technician.
4. Acct Tech will verify funding and submit order.
5. Requisitioner will be notified when order is placed.

Requisitioner Notes	Vendor Notes/Comments:
Ag Incentive and Discr. Fund	

Authorizing Signatures:

Melissa McBride 10/14/14

Department Head *Date* **Principal** *Date*

For Accounting Technician Use Only:

	Received in Fiscal Services	Requisition Number Assigned	
	Verified Available Funding Source(s)	Purchase Order Number Assigned	

CALIFORNIA ASSOCIATION FFA

AFFILIATION MATERIAL ORDER FORM

The **Indio Chapter** of FFA is requesting **396** Leadership Packets in order to facilitate instruction at the start of school. Ship materials to:

CA0053
Indio HS
81-750 Avenue 46
Indio, CA 92201

Please sign below indicating you understand that your chapter **must affiliate at least** as many students as you have ordered packets for, **and at least** as many students as will be reported on your **R-2**, regardless of what your enrollment might be at a later date.

Advisor signature: _____

Please allow for two weeks delivery from the date your order is received in our office.

Description	Qty	Rate	Amount
Student	396	8.50	3,366.00
Others		7.00	0.00
Shipping	396		110.00
TOTAL			$3,476.00
Less "Early Order" Amount			0
Net Payment			$ 3,476.00

A Purchase Order addressed to California Association, Future Farmers of America - Vo Ag Student Leadership Program **must accompany this form** and mailed to:

California Association, Future Farmers of America
Jennifer Stockton, Membership Services
PO Box 460 Galt, CA 95632
(209)744-1601 phone
(209)744-1602 fax
jstockton@californiaFFA.org

Printed:10/14/2014 9:56:14 AM

Print Student List

Site developed and maintained by the California FFA Association.

FFA Roster

CA0053 Indio
Indio HS
81-750 Avenue 46
Indio, CA 92201
Year: 2014 Go

FFA #	Last Name	First Name	Address	City	St	Zip	Year	Grade	Gender	Hispanic	Race	Program
600981103	Aceves-Ortiz	Perla	81750 Ave 46	Indio	CA	92201	2	11	F	X	2 or More	An. Science
0	Acosta	Ana Leticia	81750 Ave 46	Indio	CA	92201	1	12	F	X	2 or More	O.H.
600981104	Acosta	Luz Maria	81750 Ave 46	Indio	CA	92201	2	10	F	X	2 or More	Agriscience
0	Acosta	Miguel Angel	81750 Ave 46	Indio	CA	92201	1	12	M	X	2 or More	Agriscience
0	Adkins	Kayla Alea	81750 Ave 46	Indio	CA	92262	1	09	F	X	2 or More	Agriscience
600981105	Aguilar	Miguel	81750 Ave 46	Indio	CA	92201	2	10	M	X	2 or More	Agriscience
600615483	Aguirre	Jailene Lizeth	81750 Ave 46	Indio	CA	92201	2	11	F	X	2 or More	O.H.
600981108	Alcantar	Alma Susana Ramirez	81750 Ave 46	Indio	CA	92201	2	10	F	X	2 or More	Agriscience
0	Aldaz-Hernandez	Hector Manuel	81750 Ave 46	Indio	CA	92262	1	11	M	X	2 or More	Agriscience
0	Alonso-Barrera	Victor Hugo	81750 Ave 46	Indio	CA	92262	1	09	M	X	2 or More	Agriscience
600616040	Alonzo	Adrian Alexis	81750 Ave 46	Indio	CA	92201	3	11	M	X	2 or More	Agriscience
0	Alvarado Blanco	Ana Graciela	81750 Ave 46	Indio	CA	92201	1	12	F	X	2 or More	O.H.
600981112	Alvarez	Denisse Yacqueline	81750 Ave 46	Indio	CA	92201	2	10	F	X	2 or More	Agriscience
0	Alvarez	Tony Garcia, III	81750 Ave 46	Indio	CA	92201	1	09	M	X	2 or More	Agriscience
0	Amaya	Gomecindo Adrian	81750 Ave 46	Indio	CA	92201	1	09	M	X	2 or More	Agriscience
600060943	Amaya	Rosa Leticia	81750 Ave 46	Indio	CA	92201	4	12	F	X	2 or More	An. Science
0	Angulo	Lucero	81750 Ave 46	Indio	CA	92201	1	09	F	X	2 or More	Agriscience
0	Arballo	Alexis Destiney	81750 Ave 46	Indio	CA	92201	1	09	F	X	2 or More	O.H.
0	Arciniega	Arianna Alissa	81750 Ave 46	Indio	CA	92201	1	09	F	X	2 or More	O.H.
600615541	Arroyo	Ruby	81750 Ave 46	Indio	CA	92201	3	11	F	X	2 or More	O.H.
0	Arteaga Ponce	Zaida Itzel	81750 Ave 46	Indio	CA	92201	1	10	F	X	2 or More	O.H.
0	Astorga	Cibeli Dalahiti	81750 Ave 46	Indio	CA	92201	1	10	F	X	2 or More	O.H.
0	Avila	Jennifer	81750 Ave 46	Indio	CA	92262	1	09	F	X	2 or	Agriscience

FFA Roster

CA0053 Indio
Indio HS
81-750 Avenue 46
Indio, CA 92201
Year: 2014 Go

FFA #	Last Name	First Name	Address	City	St	Zip	Year	Grade	Gender	Hispanic	Race	Program
600981103	Aceves-Ortiz	Perla	81750 Ave 46	Indio	CA	92201	2	11	F	X	2 or More	An. Science
0	Acosta	Ana Leticia	81750 Ave 46	Indio	CA	92201	1	12	F	X	2 or More	O.H.
600981104	Acosta	Luz Maria	81750 Ave 46	Indio	CA	92201	2	10	F	X	2 or More	Agriscience
0	Acosta	Miguel Angel	81750 Ave 46	Indio	CA	92201	1	12	M	X	2 or More	Agriscience
0	Adkins	Kayla Alea	81750 Ave 46	Indio	CA	92262	1	09	F	X	2 or More	Agriscience
600981105	Aguilar	Miguel	81750 Ave 46	Indio	CA	92201	2	10	M	X	2 or More	Agriscience
600615483	Aguirre	Jailene Lizeth	81750 Ave 46	Indio	CA	92201	2	11	F	X	2 or More	O.H.
600981108	Alcantar	Alma Susana Ramirez	81750 Ave 46	Indio	CA	92201	2	10	F	X	2 or More	Agriscience
0	Aldaz-Hernandez	Hector Manuel	81750 Ave 46	Indio	CA	92262	1	11	M	X	2 or More	Agriscience
0	Alonso-Barrera	Victor Hugo	81750 Ave 46	Indio	CA	92262	1	09	M	X	2 or More	Agriscience
600616040	Alonzo	Adrian Alexis	81750 Ave 46	Indio	CA	92201	3	11	M	X	2 or More	Agriscience
0	Alvarado Blanco	Ana Graciela	81750 Ave 46	Indio	CA	92201	1	12	F	X	2 or More	O.H.
600981112	Alvarez	Denisse Yacqueline	81750 Ave 46	Indio	CA	92201	2	10	F	X	2 or More	Agriscience
0	Alvarez	Tony Garcia, III	81750 Ave 46	Indio	CA	92201	1	09	M	X	2 or More	Agriscience
0	Amaya	Gomecindo Adrian	81750 Ave 46	Indio	CA	92201	1	09	M	X	2 or More	Agriscience
600060943	Amaya	Rosa Leticia	81750 Ave 46	Indio	CA	92201	4	12	F	X	2 or More	An. Science
0	Angulo	Lucero	81750 Ave 46	Indio	CA	92201	1	09	F	X	2 or More	Agriscience
0	Arballo	Alexis Destiney	81750 Ave 46	Indio	CA	92201	1	09	F	X	2 or More	O.H.
0	Arciniega	Arianna Alissa	81750 Ave 46	Indio	CA	92201	1	09	F	X	2 or More	O.H.
600615541	Arroyo	Ruby	81750 Ave 46	Indio	CA	92201	3	11	F	X	2 or More	O.H.
0	Arteaga Ponce	Zaida Itzel	81750 Ave 46	Indio	CA	92201	1	10	F	X	2 or More	O.H.
0	Astorga	Cibeli Dalahiti	81750 Ave 46	Indio	CA	92201	1	10	F	X	2 or More	O.H.
0	Avila	Jennifer	81750 Ave 46	Indio	CA	92262	1	09	F	X	2 or	Agriscience

0	Ayala	Jesus Mahonry	81750 Ave 46	Indio CA	92201	1	10	M	X	More 2 or More	O.H.
600981119	Ayon	Paul Daniel	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Baltierra	Nicole Rubby	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	O.H.
600615238	Barajas	Lizbeth Flores	81750 Ave 46	Indio CA	92201	3	11	M	X	2 or More	Agriscience
0	Barajas	Samantha Marianne	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	O.H.
0	Barba	Eduardo, JR	81750 Ave 46	Indio CA	92201	1	11	M	X	2 or More	An. Science
0	Barboza Pulido	Aylin Marlene	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600981122	Barkley	Arianna Lou	81750 Ave 46	Indio CA	92201	2	10	M		2 or More	Agriscience
600981125	Bautista	Anthony	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
600981127	Bautista	Natalie	81750 Ave 46	Indio CA	92201	2	11	F	X	2 or More	Agriscience
600981130	Beltran Garcia	Junior Jesus	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Beltran-Beltran	Alicia	81750 Ave 46	Indio CA	92262	1	12	F	X	2 or More	An. Science
0	Benavidez	Joseph Noelle	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Bernal	Jennifer Itzel	81750 Ave 46	Indio CA	92201	1	10	F	X	2 or More	O.H.
600981131	Blanco	Jorge Luis	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Botello	Narely	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	O.H.
0	Botello	Narely	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Bracamontes	Melissa	81750 Ave 46	Indio CA	92262	1	10	F	X	2 or More	An. Science
600615926	Bravo	Jaquelin	81750 Ave 46	Indio CA	92201	3	11	F		2 or More	Agriscience
0	Bravo	Kevin Ethan	81750 Ave 46	Indio CA	92262	1	11	M	X	2 or More	Agriscience
600981132	Briseno	Alvaro Jose G.	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
600981133	Burns	Claire Elizabeth Christine	81750 Ave 46	Indio CA	92201	2	10	M		2 or More	Agriscience
0	Cabrera-Rojas	Jocelyn	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
0	Calderon	Julian	81750 Ave 46	Indio CA	92201	1	11	M	X	2 or More	An. Science
600981134	Calderon	Maria Jacqueline	81750 Ave 46	Indio CA	92201	2	11	F	X	2 or More	An. Science
0	Calleja-Rodriguez	Marisol	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Candelario Msemaji	Ricardo	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600615763	Canseco-Reyes	Josie Alicia	81750 Ave 46	Indio CA	92201	3	11	F	X	2 or More	Agriscience
600980525	Cardenas	Alexandro	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Cardona	Sylma Marie	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience

0	Ayala	Jesus Mahonry	81750 Ave 46 Indio CA 92201	1	10	M	X	More 2 or More	O.H.
600981119	Ayon	Paul Daniel	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Baltierra	Nicole Rubby	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	O.H.
600615238	Barajas	Lizbeth Flores	81750 Ave 46 Indio CA 92201	3	11	M	X	2 or More	Agriscience
0	Barajas	Samantha Marianne	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	O.H.
0	Barba	Eduardo, JR	81750 Ave 46 Indio CA 92201	1	11	M	X	2 or More	An. Science
0	Barboza Pulido	Aylin Marlene	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
600981122	Barkley	Arianna Lou	81750 Ave 46 Indio CA 92201	2	10	M		2 or More	Agriscience
600981125	Bautista	Anthony	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
600981127	Bautista	Natalie	81750 Ave 46 Indio CA 92201	2	11	F	X	2 or More	Agriscience
600981130	Beltran Garcia	Junior Jesus	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Beltran-Beltran	Alicia	81750 Ave 46 Indio CA 92262	1	12	F	X	2 or More	An. Science
0	Benavidez	Joseph Noelle	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Bernal	Jennifer Itzel	81750 Ave 46 Indio CA 92201	1	10	F	X	2 or More	O.H.
600981131	Blanco	Jorge Luis	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Botello	Narely	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	O.H.
0	Botello	Narely	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Bracamontes	Melissa	81750 Ave 46 Indio CA 92262	1	10	F	X	2 or More	An. Science
600615926	Bravo	Jaquelin	81750 Ave 46 Indio CA 92201	3	11	F		2 or More	Agriscience
0	Bravo	Kevin Ethan	81750 Ave 46 Indio CA 92262	1	11	M	X	2 or More	Agriscience
600981132	Briseno	Alvaro Jose G.	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
600981133	Burns	Claire Elizabeth Christine	81750 Ave 46 Indio CA 92201	2	10	M		2 or More	Agriscience
0	Cabrera-Rojas	Jocelyn	81750 Ave 46 Indio CA 92262	1	09	F	X	2 or More	Agriscience
0	Calderon	Julian	81750 Ave 46 Indio CA 92201	1	11	M	X	2 or More	An. Science
600981134	Calderon	Maria Jacqueline	81750 Ave 46 Indio CA 92201	2	11	F	X	2 or More	An. Science
0	Calleja-Rodriguez	Marisol	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Candelario Msemaji	Ricardo	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
600615763	Canseco-Reyes	Josie Alicia	81750 Ave 46 Indio CA 92201	3	11	F	X	2 or More	Agriscience
600980525	Cardenas	Alexandro	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Cardona	Sylma Marie	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience

600980526	Cardoso	Jaeden Anthony	81750 Ave 46	Indio CA 92201	2	10	M		2 or More	Agriscience
600980527	Carmona	Justin Thomas	81750 Ave 46	Indio CA 92201	2	10	M	X	2 or More	Agriscience
600060985	Caro	Kendy Yanira	81750 Ave 46	Indio CA 92201	4	12	F		2 or More	O.H.
600980529	Carranza	Christian Robert	81750 Ave 46	Indio CA 92201	2	10	M	X	2 or More	Agriscience
600060986	Carrasco	Sylvia Marissa	81750 Ave 46	Indio CA 92201	3	12	F	X	2 or More	Agriscience
0	Casas	Regina Mi Vida Amor	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
600980535	Casas	Selena Monique	81750 Ave 46	Indio CA 92201	2	10	F	X	2 or More	Agriscience
600980536	Casillas	Nathalia Denise	81750 Ave 46	Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Castellanos	Mariana Jacqueline	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Castillo	Carlos Humberto	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Castillo	Jesus Alberto	81750 Ave 46	Indio CA 92201	1	12	M	X	2 or More	O.H.
600980538	Castillo	Joy	81750 Ave 46	Indio CA 92201	2	11	F	X	2 or More	An. Science
0	Castro	Aileen	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Castro	Josue	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
600980540	Castro	Reyna Alejandra	81750 Ave 46	Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Cea-Barron	Paulo Sergio, JR	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
600980542	Cebreros-Murillo	Danniela	81750 Ave 46	Indio CA 92201	2	10	F	X	2 or More	Agriscience
600615963	Cecena-Delamora	Noemi	81750 Ave 46	Indio CA 92201	3	12	F	X	2 or More	O.H.
600980543	Ceja	Deisi	81750 Ave 46	Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Cendejas	Cindy Gabriela	81750 Ave 46	Indio CA 92201	1	11	F	X	2 or More	Agriscience
600980544	Chavera-Mesa	Jesse Gabriel	81750 Ave 46	Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Chavez	Aubriana Nicole	81750 Ave 46	Indio CA 92262	1	09	F	X	2 or More	Agriscience
0	Chavira	Monica Aracelli	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
600980546	Cobian	Kayla	81750 Ave 46	Indio CA 92201	2	11	F		2 or More	An. Science
553634208	Cortez	Veronica Antonia	81750 Ave 46	Indio CA 92201	5	13	F	X	2 or More	Ag Bus Mgt
553634211	Cruz	Jessenia Marie	81750 Ave 46	Indio CA 92201	5	13	F	X	2 or More	Ag Bus Mgt
0	Cruz	Maria Guadalupe Pricilia	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	O.H.
600980553	Cruz	Steve Lawerence	81750 Ave 46	Indio CA 92201	2	10	M		2 or More	Agriscience
553634213	Cruz	Veronica Itzel	81750 Ave 46	Indio CA 92201	5	13	F	X	2 or More	Ag Bus Mgt
600615440	Cunanan Jr.	Espiridion Dugenia	81750 Ave 46	Indio CA 92201	3	11	M		2 or More	Agriscience
0	Dalipagic	Benjamin Aaron	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or	Agriscience

600980526	Cardoso	Jaeden Anthony	81750 Ave 46	Indio CA 92201	2	10	M		2 or More	Agriscience
600980527	Carmona	Justin Thomas	81750 Ave 46	Indio CA 92201	2	10	M	X	2 or More	Agriscience
600060985	Caro	Kendy Yanira	81750 Ave 46	Indio CA 92201	4	12	F		2 or More	O.H.
600980529	Carranza	Christian Robert	81750 Ave 46	Indio CA 92201	2	10	M	X	2 or More	Agriscience
600060986	Carrasco	Sylvia Marissa	81750 Ave 46	Indio CA 92201	3	12	F	X	2 or More	Agriscience
0	Casas	Regina Mi Vida Amor	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
600980535	Casas	Selena Monique	81750 Ave 46	Indio CA 92201	2	10	F	X	2 or More	Agriscience
600980536	Casillas	Nathalia Denise	81750 Ave 46	Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Castellanos	Mariana Jacqueline	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Castillo	Carlos Humberto	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Castillo	Jesus Alberto	81750 Ave 46	Indio CA 92201	1	12	M	X	2 or More	O.H.
600980538	Castillo	Joy	81750 Ave 46	Indio CA 92201	2	11	F	X	2 or More	An. Science
0	Castro	Aileen	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Castro	Josue	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
600980540	Castro	Reyna Alejandra	81750 Ave 46	Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Cea-Barron	Paulo Sergio, JR	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
600980542	Cebreros-Murillo	Danniela	81750 Ave 46	Indio CA 92201	2	10	F	X	2 or More	Agriscience
600615963	Cecena-Delamora	Noemi	81750 Ave 46	Indio CA 92201	3	12	F	X	2 or More	O.H.
600980543	Ceja	Deisi	81750 Ave 46	Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Cendejas	Cindy Gabriela	81750 Ave 46	Indio CA 92201	1	11	F	X	2 or More	Agriscience
600980544	Chavera-Mesa	Jesse Gabriel	81750 Ave 46	Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Chavez	Aubriana Nicole	81750 Ave 46	Indio CA 92262	1	09	F	X	2 or More	Agriscience
0	Chavira	Monica Aracelli	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
600980546	Cobian	Kayla	81750 Ave 46	Indio CA 92201	2	11	F		2 or More	An. Science
553634208	Cortez	Veronica Antonia	81750 Ave 46	Indio CA 92201	5	13	F	X	2 or More	Ag Bus Mgt
553634211	Cruz	Jessenia Marie	81750 Ave 46	Indio CA 92201	5	13	F	X	2 or More	Ag Bus Mgt
0	Cruz	Maria Guadalupe Pricilia	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	O.H.
600980553	Cruz	Steve Lawerence	81750 Ave 46	Indio CA 92201	2	10	M		2 or More	Agriscience
553634213	Cruz	Veronica Itzel	81750 Ave 46	Indio CA 92201	5	13	F	X	2 or More	Ag Bus Mgt
600615440	Cunanan Jr.	Espiridion Dugenia	81750 Ave 46	Indio CA 92201	3	11	M		2 or More	Agriscience
0	Dalipagic	Benjamin Aaron	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or	Agriscience

0	De Andra	Mark Anthony	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
600980555	De La Cerda	Emiliano Sebastian	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	De La Herran	Yesenia	81750 Ave 46 Indio CA 92262	1	11	F	X	2 or More	Agriscience
600061008	De La Torre	Dominic Angel	81750 Ave 46 Indio CA 92201	2	12	M	X	2 or More	Agriscience
0	Delgado	Ana Lucia	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	O.H.
0	Delgado	Natalie	81750 Ave 46 Indio CA 92262	1	09	F	X	2 or More	Agriscience
600615450	Dewitt	Jade Kali	81750 Ave 46 Indio CA 92201	4	12	F		2 or More	An. Science
0	Diaz	Francelia	81750 Ave 46 Indio CA 92201	2	12	F	X	2 or More	O.H.
600981160	Diaz	Isaac Israel	81750 Ave 46 Indio CA 92201	2	12	M	X	2 or More	O.H.
600981161	Diaz	Lesly A.	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Diaz	Santiago Julian Andres	81750 Ave 46 Indio CA 92262	1	11	M	X	2 or More	An. Science
0	Diaz-Reyes	Julissa	81750 Ave 46 Indio CA 92262	1	12	F	X	2 or More	An. Science
600981163	Dimas	Chris	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Dominguez	Benjamin JR	81750 Ave 46 Indio CA 92262	1	11	M	X	2 or More	Agriscience
600615805	Duran	Aleena Alicia	81750 Ave 46 Indio CA 92201	2	11	F	X	2 or More	O.H.
0	Duran	Alexyah Nadine	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	O.H.
0	Escobedo	Reyna Juliza	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Espinoza	Alexis Nicole	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Espinoza	Jessica Jesany	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Espinoza	Miguel Moreno	81750 Ave 46 Indio CA 92262	1	09	M	X	2 or More	Agriscience
600061024	Esquivel	Adrianna Huerta	81750 Ave 46 Indio CA 92201	4	12	M	X	2 or More	Agriscience
0	Fain	Jacob Alexander	81750 Ave 46 Indio CA 92262	1	09	M	X	2 or More	Agriscience
0	Fernandez	Jazper Luis	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
600061029	Flores	Iliana	81750 Ave 46 Indio CA 92201	4	12	F	X	2 or More	O.H.
0	Flores	Jazmine	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
600061030	Flores	Riciana	81750 Ave 46 Indio CA 92201	4	12	F	X	2 or More	Agriscience
600615142	Flores Jr.	Rodolfo Castillo	81750 Ave 46 Indio CA 92201	3	12	M	X	2 or More	O.H.
600981173	Flores-Cruz	Jose Alfredo	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Florez-Ruiz	Raul	81750 Ave 46 Indio CA 92201	1	12	M	X	2 or More	Agriscience
600615718	Fraga	Dannelly Michael	81750 Ave 46 Indio CA 92201	3	11	M		2 or More	Agriscience

0	De Andra	Mark Anthony	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
600980555	De La Cerda	Emiliano Sebastian	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	De La Herran	Yesenia	81750 Ave 46 Indio CA 92262	1	11	F	X	2 or More	Agriscience
600061008	De La Torre	Dominic Angel	81750 Ave 46 Indio CA 92201	2	12	M	X	2 or More	Agriscience
0	Delgado	Ana Lucia	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	O.H.
0	Delgado	Natalie	81750 Ave 46 Indio CA 92262	1	09	F	X	2 or More	Agriscience
600615450	Dewitt	Jade Kali	81750 Ave 46 Indio CA 92201	4	12	F		2 or More	An. Science
0	Diaz	Francelia	81750 Ave 46 Indio CA 92201	2	12	F	X	2 or More	O.H.
600981160	Diaz	Isaac Israel	81750 Ave 46 Indio CA 92201	2	12	M	X	2 or More	O.H.
600981161	Diaz	Lesly A.	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Diaz	Santiago Julian Andres	81750 Ave 46 Indio CA 92262	1	11	M	X	2 or More	An. Science
0	Diaz-Reyes	Julissa	81750 Ave 46 Indio CA 92262	1	12	F	X	2 or More	An. Science
600981163	Dimas	Chris	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Dominguez	Benjamin JR	81750 Ave 46 Indio CA 92262	1	11	M	X	2 or More	Agriscience
600615805	Duran	Aleena Alicia	81750 Ave 46 Indio CA 92201	2	11	F	X	2 or More	O.H.
0	Duran	Alexyah Nadine	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	O.H.
0	Escobedo	Reyna Juliza	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Espinoza	Alexis Nicole	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Espinoza	Jessica Jesany	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Espinoza	Miguel Moreno	81750 Ave 46 Indio CA 92262	1	09	M	X	2 or More	Agriscience
600061024	Esquivel	Adrianna Huerta	81750 Ave 46 Indio CA 92201	4	12	M	X	2 or More	Agriscience
0	Fain	Jacob Alexander	81750 Ave 46 Indio CA 92262	1	09	M	X	2 or More	Agriscience
0	Fernandez	Jazper Luis	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
600061029	Flores	Iliana	81750 Ave 46 Indio CA 92201	4	12	F	X	2 or More	O.H.
0	Flores	Jazmine	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
600061030	Flores	Riciana	81750 Ave 46 Indio CA 92201	4	12	F	X	2 or More	Agriscience
600615142	Flores Jr.	Rodolfo Castillo	81750 Ave 46 Indio CA 92201	3	12	M	X	2 or More	O.H.
600981173	Flores-Cruz	Jose Alfredo	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Florez-Ruiz	Raul	81750 Ave 46 Indio CA 92201	1	12	M	X	2 or More	Agriscience
600615718	Fraga	Dannelly Michael	81750 Ave 46 Indio CA 92201	3	11	M		2 or More	Agriscience

600615313	Gallardo	Alexander	81750 Ave 46 Indio CA 92201	3	11	M	X	2 or More	An. Science
600981175	Gallegos	Samantha	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	O.H.
0	Galvan	David JR	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
600981176	Galvez	Mariah Maria	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Gamboa	Jesus Aldair	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Gamino	Liliana Minnie	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Garcia	Andrea Soledad	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	O.H.
600981177	Garcia	Antonio	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
600981178	Garcia	Damaris	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Garcia	Guadalupe Del Carmen	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	O.H.
0	Garcia	Laura Priscilla	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
600981180	Garcia	Maria Dejesus	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Garcia	Marlene	81750 Ave 46 Indio CA 92262	1	09	F	X	2 or More	Agriscience
0	Garcia	Mercadez Marie	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Garcia	Mike Anthony	81750 Ave 46 Indio CA 92262	1	11	M	X	2 or More	Agriscience
600981182	Garcia	Nanette Zavala	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
600981183	Garcia	Osbin Renee	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Garcia	Rene	81750 Ave 46 Indio CA 92262	1	09	M	X	2 or More	Agriscience
600981184	Garcia	Rosa Maria	81750 Ave 46 Indio CA 92201	2	11	F	X	2 or More	Agriscience
600981185	Garcia	Yaneth	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
600981186	Garcia-Aguilar	Angel Arturo	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Garcia-Rodriguez	Ivan Daniel	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Garduno	Jesus Muniz	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
600981188	Garduno	Leslie	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Gomez	Crystal Renee	81750 Ave 46 Indio CA 92262	1	09	F	X	2 or More	Agriscience
0	Gomez	Edza Mariana	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Gomez	Esmeralda	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	O.H.
600981193	Gomez	Veronica Guadalupe	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Gomez-Becerra	America	81750 Ave 46 Indio CA 92262	1	11	F	X	2 or More	Agriscience
0	Gomez-Flores	Andrew Jacob	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience

600615313	Gallardo	Alexander	81750 Ave 46 Indio CA 92201	3	11	M	X	2 or More	An. Science
600981175	Gallegos	Samantha	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	O.H.
0	Galvan	David JR	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
600981176	Galvez	Mariah Maria	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Gamboa	Jesus Aldair	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Gamino	Liliana Minnie	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Garcia	Andrea Soledad	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	O.H.
600981177	Garcia	Antonio	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
600981178	Garcia	Damaris	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Garcia	Guadalupe Del Carmen	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	O.H.
0	Garcia	Laura Priscilla	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
600981180	Garcia	Maria Dejesus	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Garcia	Marlene	81750 Ave 46 Indio CA 92262	1	09	F	X	2 or More	Agriscience
0	Garcia	Mercadez Marie	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Garcia	Mike Anthony	81750 Ave 46 Indio CA 92262	1	11	M	X	2 or More	Agriscience
600981182	Garcia	Nanette Zavala	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
600981183	Garcia	Osbin Renee	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Garcia	Rene	81750 Ave 46 Indio CA 92262	1	09	M	X	2 or More	Agriscience
600981184	Garcia	Rosa Maria	81750 Ave 46 Indio CA 92201	2	11	F	X	2 or More	Agriscience
600981185	Garcia	Yaneth	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
600981186	Garcia-Aguilar	Angel Arturo	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Garcia-Rodriguez	Ivan Daniel	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Garduno	Jesus Muniz	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
600981188	Garduno	Leslie	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Gomez	Crystal Renee	81750 Ave 46 Indio CA 92262	1	09	F	X	2 or More	Agriscience
0	Gomez	Edza Mariana	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Gomez	Esmeralda	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	O.H.
600981193	Gomez	Veronica Guadalupe	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Gomez-Becerra	America	81750 Ave 46 Indio CA 92262	1	11	F	X	2 or More	Agriscience
0	Gomez-Flores	Andrew Jacob	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience

0	Gonzales	Mary Rose	81750 Ave 46 Indio CA 92262	1	09	F	X	2 or More	Agriscience
600981195	Gonzales	Ricardo Thomas	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Gonzalez	Alexia	81-750 Ave 46 Indio Ca 92201	2	11	F	X	2 or More	An. Science
0	Gonzalez	Amy	81750 Ave 46 Indio CA 92262	1	09	F	X	2 or More	Agriscience
0	Gonzalez	Daniel	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
600981197	Gonzalez	Miranda Nicole	81750 Ave 46 Indio CA 92201	2	11	F	X	2 or More	Agriscience
600981199	Gonzalez	Yolanda Maytorena	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Gordillo	Martin Isaiah	81750 Ave 46 Indio CA 92262	1	12	M	X	2 or More	Agriscience
0	Gorostieta-Chaidez	Fabian Angel	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
600981299	Gorostieta-Chaidez	Francisco	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
600981300	Guerra	Benjamin	81750 Ave 46 Indio CA 92201	2	11	M	X	2 or More	An. Science
0	Guerrero	Maria Magdalena	81750 Ave 46 Indio CA 92262	1	12	F	X	2 or More	O.H.
0	Gutierrez	Andy	81750 Ave 46 Indio CA 92262	1	11	M	X	2 or More	Agriscience
600615425	Gutierrez	Giovanny	81750 Ave 46 Indio CA 92201	3	11	F	X	2 or More	O.H.
600061060	Gutierrez	Jessie Patricia	81750 Ave 46 Indio CA 92201	4	12	F	X	2 or More	O.H.
0	Guzman	Brittany	81750 Ave 46 Indio CA 92201	1	10	F	X	2 or More	O.H.
600981305	Guzman	Brittany Darlene	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Guzman	Veanka Duarte	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
600615813	Hernandez	Alex Thomas	81750 Ave 46 Indio CA 92201	2	11	M	X	2 or More	O.H.
600061065	Hernandez	Ariana Teresa	81750 Ave 46 Indio CA 92201	3	12	F	X	2 or More	O.H.
0	Hernandez	Hector Manuel, JR	81750 Ave 46 Indio CA 92201	1	11	M	X	2 or More	Agriscience
0	Hernandez	Lauralise Ariana	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Hernandez	Marcela	81-750 Ave 46 Indio Ca 92201	1	11	F	X	2 or More	An. Science
0	Hernandez Cossio	Francisco Javier	81750 Ave 46 Indio CA 92201	1	11	M	X	2 or More	Agriscience
600981312	Hernandez-Flores	Dennisse Yovanna	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Hernandez-Galvan	Javier, JR	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
600616006	Hernandez-Herrera	Stephany	81750 Ave 46 Indio CA 92201	3	11	F	X	2 or More	An. Science
0	Hernandez-Ocegueda	Emily Melissa	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
600615104	Hernandez-Ocegueda	Tania Michelle	81750 Ave 46 Indio CA 92201	3	11	F	X	2 or More	An. Science
600981313	Herrera	Leah Marie	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
600981314	Herrera	Melissa	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or	Agriscience

0	Gonzales	Mary Rose	81750 Ave 46 Indio CA 92262	1	09	F	X	2 or More	Agriscience
600981195	Gonzales	Ricardo Thomas	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Gonzalez	Alexia	81-750 Ave 46 Indio Ca 92201	2	11	F	X	2 or More	An. Science
0	Gonzalez	Amy	81750 Ave 46 Indio CA 92262	1	09	F	X	2 or More	Agriscience
0	Gonzalez	Daniel	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
600981197	Gonzalez	Miranda Nicole	81750 Ave 46 Indio CA 92201	2	11	F	X	2 or More	Agriscience
600981199	Gonzalez	Yolanda Maytorena	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Gordillo	Martin Isaiah	81750 Ave 46 Indio CA 92262	1	12	M	X	2 or More	Agriscience
0	Gorostieta-Chaidez	Fabian Angel	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
600981299	Gorostieta-Chaidez	Francisco	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
600981300	Guerra	Benjamin	81750 Ave 46 Indio CA 92201	2	11	M	X	2 or More	An. Science
0	Guerrero	Maria Magdalena	81750 Ave 46 Indio CA 92262	1	12	F	X	2 or More	O.H.
0	Gutierrez	Andy	81750 Ave 46 Indio CA 92262	1	11	M	X	2 or More	Agriscience
600615425	Gutierrez	Giovanny	81750 Ave 46 Indio CA 92201	3	11	F	X	2 or More	O.H.
600061060	Gutierrez	Jessie Patricia	81750 Ave 46 Indio CA 92201	4	12	F	X	2 or More	O.H.
0	Guzman	Brittany	81750 Ave 46 Indio CA 92201	1	10	F	X	2 or More	O.H.
600981305	Guzman	Brittany Darlene	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Guzman	Veanka Duarte	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
600615813	Hernandez	Alex Thomas	81750 Ave 46 Indio CA 92201	2	11	M	X	2 or More	O.H.
600061065	Hernandez	Ariana Teresa	81750 Ave 46 Indio CA 92201	3	12	F	X	2 or More	O.H.
0	Hernandez	Hector Manuel, JR	81750 Ave 46 Indio CA 92201	1	11	M	X	2 or More	Agriscience
0	Hernandez	Lauralise Ariana	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Hernandez	Marcela	81-750 Ave 46 Indio Ca 92201	1	11	F	X	2 or More	An. Science
0	Hernandez Cossio	Francisco Javier	81750 Ave 46 Indio CA 92201	1	11	M	X	2 or More	Agriscience
600981312	Hernandez-Flores	Dennisse Yovanna	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Hernandez-Galvan	Javier, JR	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
600616006	Hernandez-Herrera	Stephany	81750 Ave 46 Indio CA 92201	3	11	F	X	2 or More	An. Science
0	Hernandez-Ocegueda	Emily Melissa	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
600615104	Hernandez-Ocegueda	Tania Michelle	81750 Ave 46 Indio CA 92201	3	11	F	X	2 or More	An. Science
600981313	Herrera	Leah Marie	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
600981314	Herrera	Melissa	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or	Agriscience

600981315	Herrera	Sierra Eulalia	81750 Ave 46	Indio CA 92201	2	12	F	X	More 2 or More	Agriscience
0	Herrera Lopez	Angelica Marie	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
600981318	Hinojosa	Bryan Alexander	81750 Ave 46	Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Holguin	Anissa Marie	81750 Ave 46	Indio CA 92201	1	10	F	X	2 or More	Agriscience
0	Horta	Mariah Ilene	81750 Ave 46	Indio CA 92201	1	10	M	X	2 or More	O.H.
0	Hurtado	Octavio	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Hurtado-Comunidad	Maria Celeste	81750 Ave 46	Indio CA 92262	1	09	F	X	2 or More	Agriscience
0	Jacobo	Kevin	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Jaimez	Christopher	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
600615447	Jimenez	Alejandra Viridiana	81750 Ave 46	Indio CA 92201	3	11	F	X	2 or More	O.H.
0	Jimenez	Jonathan	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Jimenez Gutierrez	Kassandra	81750 Ave 46	Indio CA 92201	1	12	F	X	2 or More	O.H.
600981324	Lefebre	Cruz Angel	81750 Ave 46	Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Lenos	Mauro Santiago	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Leyva-Beltran	Maria Christina	81750 Ave 46	Indio CA 92262	1	11	F	X	2 or More	An. Science
600981325	Leyva-Vargas	Adriana	81750 Ave 46	Indio CA 92201	2	10	F	X	2 or More	Agriscience
600981326	Lezama Flores	Dulce Yoalhi	81750 Ave 46	Indio CA 92201	2	10	F	X	2 or More	O.H.
600981327	Lira-Vasquez	Erika Rubi	81750 Ave 46	Indio CA 92201	2	10	F		2 or More	Agriscience
600981329	Lizarraga	Samantha	81750 Ave 46	Indio CA 92201	2	10	F	X	2 or More	Agriscience
600981330	Lizarraga	Vanessa	81750 Ave 46	Indio CA 92201	2	11	F	X	2 or More	O.H.
0	Loaiza	Juliana	81750 Ave 46	Indio CA 92201	1	10	F	X	2 or More	O.H.
600061089	Lopez	Cera Abigail	81750 Ave 46	Indio CA 92201	4	12	F	X	2 or More	Agriscience
600981331	Lopez	Damian Epigmenio	81750 Ave 46	Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Lopez	Delilah	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
600061090	Lopez	Eileen	81750 Ave 46	Indio CA 92201	3	12	F	X	2 or More	O.H.
600981354	Lopez	Esperanza	81750 Ave 46	Indio CA 92201	2	12	F	X	2 or More	O.H.
0	Lopez	Felicity Ann	81750 Ave 46	Indio CA 92262	1	09	F	X	2 or More	Agriscience
0	Lopez	Fernando	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
553634275	Lopez	Ivie Keneesha	81750 Ave 46	Indio CA 92201	5	13	F	X	2 or More	Ag Bus Mgt
0	Lopez	Jasmine Carissa	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or	Agriscience

600981315	Herrera	Sierra Eulalia	81750 Ave 46	Indio CA	92201	2	12	F	X	More 2 or More	Agriscience
0	Herrera Lopez	Angelica Marie	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600981318	Hinojosa	Bryan Alexander	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Holguin	Anissa Marie	81750 Ave 46	Indio CA	92201	1	10	F	X	2 or More	Agriscience
0	Horta	Mariah Ilene	81750 Ave 46	Indio CA	92201	1	10	M	X	2 or More	O.H.
0	Hurtado	Octavio	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Hurtado-Comunidad	Maria Celeste	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
0	Jacobo	Kevin	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Jaimez	Christopher	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600615447	Jimenez	Alejandra Viridiana	81750 Ave 46	Indio CA	92201	3	11	F	X	2 or More	O.H.
0	Jimenez	Jonathan	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Jimenez Gutierrez	Kassandra	81750 Ave 46	Indio CA	92201	1	12	F	X	2 or More	O.H.
600981324	Lefebre	Cruz Angel	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Lenos	Mauro Santiago	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Leyva-Beltran	Maria Christina	81750 Ave 46	Indio CA	92262	1	11	F	X	2 or More	An. Science
600981325	Leyva-Vargas	Adriana	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600981326	Lezama Flores	Dulce Yoalhi	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	O.H.
600981327	Lira-Vasquez	Erika Rubi	81750 Ave 46	Indio CA	92201	2	10	F		2 or More	Agriscience
600981329	Lizarraga	Samantha	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600981330	Lizarraga	Vanessa	81750 Ave 46	Indio CA	92201	2	11	F	X	2 or More	O.H.
0	Loaiza	Juliana	81750 Ave 46	Indio CA	92201	1	10	F	X	2 or More	O.H.
600061089	Lopez	Cera Abigail	81750 Ave 46	Indio CA	92201	4	12	F	X	2 or More	Agriscience
600981331	Lopez	Damian Epigmenio	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Lopez	Delilah	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600061090	Lopez	Eileen	81750 Ave 46	Indio CA	92201	3	12	F	X	2 or More	O.H.
600981354	Lopez	Esperanza	81750 Ave 46	Indio CA	92201	2	12	F	X	2 or More	O.H.
0	Lopez	Felicity Ann	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
0	Lopez	Fernando	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
553634275	Lopez	Ivie Keneesha	81750 Ave 46	Indio CA	92201	5	13	F	X	2 or More	Ag Bus Mgt
0	Lopez	Jasmine Carissa	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or	Agriscience

0	Lopez	Jennifer	81750 Ave 46	Indio CA	92262	1	12	F	X	2 or More	An. Science
0	Lopez	Joshlyn Sky	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Lopez	Joshua	81750 Ave 46	Indio CA	92262	1	10	M	X	2 or More	An. Science
600981355	Lopez	Juliana Lizeth	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600615594	Lopez	Liliana	81750 Ave 46	Indio CA	92201	3	11	F	X	2 or More	An. Science
600981357	Lopez	Litzulli Sitlaly	81750 Ave 46	Indio CA	92201	3	12	F	X	2 or More	O.H.
600615356	Lopez	Lourdes Ernestina	81750 Ave 46	Indio CA	92201	3	12	F	X	2 or More	Agriscience
600615349	Lopez	Marco Antonio L	81750 Ave 46	Indio CA	92201	3	11	M	X	2 or More	Agriscience
0	Lopez	Roberto Concepcion, III	81750 Ave 46	Indio CA	92201	1	12	M	X	2 or More	Agriscience
0	Lopez Silva	Kimberly	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Lozano	Valeria	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Lua	Elian Andres	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Luna	Andrew Ismael	81750 Ave 46	Indio CA	92201	1	11	M	X	2 or More	Agriscience
600615632	Luna Rivas	Andrea Maria	81750 Ave 46	Indio CA	92201	3	12	F	X	2 or More	Agriscience
0	Machuca-Botello	Cesar Manuel	81750 Ave 46	Indio CA	92201	1	11	M	X	2 or More	Agriscience
0	Macias-Rodriguez	Michelle	81750 Ave 46	Indio CA	92201	2	12	F	X	2 or More	O.H.
600061100	Madrigal	Alejandra Guadalupe	81750 Ave 46	Indio CA	92201	3	12	F	X	2 or More	Agriscience
0	Madrigal-Segura	Cesilia Yuliana	81750 Ave 46	Indio CA	92201	1	10	F	X	2 or More	O.H.
600061102	Magana	Adriana	81750 Ave 46	Indio CA	92201	2	12	F	X	2 or More	O.H.
0	Marquez	Alessa	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Martinez	Enrique	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Martinez	Julisa	81-750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	O.H.
600981365	Martinez	Natalie Esperanza	81750 Ave 46	Indio CA	92201	2	11	F	X	2 or More	Agriscience
0	Martinez Reyes	Magdalena Judith	81750 Ave 46	Indio CA	92201	1	10	F	X	2 or More	O.H.
0	Martin-Lozano	Natalie	81-750 Ave 46	Indio CA	92262	2	10	M	X	2 or More	O.H.
600061113	Mascareno	Lidia Daniela	81750 Ave 46	Indio CA	92201	4	12	F	X	2 or More	Agriscience
0	Mata	Melissa Sesca	81750 Ave 46	Indio CA	92262	1	11	F	X	2 or More	Agriscience
0	Medina	Esteban	81750 Ave 46	Indio CA	92262	1	11	M	X	2 or More	O.H.
0	Medina	Guadalupe Monica	81750 Ave 46	Indio CA	92201	1	10	F	X	2 or More	O.H.
0	Mejia-Castro	Ayla	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience

0	Lopez	Jennifer	81750 Ave 46	Indio CA 92262	1	12	F	X	2 or More	An. Science
0	Lopez	Joshlyn Sky	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Lopez	Joshua	81750 Ave 46	Indio CA 92262	1	10	M	X	2 or More	An. Science
600981355	Lopez	Juliana Lizeth	81750 Ave 46	Indio CA 92201	2	10	F	X	2 or More	Agriscience
600615594	Lopez	Liliana	81750 Ave 46	Indio CA 92201	3	11	F	X	2 or More	An. Science
600981357	Lopez	Litzulli Sitlaly	81750 Ave 46	Indio CA 92201	3	12	F	X	2 or More	O.H.
600615356	Lopez	Lourdes Ernestina	81750 Ave 46	Indio CA 92201	3	12	F	X	2 or More	Agriscience
600615349	Lopez	Marco Antonio L	81750 Ave 46	Indio CA 92201	3	11	M	X	2 or More	Agriscience
0	Lopez	Roberto Concepcion, III	81750 Ave 46	Indio CA 92201	1	12	M	X	2 or More	Agriscience
0	Lopez Silva	Kimberly	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Lozano	Valeria	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Lua	Elian Andres	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Luna	Andrew Ismael	81750 Ave 46	Indio CA 92201	1	11	M	X	2 or More	Agriscience
600615632	Luna Rivas	Andrea Maria	81750 Ave 46	Indio CA 92201	3	12	F	X	2 or More	Agriscience
0	Machuca-Botello	Cesar Manuel	81750 Ave 46	Indio CA 92201	1	11	M	X	2 or More	Agriscience
0	Macias-Rodriguez	Michelle	81750 Ave 46	Indio CA 92201	2	12	F	X	2 or More	O.H.
600061100	Madrigal	Alejandra Guadalupe	81750 Ave 46	Indio CA 92201	3	12	F	X	2 or More	Agriscience
0	Madrigal-Segura	Cesilia Yuliana	81750 Ave 46	Indio CA 92201	1	10	F	X	2 or More	O.H.
600061102	Magana	Adriana	81750 Ave 46	Indio CA 92201	2	12	F	X	2 or More	O.H.
0	Marquez	Alessa	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Martinez	Enrique	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Martinez	Julisa	81-750 Ave 46	Indio CA 92262	1	09	F	X	2 or More	O.H.
600981365	Martinez	Natalie Esperanza	81750 Ave 46	Indio CA 92201	2	11	F	X	2 or More	Agriscience
0	Martinez Reyes	Magdalena Judith	81750 Ave 46	Indio CA 92201	1	10	F	X	2 or More	O.H.
0	Martin-Lozano	Natalie	81-750 Ave 46	Indio CA 92262	2	10	M	X	2 or More	O.H.
600061113	Mascareno	Lidia Daniela	81750 Ave 46	Indio CA 92201	4	12	F	X	2 or More	Agriscience
0	Mata	Melissa Sesca	81750 Ave 46	Indio CA 92262	1	11	F	X	2 or More	Agriscience
0	Medina	Esteban	81750 Ave 46	Indio CA 92262	1	11	M	X	2 or More	O.H.
0	Medina	Guadalupe Monica	81750 Ave 46	Indio CA 92201	1	10	F	X	2 or More	O.H.
0	Mejia-Castro	Ayla	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience

600061123	Mendoza	Evelin	81750 Ave 46	Indio CA 92201	2	12	F	X	2 or More	Agriscience
0	Mendoza	Francisco Leonel	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Meza	Cynthia	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
600981370	Molinar	Julia Ariel	81750 Ave 46	Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Mora	Adrianna	81750 Ave 46	Indio CA 92201	2	10	F	X	2 or More	O.H.
0	Morales	Jose Alberto	81750 Ave 46	Indio CA 92262	1	09	M	X	2 or More	Agriscience
0	Moran-Sanchez	Jesus Said	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
600061130	Moreno	Ashley Raquel	81750 Ave 46	Indio CA 92201	4	12	F	X	2 or More	O.H.
0	Moreno	Cytlali Jacqueline	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
600615829	Moreno	Mya Andrea	81750 Ave 46	Indio CA 92201	2	11	F	X	2 or More	O.H.
600615337	Moya	Bobby Edward	81750 Ave 46	Indio CA 92201	2	11	M		2 or More	Agriscience
0	Munguia	Jose Abraham	81750 Ave 46	Indio CA 92262	1	09	M	X	2 or More	Agriscience
600981378	Murillo	Christian Manriquez	81750 Ave 46	Indio CA 92201	2	10	M	X	2 or More	Agriscience
600981381	Navarro	Lizeth	81750 Ave 46	Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Navarro-Garcia	America Teresa	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
600981384	Nunez	Andrea	81750 Ave 46	Indio CA 92201	2	10	F	X	2 or More	Agriscience
600615774	Nunez	Erick Flores	81750 Ave 46	Indio CA 92201	2	11	M	X	2 or More	O.H.
553634316	Nunez	Fernando Hernandez	81750 Ave 46	Indio CA 92201	5	13	M	X	2 or More	Ag Bus Mgt
0	Nunez	Francisco Leon	81750 Ave 46	Indio CA 92262	1	09	M	X	2 or More	Agriscience
0	Oakley	Ashley Aileen	81750 Ave 46	Indio CA 92201	1	12	F	X	2 or More	O.H.
0	Orosco	Emmanuel	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Orozco	Angel Isaiah	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
600981482	Orozco	Desiree Isela	81750 Ave 46	Indio CA 92201	2	10	F	X	2 or More	Agriscience
600615130	Orozco	Jacqueline	81750 Ave 46	Indio CA 92201	3	11	F	X	2 or More	Agriscience
0	Ortiz	Astrid Airam	81750 Ave 46	Indio CA 92262	1	09	F	X	2 or More	Agriscience
600615812	Ortiz	Breanna	81750 Ave 46	Indio CA 92201	3	11	F	X	2 or More	An. Science
0	Ortiz	Luis Angel	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
600615132	Ortiz	Mathew	81750 Ave 46	Indio CA 92201	3	11	M	X	2 or More	An. Science
600615561	Pachuca	Brenda	81750 Ave 46	Indio CA 92201	3	13	F	X	2 or More	Ag Bus Mgt
0	Padilla	Jazmine Andronica	81750 Ave 46	Indio CA 92262	1	11	F	X	2 or More	Agriscience

600061123	Mendoza	Evelin	81750 Ave 46	Indio CA 92201	2	12	F	X	2 or More	Agriscience
0	Mendoza	Francisco Leonel	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Meza	Cynthia	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
600981370	Molinar	Julia Ariel	81750 Ave 46	Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Mora	Adrianna	81750 Ave 46	Indio CA 92201	2	10	F	X	2 or More	O.H.
0	Morales	Jose Alberto	81750 Ave 46	Indio CA 92262	1	09	M	X	2 or More	Agriscience
0	Moran-Sanchez	Jesus Said	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
600061130	Moreno	Ashley Raquel	81750 Ave 46	Indio CA 92201	4	12	F	X	2 or More	O.H.
0	Moreno	Cytlali Jacqueline	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
600615829	Moreno	Mya Andrea	81750 Ave 46	Indio CA 92201	2	11	F	X	2 or More	O.H.
600615337	Moya	Bobby Edward	81750 Ave 46	Indio CA 92201	2	11	M		2 or More	Agriscience
0	Munguia	Jose Abraham	81750 Ave 46	Indio CA 92262	1	09	M	X	2 or More	Agriscience
600981378	Murillo	Christian Manriquez	81750 Ave 46	Indio CA 92201	2	10	M	X	2 or More	Agriscience
600981381	Navarro	Lizeth	81750 Ave 46	Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Navarro-Garcia	America Teresa	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
600981384	Nunez	Andrea	81750 Ave 46	Indio CA 92201	2	10	F	X	2 or More	Agriscience
600615774	Nunez	Erick Flores	81750 Ave 46	Indio CA 92201	2	11	M	X	2 or More	O.H.
553634316	Nunez	Fernando Hernandez	81750 Ave 46	Indio CA 92201	5	13	M	X	2 or More	Ag Bus Mgt
0	Nunez	Francisco Leon	81750 Ave 46	Indio CA 92262	1	09	M	X	2 or More	Agriscience
0	Oakley	Ashley Aileen	81750 Ave 46	Indio CA 92201	1	12	F	X	2 or More	O.H.
0	Orosco	Emmanuel	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Orozco	Angel Isaiah	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
600981482	Orozco	Desiree Isela	81750 Ave 46	Indio CA 92201	2	10	F	X	2 or More	Agriscience
600615130	Orozco	Jacqueline	81750 Ave 46	Indio CA 92201	3	11	F	X	2 or More	Agriscience
0	Ortiz	Astrid Airam	81750 Ave 46	Indio CA 92262	1	09	F	X	2 or More	Agriscience
600615812	Ortiz	Breanna	81750 Ave 46	Indio CA 92201	3	11	F	X	2 or More	An. Science
0	Ortiz	Luis Angel	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
600615132	Ortiz	Mathew	81750 Ave 46	Indio CA 92201	3	11	M	X	2 or More	An. Science
600615561	Pachuca	Brenda	81750 Ave 46	Indio CA 92201	3	13	F	X	2 or More	Ag Bus Mgt
0	Padilla	Jazmine Andronica	81750 Ave 46	Indio CA 92262	1	11	F	X	2 or More	Agriscience

0	Pando	Jesus Nicholas	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Paredes	Ricardo Gabriel JR	81750 Ave 46	Indio CA	92262	1	11	M	X	2 or More	Agriscience
600615519	Paz	Alexander Alonso S.	81750 Ave 46	Indio CA	92201	3	11	M	X	2 or More	An. Science
600981487	Pecina	Victoria	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600615298	Pelayo	Monica	81750 Ave 46	Indio CA	92201	3	11	F	X	2 or More	Agriscience
600061150	Pena	Alexia Maribel	81750 Ave 46	Indio CA	92201	4	13	F	X	2 or More	Ag Bus Mgt
0	Pena Jimenez	Javier	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	O.H.
0	Perez	Christopher Johani	81-750 Ave 46	Indio CA	92262	1	11	M	X	2 or More	O.H.
0	Perez	Issac Joshua	81750 Ave 46	Indio CA	92262	1	09	M	X	2 or More	Agriscience
0	Perez	Jerry Daniel	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Perez	Karen Daniela	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Perez	Lizbeth Esperanza	81750 Ave 46	Indio CA	92262	1	11	F	X	2 or More	Agriscience
0	Perez-Becerra	Erika	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Perezchica	Jaime Enrique, III	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Perez-Gonzalez	Juanita Isabel	81750 Ave 46	Indio CA	92201	1	11	F	X	2 or More	O.H.
0	Perez-Murillo	Paulina	81-750 Ave 46	Indio CA	92262	1	10	M	X	2 or More	O.H.
0	Pimentel-Zendejas	Daniela	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	O.H.
0	Pineda-Contreras	Johaira Guadalupe	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600616151	Poblano	Jonnathan Uriel	81750 Ave 46	Indio CA	92201	3	11	M		2 or More	Agriscience
600616210	Ponce	Thania	81750 Ave 46	Indio CA	92201	2	11	F	X	2 or More	Agriscience
600981492	Pontifes Enriquez	Carolina	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Quintero	Jennifer	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Quintero-Torres	Rafael	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	O.H.
600616243	Quiroz	Jesse Leroy	81750 Ave 46	Indio CA	92201	3	12	M	X	2 or More	An. Science
600981494	Ramirez	Angelica	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Ramirez	Fernando	81750 Ave 46	Indio CA	92201	1	11	M	X	2 or More	Agriscience
0	Ramirez	Maria Berenice	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600616339	Ramirez	Marissa Ary	81750 Ave 46	Indio CA	92201	3	11	F	X	2 or More	An. Science
600981496	Ramirez	Norma Edith	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	An. Science
0	Ramirez	Obed	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600981497	Ramirez	Samantha Meza	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience

0	Pando	Jesus Nicholas	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Paredes	Ricardo Gabriel JR	81750 Ave 46	Indio CA 92262	1	11	M	X	2 or More	Agriscience
600615519	Paz	Alexander Alonso S.	81750 Ave 46	Indio CA 92201	3	11	M	X	2 or More	An. Science
600981487	Pecina	Victoria	81750 Ave 46	Indio CA 92201	2	10	F	X	2 or More	Agriscience
600615298	Pelayo	Monica	81750 Ave 46	Indio CA 92201	3	11	F	X	2 or More	Agriscience
600061150	Pena	Alexia Maribel	81750 Ave 46	Indio CA 92201	4	13	F	X	2 or More	Ag Bus Mgt
0	Pena Jimenez	Javier	81750 Ave 46	Indio CA 92201	2	10	M	X	2 or More	O.H.
0	Perez	Christopher Johani	81-750 Ave 46	Indio CA 92262	1	11	M	X	2 or More	O.H.
0	Perez	Issac Joshua	81750 Ave 46	Indio CA 92262	1	09	M	X	2 or More	Agriscience
0	Perez	Jerry Daniel	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Perez	Karen Daniela	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Perez	Lizbeth Esperanza	81750 Ave 46	Indio CA 92262	1	11	F	X	2 or More	Agriscience
0	Perez-Becerra	Erika	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Perezchica	Jaime Enrique, III	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Perez-Gonzalez	Juanita Isabel	81750 Ave 46	Indio CA 92201	1	11	F	X	2 or More	O.H.
0	Perez-Murillo	Paulina	81-750 Ave 46	Indio CA 92262	1	10	M	X	2 or More	O.H.
0	Pimentel-Zendejas	Daniela	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	O.H.
0	Pineda-Contreras	Johaira Guadalupe	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
600616151	Poblano	Jonnathan Uriel	81750 Ave 46	Indio CA 92201	3	11	M		2 or More	Agriscience
600616210	Ponce	Thania	81750 Ave 46	Indio CA 92201	2	11	F	X	2 or More	Agriscience
600981492	Pontifes Enriquez	Carolina	81750 Ave 46	Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Quintero	Jennifer	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Quintero-Torres	Rafael	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	O.H.
600616243	Quiroz	Jesse Leroy	81750 Ave 46	Indio CA 92201	3	12	M	X	2 or More	An. Science
600981494	Ramirez	Angelica	81750 Ave 46	Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Ramirez	Fernando	81750 Ave 46	Indio CA 92201	1	11	M	X	2 or More	Agriscience
0	Ramirez	Maria Berenice	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
600616339	Ramirez	Marissa Ary	81750 Ave 46	Indio CA 92201	3	11	F	X	2 or More	An. Science
600981496	Ramirez	Norma Edith	81750 Ave 46	Indio CA 92201	2	10	F	X	2 or More	An. Science
0	Ramirez	Obed	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
600981497	Ramirez	Samantha Meza	81750 Ave 46	Indio CA 92201	2	10	F	X	2 or More	Agriscience

600981498	Ramirez	Yaelin Jacqueline	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Ramirez	Yosselin Gissel	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Ramirez	Yunuen	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
600981499	Ramirez Castillo	Dulce Yaquelin	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Ramirez-Tellez	Jacqueline	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600616264	Recio	Adrian Emilio	81750 Ave 46	Indio CA	92201	3	11	M	X	2 or More	Agriscience
0	Recio	Isidro	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Reyes	Andres	81750 Ave 46	Indio CA	92201	1	11	M	X	2 or More	Agriscience
600981502	Reyes	Timothy Michael	81750 Ave 46	Indio CA	92201	2	13	M	X	2 or More	Ag Bus Mgt
600981503	Rico	Richard Anthony Perez	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Rios	Ailyn Yanira	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	O.H.
600981505	Rios	Dylan	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Rios	Veronica	81-750 Ave 46	Indio Ca	92201	1	11	F	X	2 or More	Agriscience
0	Rivas	Cindy	81-750 Ave 46	Indio Ca	92201	1	11	F	X	2 or More	An. Science
0	Rivera	Syerra Rickelle	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600616057	Rivera Jr.	Jose Guadalupe	81750 Ave 46	Indio CA	92201	3	11	M	X	2 or More	An. Science
600981508	Rivera-Guzman	Daniela	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600616168	Robles	Alexander	81750 Ave 46	Indio CA	92201	3	11	M	X	2 or More	Agriscience
0	Robles	Carlos Antonio	81750 Ave 46	Indio CA	92201	1	11	M	X	2 or More	Agriscience
0	Robles	Viridiana	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
0	Rodriguez	Abel Castro	81750 Ave 46	Indio CA	92201	1	10	M	X	2 or More	O.H.
600616116	Rodriguez	Cecily	81750 Ave 46	Indio CA	92201	3	13	F	X	2 or More	O.H.
600980559	Rodriguez	Cesar	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
600980560	Rodriguez	David	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
600980561	Rodriguez	David Austin G	81750 Ave 46	Indio CA	92201	2	11	M	X	2 or More	An. Science
0	Rodriguez	Erik Alonze	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600980562	Rodriguez	Fabian Arturo	81750 Ave 46	Indio CA	92201	2	11	M	X	2 or More	Agriscience
600980563	Rodriguez	Florencia	81750 Ave 46	Indio CA	92201	2	12	F	X	2 or More	O.H.
0	Rodriguez	Laura	81-750 Ave 46	Indio CA	92262	2	12	M	X	2 or More	Agriscience
0	Rodriguez	Maria Del Sol	81-750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	O.H.

600981498	Ramirez	Yaelin Jacqueline	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Ramirez	Yosselin Gissel	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Ramirez	Yunuen	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
600981499	Ramirez Castillo	Dulce Yaquelin	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Ramirez-Tellez	Jacqueline	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600616264	Recio	Adrian Emilio	81750 Ave 46	Indio CA	92201	3	11	M	X	2 or More	Agriscience
0	Recio	Isidro	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Reyes	Andres	81750 Ave 46	Indio CA	92201	1	11	M	X	2 or More	Agriscience
600981502	Reyes	Timothy Michael	81750 Ave 46	Indio CA	92201	2	13	M	X	2 or More	Ag Bus Mgt
600981503	Rico	Richard Anthony Perez	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Rios	Ailyn Yanira	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	O.H.
600981505	Rios	Dylan	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Rios	Veronica	81-750 Ave 46	Indio Ca	92201	1	11	F	X	2 or More	Agriscience
0	Rivas	Cindy	81-750 Ave 46	Indio Ca	92201	1	11	F	X	2 or More	An. Science
0	Rivera	Syerra Rickelle	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600616057	Rivera Jr.	Jose Guadalupe	81750 Ave 46	Indio CA	92201	3	11	M	X	2 or More	An. Science
600981508	Rivera-Guzman	Daniela	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600616168	Robles	Alexander	81750 Ave 46	Indio CA	92201	3	11	M	X	2 or More	Agriscience
0	Robles	Carlos Antonio	81750 Ave 46	Indio CA	92201	1	11	M	X	2 or More	Agriscience
0	Robles	Viridiana	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
0	Rodriguez	Abel Castro	81750 Ave 46	Indio CA	92201	1	10	M	X	2 or More	O.H.
600616116	Rodriguez	Cecily	81750 Ave 46	Indio CA	92201	3	13	F	X	2 or More	O.H.
600980559	Rodriguez	Cesar	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
600980560	Rodriguez	David	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
600980561	Rodriguez	David Austin G	81750 Ave 46	Indio CA	92201	2	11	M	X	2 or More	An. Science
0	Rodriguez	Erik Alonze	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600980562	Rodriguez	Fabian Arturo	81750 Ave 46	Indio CA	92201	2	11	M	X	2 or More	Agriscience
600980563	Rodriguez	Florencia	81750 Ave 46	Indio CA	92201	2	12	F	X	2 or More	O.H.
0	Rodriguez	Laura	81-750 Ave 46	Indio CA	92262	2	12	M	X	2 or More	Agriscience
0	Rodriguez	Maria Del Sol	81-750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	O.H.

600980564	Rodriguez	Marisela	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600980565	Rodriguez	Mayra Reyes	81750 Ave 46	Indio CA	92201	2	11	F	X	2 or More	O.H.
600980566	Rodriguez	Susana	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Rodriguez-Leon	Emmanuel	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600980569	Rojas	Maria Elena	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Rosas	Jesselyn	81750 Ave 46	Indio CA	92262	1	12	F	X	2 or More	O.H.
600980578	Ruelas	Naibe Juanita	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600061180	Ruiz	Dominick	81750 Ave 46	Indio CA	92201	3	12	M	X	2 or More	Agriscience
600061183	Ruiz	Julia	81750 Ave 46	Indio CA	92201	3	12	F	X	2 or More	Agriscience
0	Ruiz-Rosales	Francisca M	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	O.H.
0	Salazar	Destiny Crystal	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Salcedo Prado	Maria Isabel	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Salgado-Patino	Jessica Jayleen	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
0	Salomon	Destiny Castillo	81750 Ave 46	Indio CA	92201	1	12	F	X	2 or More	O.H.
553634361	Samaguey	Jennifer	81750 Ave 46	Indio CA	92201	5	13	F	X	2 or More	Ag Bus Mgt
600616198	Samaguey-Chavez	Seiri	81750 Ave 46	Indio CA	92201	3	11	F	X	2 or More	Agriscience
0	Sambrano	Serena Alexandra	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600980581	Sanchez	Adriana Maria	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Sanchez	Briattni Darlene	81750 Ave 46	Indio CA	92201	1	10	F	X	2 or More	O.H.
600980582	Sanchez	Diana Laura	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600616165	Sanchez	Gricelda Janet	81750 Ave 46	Indio CA	92201	3	12	F	X	2 or More	O.H.
0	Sanchez	Macalen Teresita de Jesus	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
600061193	Santana	Celia Patricia Morales	81750 Ave 46	Indio CA	92201	4	12	F	X	2 or More	An. Science
600980589	Segoviano	Sabrina	81750 Ave 46	Indio CA	92201	2	10	F		2 or More	Agriscience
0	Serratos	Milagros	81-750 Ave 46	Indio Ca	92201	1	09	F	X	2 or More	Agriscience
600980591	Silva	Jesus Gareth	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Simo	Jasmine	81750 Ave 46	Indio CA	92201	1	12	F	X	2 or More	Agriscience
0	Sixtos	Janet Valentina	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
600980592	Solis-Verdel	Sheldon	81750 Ave 46	Indio CA	92201	2	10	M		2 or More	Agriscience
600616322	Spalding	Anisa Marie	81750 Ave 46	Indio CA	92201	3	13	F		2 or More	Ag Bus Mgt
600061200	Suarez	Ariel	81750 Ave 46	Indio CA	92201	3	13	F	X	2 or More	Ag Bus Mgt

600980564	Rodriguez	Marisela	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600980565	Rodriguez	Mayra Reyes	81750 Ave 46	Indio CA	92201	2	11	F	X	2 or More	O.H.
600980566	Rodriguez	Susana	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Rodriguez-Leon	Emmanuel	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600980569	Rojas	Maria Elena	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Rosas	Jesselyn	81750 Ave 46	Indio CA	92262	1	12	F	X	2 or More	O.H.
600980578	Ruelas	Naibe Juanita	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600061180	Ruiz	Dominick	81750 Ave 46	Indio CA	92201	3	12	M	X	2 or More	Agriscience
600061183	Ruiz	Julia	81750 Ave 46	Indio CA	92201	3	12	F	X	2 or More	Agriscience
0	Ruiz-Rosales	Francisca M	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	O.H.
0	Salazar	Destiny Crystal	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Salcedo Prado	Maria Isabel	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Salgado-Patino	Jessica Jayleen	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
0	Salomon	Destiny Castillo	81750 Ave 46	Indio CA	92201	1	12	F	X	2 or More	O.H.
553634361	Samaguey	Jennifer	81750 Ave 46	Indio CA	92201	5	13	F	X	2 or More	Ag Bus Mgt
600616198	Samaguey Chavez	Seiri	81750 Ave 46	Indio CA	92201	3	11	F	X	2 or More	Agriscience
0	Sambrano	Serena Alexandra	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600980581	Sanchez	Adriana Maria	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Sanchez	Briattni Darlene	81750 Ave 46	Indio CA	92201	1	10	F	X	2 or More	O.H.
600980582	Sanchez	Diana Laura	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600616165	Sanchez	Gricelda Janet	81750 Ave 46	Indio CA	92201	3	12	F	X	2 or More	O.H.
0	Sanchez	Macalen Teresita de Jesus	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
600061193	Santana	Celia Patricia Morales	81750 Ave 46	Indio CA	92201	4	12	F	X	2 or More	An. Science
600980589	Segoviano	Sabrina	81750 Ave 46	Indio CA	92201	2	10	F		2 or More	Agriscience
0	Serratos	Milagros	81-750 Ave 46	Indio Ca	92201	1	09	F	X	2 or More	Agriscience
600980591	Silva	Jesus Gareth	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Simo	Jasmine	81750 Ave 46	Indio CA	92201	1	12	F	X	2 or More	Agriscience
0	Sixtos	Janet Valentina	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
600980592	Solis-Verdel	Sheldon	81750 Ave 46	Indio CA	92201	2	10	M		2 or More	Agriscience
600616322	Spalding	Anisa Marie	81750 Ave 46	Indio CA	92201	3	13	F		2 or More	Ag Bus Mgt
600061200	Suarez	Ariel	81750 Ave 46	Indio CA	92201	3	13	F	X	2 or More	Ag Bus Mgt

0	Suarez	Melissa Jazmin	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	O.H.
600616175	Tamayo	Francisco	81750 Ave 46	Indio CA	92201	2	11	M	X	2 or More	O.H.
600980593	Tapia	Daniela	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Telles	Jahjaira Guadalupe	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Torres	Diana	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	O.H.
600061207	Torres	Maricarmen	81750 Ave 46	Indio CA	92201	4	12	F	X	2 or More	O.H.
600061208	Torres	Miguel Angel	81750 Ave 46	Indio CA	92201	4	12	M	X	2 or More	Agriscience
0	Tostado	Jaxlyn Michelle	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600061211	Trevino	Savannah Ann	81750 Ave 46	Indio CA	92201	4	12	F	X	2 or More	An. Science
600616087	Trevino Jr.	Edward Lee	81750 Ave 46	Indio CA	92201	2	12	M	X	2 or More	O.H.
0	Tribble	A'Shaunte Cheyenne	81750 Ave 46	Indio CA	92262	1	09	F		Black	Agriscience
600616283	Tzompantzi	Brian Alexander	81750 Ave 46	Indio CA	92201	3	11	M		2 or More	Agriscience
553634387	Tzompantzi	Lesley T	81750 Ave 46	Indio CA	92201	5	13	F		2 or More	Ag Bus Mgt
0	Valdez	Carlos	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Valdez-Moreno	Abril	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
0	Valdez-Tremper	Andrea	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600981224	Valdivia-Tejeda	Angel Daniel	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Valenzuela-Cortez	Cindy	81750 Ave 46	Indio CA	92262	1	11	F	X	2 or More	Agriscience
0	Valle	Jesus S.	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600981226	Valle	Juan Carlos	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Valle	Layla Monique	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Varela	Mireya	81750 Ave 46	Indio CA	92201	1	10	F	X	2 or More	O.H.
0	Vazquez	Maria Magdalena	81750 Ave 46	Indio CA	92201	1	10	F	X	2 or More	O.H.
0	Velazquez Higuera	Gabriel Alfredo	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Verduzco	Zaira Marivi	81750 Ave 46	Indio CA	92201	1	12	F	X	2 or More	O.H.
0	Vidal Sarabia	Zafiro	81750 Ave 46	Indio CA	92262	1	10	F	X	2 or More	An. Science
0	Vidana	Perla Amaryrani	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Villa	Jazmine Marie Padilla	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600981235	Villa-Flores	Faustino	81750 Ave 46	Indio CA	92201	2	11	M	X	2 or More	Agriscience
600061226	Villalta	Justine Enriqueta	81750 Ave 46	Indio CA	92201	4	12	F	X	2 or More	An. Science

0	Suarez	Melissa Jazmin	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	O.H.
600616175	Tamayo	Francisco	81750 Ave 46	Indio CA 92201	2	11	M	X	2 or More	O.H.
600980593	Tapia	Daniela	81750 Ave 46	Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Telles	Jahjaira Guadalupe	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Torres	Diana	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	O.H.
600061207	Torres	Maricarmen	81750 Ave 46	Indio CA 92201	4	12	F	X	2 or More	O.H.
600061208	Torres	Miguel Angel	81750 Ave 46	Indio CA 92201	4	12	M	X	2 or More	Agriscience
0	Tostado	Jaxlyn Michelle	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
600061211	Trevino	Savannah Ann	81750 Ave 46	Indio CA 92201	4	12	F	X	2 or More	An. Science
600616087	Trevino Jr.	Edward Lee	81750 Ave 46	Indio CA 92201	2	12	M	X	2 or More	O.H.
0	Tribble	A'Shaunte Cheyenne	81750 Ave 46	Indio CA 92262	1	09	F		Black	Agriscience
600616283	Tzompantzi	Brian Alexander	81750 Ave 46	Indio CA 92201	3	11	M		2 or More	Agriscience
553634387	Tzompantzi	Lesley T	81750 Ave 46	Indio CA 92201	5	13	F		2 or More	Ag Bus Mgt
0	Valdez	Carlos	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Valdez-Moreno	Abril	81750 Ave 46	Indio CA 92262	1	09	F	X	2 or More	Agriscience
0	Valdez-Tremper	Andrea	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
600981224	Valdivia-Tejeda	Angel Daniel	81750 Ave 46	Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Valenzuela-Cortez	Cindy	81750 Ave 46	Indio CA 92262	1	11	F	X	2 or More	Agriscience
0	Valle	Jesus S.	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
600981226	Valle	Juan Carlos	81750 Ave 46	Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Valle	Layla Monique	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Varela	Mireya	81750 Ave 46	Indio CA 92201	1	10	F	X	2 or More	O.H.
0	Vazquez	Maria Magdalena	81750 Ave 46	Indio CA 92201	1	10	F	X	2 or More	O.H.
0	Velazquez Higuera	Gabriel Alfredo	81750 Ave 46	Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Verduzco	Zaira Marivi	81750 Ave 46	Indio CA 92201	1	12	F	X	2 or More	O.H.
0	Vidal Sarabia	Zafiro	81750 Ave 46	Indio CA 92262	1	10	F	X	2 or More	An. Science
0	Vidana	Perla Amaryrani	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Villa	Jazmine Marie Padilla	81750 Ave 46	Indio CA 92201	1	09	F	X	2 or More	Agriscience
600981235	Villa-Flores	Faustino	81750 Ave 46	Indio CA 92201	2	11	M	X	2 or More	Agriscience
600061226	Villalta	Justine Enriqueta	81750 Ave 46	Indio CA 92201	4	12	F	X	2 or More	An. Science

600981238	Vinalay	Lisset Anahi	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600061228	Vizcarra	Christian	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
600981240	Vizcarra	Robert	81750 Ave 46	Indio CA	92201	2	12	M	X	2 or More	Agriscience
553343728	Wagner	Jovanna Jordan	81750 Ave 46	Indio CA	92201	6	14	F		White	Ag Bus Mgt
600981241	Wiley	Mia Roshae	81750 Ave 46	Indio CA	92201	2	12	F		2 or More	Agriscience
0	Zabalza	Virginia Marie	81750 Ave 46	Indio CA	92262	1	12	F	X	2 or More	An. Science
600981244	Zazueta	Jazmin	81750 Ave 46	Indio CA	92201	3	12	F	X	2 or More	O.H.
0	Zazueta	Maria Estefania	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600981246	Zepeda	Jesus	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience

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* Posted

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HOME OF THE RAJAHS
INDIO HIGH SCHOOL
www.ihsrajahs.com
"Dedicated to academic achievement and personal success for all"
Rudy Ramirez, Principal
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Est. 1958

Y.
R2 Report

Select a school: << Select a School >> GO >

Data for Year: 2014-2015

School:
CA0053 Indio
Indio HS
81-750 Avenue 46
Indio, CA 92201
Get Map
Web Site

Teachers: 3

Courses Offered:

Type	Course	Enrollment	H.S. Grad Credit	UC Credit
Ag Biology	Ag Biology CP	40	Life Science	
Ag Biology	Ag Biology CP	40	Life Science	
Ag Biology	Ag Biology CP	44	Life Science	
Ag Biology	Ag Biology HP	43	Life Science	
Ag Biology	Ag Biology HP	44	Life Science	
Ag Bus Mgt	Ag Economics CP/HP	41	Economics	
Ag Bus Mgt	Ag Government CP/HP	41	History/Gov't	
Agriscience II	Agricultural Chemistry CP/HP	38	Physical/Earth Sci.	
Agriscience II	Agricultural Chemistry CP/HP	45	Physical/Earth Sci.	
Animal Science	Animal Health and Pet Care CP	32	Life Science	
Animal Science	Plant and Animal Physiology CP/HP	26	Life Science	
Animal Science	Veterinarian Science CP/HP	12	Other	
O.H./Floral	Environmental Horticulture Science I CP/HP	15	Life Science	
O.H./Floral	Floral I	36	Fine Arts	
O.H./Floral	Floral I	30	Fine Arts	
O.H./Floral	Floral I	34	Fine Arts	
O.H./Floral	Floral II-IV	21	Fine Arts	
	TOTAL	582		
	Average Class Size	34.2		

FFA Students by Pathway:

Pathway	Count
Ag Bus Mgt	13
Agriscience	264
An. Science	36
O.H.	82
	395

FFA Students by Grade Level:

Grade Level	Count

9	135
10	107
11	80
12	59
13	13
14	1
Total	395

FFA Students by Years in Ag:

Years in Ag	Count
1	202
2	125
3	44
4	16
5	7
6	1
Total	395
Average Years	1.7

Freshman Persistence:
Cohort Year: 2011-2012

Years in Ag Completed	Count	Percent
1	125	71%
2	25	14%
3	11	6%
4	15	9%
Freshman Cohort Students	176	
Average Years Completed	1.5	

Ed Data provides demographic data for schools in California. To view this data click on the link.
View Ed Data

Congressional District	36
Assembly District	56
State Senate District	28
County	Riverside
County-District-School Code	33670583333192

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Indio HS
R2 Student Report
Year:2013

Gender

Schnum	ProgName	Male	Female
211	Ag Bus Mgt	11	29
211	Agriscience	132	125
211	An. Science	17	33
211	O.H.	8	53

Hispanic

ProgName	Hispanic	Non-Hispanic
Ag Bus Mgt	37	3
Agriscience	224	33
An. Science	46	4
O.H.	56	5

Race*

ProgName	White	Black	Hispanic	Americian Indian	Asian	Native Hawaiian/Pacifc Island	2 or more
Ag Bus Mgt	1	0	0	0	0	0	39
Agriscience	0	0	0	0	0	0	257
An. Science	0	0	0	0	0	0	50
O.H.	0	0	0	0	0	0	61

Grade Level

Year In Ag	Grade9	Grade10	Grade11	Grade12	Grade13	Grade14	Grade15	Grade16	Total
1	217	43	20	4	0	0	0	0	284
2	0	45	15	16	0	0	0	0	76
3	0	0	20	7	0	0	0	0	27
4	0	0	0	19	0	0	0	0	19
5	0	0	0	0	2	0	0	0	2
Total	217	88	55	46	2	0	0	0	408
								Total 9-12	406

Freshman Persistance:
Cohort Year: 2010-2011

Years in Ag Completed	Count	Percent
1	126	77%
2	16	10%
3	3	2%

4	12	7%
Freshman Cohort Students	164	
Average Years Completed	1.5	

*Prior to 2010 Hispanic is listed as a race.
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CALIFORNIA DEPARTMENT OF EDUCATION

AGRICULTURAL EDUCATION INCENTIVE GRANT CHECKLIST

SCHOOL Indio High School DATE 11/10/2014

AG DEPARTMENT CHAI Melissa McBride

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 Lisa Fierro
(for programs conducting Advisory Committee Rev

Regional Supervisor Signature _____

Advisory Committee Chair Contact information

Name	Lisa Fierro
Address	48352 Keaton Way
City	Indio
Phone	(760) 347-0476

Zip 92201

Revised 1/10

INCENTIVE GRANT CHECKLIST

1. CURRICULUM & INSTRUCTION

Yes	No		
		1A.	The curriculum includes the components required under Section 52454 of the Education Code: organized classes in the study of agriculture science and technology; student supervised agricultural experience; and a program of leadership, organization and personal development.
X			
		1B.	The Career Technical Education Model Curriculum Standards for the Agriculture and Natural Resources Industry Sector are the basis for content of courses offered. Curriculum addresses "Foundation" and "Pathway" standards within the program pathway(s) and course sequences.
X			
X		1C.	Career paths in agriculture have been identified and can be found on a chart or diagram in the Program Plan. (Foundation Standard 3.0)
X		1D.	The school master schedule allows students to follow the recommended sequence of agriculture courses to complete the selected career path(s).
X		1E.	Agriculture Career Awareness information is included in every course. (FS 3.1, 3.2)
X		1F.	The agriculture department utilizes computer hardware and software as an instructional tool. (FS 4.2, 4.6)
		1G.	The agriculture curriculum includes the use of computer aided instruction by utilizing at least one of the following: (FS 4.2, 4.6)
			* Computerized Record Book * Agriscience Fair Report
X			* Agriculture Term Paper * Agriculture/FFA Speech Manuscript
			* Job Resume * Job Cover Letter
			* Portfolio Letter of Introduction * Other Agriculture Related Project
		1H.	Recordkeeping is taught in all agriculture classes. Every student maintains and completes (closes out) either an actual SAE Project or Mock Problem. (FS 10.3, 11.0)
	X		
	X	1I.	Record books of all students are maintained in the Department files until one year following graduation.
X		1J.	Agriculture courses have been submitted to meet high school graduation requirements and/or University of California a-g credit.

2. LEADERSHIP & CITIZENSHIP DEVELOPMENT

Yes	No		
X		2A.	An FFA Chapter has been chartered by the State Association or has been applied for.
X		2B.	A Chapter Program of Work is developed annually and a copy is furnished to the Regional Supervisor by December 15th. Foundation 9.2,9.3,9.6 Supervisor by December 15th.
X		2C.	Every student is given a grade based upon participation in leadership activities.
X		2D.	All students enrolled in agriculture classes are affiliated with the State FFA Association.
X		2E.	Based on previous year's records, the department participated in a minimum of 12 activities as listed on the FFA Activities Check Sheet. (Attached)

Yes	No		
X		2F.	A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records. Activities could include any three of the following intra-curricular activities: (FS 7.0, 9.1, 9.2, 9.3, 9.6, 10.1)

* Local Best Informed Greenhand Contes
* Local Creed Speaking Contest
* Local Opening & Closing Contest
* Local COOP Quiz Contest
* Local Program of Work Committee(s)
* Local Demonstration Fair
* Local Agriscience Fair Exhibition
* Local Public Speaking Contest
* Local Parliamentary Procedure Contest
* Chapter Meeting or Activity
* Any Section, Region, or State Activity
* Other Local Activities

3. PRACTICAL APPLICATION OF AGRICULTURAL SKILLS

Yes	No		
X		3A.	Student participation in Supervised Agricultural Experience (SAE) is part of the grading criteria for every agriculture student in the program. (FS 10.2)
X		3B.	First year students have either been engaged in a SAE project(s) or have a plan in place for a SAE, as verified by the Student Data-Career Plan (FS 10.2, 10.3)
X		3C.	A minimum of 80% of continuing students are engaged in SAE project(s) as verified by Department records. (FS 4.0, 5.0, 6.0, 7.0, 8.0, 9.0,10.0, 11.0)
X		3D.	Students with SAE projects are visited by their agriculture teacher at least twice per year as documented by Department records.
X		3E.	A school vehicle is readily available to each agriculture teacher for all SAE activities associated with the program, or each teacher is adequately compensated for using their own personal vehicle.

4. QUALIFIED & PROFESSIONAL PERSONNEL

Yes	No		
X		4A.	Every agriculture teacher has the appropriate credential for teaching the subject(s) assigned. Copy of authorizing credential(s) is in the Comprehensive Program Plan.
X		4B.	Based on the previous year's records, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four professional development activities: (Complete attachment).
X		4C.	The agriculture staff meets a minimum of twice a month. (This criteria does not apply to single person departments - mark column N/A = Not Applicable)
X		4D.	A written record of minutes is kept of action taken during agriculture staff meetings and is kept in Department files or the Comprehensive Program Plan. (This criteria does not apply to single person departments - mark column N/A = Not Applicable)
X		4E.	Teachers are reimbursed for personal expenses they incur while participating in all approved integral activities associated with FFA, SAE, and professional CATA in-service activities.

5. FACILITIES, EQUIPMENT & MATERIALS

Yes	No		
X		5A.	Modification of facilities and equipment has occurred when necessary, based on the needs of students, including special populations.

X		5B.	There is adequate storage space for materials, records, equipment and supplies.
		5C.	At least one of the below listed community or school-based laboratory facilities has been provided to accommodate students who have no place for their SAE project(s):
X			* School Farm Laboratory * Greenhouse
			* Growing Area * Agriculture Shop
X		5D.	The Agriculture Department has E-Mail capabilities.
X		5E.	The reviewer verifies by visual observation that the agriculture facilities are neat, clean, and orderly.
X		5F.	Facilities and equipment are regularly maintained, repaired, or replaced.

6. COMMUNITY, BUSINESS AND INDUSTRY INVOLVEMENT

Yes	No		
X		6A.	The Advisory Committee is operational and reflects the committee membership as outlined in the "Agricultural Education Advisory Committee Manual".
X		6B.	The Agricultural Advisory Committee meets at least twice each year. (Minutes are available to verify meetings.)
X		6C.	The Agricultural Advisory Committee has assisted in the development or revision of the following components of the Comprehensive Program Plan, as evidenced in the Ag. Advisory Committee minutes
			* Job Market Description * Targeted Occupations
			* Total Program Goals & Objectives * Program Description - Courses, SAE, FFA
			* Course Subject Matter Outlines * Program Completion Standards
			* 5 Year Facility & Equipment Acquisition * Current Year Budget
			* Graduate Follow Up * List of Active placement Sites
X		6D.	The contact information of the Advisory Committee Chair has been provided on the cover of this checklist

7. CAREER GUIDANCE

Yes	No		
X		7A.	Students are counseled regarding: (FS 3.0)
			* Career opportunities in Agriculture and Agribusiness
			* Agriculture and academic courses necessary to complete career pathway offerings
			* Post-secondary education and training options.
X		7B.	All students have a completed career plan (Student Data Sheet) and it is updated annually. (FS 3.3)
X		7C.	Efforts have been made, or completed, to articulate with Community Colleges and/or Universities (i.e., 2+2+2 articulation agreements).

8. PROGRAM PROMOTION

Yes No

X		8A.	An Agricultural Education program recruitment brochure or similar document is used to promote the program.
X		8B.	Students have alternative means of overcoming financial barriers to participate in program activities. (Includes FFA, SAE, Leadership Activities.)
X		8C.	The Agriculture Department conducts recruitment activities with local feeder schools.

9. PROGRAM ACCOUNTABILITY & PLANNING

Yes	No		
X		9A.	A Comprehensive Program Plan is on file with the Regional Supervisor and a copy is retained in the local department files.
X		9B.	Updates of the Program Plan are sent to the Regional Supervisor by November 15th. These updates include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) FFA Program of Work; (4) Advisory Committee Roster; and (5) Advisory Committee Minutes.
X		9C.	A follow-up system is used which gathers the following information from program completers: * Status of employment or school enrolled within * Opinion regarding the value and relevance of the agriculture program * Suggestions for improving the agriculture program
X		9D.	The Graduate Follow Up data collected was entered with the On-line R2/FFA Roster Data Entry by October 15th.
X		9E.	The Agriculture Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.
X		9F.	The R-2, AIG Expenditure Reports, and FFA Roster have been received by the Regional Supervisor and/or State FFA Financial Coordinator on or before October 15th.

QUALITY CRITERIA 10, 11and 12 MUST BE SCORED DURING THE REVIEW PROCESS. HOWEVER, SCORES WILL ONLY COUNT IF THESE CRITERIA HAVE BEEN APPLIED FOR VIA THE AGRICULTURE INCENTIVE GRANT APPLICATION.

Yes	No		
	X	10A.	Shop and laboratory-based classes have no more than 20 students enrolled. Classroom-based classes have no more than 25 students enrolled.
	X	10B.	The total number of students enrolled in agriculture classes does not exceed 75 students per teacher. First year students enrolled in agriculture courses will be counted as .5 for purpose of determining the total count only. (This does not pertain to class size.)

11. FULL YEAR EMPLOYMENT

Yes	No		
X 2		11A.	A full-time equivalent teacher is employed year-round for each 75 students enrolled in the agriculture program and is compensated no less than $2000.
x 3		11B.	During the school year, one teaching period for Supervision is assigned to each agriculture teacher. This project supervision period is in addition to the preparation period normally assigned to all teachers in the school. This requirement may also be met if a period is not available by financially compensating the agriculture teacher(s) at the equivalent cost of providing one period for supervision.

12. PROGRAM ACHIEVEMENT

Yes	No	
X		12A. The Agriculture Program meets the requirements of Program Achievement (attach checklist)

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Criteria 2e Year 2013-14 School Indio High School

Must meet at least 12 areas

LEADERSHIP ACTIVITY	YES	NO
Attended State Leadership Conference	X	
Attended Regional Meeting	X	
Attended Regional Leadership Conference	X	
Attended Greenhand Conference	X	
Attended Made for Excellence Conference	X	
Attended Advanced Leadership Academy	X	
Attended Sacramento Experience		
Participated in Opening-Closing Contest - Sectional	X	
Participated in Best Informed Contest - Sectional	X	
Participated in Parliamentary Pro Contests - Sectional		
Participated in Prepared Public Speaking - Sectional		
Participated in Extemporaneous Speaking - Sectional		
Participated in Creed Recitation - Sectional		
Participated in Job Interview Contest - Sectional		
Participated in Agricultural COOP Quiz Contest - Sectional	X	
Submitted State FFA Degree Application	X	
Submitted American FFA Degree Application		
Submitted Proficiency Application - Sectional or Regional		
Submitted Chapter Award Application - Sectional or Regional		
Participated in Project Competition - Sectional	X	
Participated in any FFA Judging Activity (other than above)	X	
Participated in any other FFA Sectional Activity	X	
Participated in Local Leadership Activities (3 maximum - list below)	X	
Community Service - Elementary School Ag Field Day		
Greenhand Ceremony Recognizion Night		
Pre-Show Fitting Day		
TOTAL AREAS MET	14	

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.[illegible].10

A. Name _____ _____
Last Name First Name, MI

B. Gender: Male _____ Female _____

C. Ethnicity/Race:
Are you Hispanic or Latino? (Check one): Yes _____ No _____

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

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

D. Year in Agriculture Program: _____
(1st, 2nd, 3rd, 4th)

E. Grade Level in School: _____
(9, 10, 11, 12)

F. I Am Taking This Course Because: (Select One)

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

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

_____
_____

H. Date: _____

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

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

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

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

1. Go to Work Full - Time _____

   No Further Education _____
   Some College Later _____

2. Go to College _____

   Community College _____
   Four Year College _____
   Full-Time Student _____
   Part-Time Student _____
   Agriculture Major _____
   Non-Agriculture Major _____

3. Go Into Military Service _____

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size

N. Planned Department Activity (FFA)

Parents/Guardians Signature: _____

HOME OF THE RAJAHS
INDIO HIGH SCHOOL
www.ihsrajahs.com
"Dedicated to academic achievement and personal success for all"
Rudy Ramirez, Principal
81-750 Ave. 46 | Indio, CA 92201 | (760) 775-3550 | FAX (760) 775-3565
Est. 1958

Part 3:

Supporting Materials

Table of Contents

Student Data Sheets.....1

Permanent Student Files.....2

Course Outlines.....3

Grade Book Highlighting FFA and SAE Points 4

Completed SAE Supervision Forms.....5

SAE Requirement Highlighted.....6

FFA Requirement Highlighted.....7

FFA Program of Activities.....8

Recruitment Program.....9

FFA Chapter Scrapbook.....10

Summer Calendar.....11

Graduate Follow-Up Survey.....12

Graduate Follow-Up Results.....13

Comprehensive Program Plan.....14

Advisory Committee Meeting Agenda.....15

Advisory Committee Meeting Minutes.....16

Advisory Committee's Bylaws.....17

Proficiency Standards.....18

Credential(s).....19

Chapter Calendar.....20

Professional Development.....21

R2 Report.....22

Travel Request.....23

CATA Membership Card.....24

Professional Development Report.....25

Five Year Acquisition List.....26

Operating Budget.....27

District & Department Budget Process.....28

Reimbursement Process.....29

Chart of Responsibilities.....30

Substitute Teacher Procedures and Plans.....31

Program Completer.....32

2 + 2 Agreements.....33

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Est. 1958

1.

Student Data Sheets

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [redacted]
Last Name First Name, MI

B. Gender: Male ____ Female X

C. Ethnicity/Race:
Are you Hispanic or Latino? (Check one): Yes X No ____

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

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

D. Year in Agriculture Program: 3rd
(1st, 2nd, 3rd, 4th)

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

F. I Am Taking This Course Because: (Select One)

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

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

H. Date: 9/2/2014

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

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

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

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

1. Go to Work Full - Time ____

No Further Education ____
Some College Later ____

2. Go to College X

Community College ____
Four Year College X
Full-Time Student X
Part-Time Student ____
Agriculture Major X
Non-Agriculture Major ____

3. Go Into Military Service ____

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR School Year 2012-13	SOPHOMORE YEAR School Year 2013-14	JUNIOR YEAR School Year 2014-13	SENIOR YEAR School Year 2015-16
Course	Course	Course	Course
English I HP	English II HP	English Language and Comp AP	English Literature AP
Integrated Math I CP	Geometry HP	Algebra II HP	Pre-Caculus HP
Ag Biology HP	Ag Chemistry CP	Environmental Horticulture HP	Hydrology & Landscape Design
Art II	Animal Health and Care CP	Veterinarian Science HP	Spanish IV CP
Spanish I CP	Spanish II HP	Spanish III CP	Plant and Animal Physiology HP
AVID I	AVID II	AVID III	AVID IV
PE I	World History AP	US History AP	Ag Economics/Government HP
Freshman Seminar	AP Seminar	AP Seminar	Senior Studies

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Pig Project	1	Pig Project	1	Goat Project	1	Goat Project	1
				Landscape	1	Landscape	1
				Work Experience	200 hours	Work Experience	300 hours

N. Planned Department Activity (FFA)

Take pictures at all the events	Co-op Team		
Attend all FFA meetings			
So Cal Leadership Conference			
Volunteer work			
State FFA Conference			

Parents/Guardians Signature: [redacted]

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [redacted]
Last Name First Name, MI

B. Gender: Male X Female ____

C. Ethnicity/Race:
Are you Hispanic or Latino? (Check one): Yes X No ____

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

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

D. Year in Agriculture Program: 3rd
(1st, 2nd, 3rd, 4th)

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

F. I Am Taking This Course Because: (Select One)

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

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

H. Date: 9/2/2014

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

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

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

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

1. Go to Work Full - Time ____

No Further Education ____
Some College Later ____

2. Go to College X

Community College ____
Four Year College X
Full-Time Student X
Part-Time Student ____
Agriculture Major X
Non-Agriculture Major ____

3. Go Into Military Service ____

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR School Year 2012-13	SOPHOMORE YEAR School Year 2013-14	JUNIOR YEAR School Year 2014-13	SENIOR YEAR School Year 2015-16
Course	Course	Course	Course
English I HP	English II HP	English Language and Comp AP	English Literature AP
Algebra I CP	Geometry HP	Algebra II CP	Pre-Caculus HP
Ag Biology HP	Ag Chemistry CP	Environmental Horticulture HP	Hydrology & Landscape Design
Piano	Animal Health and Care CP	Veterinarian Science HP	Ceramics I CP
Spanish I CP	Spanish II CP	Spanish Language AP	Plant and Animal Physiology HP
Percussion Techniques	Percussion Techniques	Percussion Techniques	Percussion Techniques
Theater I	World History AP	US History AP	Ag Economics/Government HP
Freshman Seminar	AP Seminar	AP Seminar	Senior Studies

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Pig Project	1	Pig Project	1	Pig Project	1	Pig Project	1
Landscape	1	Landscape	1	Landscape	1	Landscape	1
				Work Experience	200 hours	Work Experience	300 hours

N. Planned Department Activity (FFA)

Ice Cream Social			
Attend all FFA meetings			
Nursery/Landscape Team			
Earn top showmanship at fair			
Banquet			

Parents/Guardians Signature: [redacted]

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [redacted]
Last Name First Name, MI

B. Gender: Male ____ Female X

C. Ethnicity/Race:
Are you Hispanic or Latino? (Check one): Yes ____ No X

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

____ American Indian or Alaskan Native
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____ Cambodian
____ Chinese
____ Hmong
____ Japanese
____ Korean
____ Laotian
____ Vietnamese
X Black or African American
____ Filipino
____ Guamanian
____ Samoan
____ Tahitian
____ White

D. Year in Agriculture Program: 3rd
(1st, 2nd, 3rd, 4th)

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

F. I Am Taking This Course Because: (Select One)

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

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.
Animal Science - Pre Vet

H. Date: 9/2/2014

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

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

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

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

1. Go to Work Full - Time ____

No Further Education ____
Some College Later ____

2. Go to College X

Community College ____
Four Year College X
Full-Time Student X
Part-Time Student ____
Agriculture Major X
Non-Agriculture Major ____

3. Go Into Military Service ____

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR School Year 2012-13	SOPHOMORE YEAR School Year 2013-14	JUNIOR YEAR School Year 2014-13	SENIOR YEAR School Year 2015-16
Course	Course	Course	Course
English I HP	English II HP	English Language and Comp AP	English Literature AP
Algebra I CP	Geometry HP	Algebra II CP	Pre-Caculus CP
Ag Biology HP	Ag Chemistry CP	Environmental Horticulture HP	Hydrology & Landscape Design
Web Page Design	World History AP	Dance Performance	French IV CP
French I CP	French II CP	French III CP	Veterinarian Science HP
Concert Band I	Concert Band II	Concert Band III	Concert Band IV
Dance I	Dance Performance I	US History AP	Ag Economics/Government HP
Freshman Seminar	AP Seminar	AP Seminar	Senior Studies

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
				Landscape	1	Animal Project	1
						Landscape	1

N. Planned Department Activity (FFA)

Need to get more involved			
Attend the FFA Meetings			
Really try to do an SAE			

Parents/Guardians Signature: [redacted]

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [redacted]
Last Name First Name, MI

B. Gender: Male ____ Female X

C. Ethnicity/Race:
Are you Hispanic or Latino? (Check one): Yes X No ____

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

D. Year in Agriculture Program: 3rd
(1st, 2nd, 3rd, 4th)

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

F. I Am Taking This Course Because: (Select One)

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

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

Animal Science - Vet Tech Program

H. Date: 9/2/2014

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

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

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

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

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No Further Education ____
Some College Later ____

2. Go to College X

Community College X
Four Year College ____
Full-Time Student ____
Part-Time Student ____
Agriculture Major X
Non-Agriculture Major ____

3. Go Into Military Service ____

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR School Year 2011-12	SOPHOMORE YEAR School Year 2012-13	JUNIOR YEAR School Year 2013-14	SENIOR YEAR School Year 2014-15
Course	Course	Course	Course
English I CP	English II CP	English Language and Comp AP	English Literature AP
Algebra I CP	Geometry HP	Pre-Calculus HP	Government and Politics AP
Biology CP	Physics CP	Ag Chemistry CP	Plant and Animal Physiology HP
Photo I	Veterinarian Science CP	Animal Health Care	Anatomy CP
Theater I	French I CP	French II CP	Forensic Science
CA Cadet I	CA Cadet II	CA Cadet III	CA Cadet IV
Web Page Design	World History CP	US History AP	Ag Economics/Government HP
Freshman Seminar	AP Seminar	AP Seminar	Senior Studies

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
		Sheep Project	1	Sheep Project	1	Sheep Project	1
				Landscape	1	Landscape	1

N. Planned Department Activity (FFA)

Ice Cream Social			
Attend all FFA meetings			
Nursery/Landscape Team			
End of the Year Banquet			

Parents/Guardians Signature: [redacted]

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [redacted]
Last Name First Name, MI

B. Gender: Male X Female ____

C. Ethnicity/Race:
Are you Hispanic or Latino? (Check one): Yes X No ____

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

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

D. Year in Agriculture Program: 3rd
(1st, 2nd, 3rd, 4th)

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

F. I Am Taking This Course Because: (Select One)

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

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

H. Date: 9/2/2014

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

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

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

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

1. Go to Work Full - Time ____

No Further Education ____
Some College Later ____

2. Go to College X

Community College ____
Four Year College X
Full-Time Student X
Part-Time Student ____
Agriculture Major ____
Non-Agriculture Major X

3. Go Into Military Service ____

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR School Year 2012-13	SOPHOMORE YEAR School Year 2013-14	JUNIOR YEAR School Year 2014-13	SENIOR YEAR School Year 2015-16
Course	Course	Course	Course
English I HP	English II HP	English Language and Comp AP	English Literature AP
Algebra I CP	Geometry HP	Algebra II HP	Pre-Caculus HP
Ag Biology HP	Ag Chemistry CP	Environmental Horticulture HP	Hydrology & Landscape Design
Wood I	Animal Health and Care CP	Veterinarian Science HP	Anatomy CP
Spanish I CP	Spanish II CP	Spanish III CP	Plant and Animal Physiology HP
Desktop Publishing	PE II	Personal Fitness	Personal Fitness
PE I	World History AP	US History AP	Ag Economics/Government HP
Freshman Seminar	AP Seminar	AP Seminar	Senior Studies

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Pig Project	1	Pig Project	1	Pig Project	1	Pig Project	1
				Landscape	1	Landscape	1

N. Planned Department Activity (FFA)

Ice Cream Social	End of the Year Banquet		
Attend all FFA meetings	Point Award Trip		
Nursery/Landscape Team			
Coordinate Fundraisers			
All Field Days			

Parents/Guardians Signature: [redacted]

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [redacted]
Last Name First Name, MI

B. Gender: Male X Female ____

C. Ethnicity/Race:
Are you Hispanic or Latino? (Check one): Yes X No ____

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

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

D. Year in Agriculture Program: 1st
(1st, 2nd, 3rd, 4th)

E. Grade Level in School: 9th
(9, 10, 11, 12)

F. I Am Taking This Course Because: (Select One)

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

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

H. Date: 9/2/2014

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

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

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

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

1. Go to Work Full - Time ____

   No Further Education ____
   Some College Later ____

2. Go to College X

   Community College ____
   Four Year College X
   Full-Time Student X
   Part-Time Student ____
   Agriculture Major X
   Non-Agriculture Major ____

3. Go Into Military Service ____

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR School Year 2014-15	SOPHOMORE YEAR School Year 2015-16	JUNIOR YEAR School Year 2016-17	SENIOR YEAR School Year 2017-18
Course	Course	Course	Course
English I HP	English II HP	English Language AP	English Literature AP
Algebra I CP	Geometry I CP	Algebra II CP	Pre-Calculus CP
Ag Biology HP	Ag Chemistry HP	Environmental Horticulture CP	Hydrology & Landscape Design
Art I	World History AP	Teacher's Aide	Personal Fitness
French I CP	French II CP	French III CP	Plant and Animal Physiology
Algebra I Lab	Animal Health and Care	Veterinarian Science HP	Greenhouse Management
PE I	PE II	US History AP	Ag Economics/Government HP
Freshman Seminar	AP Seminar	AP Seminar	Senior Studies

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Pig Project	1						

N. Planned Department Activity (FFA)

Best Informed Greenhand Contest			
Greenhand Conference			
Animal Project for the fair			
Attend FFA Meetings			

Parents/Guardians Signature: [redacted]

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [redacted]
Last Name First Name, MI

B. Gender: Male ____ Female X

C. Ethnicity/Race:
Are you Hispanic or Latino? (Check one): Yes X No ____

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

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

D. Year in Agriculture Program: 4th
(1st, 2nd, 3rd, 4th)

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

F. I Am Taking This Course Because: (Select One)

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

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

Agriculture Teacher

H. Date: 9/2/2014

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

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

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

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

1. Go to Work Full - Time ____

No Further Education ____
Some College Later ____

2. Go to College X

Community College ____
Four Year College X
Full-Time Student X
Part-Time Student ____
Agriculture Major X
Non-Agriculture Major ____

3. Go Into Military Service ____

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR School Year 2011-12	SOPHOMORE YEAR School Year 2012-13	JUNIOR YEAR School Year 2013-14	SENIOR YEAR School Year 2014-15
Course	Course	Course	Course
English I HP	English II HP	English Language and Comp AP	English Literature AP
Geometry HP	Algebra II HP	Pre-Calculus HP	Statistics AP
Ag Biology HP	Physics HP	Ag Chemistry CP	Plant and Animal Physiology HP
Spanish I CP	Spanish II CP	Animal Health Care	French IVAP
Renaissance I	Renaissance II	Renaissance III	Renaissance IV
Dance I	Veterinarian Science HP	Dance II	Psychology HP
Floral I	World History AP	US History AP	Ag Economics/Government HP
Freshman Seminar	AP Seminar	AP Seminar	Senior Studies

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Sheep Project	1	Goat Project	1	Pig Project	1	Pig Project	1
		Landscape	1	Landscape	1	Landscape	1
				Work Experience	200 hours		

N. Planned Department Activity (FFA)

Ice Cream Social	Cal Poly Pomona Field Day	End of the Year Banquet	
Attend all FFA meetings	State Finals at Cal Poly San Luis		
State FFA Leadership Conference	Co-op Contest at Indio High		
Apply for the CWA Scholarship	So Cal Leadership Conference		
UC Davis Field Day	Advance Leadership Academy		

Parents/Guardians Signature: [redacted]

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [redacted]
Last Name First Name, MI

B. Gender: Male X Female ____

C. Ethnicity/Race:
Are you Hispanic or Latino? (Check one): Yes X No ____

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

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

D. Year in Agriculture Program: 3rd
(1st, 2nd, 3rd, 4th)

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

F. I Am Taking This Course Because: (Select One)

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

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

H. Date: 9/2/2014

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

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

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

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

1. Go to Work Full - Time ____

No Further Education ____
Some College Later ____

2. Go to College ____

Community College ____
Four Year College ____
Full-Time Student ____
Part-Time Student ____
Agriculture Major ____
Non-Agriculture Major ____

3. Go Into Military Service X

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR School Year 2012-13	SOPHOMORE YEAR School Year 2013-14	JUNIOR YEAR School Year 2014-13	SENIOR YEAR School Year 2015-16
Course	Course	Course	Course
English I CP	English II CP	English III CP	English IV CP
Algebra I CP	Geometry CP	Algebra II CP	Pre-Calculus CP
Ag Biology CP	Earth Science CP	Environmental Horticulture CP	Hydrology & Landscape Design
Read 180	World History CP	Personal Fitness	Personal Fitness
French I CP	A+ Certification Training	Ag Chemistry CP	Plant and Animal Physiology
Wood I	Animal Health and Care	Veterinarian Science CP	Art I
PE I	PE II	US History CP	Ag Economics/Government HP
Freshman Seminar	French II CP	Office Aide	Theater I

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Pig Project	1	Pig Project	1	Landscape	1	Pig Project	1
				Pig Project	1	Landscape	1
						Work Experience	100 hours

N. Planned Department Activity (FFA)

Go to all meetings			
Be helpful			
Run for office at the end of the yea			

Parents/Guardians Signature: [redacted]

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [redacted]
Last Name First Name, MI

B. Gender: Male ____ Female X

C. Ethnicity/Race:
Are you Hispanic or Latino? (Check one): Yes X No ____

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

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

D. Year in Agriculture Program: 1st
(1st, 2nd, 3rd, 4th)

E. Grade Level in School: 9th
(9, 10, 11, 12)

F. I Am Taking This Course Because: (Select One)

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

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

H. Date: 9/2/2014

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

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

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

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

1. Go to Work Full - Time ____

No Further Education ____
Some College Later ____

2. Go to College X

Community College ____
Four Year College X
Full-Time Student X
Part-Time Student ____
Agriculture Major X
Non-Agriculture Major ____

3. Go Into Military Service ____

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR School Year 2014-15	SOPHOMORE YEAR School Year 2015-16	JUNIOR YEAR School Year 2016-17	SENIOR YEAR School Year 2017-18
Course	Course	Course	Course
English I HP	English II HP	English Language and Comp AP	English Literature AP
Geometry HP	Algebra II HP	Pre-Calculus HP	Calculus AP
Ag Biology HP	Ag Chemistry HP	Plant and Animal Physiology HP	Anatomy and Physiology HP
French I CP	French II HP	French III HP	French IVAP
Virtual Enterprise CP	World History AP	US History AP	Ag Economics/Government HP
Fashion Design I CP	Floral I CP	Floral II CP	Horticulture Science HP
AVID I	AVID II	AVID III	AVID IV
Freshman Seminar	AP Seminar	AP Seminar	Senior Studies

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Swine Project	1						

N. Planned Department Activity (FFA)

Best Informed Greenhand			
Attend all FFA meetings			
Attend state conference			

Parents/Guardians Signature: [redacted]

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [redacted]
Last Name First Name, MI

B. Gender: Male X Female ____

C. Ethnicity/Race:
Are you Hispanic or Latino? (Check one): Yes X No ____

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

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

D. Year in Agriculture Program: 3rd
(1st, 2nd, 3rd, 4th)

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

F. I Am Taking This Course Because: (Select One)

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

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

H. Date: 9/2/2014

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

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

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

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

1. Go to Work Full - Time ____

No Further Education ____
Some College Later ____

2. Go to College X

Community College X
Four Year College ____
Full-Time Student X
Part-Time Student ____
Agriculture Major X
Non-Agriculture Major ____

3. Go Into Military Service ____

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR School Year 2012-13	SOPHOMORE YEAR School Year 2013-14	JUNIOR YEAR School Year 2014-13	SENIOR YEAR School Year 2015-16
Course	Course	Course	Course
English I CP	English II CP	English III CP	English IV CP
Algebra I CP	Integrated Math I CP	Geometry CP	Algebra II CP
Ag Biology CP	Ag Chemistry CP	Environmental Horticulture CP	Hydrology & Landscape Design
Wood I	World History CP	Teacher's Aide	Personal Fitness
Spanish I CP	CAHSEE - ELD	CAHSEE - English Learner Lab	Plant and Animal Physiology
English I Lab	Animal Health and Care	Veterinarian Science HP	Art I
PE I	PE II	US History CP	Ag Economics/Government HP
Freshman Seminar	CAHSEE - Math	CAHSEE - Business Math	Athletic PE

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Sheep Project	1	Sheep Project	1	Fair Entry	1		

N. Planned Department Activity (FFA)

My grades were bad last year			
my parents have limited my			
extra curricular activities but want			
have some type of entry to the fair			

Parents/Guardians Signature: [redacted]

HOME OF THE RAJAHS
INDIO HIGH SCHOOL
www.ihsrajahs.com
"Dedicated to academic achievement and personal success for all"
Rudy Ramirez, Principal
81-750 Ave. 46 | Indio, CA 92201 | (760) 775-3550 | FAX (760) 775-3565

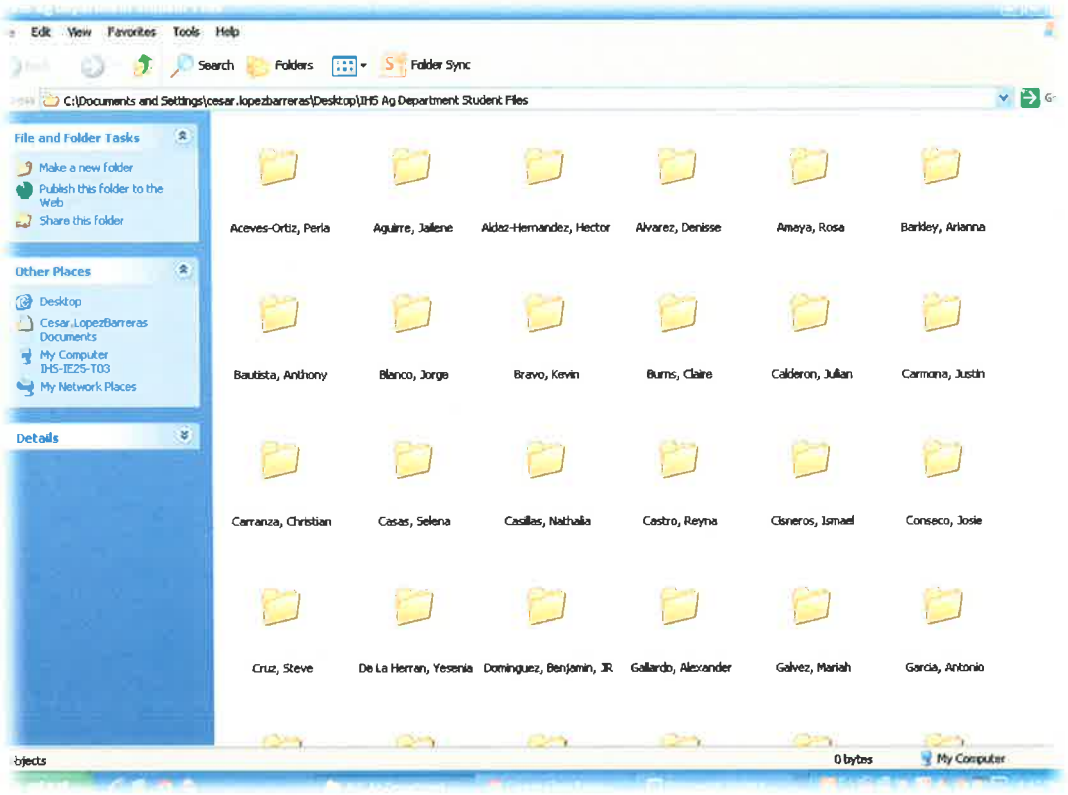
Est. 1958

2.

Permanent Student Files

Indio Agriculture and Natural Resources Department's Permanent Student Files

In able to keep our student records, we have decided to keep all student files digitally. In these files we scan students' data sheets, outstanding assignments, records of accomplishments, resume, cover letter and their senior portfolio. Students used to keep their E-record book in these files but the department is in transition to having all students complete the I-record book. All files are clustered by graduation class, making the management of student records much easier than having to have all files printed and physically stored somewhere in the department.



Print Screen of Department's Permanent Student Files

3.

Course Outlines

Indio High School - Agriculture Department
Agricultural Chemistry CP / HP
Course Syllabus for 2014-2015 School Year

81-750 Avenue 46
Indio, Ca 92201
cesar.lopezbarreras@desertsands.us

Mr. Lopez-Barreras
(760) 775-3550
Room: IE33

Agriculture Chemistry is a college preparatory course for students interested in pursuing agricultural science programs in college, with emphasis on chemistry's applications to the environment and agricultural practices. Students will spend approximately 30% of this course engaged in laboratory exercises. Since this is an agricultural education course, students will also participate in leadership development and create a supervised agricultural experience program. Assessments will include selective and constructive responses and performance task. Students will write lab reports for each major unit of study as well as a research paper for each semester. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course. As a culminating component to the class, students will also develop and present a content-relevant research project for the state Agriscience Fair. Students must have received satisfactory grades in Algebra as well as Agriculture Biology.

NATIONAL FFA ORGANIZATION & SAE PROJECT

The FFA, formerly known as the Future Farmers of America, is a national organization found in thousands of high schools across the United States. The goals of the organization are to develop leadership, cooperation, and citizenship in its members. You automatically became a member of the National FFA Organization when you enrolled in this agriculture class. Becoming involved in the FFA will help you develop valuable leadership, social, and public speaking skills. It is an integral part of this course.

One of the National FFA Organization's requirements is for every FFA member to have an agriculturally related project. These projects are termed Supervised Occupational Experience Projects or SAEs. The students are to keep accurate records on their SAEs, in which they will produce a product or provide a service, and hopefully make a profit. The project is the actual, hands-on application of concepts and principles learned in the agricultural education classroom. Students are supervised by their ag teachers in cooperation with parents, employers and other adults who assist them in the development and achievement of the SAE.

PRE-REQUISITES

- Agriculture Biology or Biology CP - Required
- Algebra 1 or higher - Required

MISSION STATEMENT:

Indio High School is a comprehensive school that bridges the rich tradition of the Indio community to the challenges of the twenty-first century by providing its diverse student population with rigorous academics, complimented by athletics, the arts and activities. The school offers its students a safe and inclusive environment in which they can pursue courses of study in a supportive, intellectual, social, emotional, and physical environment that cultivates each student's individuality and talents. Indio High School utilizes best instructional practices supplemented by effective assessment and timely intervention. Highly qualified and caring professional educators, in concert with its parents and community are committed to the goal of preparing all students to successfully meet future educational challenges. As a cornerstone of the city, Indio High School is committed to building relationships among students, parents, staff, alumni, and the Indio community.

ATTENDANCE:

Points are given for daily attendance and participation. If you have an **EXCUSED ABSENCE** it is your responsibility to make up any work that was done on that day. No makeup work will be allowed for truancies and/or unexcused absences.

THINGS YOU WILL NEED:

- **Textbook** – Please keep textbook in good shape. Students will have access to a class set of texts and will be assigned a specific textbook to use in class. Textbook contracts will be sent home about two weeks after the start of class (to allow for student movement). ***If the contract doesn't come back signed the student will not be allowed to use the class textbooks and will be required to bring their book from home as needed***
- **Science and Lab Notebook** – This notebook will be utilized everyday and must come to school with you every day of class. This notebook will also be utilized when students have inquiry based laboratories in class to use to develop experiments, collect data, analyze data and work out their conclusion.
- **FFA Record Book** – All records of your SAE. Please keep in good condition and follow all instructions. Replacement cost is $5.00.

COURSE PROCEDURES:

- **Homework**: There will be approximately 2-3 hours of homework per week. Homework is due at the beginning of class (not the middle or at the end). You will utilize your Notebook
- **Detention: may be given if homework is continuously not completed.**
- **Late Work**: Late homework assignments will only be accepted for HALF credit. If you wish to earn full credit, homework MUST be turned in when due.
- **I refuse to grade assignments I can't read**. Please proofread assignments before turning them in.
- **Note-taking:** The majority of the course content is delivered through an interactive class lecture. That is why your notebook is such a valuable portion of your grade. You can expect a minimum of 2-3 lectures a week. I will try to limit the length of the lecture to 30 minutes. Be prepared to participate during lecture by answering questions on a white board, doing pair shares with a partner, using hand motions, and repeating important words and phrases orally. Notebooks are graded at the end of every week.
- **Formal Lab Reports:** You can expect 2-3 formal labs per unit. For each lab you will utilize your Lab Notebook to record a hypothesis, collect data, analyze the data to create a conclusion and answer analysis questions provided by the teacher. You will also be expected to create graphs and write conclusion paragraphs for every lab. Utilizing your Lab Notebook you will report you findings in a formal lab report (format will be discuss in class).
- **Weekly Quizzes:** There will be a short answer quiz every Friday. Quizzes will vary in length and will test student knowledge on the objectives for the given week. Students are expected to write out their responses, citing evidence and deep understanding of the weekly objectives.
- **Science Fair Project:** Each student is encouraged to design and carry out their own science fair project. Students seeking honors credit MUST participate in the science fair. Some class time will be given throughout the year for teacher guidance and support, but the majority of the work will be done at home. The final product will include a paper and project board that will be displayed at the California Polytechnic State University's Spring Agriculture Field Day.
- **Final Exams:** There will be one final exam per semester. Exams will cover all of the material of that particular semester. Final exams consist of selective response questions, short answer and performance based test. Some questions will be new, but many of the questions are taken from previous tests and quizzes. A lab practical may also be administered.

GRADING:

Grades are based on the following areas:

- Science Notebook and assignments = 25%
- Quizzes & Tests = 20%
- Labs & Projects = 35%
- Supervised Ag Experience = 10%
- Attendance & Participation = 5%
- FFA = 5%

AGRISCIENCE PROJECT:

Each student is encouraged to complete an Agriscience project over the course of the year. Students will be required to work on these projects both inside and outside of class. Students seeking honors credit MUST complete

an Agriscience project. Following the scientific method, students will be asked to assemble a board in order to display the results of their project. Those students will that choose to participate in the Agriscience Fair will be expected to attend FFA competitions during the second semester, particularly California Polytechnic State University's Spring Agriculture Field Day. An Agscience project can also become a Supervised Agricultural Experience project, hence meeting both requirements if an Agscience project is developed and presented.

FFA PARTICIPATION:

All students are required to attend 3 distinctly different FFA activities per semester. This participation is worth 5% of your grade. Students will be provided access to an FFA calendar.

GRADE REPORTS:

Teacher generated grade reports will be sent home once a month. They are to be signed by a parent/guardian for 5 extra credit points. Any mistakes need to be immediately pointed out to the teacher so they can be corrected.

STUDENT EXPECTATIONS:

- **Responsibility** – You are expected to keep track of your Daily Science Journals (DSJ), Daily Classroom Reflections (DCR), on top of your Cornel Notes, homework, classroom and lab work and turn in at the end of the week, your agenda that contains due dates of all assignments, and completion of all class assignments.
- **Exercise Good Judgment** – Always think before you speak or act. Also, manage your time both in and outside of class.
- **Study** – Truly learning the subject will require effort on your part. Studying outside of class is vital to your success.
- **Be Prepared** – Bring notebooks, papers, pens/pencils, and yes, even your BRAIN! Neglecting to bring the proper materials on a routine basis will result in loss of participation points.
- **Respect** – All students have the right to learn and achieve without the interference of others.
  - Exhibiting prejudice or prejudicial behaviors will NOT be tolerated.
  - Appropriate language should be used at all times.
  - Interruption of the teacher or another student who is speaking is rude and limits the opportunity for others to learn.
- **Classroom Rules** – Food, drinks (with the exception of water at your desk), and gum will NOT be allowed in the classroom. Also, all electronic devices are strictly prohibited and may be confiscated if seen or used. Indio High School dress code will be followed daily.
- **Timeliness** – Please be on time! Tardiness will NOT be tolerated. This means being in your seat with pen, paper, homework, etc. ready before the tardy bell rings!

PARENT EXPECTATIONS:

- **Studying** - Provide student with a quiet place to study and needed materials.
- **Monitor** - Monitor student progress (sign weekly agendas and biweekly grade printouts).
- **Encourage**- Encourage student to focus on their education and goals.

TEACHER EXPECTATIONS:

- Help all students to understand scientific concepts and apply them to life.
- Keep students and parents/guardians informed or grades and behavior.
- Respect students' right to learn (suspensions and detentions will be given to students distracting the classroom environment).
- Follow and enforce school rules.
- Help students develop the skills and tools needed to be successful.
- Share the love of agriculture!

HOME ACCESS:

It is highly recommended that all parents and students utilize Home Access. With Home Access, parents and students are able to login and use the website to view student academic progress, including access to attendance, grades, and current assignments. Through Home Access one can email teachers, receive emailed reports from teachers, access student testing results and much more. To access Home Access go to: https://ds-hac1.dsusd.k12.ca.us/homeaccess/

Mr. Lopez' Class Procedures

1. Come into class on time; Get your Class Notebook; Find your seat BEFORE the bell rings. Tardy Sweep is enforced and you will be sent to Tardy Sweep for being late.

2. Have your notebook, paper, pencil or pen ready to start work.

3. At the beginning of class, students will read the Standards, Objectives, Activities for the day and complete the warm-up activity, which are all located on the Board in the Classroom. The Daily Warm-Ups and their answers will need to be completed on the weekly forms provided and handed in for a grade at the end of the week.

4. Put your name, date, course enrolled in and class period on ALL papers

5. Homework or daily assignments will be placed in the assigned area.

6. All students are expected to have their own paper, pen/pencil and notebook everyday.

7. Please ensure the student has the following for the course:
    a. A 3 ring binder (at least 1 inch thick)
    b. A composition or spiral notebook
    c. 5 tab inserts to separate and organize their notebook

    These two items are due the Thursday or Friday of the first complete week of class. The binder and notebook will be graded quarterly (at random and announced) and are left in an assignment area within the classroom.

8. Students will pick up their assignments from the assigned area. Students must keep a table of content in both their 3-ring binder and one in their notebook.

9. If you are working in the Lab area, you will pick up at the end of the Lab and return all materials.

10. If is your responsibility to clean-up your area and desk when completing work on assignments or labs. Leave things cleaner than you found them.

11. If you are absent, it is your responsibility to gather your missed worked before school, at lunch or after school (after school becomes a problem once Livestock are in our barn area).

12. Make-up work will only be accepted for **EXCUSED** absences and only given the same amount of days of absence to make up the work.

13. All students will participate and collaborate with their fellow classmates. Participation scores are gathered every day for contributing to the class discussion, answering questions, sharing facts and insights. Participation is linked to attendance, so if you are missing class, you are also missing on participation points and classwork.

14. Student will complete the reflective activity just before departing. Once the reflection is completed, student may put their notebook away and prepare to travel to their following class. Mr. Lopez will excuse you, NOT THE BELL. No one is to be lined up at the door before the bell rings.

Indio High School

Rules and Regulations
2014-2015

Indio High School rules are based on a few simple considerations - good taste, courtesy, safety and health. Students should review these rules as they will be held responsible for following them while at school as well as during all school activities, functions, and sporting events; both at home and away.

1. Indio High School is a closed campus. This means that once you arrive to school, you may not leave campus without permission. Students must check out of school through either the Attendance or Health offices. This includes lunch.

2. Indio High School adheres to an honor policy regarding student work. Refer to your Student Handbook for more information.

3. During the lunch period, students are not permitted in the stadium and construction areas, any of the baseball and softball fields, or the tennis courts.

4. Students are required to have a hall pass during class time. Students found on or off campus without a pass may be suspended.

5. Gang-related markings are not allowed. Students may not openly advertise their affiliation, in any way, with any gang or crew while on campus or while involved in any school function.

6. Students are not to be at any location where alcohol, tobacco, or drugs are present during school hours or during any school activity. The use, possession, sale, or distribution of any drugs, tobacco, and/or alcohol will lead to immediate suspension and possible expulsion from school.

7. Students may not use cellular telephones or electronic devices during class time, including passing periods. Cellular telephones and electronic devices may only be used during lunch, before or after school. During class they must be turned off and put away. Any violation of this will result in a referral to the Dean's office and possible suspension. Repeat offenders **will** be suspended. Device will be confiscated and will only be released to parent/guardian.

8. The staff and student parking lot is off limits during class time, during lunch, and between periods.

9. Student parking is permitted **only** in the student parking lot.

10. Hats are not to be worn in the classroom or office area. Hats are not permitted that display lewd, obscene, vulgar, or offensive statements or pictures. Hats should be in good taste, neat, clean, modest and decent. Hats may not be customized or identify the wearer as a member of any organization that is not recognized by the school. Hats may not be customized or identify the wearer as living or belonging to a particular part of town.

11. Failure to report to the Dean's Office with disciplinary referrals will result in automatic suspension.

12. Food and drinks are not permitted in classrooms during class time. Class parties are not allowed during instructional hours.

13. Clothing is not permitted that displays lewd, obscene, vulgar, or offensive statements or pictures. Clothing must be in good taste - neat, clean, modest and decent. Please note the following...
    - shirts and shoes must be worn at all times
    - midriff may not be exposed
    - no low-cut or plunging neck lines
    - all clothing is to be worn appropriately and may not expose a student's undergarments
    - no clothing that is sexual
    - no sleeveless undershirts may be worn
    - no oversize clothing, belts that hang, or clothes that sag
    - no cutoff, ragged or torn garments may be worn
    - no hair nets or bandannas may be worn
    - no initialized belt buckles may be worn
    - no slippers may be worn in place of shoes
    - no pajama clothing
    - no clothing or other items, which can be intimidating to others or that put the wearer in danger i.e. chains and spiked apparel, etc.
    - no clothing that displays a weapon
    - no "in memory" clothing

    Clothing may not be customized or identify the wearer as a member of any organization, area or group that is not recognized by the school.

14. Publications, posters, and announcements may only be distributed with prior administrative approval and only in designated posting areas.

15. Skateboards, rollerblades and bicycles are not to be ridden on campus at anytime (day or night). Items will be confiscated and only released to parent/guardians.

16. Students are to exhibit acceptable standards of behavior at all times on campus, at all school activities, and to and from school.

17. Balloon and flower deliveries to Indio High School will not be accepted and students are not to bring balloons and flower bouquets to school.

18. Harassment is prohibited and subject to disciplinary action. Harassment includes sexual (unwelcome advances, verbal or physical conduct of a sexual nature), intimidation, or threats to cause injury to another person or damage to his/her property.

19. Bullying, in any form (personal, cyber, etc.) is prohibited and will be lead to disciplinary action.

20. Fighting is prohibited. Students involved in fights will be arrested by Indio Police Department, suspended and be required to attend counseling and conflict resolution sessions. A second fight will result in an expulsion.

21. Messages will be delivered for emergencies only. No messages will be delivered after the start of 4th and 8th periods, as we cannot guarantee delivery by the end of the school day.

22. Candy sales are not permitted on campus during school time.

Mission Statement

Indio High School is a comprehensive school that bridges the rich tradition of the Indio community to the challenges of the twenty-first century by providing its diverse student population with rigorous academics, complemented by athletics, the arts and activities. The school offers its students a safe and inclusive environment in which they can pursue courses of study, in a supportive, intellectual, social, emotional, and physical environment that cultivates each student's individuality and talents. Indio High School utilizes best instructional practices, supplemented by effective assessment and intervention. Highly qualified and caring professional educators, in concert with its parents and community are committed to the goal of preparing all students to successfully meet future educational challenges. As a cornerstone of the city, Indio High School is committed to building relationships among students, parents, staff, alumni, and the Indio community.

Academic Honesty Policy

All members of the Indio High School community are expected to abide by ethical standards in their conduct. Students are to adhere to high standards of honesty and academic integrity. These standards include, but are not limited to the following:

1. In projects and assignments, students never intentionally represent the ideas or the language of others as their own. This includes plagiarism from the Internet as well as paper sources. This also includes copying of homework. Plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.
2. Students neither give nor receive unauthorized assistance on quizzes or examinations. This includes looking at someone else's test paper to copy the answer, discussing a test problem or sharing its solution with others, copying test problems or answers and sharing them, stealing a test, and stealing the answers to a test.
3. Using any unauthorized aids on quizzes or examinations. The use of notes during a test, that have not been expressly allowed by the teacher, are prohibited. This includes all notes, whether handwritten, computer generated, or programmed into any electronic device.
4. Submitting someone else's work as your own. Also, copying homework is NOT acceptable under any circumstances.
5. In laboratory or research projects, involving the collection of data, students accurately report data observed and do not alter the data for any reason.
6. Students do not destroy or alter the work of other students or the educational resources and materials of Indio High School.

An extended discussion of the ethics of cheating is beyond the scope of the above items. What IS important to understand is that any form of academic dishonesty, at any level, is taken very seriously by ALL academic institutions. Cheating places your grade at risk and jeopardizes your academic career. And it's just plain WRONG and will lead to disciplinary action.

Academic Culture

Academic Honor Roll

After every quarter, Indio High School recognizes academic excellence. The following Honor Rolls reward students at three levels of academic achievement.

- 3.0 Honor Roll
  - Certificate presented by the Principal
- 3.5 Academic Honor Roll
  - Certificate presented by the Principal
  - Early lunch release
- 3.8 Principal's Honor Roll
  - Certificate presented by the Principal
  - Early lunch release
  - Lunch with the Principal
- Have a college shirt day each week every 1st Wednesday of the month
- Posters, "I'm going to college!"

Attendance/Absences

DISTRICT POLICY

Absences will be recorded in one of the following categories:

1. Excused
   - Illness
   - Quarantine
   - Medical/dental appointment
   - Funeral
   - Appearance at court
   - Religious holiday/ceremony
   - School activity
2. Unexcused - any absence not included in number 1, even if the parent or guardian is aware of the absence or has given consent. Examples include:
   - Baby-sitting
   - Car Trouble
   - Shopping
   - Studying for a test
   - Taking a trip
   - Working
3. Unexcused
   - Suspensions
   - Tardy sweep
   - OCS for discipline/attendance

Bell Schedules

REGULAR SCHEDULE

PERIOD	TIME	MINUTES	PASSING
1-5	7:30 to 8:57	87	
2-6	9:04 to 10:37	93	7
3-7	10:44 to 12:11	87	
LUNCH	12:11 to 12:51	40	7
4-8	12:58 to 2:25	87	

INDIO HIGH SCHOOL STAFF COLLABORATION SCHEDULE
On Wednesdays, classes begin at 8:30 a.m.

PERIOD	TIME	MINUTES	PASSING
Collaboration	7:30 to 8:25	55	
1-5	8:30 to 9:42	72	7
2-6	9:49 to 11:07	78	7
3-7	11:14 to 12:26	72	
Lunch	12:26 to 1:06	40	7
4-8	1:13 to 2:25	72	

MINIMUM DAY SCHEDULE (1, 2, 3, 4 OR 5, 6, 7, 8)

PERIOD	TIME	MINUTES	PASSING
1-5	7:30 to 8:35	65	7
2-6	8:42 to 9:54	72	
NUTRITION	9:54 to 10:09	15	7
3-7	10:16 to 11:21	65	7
4-8	11:28 to 12:33	65	

Graduation Requirements

220 credits to graduate

English		40 credits
Mathematics		30 credits
10 credits of Algebra is required		
Science		20 credits
10 credits of Physical Science		
10 credits of Life Science		
Social Studies		30 credits
World History	10 credits	
United States History	10 credits	
American Government	5 credits	
Economics	5 credits	
Physical Education		20 credits
Foreign Language or Fine Arts		10 credits
Electives		70 credits

Requirements for College Admission

Community Colleges

Community Colleges do not require SAT or ACT tests.

1. Requirements - 18 years of age or high school graduate
2. Applications - Available on-line
3. Transcripts - Request a copy of your high school transcript from the Registrar to be sent to College of the Desert upon graduation
4. Entrance Exams - Placement tests are given in English and Math

Independent Universities

Most Independent public or private Universities have minimum GPA requirements as well as minimum required scores on either SAT I and SAT Subject or ACT tests. These are updated yearly. Please see your counselor or visit the Career Center for the most current information.

University Of California (UC)

Berkeley	Los Angeles	Santa Barbara	San Francisco
Davis	Merced	Santa Cruz	
Irvine	Riverside	San Diego	

California State University (CSU)

Bakersfield	Fresno	Long Beach	Sacramento	San Luis Obispo
Channel Islands	Fullerton	Maritime Academy	San Bernardino	San Marcos
Chico	Hayward	Monterey Bay	San	Diego
Sonoma				
Dominguez Hills	Humboldt	Northridge	San	Francisco
Stanislaus				
East Bay	Los Angeles	Pomona	San Jose	

Eligibility

UC/CSU campuses require students to meet an eligibility index requirement determined by a combination of GPA in A-G required courses and scores on either SAT I or ACT tests. See your counselor or go to the Career center for specifics regarding the eligibility index.

In addition, to be eligible for admission an applicant must be a high school graduate and meet the requirements listed below:

A. History/Social Science – 2 years required

Two years of history/social science, including one year of world history, cultures and geography; and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.

B. English – 4 years required

Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.

C. Mathematics – 3 years required, 4 years recommended

Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.

D. Laboratory Science – 2 years required, 3 years recommended

Two years of laboratory science providing fundamental knowledge in at least two of these three foundational subjects: biology, chemistry and physics. Advanced laboratory science classes that have biology, chemistry or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement, as may the final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects.

E. Language Other than English – 2 years required, 3 years recommended

Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.

F. Visual and Performing Arts (VPA) – 1 year required

A single yearlong approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.

G. College-Preparatory Electives – 1 year required

One year (two semesters), in addition to those required in "A-F" above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language).

Desert Sands Unified School District
2014- 2015 SCHOOL YEAR CALENDAR

July 2014

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

August 2014

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

2

September 2014

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

21

October 2014

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

(23)

November 2014

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

13

December 2014

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

(15)

January 2015

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

19

February 2015

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

(18)

March 2015

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

20

April 2015

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

19

May 2015

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

20

June 2015

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

9

SIGNIFICANT DATES

July 4	4th of July Observance
Aug. 21, 22	New Teachers Inservice
Aug. 25	Common Core Training
Aug. 26, 27	Teacher Preparation
Aug. 28	Instruction Begins
Sept. 1	Labor Day Observed
Nov. 10	Staff Development
Nov. 11	Veterans Day
Nov. 24, 25, 26	Schools Closed
Nov. 27, 28	Thanksgiving Holiday
Dec. 22-Jan. 2	Winter Break
Dec. 24, 25	Classified Holiday
Dec. 31, Jan. 1	Classified Holiday
Jan. 19	Martin Luther King Day
Feb. 13	Lincoln's Day Observance
Feb. 16	Presidents' Day
March 30-April 3	Spring Break
May 25	Memorial Day
June 11	Last Day of School
TBD	Summer School Begins

New Teachers Inservice

Teachers' Preparation Days

Common Core Training Days

School Recess

179 INSTRUCTIONAL DAYS

Grades K-5

11/21	1st Trimester Ends (59)
3/13	2nd Trimester Ends (62)
6/11	3rd Trimester Ends (58)

Grades 6-8

10/31	1st Quarter Ends (46)
1/23	2nd Quarter Ends (42)
3/27	3rd Quarter Ends (43)
6/11	4th Quarter Ends (48)

Grades 9-12

10/31	1st Quarter Ends (46)
1/23	2nd Quarter Ends (42)
3/27	3rd Quarter Ends (43)
6/11	4th Quarter Ends (48)

TESTING WINDOW

CELDT: 7/1/-10/31/14
CAHSEE: 3/17-3/18/2015 (Gr. 10)
CAASPP: 4/16-05/15/15
CAASPP/SBAC: TBD

CALENDAR KEY

Instruction Begins

Last Day of School

Adopted: 3/18/14

MINIMUM DAYS

Elementary (9 Days)*

To Be Determined by Sites	Parent Conferences
June 11	Last Day of School

Middle (4 Days)

Col. Paige Middle
11/13, 6/9, 6/10, 6/11
Desert Ridge Academy
12/19 ,6/9, 6/10, 6/11
Glenn Middle
11/21, 6/8, 6/10, 6/11
Indio Middle
10/31, 1/23, 3/27, 6/11
Jefferson Middle
11/21, 12/19, 3/27, 6/11
La Quinta Middle
12/19, 3/27, 6/10, 6/11

High Schools (4)

Indio High
La Quinta High
Palm Desert High
Shadow Hills High

Amistad High
(Thursdays)

Summit High
(Mondays)

Horizon School
(No minimum days)

Palm Desert Charter Middle
TBD

Holidays

Non-school Day for Students
Non-instructional Day for Certificated Staff
Non-work Day for Classified Staff
working less than a 12-month year

Per Diem Day for Attendees

Calendar - Important Dates

August 26	Staff Party – welcome new staff members
August 28	First day of School
August 29	First away Football Game at Desert Mirage
September 1	Labor Day – No School
September 2 and 3	Principal meets with 9th and 12th graders
September 3	Staff Meeting
September 4 and 5	Principal meets with 9th and 12th graders
September 5	First home football game
September 9	Prep period meeting w/Principal Re: 9th grade Transition Program
September 10	Parent Club meeting 6:00 p.m.
September 17	Town Hall Meeting
September 18	Jim Parkinson – Speaks to AVD, ASB, etc.
September 19	Club Rush – Grades 9, 10, 11, and 12
September 22	AVID Parent Night 5:00 p.m.
September 26	Pep Rally in the football stadium
September 26	Homecoming Football Game
September 27	Homecoming Dance
October 1	Staff Meeting
October 2 and 3	Student Pictures
October 3	Progress Reports are due
October 15	PSAT
October 15	College Voc Ed Night (Wear your college shirt!)
October 14	10th grade Parent Night – CAHSEE
October 16	Statewide Disaster Drill at 10:16 a.m.
October 17	Blood Drive
October 22	Band Spectacular
October 29	Regular Bell Schedule – No Time to Meet
October 31	Halloween Costume Contest
October 31	End of the 1st quarter

November 4	CAHSEE – English (11th and 12th graders)
November 5	CAHSEE – Math (11th and 12th graders)
November 5	Staff Meeting
November 7	1st quarter grades due
November 10	Common Core Training – No students
November 11	Veteran's Day (No School)
November 13	Back to School/Report Card Distribution Night
November 13 and 14	Minimum Days
November 13	Make-up Picture Day
November 18	Principal meets with 10th graders – CAHSEE
November 19	Principal meets with 10th graders – CAHSEE
November 21	Staff Thanksgiving Luncheon
November 24-28	Thanksgiving
December 2	AVID Auction
December 3	Staff Meeting
December 13	ASB Dinner
December 17	Regular Bell Schedule No late start
December 19	Progress Reports are due.
December 22 – January 2	Winter Break
January 6	Senior Meeting, period 3 in the gym
January 7	Staff meeting
January 16	Blood Drive
January 19	No School (Martin Luther King)
January 22 and 23	Semester Finals – Regular Bell Schedule
January 23	End of the 1st semester
January 26	2nd Semester Begins
January 30	Grades are due
January 30	Pep Rally
January 31	Winter Ball (gym)

Calendar - Important Dates

February 3	CAHSEE – English for 12th graders
February 4	CAHSEE – Math for 12th graders
February 4	Staff meeting
February 6	Renaissance Talent Show
February 13	Lincoln Day
February 13 – 22	Date Festival
February 16	President's Day
March 4	Staff meeting
March 6	Progress Reports are due
March 12	Progress Report Distribution Night
March 6	10th grade CAHSEE Academic Pep Rally
March 7	CAHSEE – Boot Camp
March 13	Pep Rally
March 14	CAHSEE – Boot Camp
March 16	CAHSEE – dry run
March 17	Late Start – classes begin at 8:30 a.m.
March 17	CAHSEE – English for 10th graders & 11th
March 18	Late Start – classes begin at 8:30 a.m.
March 18	CAHSEE – Math for 10th graders and 11th
March 20	Blood Drive
March 25	Regular Bell Schedule – No Time to Meet
March 27	End of the 3rd quarter
March 30 April 3	Spring Break
April 8	Staff Meeting
April 10	3rd quarter grades are due

May 2	Prom 8:00 a.m. to 12:00 midnight
May 4 – 15	AP Exams – testing window
May 6	Staff Meeting
May 8	CSF Banquet 5:00 p.m. in the mini gym
May	UC – 12th grade writing
May 13	FFA Banquet
May 12	CAHSEE – English (10th make ups and 12th graders)
May 13	CAHSEE – Math (10th make ups and 12th graders)
May 13	FFA Banquet
May	DSTA – Teacher of the Year Banquet
May 14	Senior Trip – Mission Beach
May 15	Cops vs. Kids (period 7) Seniors vs. Staff (period 8)
May 15	Progress Reports are due
May 19	Senior Awards Night
May 21	Senior Finals (regular bell schedule)
May 22	Senior Finals (regular bell schedule)
May 25	Memorial Day - No School
May 26	Senior Clearance
May 27	Senior BBQ
May 28	Senior Breakfast and Graduation Practice
May 29	Indio High School Graduation 7:00 p.m.
June 1	Renaissance Academic Pep Rally
June 3	Staff Meeting
June 4	Renaissance Banquet
June 5	End of the Year Staff Party
June 10	Finals Regular Bell Schedule – No Time to Meet Minimum day
June 11	Finals Regular Bell Schedule – No Time to Meet Minimum day 4th quarter/2nd semester ends
June 18	4th quarter grades are due.

2014-2015
ASB Calendar of Events

SEPTEMBER
September 5, 2014-Spirit Competition-Wear red & blue
September 8-12, 2014-Suicide Prevention Week Activities @ lunch (Senior Quad)
September 15 & 16, 2014-Seniors Nominate for Homecoming Court in Gov/Econ classes
September 16, 2014-School Board Presentation (District Office @ 5:00)
September 19, 2014-Club Rush/***Each grade level will attend a period (Periods 5-8)
September 19, 2014-Homecoming Court Announcements @ lunch (Senior Quad)
September 22-26, 2014-Homecoming Spirit Week (Dress Up Days & Games @ lunch)
September 22, 2014-Distribute Packets for Freshmen Elections @ lunch (Room 10)
September 23, 2014-School Votes on Homecoming King & Queen (Period 7)
September 25, 2014-Freshmen election packets due/Meeting @ lunch (Room 10)
September 25, 2014-Homecoming Halftime Rehearsal (Football Stadium) 6:30-7:30
September 26, 2014-Fall Pep Rally (Modified Schedule/Period 3 in the Stadium)
September 26, 2014-Homecoming Halftime Show during Varsity FB Game (Stadium)
September 27, 2014-Homecoming Dance from 8:00 until Midnight (Location TBD)
September 29-October 3, 2014-Freshmen Applicants Campaign

OCTOBER
October 3, 2014-Freshmen Elections @ lunch (Senior Quad)
October 10, 2014-Lunchtime Rally to recognize Fall athletes @ lunch (Senior Quad)
October 15, 2014-College Voc. Ed Night (Fullenwider Auditorium)
October 6-16, 2014-Blood Drive Sign-Ups (Senior Quad @ Lunch)
October 17, 2014-Blood Drive during school (Mini-Gym)
October 27-31, 2014-Red Ribbon Week (Games @ lunch in Senior Quad)
October 30, 2014-Spirit Competition-Wear Red Day (Class Comp. @ lunch)
October 30, 2014-ASB students volunteer @ Elementary School Carnival (3:00-9:00)

NOVEMEBER
November 3-14, 2014-Canned Food Drive w/ Renaissance (1st Period classes)
November 7, 2014-Bell Game Spirit Day (Dress Up Day/Games @ Lunch)
November 13, 2014-Report Card Distribution in the evening (Gym)
November 15, 2014-AP Walk-A-Thon
November 17-December 5, 2014-Shirts Off Your Back clothing Drive w/ Renaissance
November 20, 2014-Great American Smokeout @ lunch (Senior Quad)

DECEMBER
December 2014-Lunchtime Rally to recognize Winter athletes @ lunch (Senior Quad)
December 13, 2014-ASB Winter Banquet

JANUARY
January 5-15, 2015-Blood Drive Sign-Ups (Senior Quad @ lunch)
January 6, 2015-Senior meeting w/Mr. Ramirez (Period 7)

January 16, 2015-Blood Drive during school (Mini-Gym)
January 21, 2015-Nominate Winterball Court @ lunch (Senior Quad)
January 23, 2015-Winterball Court Announcements @ lunch (Senior Quad)
January 26-30, 2015-Winterball Spirit Week (Dress Up Days & Games @ lunch)
January 27, 2015-Vote for Winterball Winners @ lunch (Senior Quad)
January 30, 2015-Winter Pep Rally-Modified Schedule/Period 3 (Gym)
January 31, 2015-Winterball from 8:00 until Midnight (Gym)

FEBRUARY
February 2-11, 2015-Sell Crush Grams @ lunch (Senior Quad)
February 12, 2015-Deliver Crush Gram Notices during 7th period/Students pick up @ lunch (Room 10)
February 20, 2015-Suicide Prevention Campaign @ lunch (Senior Quad)

MARCH
March 9, 2015-Dist. Election Packets for 2015-2016 School Year @ lunch (Room 10)
March 9-13, 2015-Promote Movie Night
March 9-19, 2015-Blood Drive Sign Ups (Senior Quad @ lunch)
March 12, 2015-3rd Quarter Progress Report Distribution in the evening
March 12, 2015-ASB & Class Officer Packets Due @ lunch (Room 10)
March 13, 2015-Spring Pep Rally-Modified Schedule/Period 3 (Gym)
March 13, 2015-Movie Night from 6:30-10:30 (Gym)
March 16-20, 2015-Applicants Campaign for ASB Offices
March 20, 2015-ASB Elections for 2015-2016 School Year @ lunch (Senior Quad)
March 20, 2015-Blood Drive during school (Mini-Gym)
March 23-27, 2015-Applicants Campaign for Class Offices
March 27, 2015-Class Officer Elections for 2015-2016 School Year @ lunch (Quad)

APRIL
April 2015-Lunchtime Rally to recognize Spring athletes @ lunch (Senior Quad)
April 20-21, 2015-Prom Court Nominations during Junior English Classes
April 24, 2015-Prom Court Announcements @ lunch (Senior Quad)

MAY
April 27-May 1, 2015-Prom Spirit Week (Dress Up Days & Games @ lunch)
May 2, 2015-Prom from 8:00 until Midnight (Location TBD)
May 14, 2015-Senior Trip (Mission Beach)
May 15, 2015-Cops vs. Kids Basketball during 3rd Period-9th & 10th Grades (Gym)
May 15, 2015-Seniors vs. Staff Basketball during 4th Period-11th & 12th Grades (Gym)
May 19, 2015-Senior Awards Night
May 27, 2015-Senior BBQ
May 28, 2015-Senior Breakfast/Graduation Practice
May 29, 2015-Doughnuts in the morning & graduation practice/Graduation

JUNE
June 11, 2015-Last Day of school

HOME VISITS:

If I may come by your home for 10-15 minutes, I would like to share with students and parent/guardians some of the opportunities available to students enrolled in agriculture courses at Indio High School. If there are dates and time preferences, please list them so I best accommodate your schedule. I will be contacting you to confirm the date and time of our visits.

Tentative Home Visit:
Possible Dates: _____ Times: _____

Agricultural Chemistry CP & HP - Classroom Policies Agreement Form

Please complete all of the following information. Students - **Tear off this entire sheet from your syllabus and bring it to class once it is completed and signed.**

Student Name (print):_____ Period: _____

Parent #1 Name: _____ (see below)

Parent #2 Name: _____ (see below)

1. Language(s) spoken at home (if different homes, please indicate the language spoken at each):
_____

2. If English is NOT the primary language spoken at home is there someone at home who speaks English?
Circle One: No Yes Who: _____

3. Is there a computer with internet access in the home? _____
(If not, do you have a way of accessing a computer with internet when needed for assignments? _____)

4. **PARENT/GUARDIAN #1 CONTACT INFORMATION:**
Parent/Guardian #1 Home Phone Number (please indicate if it is a cell phone): _____

Parent/Guardian #1 Work Phone Number: _____

Parent/Guardian #1 e-mail: _____

Please circle your preferred method of teacher-parent communication.
PHONE E-MAIL Mail Service

5. **PARENT/GUARDIAN #2 CONTACT INFORMATION:**
Parent/Guardian #2 Home Phone Number (please indicate if it is a cell phone): _____

Parent/Guardian #2 Work Phone Number: _____

Parent/Guardian #2 e-mail: _____

Please circle your preferred method of teacher-parent communication.
PHONE E-MAIL Mail Service

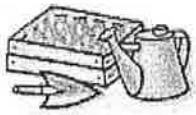
IMPORTANT: PLEASE SIGN BELOW!

I have read and understood the policies and procedures as outlined in the syllabus & Classr

Student Signature: _____

Parent Signature: _____

☐ I am aware that I can check student grades on e-school.



Environmental Horticulture Science I CP/HP

Course Description & Grading Procedures
Indio High School

Instructor: Mr. Lopez-Barreras **Telephone:** (760) 775- 3550
E-mail: cesar.lopezbarreras@desertsands.us **Classroom / Office:** IE 33
Available Hours: Daily 7:00-7:18 am, After School with notice.

* If you need help with any class material, need to use the equipment or simply want a place to study, I will be the room most days both before school (7:00am) and after school. The door is always open when I am around, but no promises without a little advanced notice.

COURSE DESCRIPTION

Environmental Horticulture Science I CP/HP will provide the student with theories and principals related to environmental and ornamental horticulture. This is a college preparatory, UC approved elective, course designed to successfully expose students to both the environmental and botanical nature of horticulture. This course is intended to develop an appreciation of horticulture, incorporate scientific methods and biological principals within the environment, understand plant functions and uses, and recognize the diversity of life and the interrelationships among organisms in nature. This course is designed to develop knowledge and skills in the following areas: Basic botany, classification and identifying horticultural plants; using soil and other plant growing media; propagating horticultural plants; basics of growing horticultural plants in greenhouse and landscape settings; and landscape maintenance. Improving workplace skills will be a focus. Honor students are expected to participate in the FFA Agriscience Fair in which they will create a hypothesis, design and run a well-balanced experiment, record data, and analyze results of an agriculture related experiment. Honor students will also submit a research paper for each semester. Both the CP and Honors course supports leadership development of each student through their graded participation in FFA and in a Supervised Agriculture Experience project. Honor students will also be expected to develop their leadership skills by participating in the FFA Public Speaking and the Nursery/Landscape Career Development Events.

COURSE OBJECTIVE

The purpose of this course is to equip students with the skills and knowledge necessary to be successful in Ornamental and Environmental Horticulture Science. This course is the introductory course of the Environmental Horticulture Science Pathway. The goal is to build a foundation in the area of plant science, biochemistry and horticulture in which students can build upon as they continue to build their skills in the areas of science. It is also my hope that students would like to further their education in science to support the agricultural industry in feeding, clothing, housing and protection of the natural resources of the world. This course will enhance

the technical science knowledge and skills needed to carry out the applied science of horticulture. Due to the emerging Common Core State Standards in writing and literacy, students will be required to enhance their literacy skills in researching and reading comprehension of informational text. Students will also express themselves through technical scientific writing as they complete research papers and an agriscience fair project. Environmental Horticulture is designed to provide students with the theories and principles related to environmental horticulture science. Emphasis is placed on horticultural terminology, plant identification, plant physiology, soil science, plant reproduction, plant propagation and plant pathology and entomology. This course will also prepare those students planning on majoring in agriculture sciences at a 2-year and/or 4-year college or university.

NATIONAL FFA ORGANIZATION & SAE PROJECT

The FFA, formerly known as the Future Farmers of America, is a national organization found in thousands of high schools across the United States. The goals of the organization are to develop leadership, cooperation, and citizenship in its members. You automatically became a member of the National FFA Organization when you enrolled in this agriculture class. Becoming involved in the FFA will help you develop valuable leadership, social, and public speaking skills. It is an integral part of this course.

One of the National FFA Organization's requirements is for every FFA member to have an agriculturally related project. These projects are termed Supervised Occupational Experience Projects or SAEs. The students are to keep accurate records on their SAEs, in which they will produce a product or provide a service, and hopefully make a profit. The project is the actual, hands-on application of concepts and principles learned in the agricultural education classroom. Students are supervised by their ag teachers in cooperation with parents, employers and other adults who assist them in the development and achievement of the SAE.

PRE-REQUISITES

- Agriculture Biology or Biology CP/HP - Required
- Algebra 1 or higher – Required
- Ag Chemistry or Chemistry CP/HP – Recommended

MISSION STATEMENT:

Indio High School is a comprehensive school that bridges the rich tradition of the Indio community to the challenges of the twenty-first century by providing its diverse student population with rigorous academics, complimented by athletics, the arts and activities. The school offers its students a safe and inclusive environment in which they can pursue courses of study in a supportive, intellectual, social, emotional, and physical environment that cultivates each student's individuality and talents. Indio High School utilizes best instructional practices supplemented by effective assessment and timely intervention. Highly qualified and caring professional educators, in concert with its parents and community are committed to the goal of

preparing all students to successfully meet future educational challenges. As a cornerstone of the city, Indio High School is committed to building relationships among students, parents, staff, alumni, and the Indio community.

ATTENDANCE:

Points are given for daily attendance and participation. If you have an **EXCUSED ABSENCE** it is your responsibility to make up any work that was done on that day. No makeup work will be allowed for truancies and/or unexcused absences.

THINGS YOU WILL NEED:

- **Textbook** – Please keep textbook in good shape. Students will have access to a class set of texts and will be assigned a specific textbook to use in class. Textbook contracts will be sent home about two weeks after the start of class (to allow for student movement). ***If the contract doesn't come back signed the student will not be allowed to use the class textbooks and will be required to bring their book from home as needed***
- **Science and Lab Notebook** – This notebook will be utilized everyday and must come to school with you every day of class. This notebook will also be utilized when students have inquiry based laboratories in class to use to develop experiments, collect data, analyze data and work out their conclusion.
- **FFA Record Book** – All records of your SAE. Please keep in good condition and follow all instructions. Replacement cost is $5.00.

COURSE PROCEDURES:

- Homework: There will be approximately 2-3 hours of homework per week. Homework is due at the beginning of class (not the middle or at the end). You will utilize your Notebook
- **Detention: may be given if homework is continuously not completed.**
- **Late Work**: Late homework assignments will only be accepted for HALF credit. If you wish to earn full credit, homework MUST be turned in when due.
- **I refuse to grade assignments I can't read**. Please proofread assignments before turning them in.
- **Note-taking:** The majority of the course content is delivered through an interactive class lecture. That is why your notebook is such a valuable portion of your grade. You can expect a minimum of 2-3 lectures a week. I will try to limit the length of the lecture to 30 minutes. Be prepared to participate during lecture by answering questions on a white board, doing pair shares with a partner, using hand motions, and repeating important words and phrases orally. Notebooks are graded at the end of every week.
- **Formal Lab Reports:** You can expect 2-3 formal labs per unit. For each lab you will utilize your Lab Notebook to record a hypothesis, collect data, analyze the data to create a conclusion and answer analysis questions provided by the teacher. You will also be expected to create graphs and write conclusion paragraphs for every lab. Utilizing your Lab Notebook you will report you findings in a formal lab report (format will be discuss in class).

- **Weekly Quizzes:** There will be a short answer quiz every Friday. Quizzes will vary in length and will test student knowledge on the objectives for the given week. Students are expected to write out their responses, citing evidence and deep understanding of the weekly objectives.
- **Science Fair Project:** Each student is encouraged to design and carry out their own science fair project. Students seeking honors credit MUST participate in the science fair. Some class time will be given throughout the year for teacher guidance and support, but the majority of the work will be done at home. The final product will include a paper and project board that will be displayed at the California Polytechnic State University's Spring Agriculture Field Day.
- **Final Exams:** There will be one final exam per semester. Exams will cover all of the material of that particular semester. Final exams consist of selective response questions, short answer and performance based test. Some questions will be new, but many of the questions are taken from previous tests and quizzes. A lab practical may also be administered.

GRADING:

Grades are based on the following areas:

- Science Notebook and assignments = 25%
- Quizzes & Tests = 20%
- Labs & Projects = 35%
- Supervised Ag Experience = 10%
- Attendance & Participation = 5%
- FFA = 5%

AGRISCIENCE PROJECT:

Each student is encouraged to complete an Agriscience project over the course of the year. Students will be required to work on these projects both inside and outside of class. Students seeking honors credit MUST complete an Agriscience project. Following the scientific method, students will be asked to assemble a board in order to display the results of their project. Those students will that choose to participate in the Agriscience Fair will be expected to attend FFA competitions during the second semester, particularly California Polytechnic State University's Spring Agriculture Field Day. An Agscience project can also become a Supervised Agricultural Experience project, hence meeting both requirements if an Agscience project is developed and presented.

FFA PARTICIPATION:

All students are required to attend 3 distinctly different FFA activities per semester. This participation is worth 5% of your grade. Students will be provided access to an FFA calendar.

GRADE REPORTS:

Teacher generated grade reports will be sent home once a month. They are to be signed by a parent/guardian for 5 extra credit points. Any mistakes need to be immediately pointed out to the teacher so they can be corrected.

STUDENT EXPECTATIONS:

- **Responsibility** – You are expected to keep track of your Daily Science Journals (DSJ), Daily Classroom Reflections (DCR), on top of your Cornel Notes, homework, classroom and lab work and turn in at the end of the week, your agenda that contains due dates of all assignments, and completion of all class assignments.
- **Exercise Good Judgment** – Always think before you speak or act. Also, manage your time both in and outside of class.
- **Study** – Truly learning the subject will require effort on your part. Studying outside of class is vital to your success.
- **Be Prepared** – Bring notebooks, papers, pens/pencils, and yes, even your BRAIN! Neglecting to bring the proper materials on a routine basis will result in loss of participation points.
- **Respect** – All students have the right to learn and achieve without the interference of others.
  - Exhibiting prejudice or prejudicial behaviors will NOT be tolerated.
  - Appropriate language should be used at all times.
  - Interruption of the teacher or another student who is speaking is rude and limits the opportunity for others to learn.
- **Classroom Rules** – Food, drinks (with the exception of water at your desk), and gum will NOT be allowed in the classroom. Also, all electronic devices are strictly prohibited and may be confiscated if seen or used. Indio High School dress code will be followed daily.
- **Timeliness** – Please be on time! Tardiness will NOT be tolerated. This means being in your seat with pen, paper, homework, etc. ready before the tardy bell rings!

PARENT EXPECTATIONS:

- **Studying** – Provide student with a quiet place to study and needed materials.
- **Monitor** – Monitor student progress (sign weekly agendas and biweekly grade printouts).
- **Encourage**- Encourage student to focus on their education and goals.

TEACHER EXPECTATIONS:

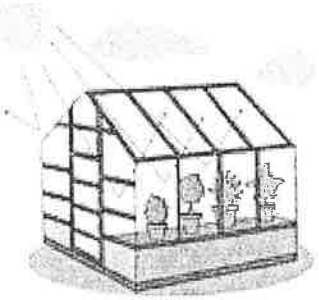
- Help all students to understand scientific concepts and apply them to life.
- Keep students and parents/guardians informed or grades and behavior.
- Respect students' right to learn (suspensions and detentions will be given to students distracting the classroom environment).

- Follow and enforce school rules.
- Help students develop the skills and tools needed to be successful.
- Share the love of agriculture!

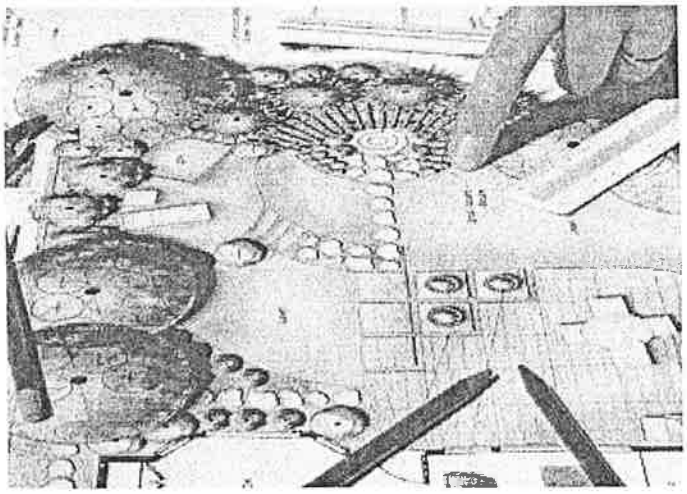
HOME ACCESS:

It is highly recommended that all parents and students utilize Home Access. With Home Access, parents and students are able to login and use the website to view student academic progress, including access to attendance, grades, and current assignments. Through Home Access one can email teachers, receive emailed reports from teachers, access student testing results and much more. To access Home Access go to: https://ds-hac1.dsusd.k12.ca.us/homeaccess/

COURSE OUTLINE:



- Horticulture Introduction and Careers
- Plant Classification and Binomial Nomenclature
- Plant Cells and Genetics
- Plant Structures and Functions
- Propagation by Seed
- Clonal Propagation
- Grafting, Layering and Budding
- Micropropagation & Biotechnology
- Edible Gardens
- Landscape Design, Maintenance and Plant Selection
- Temperature Response, Growth Regulators, Retardants and Rooting Hormones
- Pests and Diseases
- Soil Chemistry and Water
- Pruning
- Fertilizers
- Turfgrass



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Possible Dates: _____ Times: _____

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Parent #1 Name: _____ (see below)

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Parent/Guardian #1 Home Phone Number (please indicate if it is a cell phone): _____

Parent/Guardian #1 Work Phone Number: _____

Parent/Guardian #1 e-mail: _____

Please circle your preferred method of teacher-parent communication.
PHONE E-MAIL Mail Service

5. PARENT/GUARDIAN #2 CONTACT INFORMATION:

Parent/Guardian #2 Home Phone Number (please indicate if it is a cell phone): _____

Parent/Guardian #2 Work Phone Number: _____

Parent/Guardian #2 e-mail: _____

Please circle your preferred method of teacher-parent communication.
PHONE E-MAIL Mail Service

IMPORTANT: PLEASE SIGN BELOW!

I have read and understood the policies and procedures as outlined in the syllabus & Classr

Student Signature: _____

Parent Signature: _____

☐ I am aware that I can check student grades on e-school.

HOME OF THE RAJAHS
INDIO HIGH SCHOOL
www.ihsrajahs.com
"Dedicated to academic achievement and personal success for all"
Rudy Ramirez, Principal
Est. 1958
81-750 Ave. 46 | Indio, CA 92201 | (760) 775-3550 | FAX (760) 775-3565

4.

Grade Book Highlighting FFA and SAE Points

Course: 3211-1 (Environmental Horticulture CP)
Period: 1
Teacher: Lopez Barreras, Cesar Rene
Marking Period: MP2 (11/03/2014 - 1/23/2015)
Gradebook Category: All Categories

Student Name	Average	1/22 HWCW Pts: 200.00 Wgt: 1.00 Final Exam	1/22 OTHR Pts: 100.00 Wgt: 1.00 FFA Involvement	1/22 Prj Pts: 100.00 Wgt: 1.00 SAE
	85.23%	180.00	100.00	100.00
	103.69%	200.00	150.00	150.00
	75.69%	145.00	100.00	150.00
	98.80%	185.00	100.00	150.00
	83.72%	145.00	75.00	100.00
	79.78%	150.00	100.00	150.00
	87.36%	135.00	150.00	150.00
	73.87%	100.00	100.00	150.00
	90.96%	180.00	150.00	150.00
	85.85%	165.00	100.00	125.00
	105.63%	190.00	100.00	150.00
	71.19%	100.00	100.00	150.00
	91.78%	180.00	75.00	100.00
	82.93%	175.00	150.00	150.00
	85.24%	130.00	100.00	100.00
	75.60%	100.00	75.00	150.00
	72.20%	145.00	100.00	100.00
	98.65%	185.00	100.00	150.00
	96.31%	190.00	150.00	150.00
	102.19%	195.00	100.00	150.00
Class Average Percentage	87.33%	79.38%	108.75%	136.25%
Class Average Points		158.75	108.75	136.25

Course: 3357-1 (Agricultural Chemistry)
Period: 7
Teacher: Lopez Barreras, Cesar Rene
Marking Period: MP2 (11/03/2014 - 1/23/2015)
Gradebook Category: All Categories

Student Name	Grade	Average	1/23 HWCW Pts: 36.00 Wgt: 1.00 Vocab - Ch. 5	1/23 HWCW Pts: 40.00 Wgt: 1.00 Electron Configurations (Level One)	1/23 HWCW Pts: 20.00 Wgt: 1.00 Ch. 5 Worksheet	1/23 Test Pts: 100.00 Wgt: 1.00 Final Exam	1/23 HWCW Pts: 100.00 Wgt: 1.00 Element Project	1/23 OTHR Pts: 100.00 Wgt: 1.00 FFA Involvement	1/23 Prj Pts: 100.00 Wgt: 1.00 SAE
	B-	81.46%	0.00	20.00	20.00	70.00	100.00	75.00	75.00
	C	74.88%	34.00	0.00	20.00	65.00	100.00	75.00	75.00
	B-	79.72%	36.00	25.00	20.00	75.00	100.00	75.00	75.00
	B	83.25%	0.00	0.00	20.00	85.00	100.00	75.00	75.00
	A-	91.57%	18.00	20.00	20.00	95.00	100.00	75.00	75.00
	C	74.39%	0.00	30.00	20.00	70.00	100.00	75.00	75.00
	B+	88.56%	0.00	20.00	19.00	90.00	100.00	75.00	75.00
	C	74.86%	30.00	20.00	15.00	50.00	100.00	75.00	75.00
	B	82.74%	0.00	30.00	20.00	60.00	100.00	75.00	50.00
	D-	60.34%	0.00	20.00	20.00	75.00	0.00	75.00	75.00
	C-	70.32%	24.00	40.00	20.00	65.00	100.00	75.00	75.00
	D-	62.42%	36.00	20.00	20.00	55.00	100.00	75.00	75.00
	B-	80.00%	30.00	20.00	20.00	75.00	100.00	75.00	75.00
	B-	81.16%	34.00	40.00	20.00	70.00	100.00	150.00	150.00
	A	95.68%	32.00	20.00	20.00	65.00	100.00	150.00	150.00
	B-	82.22%	36.00	0.00	20.00	70.00	100.00	75.00	75.00
	B+	88.20%	22.00	40.00	20.00	90.00	100.00	150.00	150.00
	A	95.79%	32.00	35.00	18.00	75.00	100.00	150.00	150.00
	D+	69.42%	16.00	0.00	20.00	70.00	100.00	75.00	75.00
	D-	60.91%	0.00	40.00	20.00	60.00	0.00	75.00	75.00
	C	75.07%	0.00	0.00	20.00	65.00	100.00	75.00	50.00
	C+	76.93%	0.00	10.00	20.00	70.00	100.00	75.00	75.00
	B	86.13%	0.00	40.00	20.00	65.00	0.00	0.00	50.00
	C	75.37%	34.00	25.00	18.00	90.00	0.00	75.00	75.00
	B	84.77%	36.00	30.00	18.00	60.00	100.00	150.00	150.00
	C	74.61%	18.00	20.00	20.00	65.00	100.00	75.00	75.00
	C+	78.18%	18.00	30.00	20.00	85.00	100.00	75.00	75.00
	B+	89.39%	34.00	30.00	20.00	85.00	100.00	200.00	150.00
	C-	71.92%	0.00	25.00	18.00	40.00	100.00	75.00	75.00
	C-	72.24%	0.00	0.00	20.00	60.00	100.00	75.00	75.00
	A	94.51%	20.00	30.00	20.00	90.00	100.00	150.00	150.00
	C+	77.11%	34.00	0.00	20.00	55.00	100.00	75.00	75.00
	B	82.74%	34.00	35.00	20.00	60.00	100.00	150.00	150.00
Class Average Percentage		79.69%	52.38%	53.93%	98.00%	70.57%	88.00%	95.71%	94.29%
Class Average Points			18.86	21.57	19.60	70.57	88.00	95.71	94.29

Course: 3357-2 (Agricultural Chemistry)
Period: 8
Teacher: Lopez Barreras, Cesar Rene
Marking Period: MP2 (11/03/2014 - 1/23/2015)
Gradebook Category: All Categories

Student Name	Average	1/23 HWCW Pts: 20.00 Wgt: 1.00 Ch. 5 Worksheet	1/23 Test Pts: 100.00 Wgt: 1.00 Final Exam	1/23 HWCW Pts: 100.00 Wgt: 1.00 Element Project	1/23 OTHR Pts: 100.00 Wgt: 1.00 FFA Involvement	1/23 Prj Pts: 100.00 Wgt: 1.00 SAE
	63.85%	15.00	40.00	100.00	150.00	100.00
	46.03%	15.00	30.00	100.00	75.00	100.00
	74.68%	15.00	45.00	100.00	75.00	100.00
	93.56%	15.00	85.00	100.00	150.00	100.00
	86.41%	15.00	80.00	100.00	150.00	150.00
	100.64%	18.00	75.00	100.00	150.00	150.00
	46.06%	15.00	40.00	0.00	75.00	100.00
	78.55%	15.00	60.00	0.00	75.00	150.00
	59.16%	15.00	80.00	100.00	75.00	100.00
	89.84%	20.00	90.00	0.00	150.00	100.00
	61.28%	15.00	60.00	100.00	75.00	150.00
	92.35%	15.00	75.00	150.00	150.00	150.00
	44.98%	15.00	30.00	0.00	0.00	100.00
	80.49%	18.00	65.00	100.00	75.00	100.00
	81.55%	15.00	60.00	100.00	150.00	100.00
	82.61%	18.00	60.00	100.00	150.00	100.00
	53.41%	15.00	50.00	0.00	75.00	100.00
	63.84%	17.00	65.00	0.00	75.00	100.00
	85.72%	20.00	70.00	100.00	75.00	100.00
	68.80%	15.00	60.00	100.00	150.00	100.00
	55.03%	15.00	65.00	100.00	75.00	75.00
	65.74%	15.00	40.00	0.00	0.00	100.00
	43.51%	15.00	30.00	0.00	0.00	100.00
	71.41%	18.00	50.00	100.00	75.00	100.00
	86.82%	19.00	45.00	100.00	75.00	100.00
	78.80%	15.00	60.00	100.00	150.00	150.00
	59.71%	15.00	55.00	0.00	75.00	110.00
	104.56%	18.00	85.00	100.00	150.00	150.00
	71.57%	16.00	30.00	100.00	75.00	75.00
	72.08%	15.00	40.00	100.00	150.00	150.00
	78.94%	15.00	55.00	100.00	75.00	100.00
	80.90%	15.00	60.00	100.00	75.00	100.00
	80.15%	20.00	75.00	100.00	75.00	100.00
Class Average Percentage	74.61%	80.50%	58.38%	77.50%	98.13%	112.75%
Class Average Points		16.10	58.38	77.50	98.13	112.75

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BEST HIGH SCHOOLS U.S.News SILVER 2012

5.

Completed SAE Supervision Forms

Indio High School Agricultural Department
Indio FFA Chapter
81-750 Avenue 46
Indio, California 92201

Home and Supervised Agricultural Experience Visitation Form

Year in School: 9th Type of Visit: SAE Date: 1/19/15

Name of Student: [redacted]

Goal at the End of High School: Undecided

Classroom Recommendations:

FFA Involvement Recommendations:

SAE Recommendations: Project in good condition. Very proud that you have been working with your goat.

General Condition of Project: Generally well, nothing you could have done to prevent wart
Goal to accomplish with Project: Win Master Showman
Record Book (up-to-date): (yes) no

General Comments:
I will return to help you remove the wart. We still have time for it to heal in time for fair.

Student's Signature: [redacted] Date: 1/9/15

Parent's Signature: [redacted] Date: 1/9/15

Teacher's Signature: [signature] Date: 1/19/15

Indio High School Agricultural Department
Indio FFA Chapter
81-750 Avenue 46
Indio, California 92201

Home and Supervised Agricultural Experience Visitation Form

Year in School: 12th Type of Visit: SAE Date: 8/10/14

Name of Student: [redacted]

Goal at the End of High School: Ag Teacher

Classroom Recommendations:

FFA Involvement Recommendations:

SAE Recommendations: Wonderful home improvement project. Thank you for allowing me to speak to your parents about your progress.

General Condition of Project: Great. Continue to provide maintenance on yard.

Goal to accomplish with Project: Earn State Degree

Record Book (up-to-date): (yes) no

General Comments:

Great progress and track of profits/hours on journal.

Student's Signature: [redacted] Date: 8/10/14

Parent's Signature: [redacted] Date: 8/10/14

Teacher's Signature: [signature] Date: 8/10/14

Indio High School Agricultural Department
Indio FFA Chapter
81-750 Avenue 46
Indio, California 92201

Home and Supervised Agricultural Experience Visitation Form

Year in School: 10th Type of Visit: SAE Date: 12/23/14

Name of Student: [redacted]

Goal at the End of High School: Undecided

Classroom Recommendations:

FFA Involvement Recommendations:

SAE Recommendations: Keep treating the wound. Be sure to clean the wound everyday and add ointment to the area

General Condition of Project: Expect for skin rash on back, all great!
Goal to accomplish with Project: Gain hands on experience working w/ animal
Record Book (up-to-date): yes (no)

General Comments:
Need to update record book.

Student's Signature: [redacted] Date: 12/23/14

Parent's Signature: [redacted] Date: 12/23/14

Teacher's Signature: [signature] Date: 12/23/14

Indio High School Agricultural Department
Indio FFA Chapter
81-750 Avenue 46
Indio, California 92201

Home and Supervised Agricultural Experience Visitation Form

Year in School: Freshman Type of Visit: SAE Date: 1/19/15

Name of Student: [redacted]

Goal at the End of High School: Attend college

Classroom Recommendations:

FFA Involvement Recommendations:

SAE Recommendations: Great theme for landscape / Alice in Wonderland

General Condition of Project: Great progress!
Goal to accomplish with Project: Begin to be involved in the FFA
Record Book (up-to-date): (yes) no

General Comments:
- Need to start selecting your plant materials
- Determine how big your patio will be
- Are you using any props?

Student's Signature: [redacted] Date: 1/19/15

Parent's Signature: [redacted] Date: 1/19/15

Teacher's Signature: [signature] Date: 1/19/15

Indio High School Agricultural Department
Indio FFA Chapter
81-750 Avenue 46
Indio, California 92201

Home and Supervised Agricultural Experience Visitation Form

Year in School: Junior Type of Visit: SAE Date: 8/19/15

Name of Student: [redacted]

Goal at the End of High School: Attend college to be an Ag Teacher

Classroom Recommendations:
Enroll into Environmental Horticulture Science HP

FFA Involvement Recommendations:

SAE Recommendations:
- All plants look healthy and great for such a warm summer we have had

General Condition of Project: Great!
Goal to accomplish with Project: Gain enough experience to find a horticulture relate job
Record Book (up-to-date): yes no

General Comments:
Keep up the great work! keep up with school work, need to finish English HP summer Project.

Student's Signature: [redacted] Date: 8/19/15

Parent's Signature: [redacted] Date: 8/19/15

Teacher's Signature: [signature] Date: 8/19/15

Indio High School Agricultural Department
Indio FFA Chapter
81-750 Avenue 46
Indio, California 92201

Home and Supervised Agricultural Experience Visitation Form

Year in School: 9th Type of Visit: SAE Date: 12/20/14

Name of Student: [redacted]

Goal at the End of High School: lawyer

Classroom Recommendations:

FFA Involvement Recommendations:

SAE Recommendations:

- Project is progressing great. once pig reaches 200 lbs, we need to cut their diet by half.

General Condition of Project: Great!
Goal to accomplish with Project: Save money for trip to France
Record Book (up-to-date): (yes) no

General Comments:

Be sure to exercise your pig. Provide plenty of water and install a shade structure.

Student's Signature: [redacted] Date: 12/20/14

Parent's Signature: [redacted] Date: 12/20/14

Teacher's Signature: [redacted] Date: 12/20/14

Indio High School Agricultural Department
Indio FFA Chapter
81-750 Avenue 46
Indio, California 92201

Home and Supervised Agricultural Experience Visitation Form

Year in School: 10th Type of Visit: SAE Date: 12/15/14

Name of Student: [redacted]

Goal at the End of High School: _____

Classroom Recommendations:

FFA Involvement Recommendations:

SAE Recommendations: Great change in your abilities. Last year you had a pig and now doing a great job as a sheep grower!

General Condition of Project: Excellent

Goal to accomplish with Project: To save money to raise a goat next year

Record Book (up-to-date): ~~yes~~ no

General Comments: Be sure to give plenty of alfalfa and water and walk your lamb every day to ensure

Student's Signature: [redacted] Date: 12/15/14

Parent's Signature: [redacted] Date: 12/15/14

Teacher's Signature: [signature] Date: 12/15/14

Indio High School Agricultural Department
Indio FFA Chapter
81-750 Avenue 46
Indio, California 92201

Home and Supervised Agricultural Experience Visitation Form

Year in School: Junior Type of Visit: SAE Date: 1/12/15

Name of Student: [redacted]

Goal at the End of High School: Ag Teacher

Classroom Recommendations:

FFA Involvement Recommendations:
You will run for chapter office this year. You should have ran last year!

SAE Recommendations: Pig is getting a little heavy, please be sure to walk him.

General Condition of Project: _____
Goal to accomplish with Project: _____
Record Book (up-to-date): yes no

General Comments:
Great job on working with your pig, I can tell you work with him. You will do great during showmanship.

Student's Signature: [redacted] Date: 1/12/15

Parent's Signature: [redacted] Date: 1/12/15

Teacher's Signature: _____ Date: 1/12/15

Indio High School Agricultural Department
Indio FFA Chapter
81-750 Avenue 46
Indio, California 92201

Home and Supervised Agricultural Experience Visitation Form

Year in School: Junior Type of Visit: SAE-Placement Date: 10/7/14

Name of Student: [redacted]

Goal at the End of High School: Ag Teacher

Classroom Recommendations:

FFA Involvement Recommendations:
*Maybe we should start a Vet Science team?

SAE Recommendations:
Very professional. You are a great help to the Vet. Learning many technical skills

General Condition of Project: Continue working relationship w/ Vet office
Goal to accomplish with Project: Gain job skills of a Vet Tech
Record Book (up-to-date): yes (no)

General Comments:
Be sure to keep track of your hours. You must do this, specially if you plan to apply for state degree

Student's Signature: [redacted] Date: 10/7/14

Parent's Signature: [redacted] Date: 10/7/14

Teacher's Signature: [signature] Date: 10/7/14

Indio High School Agricultural Department
Indio FFA Chapter
81-750 Avenue 46
Indio, California 92201

Home and Supervised Agricultural Experience Visitation Form

Year in School: Junior Type of Visit: SAE Date: 12/11/14

Name of Student: [redacted]

Goal at the End of High School: Vet

Classroom Recommendations:

FFA Involvement Recommendations:

SAE Recommendations: Must keep encouraging your pig to eat by taking the pig out for walks. Weigh every week to ensure proper weight gains.

General Condition of Project: Good, pig a bit lighter than desired (95 lbs

Goal to accomplish with Project: To sell at Is. Livestock Auction

Record Book (up-to-date): (yes) no

General Comments: Pig must gain! Pig needs to reach 200 lbs in order to sell at fair.

Student's Signature: [redacted] Date: 12/11/14

Parent's Signature: [redacted] Date: 12/11/14

Teacher's Signature: ZRJ Date: 12/11/14

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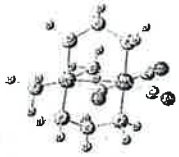
6.

SAE Requirement Highlighted



Indio High School - Agriculture Department
Agricultural Chemistry CP / HP
Course Syllabus for 2014-2015 School Year

81-750 Avenue 46
Indio, Ca 92201
cesar.lopezbarreras@desertsands.us

Mr. Lopez-Barreras
(760) 775-3550
Room: IE33

Agriculture Chemistry is a college preparatory course for students interested in pursuing agricultural science programs in college, with emphasis on chemistry's applications to the environment and agricultural practices. Students will spend approximately 30% of this course engaged in laboratory exercises. Since this is an agricultural education course, students will also participate in leadership development and create a supervised agricultural experience program. Assessments will include selective and constructive responses and performance task. Students will write lab reports for each major unit of study as well as a research paper for each semester. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course. As a culminating component to the class, students will also develop and present a content-relevant research project for the state Agriscience Fair. Students must have received satisfactory grades in Algebra as well as Agriculture Biology.

NATIONAL FFA ORGANIZATION & SAE PROJECT

The FFA, formerly known as the Future Farmers of America, is a national organization found in thousands of high schools across the United States. The goals of the organization are to develop leadership, cooperation, and citizenship in its members. You automatically became a member of the National FFA Organization when you enrolled in this agriculture class. Becoming involved in the FFA will help you develop valuable leadership, social, and public speaking skills. It is an integral part of this course.

One of the National FFA Organization's requirements is for every FFA member to have an agriculturally related project. These projects are termed Supervised Occupational Experience Projects or SAEs. The students are to keep accurate records on their SAEs, in which they will produce a product or provide a service, and hopefully make a profit. The project is the actual, hands-on application of concepts and principles learned in the agricultural education classroom. Students are supervised by their ag teachers in cooperation with parents, employers and other adults who assist them in the development and achievement of the SAE.

PRE-REQUISITES

- Agriculture Biology or Biology CP - Required
- Algebra 1 or higher - Required

MISSION STATEMENT:

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ATTENDANCE:

Points are given for daily attendance and participation. If you have an **EXCUSED ABSENCE** it is your responsibility to make up any work that was done on that day. No makeup work will be allowed for truancies and/or unexcused absences.

THINGS YOU WILL NEED:

- **Textbook** – Please keep textbook in good shape. Students will have access to a class set of texts and will be assigned a specific textbook to use in class. Textbook contracts will be sent home about two weeks after the start of class (to allow for student movement). ***If the contract doesn't come back signed the student will not be allowed to use the class textbooks and will be required to bring their book from home as needed***
- **Science and Lab Notebook** – This notebook will be utilized everyday and must come to school with you every day of class. This notebook will also be utilized when students have inquiry based laboratories in class to use to develop experiments, collect data, analyze data and work out their conclusion.
- **FFA Record Book** – All records of your SAE. Please keep in good condition and follow all instructions. Replacement cost is $5.00.

COURSE PROCEDURES:

- **Homework**: There will be approximately 2-3 hours of homework per week. Homework is due at the beginning of class (not the middle or at the end). You will utilize your Notebook
- **Detention: may be given if homework is continuously not completed**.
- **Late Work**: Late homework assignments will only be accepted for HALF credit. If you wish to earn full credit, homework MUST be turned in when due.
- **I refuse to grade assignments I can't read**. Please proofread assignments before turning them in.
- **Note-taking:** The majority of the course content is delivered through an interactive class lecture. That is why your notebook is such a valuable portion of your grade. You can expect a minimum of 2-3 lectures a week. I will try to limit the length of the lecture to 30 minutes. Be prepared to participate during lecture by answering questions on a white board, doing pair shares with a partner, using hand motions, and repeating important words and phrases orally. Notebooks are graded at the end of every week.
- **Formal Lab Reports:** You can expect 2-3 formal labs per unit. For each lab you will utilize your Lab Notebook to record a hypothesis, collect data, analyze the data to create a conclusion and answer analysis questions provided by the teacher. You will also be expected to create graphs and write conclusion paragraphs for every lab. Utilizing your Lab Notebook you will report you findings in a formal lab report (format will be discuss in class).
- **Weekly Quizzes:** There will be a short answer quiz every Friday. Quizzes will vary in length and will test student knowledge on the objectives for the given week. Students are expected to write out their responses, citing evidence and deep understanding of the weekly objectives.
- **Science Fair Project:** Each student is encouraged to design and carry out their own science fair project. Students seeking honors credit MUST participate in the science fair. Some class time will be given throughout the year for teacher guidance and support, but the majority of the work will be done at home. The final product will include a paper and project board that will be displayed at the California Polytechnic State University's Spring Agriculture Field Day.
- **Final Exams:** There will be one final exam per semester. Exams will cover all of the material of that particular semester. Final exams consist of selective response questions, short answer and performance based test. Some questions will be new, but many of the questions are taken from previous tests and quizzes. A lab practical may also be administered.

GRADING:

Grades are based on the following areas:

- Science Notebook and assignments = 25%
- Quizzes & Tests = 20%
- Labs & Projects = 35%
- Supervised Ag Experience = 10%
- Attendance & Participation = 5%
- FFA = 5%

AGRISCIENCE PROJECT:

Each student is encouraged to complete an Agriscience project over the course of the year. Students will be required to work on these projects both inside and outside of class. Students seeking honors credit MUST complete

an Agriscience project. Following the scientific method, students will be asked to assemble a board in order to display the results of their project. Those students will that choose to participate in the Agriscience Fair will be expected to attend FFA competitions during the second semester, particularly California Polytechnic State University's Spring Agriculture Field Day. An Agscience project can also become a Supervised Agricultural Experience project, hence meeting both requirements if an Agscience project is developed and presented.

FFA PARTICIPATION:

All students are required to attend 3 distinctly different FFA activities per semester. This participation is worth 5% of your grade. Students will be provided access to an FFA calendar.

GRADE REPORTS:

Teacher generated grade reports will be sent home once a month. They are to be signed by a parent/guardian for 5 extra credit points. Any mistakes need to be immediately pointed out to the teacher so they can be corrected.

STUDENT EXPECTATIONS:

- **Responsibility** – You are expected to keep track of your Daily Science Journals (DSJ), Daily Classroom Reflections (DCR), on top of your Cornel Notes, homework, classroom and lab work and turn in at the end of the week, your agenda that contains due dates of all assignments, and completion of all class assignments.
- **Exercise Good Judgment** – Always think before you speak or act. Also, manage your time both in and outside of class.
- **Study** – Truly learning the subject will require effort on your part. Studying outside of class is vital to your success.
- **Be Prepared** – Bring notebooks, papers, pens/pencils, and yes, even your BRAIN! Neglecting to bring the proper materials on a routine basis will result in loss of participation points.
- **Respect** – All students have the right to learn and achieve without the interference of others.
  - Exhibiting prejudice or prejudicial behaviors will NOT be tolerated.
  - Appropriate language should be used at all times.
  - Interruption of the teacher or another student who is speaking is rude and limits the opportunity for others to learn.
- **Classroom Rules** – Food, drinks (with the exception of water at your desk), and gum will NOT be allowed in the classroom. Also, all electronic devices are strictly prohibited and may be confiscated if seen or used. Indio High School dress code will be followed daily.
- **Timeliness** – Please be on time! Tardiness will NOT be tolerated. This means being in your seat with pen, paper, homework, etc. ready before the tardy bell rings!

PARENT EXPECTATIONS:

- **Studying** - Provide student with a quiet place to study and needed materials.
- **Monitor** - Monitor student progress (sign weekly agendas and biweekly grade printouts).
- **Encourage**- Encourage student to focus on their education and goals.

TEACHER EXPECTATIONS:

- Help all students to understand scientific concepts and apply them to life.
- Keep students and parents/guardians informed or grades and behavior.
- Respect students' right to learn (suspensions and detentions will be given to students distracting the classroom environment).
- Follow and enforce school rules.
- Help students develop the skills and tools needed to be successful.
- Share the love of agriculture!

HOME ACCESS:

It is highly recommended that all parents and students utilize Home Access. With Home Access, parents and students are able to login and use the website to view student academic progress, including access to attendance, grades, and current assignments. Through Home Access one can email teachers, receive emailed reports from teachers, access student testing results and much more. To access Home Access go to: https://ds-hac1.dsusd.k12.ca.us/homeaccess/

Environmental Horticulture Science I CP/HP

Course Description & Grading Procedures
Indio High School

Instructor: Mr. Lopez-Barreras **Telephone:** (760) 775- 3550
E-mail: cesar.lopezbarreras@desertsands.us **Classroom / Office:** IE 33
Available Hours: Daily 7:00-7:18 am, After School with notice.

* If you need help with any class material, need to use the equipment or simply want a place to study, I will be the room most days both before school (7:00am) and after school. The door is always open when I am around, but no promises without a little advanced notice.

COURSE DESCRIPTION

Environmental Horticulture Science I CP/HP will provide the student with theories and principals related to environmental and ornamental horticulture. This is a college preparatory, UC approved elective, course designed to successfully expose students to both the environmental and botanical nature of horticulture. This course is intended to develop an appreciation of horticulture, incorporate scientific methods and biological principals within the environment, understand plant functions and uses, and recognize the diversity of life and the interrelationships among organisms in nature. This course is designed to develop knowledge and skills in the following areas: Basic botany, classification and identifying horticultural plants; using soil and other plant growing media; propagating horticultural plants; basics of growing horticultural plants in greenhouse and landscape settings; and landscape maintenance. Improving workplace skills will be a focus. Honor students are expected to participate in the FFA Agriscience Fair in which they will create a hypothesis, design and run a well-balanced experiment, record data, and analyze results of an agriculture related experiment. Honor students will also submit a research paper for each semester. Both the CP and Honors course supports leadership development of each student through their graded participation in FFA and in a Supervised Agriculture Experience project. Honor students will also be expected to develop their leadership skills by participating in the FFA Public Speaking and the Nursery/Landscape Career Development Events.

COURSE OBJECTIVE

The purpose of this course is to equip students with the skills and knowledge necessary to be successful in Ornamental and Environmental Horticulture Science. This course is the introductory course of the Environmental Horticulture Science Pathway. The goal is to build a foundation in the area of plant science, biochemistry and horticulture in which students can build upon as they continue to build their skills in the areas of science. It is also my hope that students would like to further their education in science to support the agricultural industry in feeding, clothing, housing and protection of the natural resources of the world. This course will enhance

the technical science knowledge and skills needed to carry out the applied science of horticulture. Due to the emerging Common Core State Standards in writing and literacy, students will be required to enhance their literacy skills in researching and reading comprehension of informational text. Students will also express themselves through technical scientific writing as they complete research papers and an agriscience fair project. Environmental Horticulture is designed to provide students with the theories and principles related to environmental horticulture science. Emphasis is placed on horticultural terminology, plant identification, plant physiology, soil science, plant reproduction, plant propagation and plant pathology and entomology. This course will also prepare those students planning on majoring in agriculture sciences at a 2-year and/or 4-year college or university.

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PRE-REQUISITES

- Agriculture Biology or Biology CP/HP - Required
- Algebra 1 or higher – Required
- Ag Chemistry or Chemistry CP/HP – Recommended

MISSION STATEMENT:

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- FFA = 5%

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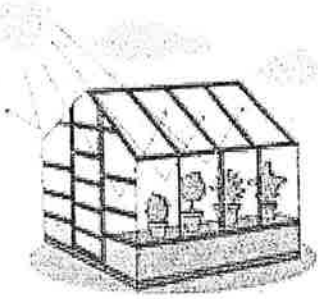

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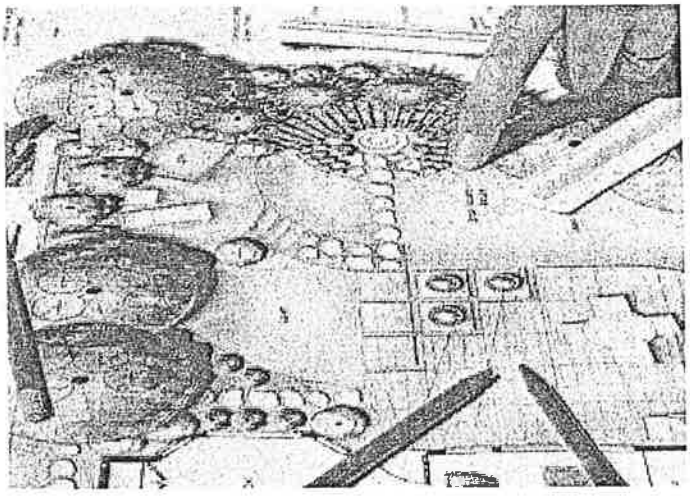

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Circle One: No Yes Who: _____

3. Is there a computer with internet access in the home? _____
(If not, do you have a way of accessing a computer with internet when needed for assignments? _____)

4. **PARENT/GUARDIAN #1 CONTACT INFORMATION:**
Parent/Guardian #1 Home Phone Number (please indicate if it is a cell phone): _____

Parent/Guardian #1 Work Phone Number: _____

Parent/Guardian #1 e-mail: _____

Please circle your preferred method of teacher-parent communication.
PHONE E-MAIL Mail Service

5. **PARENT/GUARDIAN #2 CONTACT INFORMATION:**
Parent/Guardian #2 Home Phone Number (please indicate if it is a cell phone): _____

Parent/Guardian #2 Work Phone Number: _____

Parent/Guardian #2 e-mail: _____

Please circle your preferred method of teacher-parent communication.
PHONE E-MAIL Mail Service

IMPORTANT: PLEASE SIGN BELOW!

I have read and understood the policies and procedures as outlined in the syllabus & Classr
Student Signature: _____

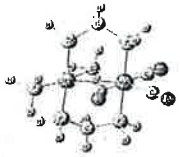
Parent Signature: _____

☐ I am aware that I can check student grades on e-school.

HOME OF THE RAJAHS
INDIO HIGH SCHOOL
www.ihsrajahs.com
"Dedicated to academic achievement and personal success for all"
Rudy Ramirez, Principal
81-750 Ave. 46 | Indio, CA 92201 | (760) 775-3550 | FAX (760) 775-3565

7.

FFA Requirement Highlighted



Indio High School – Agriculture Department
Agricultural Chemistry CP / HP
Course Syllabus for 2014-2015 School Year

81-750 Avenue 46
Indio, Ca 92201
cesar.lopezbarreras@desertsands.us

Mr. Lopez-Barreras
(760) 775-3550
Room: IE33

Agriculture Chemistry is a college preparatory course for students interested in pursuing agricultural science programs in college, with emphasis on chemistry's applications to the environment and agricultural practices. Students will spend approximately 30% of this course engaged in laboratory exercises. Since this is an agricultural education course, students will also participate in leadership development and create a supervised agricultural experience program. Assessments will include selective and constructive responses and performance task. Students will write lab reports for each major unit of study as well as a research paper for each semester. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course. As a culminating component to the class, students will also develop and present a content-relevant research project for the state Agriscience Fair. Students must have received satisfactory grades in Algebra as well as Agriculture Biology.

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PRE-REQUISITES

- Agriculture Biology or Biology CP - Required
- Algebra 1 or higher - Required

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- **FFA Record Book** – All records of your SAE. Please keep in good condition and follow all instructions. Replacement cost is $5.00.

COURSE PROCEDURES:

- **Homework**: There will be approximately 2-3 hours of homework per week. Homework is due at the beginning of class (not the middle or at the end). You will utilize your Notebook
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Environmental Horticulture Science I CP/HP

Course Description & Grading Procedures
Indio High School

Instructor: Mr. Lopez-Barreras **Telephone:** (760) 775- 3550
E-mail: cesar.lopezbarreras@desertsands.us **Classroom / Office:** IE 33
Available Hours: Daily 7:00-7:18 am, After School with notice.

* If you need help with any class material, need to use the equipment or simply want a place to study, I will be the room most days both before school (7:00am) and after school. The door is always open when I am around, but no promises without a little advanced notice.

COURSE DESCRIPTION

Environmental Horticulture Science I CP/HP will provide the student with theories and principals related to environmental and ornamental horticulture. This is a college preparatory, UC approved elective, course designed to successfully expose students to both the environmental and botanical nature of horticulture. This course is intended to develop an appreciation of horticulture, incorporate scientific methods and biological principals within the environment, understand plant functions and uses, and recognize the diversity of life and the interrelationships among organisms in nature. This course is designed to develop knowledge and skills in the following areas: Basic botany, classification and identifying horticultural plants; using soil and other plant growing media; propagating horticultural plants; basics of growing horticultural plants in greenhouse and landscape settings; and landscape maintenance. Improving workplace skills will be a focus. Honor students are expected to participate in the FFA Agriscience Fair in which they will create a hypothesis, design and run a well-balanced experiment, record data, and analyze results of an agriculture related experiment. Honor students will also submit a research paper for each semester. Both the CP and Honors course supports leadership development of each student through their graded participation in FFA and in a Supervised Agriculture Experience project. Honor students will also be expected to develop their leadership skills by participating in the FFA Public Speaking and the Nursery/Landscape Career Development Events.

COURSE OBJECTIVE

The purpose of this course is to equip students with the skills and knowledge necessary to be successful in Ornamental and Environmental Horticulture Science. This course is the introductory course of the Environmental Horticulture Science Pathway. The goal is to build a foundation in the area of plant science, biochemistry and horticulture in which students can build upon as they continue to build their skills in the areas of science. It is also my hope that students would like to further their education in science to support the agricultural industry in feeding, clothing, housing and protection of the natural resources of the world. This course will enhance

the technical science knowledge and skills needed to carry out the applied science of horticulture. Due to the emerging Common Core State Standards in writing and literacy, students will be required to enhance their literacy skills in researching and reading comprehension of informational text. Students will also express themselves through technical scientific writing as they complete research papers and an agriscience fair project. Environmental Horticulture is designed to provide students with the theories and principles related to environmental horticulture science. Emphasis is placed on horticultural terminology, plant identification, plant physiology, soil science, plant reproduction, plant propagation and plant pathology and entomology. This course will also prepare those students planning on majoring in agriculture sciences at a 2-year and/or 4-year college or university.

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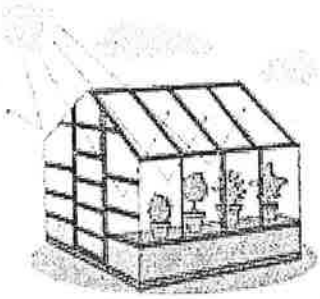

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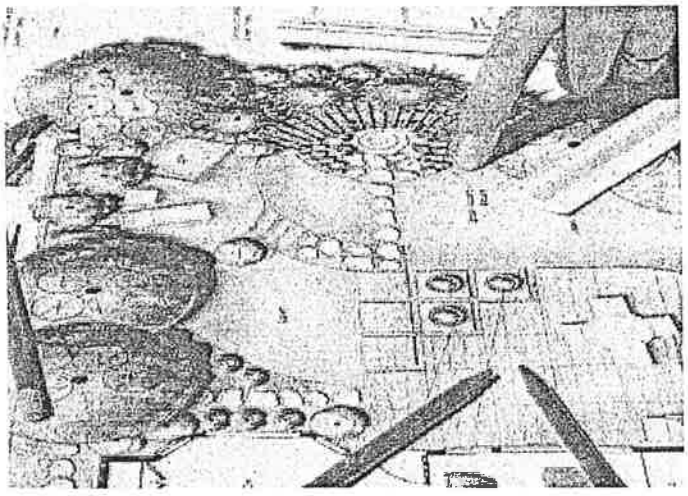

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Possible Dates: _____ Times: _____

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Circle One: No Yes Who: _____

3. Is there a computer with internet access in the home? _____
(If not, do you have a way of accessing a computer with internet when needed for assignments? _____)

4. PARENT/GUARDIAN #1 CONTACT INFORMATION:

Parent/Guardian #1 Home Phone Number (please indicate if it is a cell phone): _____

Parent/Guardian #1 Work Phone Number: _____

Parent/Guardian #1 e-mail: _____

Please circle your preferred method of teacher-parent communication.
PHONE E-MAIL Mail Service

5. PARENT/GUARDIAN #2 CONTACT INFORMATION:

Parent/Guardian #2 Home Phone Number (please indicate if it is a cell phone): _____

Parent/Guardian #2 Work Phone Number: _____

Parent/Guardian #2 e-mail: _____

Please circle your preferred method of teacher-parent communication.
PHONE E-MAIL Mail Service

IMPORTANT: PLEASE SIGN BELOW!

I have read and understood the policies and procedures as outlined in the syllabus & Classr

Student Signature: _____

Parent Signature: _____

☐ I am aware that I can check student grades on e-school.

8.

FFA Program of Activities

Program of Activities –

September 2014 to

June 2015

AGRICULTURAL EDUCATION

FFA

®

INDIO FFA

Table of Contents

Introduction 3

President's Message 4

Officer Messages 5

Advisors 8

Past Presidents 11

Calendar of Events 12

FFA Budget 15

Chapter committees 16

Student Goals 17

Chapter Goals 18

Community Goals 20

Livestock Projects 21

Leadership Activities 24

FFA Contests 26

Degrees 27

Point Award 28

Chapter Applications

a. Greenhand Degree Application 30

b. Chapter Degree Application 31

c. FFA Letter Qualification Application 32

d. Four Year Cord and FFA pin 33

e. Officer Application 35

Duties and Responsibilities of the Chapter Officers

a. President 37

b. Vice President 38

c. Secretary 39

d. Treasurer 40

e. Reporter 41

f. Sentinel 42

g.Delegate 43

Aims and Purposes 44

FFA Creed 45

FFA Colors and Motto 46

Constitution 47

Introduction

This is Indio FFA's 38th year of offering agriculture education, leadership and Ag industry experiences. The chapter is proud to have adopted Ag Chemistry HP and Environmental Horticulture CP/HP. This will help agriculture students enrolled in a pathway to complete courses that will award them college credit due to our articulation agreement with Mt. San Antonio Community College. The articulation agreement will only be valid if the student passed the courses with an A or B. In addition, we have earned Fine Art Credit for History of Floral Design in the UC "A-G" system. Earning Fine Art credit was a difficult fight for it was a 10 years endeavor. Lastly, our Companion Animal Health Care course has been UC approved as a lab life science course, which adds rigor and relevance to our Animal Science pathway.

The 2014-2015 Indio FFA Officers have set the following goals to accomplish:

1. To motivate 100 members to participate in various activities.
2. To encourage all livestock members to complete record book(s) before auction.
3. To have 5 members receive their State Degree
4. To have at least 3 community service activities
5. To have fundraisers to potentially raising $2000 by end of the school year.
6. To encourage new and advance members to compete in the Prepared Public Speaking CDE event.
7. To have 3 teams compete in local, state, and regional level.

Officers and Advisors

President - Cera Lopez

Vice President - Lidia Mascareno

Secretary - Seiri Samaguey

Treasurer - Alexander Paz

Reporter - Lilliana Lopez

Sentinel - Samantha Lizarraga

Delegate – Aleena Duran

Ag Department Head - Melissa McBride

Ag Advisors - Nancy Lauritzen and

Cesar Lopez-Barreras

President's Message

Serving as Indio FFA's President in my senior year is personally one of my proudest accomplishments from my duration of high school so far. Being actively involved in FFA not only makes me feel that I fit somewhere but that I'm a part of something bigger than myself. All the members in the chapters are more than teenagers involved with supervised agriculture experiences but they are doers, innovators, and most importantly potential leaders of the future. FFA has helped me to become a better leader. It has opened doors, offered different opportunities, and helped me find my passion for agriculture.

As my last year in FFA the Officer team, as well as myself, have several goals for the chapter and members. I personally hope to push each member to their limits and help them reach their potential just as FFA has done for me. The Officer team hopes to keep as many members as possible actively involved in FFA continuously throughout the whole school year. We hope to have a 5 members apply for the State FFA Degree and earn it. As a chapter, the Officer team hopes to have at least 3 Career Development Event teams to participate at the sectional, regional and state competitions. Another goal for the chapter is to give back to the community by participating in community service activities.

I hope for a successful year for Indio FFA and that we achieve all of our goals. The Indio chapter has endured many different obstacles throughout the years, but as long as we continue to stay united we will continue to flourish for many years to come.

Officer Message

Hey guys! This is your 2014-2015 chapter Vice President, Lidia Mascareno. I will be serving you as one of your leaders. I am proud to be one of your leaders. This is my fourth year in FFA and time has flown by so quickly, but it was one of the best experiences. I look forward to this year's adventures and explorations . I plan on creating new memories will all of you and hope that after this year you will all become leaders. Oh, one more thing, SMILE because you're in FFA.

Good morning and good afternoon to everyone in the Indio FFA. My name is Seiri Samaguey and I am proud to say that I am your 2014-2015 Secretary for this year. This is my third year in the FFA and 3rd year on the Floral team and so far so great. Don't be afraid to approach me because I am nice and don't plan on biting you. I like helping in any way I can because if you smile, I smile and if you feel awesome, I feel awesome. FFA has brought me great happiness and has helped me see that FFA is not just someone who raises an animal at the fair, it's something bigger and better. Good bye and good day fellow FFA MEMBERS.

Officer Message

Howdy,

I am Alex Paz and I am your FFA Treasurer for this year, 2014-2015. I'm a Junior and this is my third year in Agriculture. I have raised a swine these last two years and plan to do the same this year. I hope you all strive for greatness and that FFA will help guide you to a career that you enjoy and love.

Hey guys I'm Lilliana, I'm serving as your "Flawless" 2014-2015 FFA Reporter. I'm really looking forward to being your Reporter and am looking forward to trying some new things for the chapter. We are going to have an amazing year guys!

Officer Message

Hello everyone!
I am glad to say that I will be serving as your 2014-2015 chapter Sentinel! I chose to become Sentinel because I want to encourage others the way I was encouraged. If the Sentinel wouldn't have welcomed me the first time I walked into I.E 2, I probably would have walked out after 2 minutes! FFA has helped me in so many ways possible, and I just want to be able to encourage others to do more for themselves.

Hey everyone, I am Aleena Duran and I will be serving as your chapter Delegate for 2014-2015. This is my second year in FFA and I plan to help out any member that needs it. There's a bunch of things to do like raising an animal, being on a team, creating landscapes and floral designs, and even going to conferences and meeting new people. So if you have a passion for animals and leadership come out and if you don't, come out still. We are a family and are always there for each other.

Advisors

Melissa McBride

The people that know Mrs. McBride would say that she is an entertaining and pleasant person but can be scary at times. Everyone knows Mrs. McBride loves diet Coke and never expected to live anywhere that was hotter than Bakersfield but what some people might not know is her involvement in the FFA.

"Know how to raise an animal?" That was the question that started Mrs. McBride's journey through the FFA. As a freshman she signed up for agricultural classes and has been involved ever since. The FFA has made Mrs. McBride a strong leader by breaking her out of her shell and become not only the sentinel and treasurer of her chapter but becoming the first female president of Bakersfield Chapter. She also ran for San Joaquin region office, which was difficult for female members to succeed in since they were barely allowed in the organization a few years earlier. But being female didn't stop Mrs. McBride from achieve her dreams. She had various projects ranging from livestock to horticulture. She had a gladiolus plant project. Her knowledge in the livestock increased as she raised breeding and market lamb, market beef, and market hog. Her efforts were recognized as she was awarded the Outstanding Diversity of Livestock in the country. She was one of the first females in California to receive the Star Farmer award. Besides all her projects, she participated in several teams. These teams were livestock judging, poultry team, cotton team, parliamentary procedure, and CO-OP. By the end of high school, Mrs. McBride was, once again, one of the first females to receive their State Degree and in 1986 she received her Honorary Degree. Her involvement in agricultural continued as she entered Cal Poly San Luis Obispo with her major in agricultural business and minor in animal science. She finished her BS in 1977 and masters in 1980. She was been teaching for thirty-five years and is currently the head of the agricultural department at Indio. What makes Mrs. McBride proud of being part of the FFA is *"seeing kids reach potentials they didn't have..."*

Advisors continue...

Nancy Lauritzen

Mrs. Lauritzen can be a strict advisor, crazy driver, addictive to Starbucks, chocolate lover and every blunt woman that members mostly see in the floral room. What they might not see are her accomplishments she has done in the FFA.

She started her involvement in 1969, the first year girls were allowed in the FFA, as a sophomore at La Habra Sonora Chapter. She become her chapter secretary the following year and was her chapter reporter in her senior year. She raised a lamb, 2 swine, 11 calves, and 24 turkeys (which isn't surprising since Mrs. Lauritzen loves turkeys). She participated in the poultry team, parliamentary procedure, and project competition. She was one of the first females to receive the State Degree and received her Honorary Degree in 2008.

Mrs. Lauritzen majored in general agricultural and got her BS at Fresno State in 1976 and got her teaching credential and master at San Luis Obispo in 1980. She has been teaching since 1979, two years after Indio Chapter was established, and is currently coaching the Floral Team and supervising the livestock projects. Mrs. Lauritzen is proud of being part of the FFA because she is able to see student succeed throughout the years.

Advisors continue...

Cesar R. Lopez-Barreras

Our youngest advisor is down-to-earth and very understanding. His car rides are lively with music coming from the radio and his mouth and laughter is always beside him. Mr. Lopez is going to take over our Chapter as our more experience advisors depart, but what is more exciting is the fact that he use to be a member of the Indio Chapter.

He wanted to get experience with working with animals and was introduced to the FFA when the representatives of the Indio Chapter visited his middle school. He was hooked and looked forward to his involvement in the FFA. He was the leader of the Indio Chapter for three years starting his sophomore and junior years as the reporter and eventually became the President of 2001 -2002. His goal was accomplished by raising three market swine and one market steer for the National Date Festival located in Indio. Not only did he get experience with livestock but with horticulture. He exhibited three junior landscapes which he placed first for all three and a Best of Show. He also took orders for the floral class during lunch.

Mr. Lopez participated in various contests and was serious about them. He was in B.I.G., Parliamentary Procedure, and Floriculture. His floral team placed 2nd in the State at Cal Poly San Luis Obispo State FFA Judging Finals in 2002. The recent degree that he was received was the State Degree in 2002. Mr. Lopez attended California Polytechnic State University and San Luis Obispo and majored in Agriculture Science with a minor in Environmental Horticulture Science. He completed his Bachelors in 2007 and is currently completing his Masters in Agriculture Education. He has been teaching for two years, one being here at Indio High School. Prior to teaching, Mr. Lopez was a Preserve Ranger for a nature preserve in which he helped protect many coastal species of plants and animals. He also joined AmeriCorps and was stationed at an organic farm which he helped rehabilitate and train individuals that lived with a mental illness. He helped established a laying hen program, ran the weekly farm stand, published an informational blog website for the farm and provided educational classes during his time at the organic farm. What makes Mr. Lopez proud of FFA: *"Caring for our soil, water and natural resources for the production of food and other products for the benefits of all organisms on Earth is the purpose of the field of agriculture. FFA prepares high school students for a career in the field of agriculture. It is my personal belief that the development of agriculture allowed our human society to develop into what it is today. Without a stable food supply, humans would still be concerned about gathering their own food. Agriculturists therefore take the honorable service of providing the world with the materials and food necessary to maintain the world as we know it. The FFA trains the agriculturists of the future and I could not be happier in helping to educate the agriculturists of tomorrow."*

Indio FFA Past Presidents

1980-81 Mark Schindler

1981-82 Julie Hudson

1982-83 Dedra England

1983-84 Kristen Bowie

1984-85 Heather Tiano

1985-86 Nathan Roach/ Joe Elkins

1986-87 Joe Elkins

1987-88 Sandi Fifield

1988-89 Deanna Elmer

1989-90 Leo Reyes/Robin Wade

1990-91 Robin Wade

1991-92 Robin Wade

1992-93

1993-94

1994-95 Heidi O'Malley

1995-96 Heidi O'Malley

1996-97 Dottie McDanel

1997-98 Amy Rice

1998-99 Andrea Duckett

1999-2000 Terry Ann Sturgeon

2000-01 Alex Martinez

2001-02 Alex Martinez

2002-03 Cesar Lopez

2004-05 Yesenin Regla

2005-06 Carolyn Lauritzen

2006-07 Enrique Carrillo

2007-08 Augustine Zepeda III

2008-09 Evelyn Argandona

2009-10 Jacob Lauritzen

2010-11 Christian Gonzales

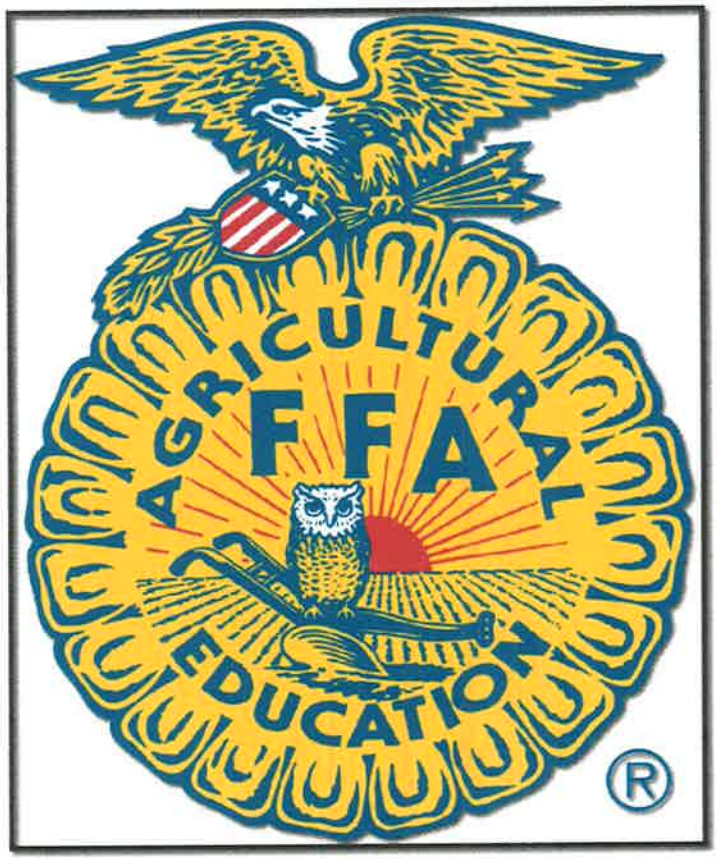
2011-12 Elizabeth Argandona

2012-13 Elizabeth Argandona

2013-14 Fernando Nunez

2014-15 Cera Lopez

Calendar of events 2014 -2015



September

Ice Cream Social	September 3
FFA Sectional Meeting	September 9
Sectional Leadership Conference	September 13
FFA Meeting (First Meeting)	September 17
L.A. Fair	September 20
Opening & Closing Ceremony Contest	September 24
Livestock Meeting	September 30

October

Lamb and Goat Workday	October 2
FFA Meeting	October 8
So Cal set-up	October 17
So Cal Leadership Conference	October 18
Record Book Workshop	October 20

November

Pig workday	November 4
FFA Meeting	November 12
Greenhand Conference	November 13
Record Book Workshop	November 17

Calendar of events 2014 -2015

December

Job interview	December 4
Fallbrook field day	December 6
Record Book Workshop	December 8
Heritage field day	December 13
FFA Meeting (Greenhand Ceremony)	December 17

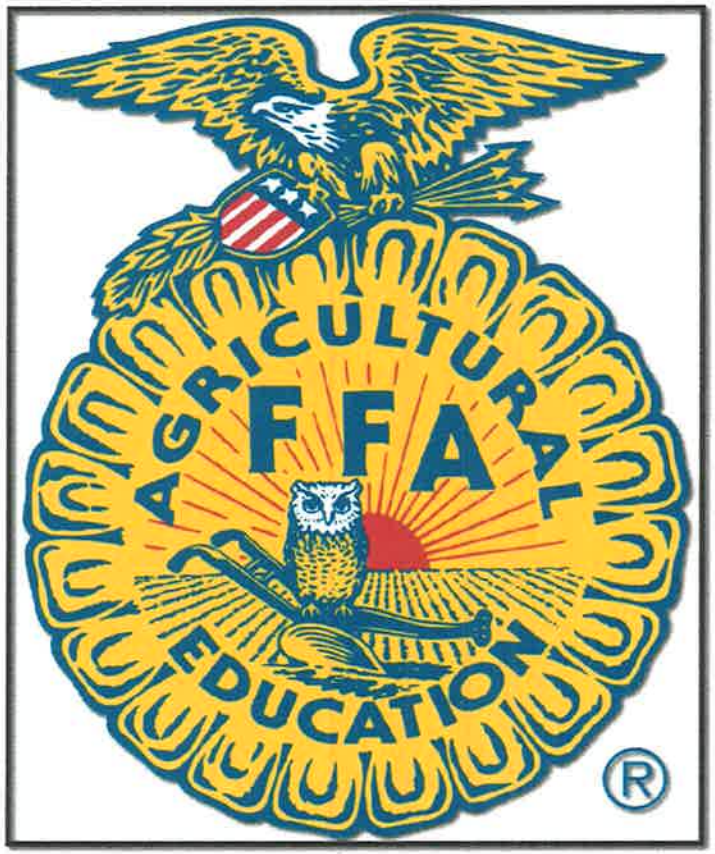
January

Record book	January 5
Life stock entry	January 7
State degree	January 13
FFA Meeting	January 14
Clipping Sheep	January 17
Norte Vista Field Day	January 24
Creed Contest	January 30
MFE & ALA Conference	Jan 30-31

February

FFA Meeting (Pre-show)	February 1
Landscape	February 7-10
Floral entries	February 12
Lamb/ Goat Showmanship	February 18
Pig Showmanship	February 19
Mira Costa field day	February 20
Jr. Livestock Auction	February 21
Landscapes call up	February 23
Project Competition Banquet	February 26

Calendar of events 2014 -2015



March

Record Book	March 2
FFA Meeting	March 11
Warner Springs Field Day	March 14
B.I.G. & CO-OP	March 17
State Degree Banquet	March 21
Record Book	March 23

April

FFA Meeting	April 8
Pomona field day	April 11
Chapter Officer Screening	April 15
Fresno Field Day	April 18
Sectional FFA Screening	April 28

May

State Finals	May 2
FFA Sectional Election	May 5
2014-2015 FFA Banquet	May 13

FFA Budget 2014-2015

Expenses

Banquet

Awards.....$850.00
Arrangements.....$279.00
Food & Decorations...$1500.00
Total $2,629

Conferences

MFE- approx. 3 people.....$200.00
ALA- approx. 3 people..... $150.00
State Delegates- 2 people $400.00
Total $750.00

Degree Pins

Greenhand.....$125.00
Chapter..... $105.00
Total $230

Field days

Hotel Rooms- State Finals.....$210.00
Floral team $80.00 @ contest.....$240.00
Total $450.00

Meals

State Degree.....$105.00
Project Comp..... $90.00
Total $195.00

Miscellaneous

Sectional Dues.....$30.00
Chapter Shirt Design.....$100.00
Total $130.00

Chapter FFA Meetings

Refreshments for 8 meetings...$200.00

Grand Total: $4,584.00

Receipts

Donations

California Women of Agriculture.....$2,500.00
Ag Boosters.....$.00

Fundraisers

Hosting So Cal Leadership Conference.....$1000.00
Floral Arrangement Drawing.....$630.00
Car Wash.....$500.00

Grand Total: $4,630.00

Chapter Committees

Our Indio FFA Chapter provides two committees for the preparations of events. The two events that require work by committees are: community service and the end of year chapter banquet. These committees provide leadership opportunities for potential officers, the ability to demonstrate team work, and to enhance the member's organization skills.

Community Services Committee Responsibilities:

1. Chair person (Vice President) is in charge of organization, coordination and will utilize the Advisor's wisdom when needed
2. Planning Member: Members who will help organize the details of the community service event (what will be done, when will it start/end, organizing supplies and asking for donations when necessary)
3. Volunteers: Members who greet guest and help with the task on hand

Chapter Banquet Committee Responsibilities:

This event will take a month to plan and each of the officers will have the following responsibilities. The Vice President will ensure that each subcommittee is staying on task and ensure that they stay on point. Each officer will also recruit members to help in their endeavors and accomplishing the task of the subcommittee:

1. Decorations Subcommittee (Chapter President and Secretary, aided by Mr. Lopez): Decide on décor for the event, create centerpieces if needed, and construct all needed decorations prior to the event, pick up and display live plants from a local nursery and decorate/clean-up the banquet hall on the day of the event.
2. Food (Chapter Treasurer, aided by Mrs. McBride): Create the menu, prepare food and set the dinning set on tables
3. FFA Backdrop (Chapter Sentinel and Reporter): Using the theme and/or T-shirt design for the year, create a backdrop to add color to the stage. This area will also be utilized for pictures.
4. FFA Slide Show(Chapter Reporter): Chapter Reporter will prepare a slideshow to show the year's success, progress and recognition
5. Awards and Recognition (Chapter Secretary, aided by Mrs. Lauritzen): This subcommittee is limited to one advisor and the chapter Secretary. This subcommittee will organize all the awards and recognitions for the banquet and will limited to just these two individuals so members are surprised when they are recognized

Student Goals – Student Development

1. To have members participate in leadership activities throughout the year.
2. To have members achieve career success.
3. To have members achieve scholarships.

I. Goal 1- Ways and Means

- To have members participate in leadership activities throughout the year
  a. Officers go to Ag classes to talk and encourage students.
  b. Officers and advisor talk individually to students who have potential to be in leadership activities such as B.I.G. (Best Informed Green hand), Co-op, Floriculture, Nursery, Landscape, and Opening and Closing Ceremonies.
  c. Encourage students to participate at conferences: National Convention, State Leadership Conference, So Cal leadership Conference, Sectional Leadership Conference, Greenhand Leadership Conference and ect.

II. Goal 2- Ways and Means

- To have members achieve career success
  a) Provide members with informational help to put them in the correct career path.
  b) To have advisors check that all members are in the right path to achieve college credit through Ag classes.
  c) Encourage members to participate in college VOC-Tech Night.

III. Goal 3- Ways and Means

- To have members achieve scholarship
  a. Remind members to keep track of all activities.
  b. Have officers and advisors encourage members to apply to for scholarships, specially agriculturally related scholarships.
  c. Help members with completing and perfecting scholarships applications.

Chapter Goals

Division I - Student Development

1. To motivate 100 members to participate in various activities.
2. To encourage all livestock members to complete record book(s) before auction.
3. To encourage new and advance members to compete and prepare in Public Speaking.
4. To have 3 teams compete in local, state, and regional level.

Division II - Chapter Development

1. To have 5 members receive their State Degree
2. To have at least 3 community service for the year.
3. To have fundraisers to potentially raising $2000 by end of the school year.

Division III - Community Development

1. To have at least 25 members volunteer at the local food bank distribution center
2. To educate local elementary students on the importance of agriculture, animal care and horticulture.
3. To have members be active with environmental activities.
4. To have citizenship within the chapter and community.
5. To have the chapter promote the Indio FFA in the community

Division I - Student Development

I. Goal 1- Ways and Means

- To motivate 100 members to join and stay in the FFA.
    a) Officers go to Ag classes to talk and encourage students.
    b) Officers talk individually to students.
    c) Have an ice cream social to make the new members feel comfortable and to have them meet new people.
    d) Have entertaining meetings; provide refreshments, fun icebreakers, reward members' accomplishment, and officers should have enthusiasm when speaking.
    e) Invite members to participate in events.

II. Goal 2- Ways and Means

- To encourage all livestock members to complete record book before auction (week before).
    a) Have workshops once a month.
    b) Remind members to keep track of all activities.
    c) Reward the members that complete with goody bags.

VI. Goal 3- Ways and Means

- To encourage new and advance members to compete and prepare in Public Speaking.
    a) By giving positive feedback.

b) Telling them of past experiences.
c) Meeting new people.
d) How it's a great experiences.
e) Workshops to encourage people to participate.
f) Make a list of potential speakers.
g) Have local contest.
h) Recognize them at meetings.

VII. Goal 4- Ways and Means

- To have 3 teams compete in local, state, and regional level.
    a) Have a meeting to explain what each team does and what they will be tested on. (Preferable members with experience in these teams)
    b) Encourage members to participate in a team.
    c) Remind them to attend practices.
    d) Have practice contest.
    e) Have the teams participate in sectional contests.
    f) Recognize the team at meetings by giving an award or prize.
    g) Recognize them at the banquet.

Division II - Chapter Development

I. Goal 5- Ways and Means

- To have 5 members receive their State Degree.
    a) Potential recipients
        a. Cera López, Lidia Mascareno, Alexander Gallardo, Jessie Gutiérrez and Alex Paz
    b) Have workshops in December to have Rewords Books up to date.
    c) Officers will encourage potential recipient by reminding them to participate in FFA activities outside the Chapter.
    d) Encourage them to raising an animal or do a landscape to reach the required amount of profit to receive the degree (if needed).

II. Goal 6- Ways and Means

- To have at least 3 community service activities for the year.
    a) Have the members and officers suggest ideas for community service. Potential community service: food bank, healing horses, Coachella valley wild bird center.
    b) The members will be informed through; chapter meetings, Ag white board, and chapter website.
    c) Have visual information such as pictures and videos.

III. Goal 7- Ways and Means

- To have fundraisers to potentially raising $2000 by end of the school year.
    a) Have enough money to pay for banquet, field days, refreshments for chapter meetings, gas for traveling, conferences, and livestock expenses such as

dumpsters.

b) Some fundraiser ideas are selling tacos.
c) Have friendly competitions when selling tickets for car wash and truck tickets.
d) Keep on bringing it up. (Announcements, flyers, & posters)
e) Inform members on how it would benefit all members.

Division III – Community Development

I. Goal 8 - Ways and Means

- To have at least 25 members volunteer at the local food bank distribution center
  a) Vice President will contract FIND Food Band to determine when we could volunteer at the local food bank
  b) Promote the event, have members sign-up for the event and hand out permission slips for the event. Contract parents who might want to help with this project

II. Goal 9 - Ways and Means

- To educate local elementary students on the importance of agriculture, animal care and horticulture.
  a) Contract the local elementary school as to when we could come educate the students
  b) Promote the event, have members sign-up for the event, determine what animals to take for the petting zoo and hand out permission slips for the event.
  c) Ask for donations for plants to teach elementary students how to transplant

III. Goal 10 - Ways and Means

- To have members be active with environmental activities
  d) Inform members the benefits of having or creating an environmental project: garden, landscape, and gardening.
  e) Helping out ones house and neighborhood. Ideas are: recycling trash, panting plants, or prevent wastefulness of water.

IV. Goal 11- Ways and Means

- To have citizenship within the chapter and community.
  a) Officers remind members to be courteous when in community events.
  b) Encourage members to be helpful and hardworking.
  c) Recognize members who have great citizenship in the chapter during a chapter meeting.

V. Goal 12- Ways and Means

- To have the chapter promote the Indio FFA in the community
  a) Participate at local events or community service and introducing ourselves as a chapter.
  b) Through newspapers or social media on events that affect or benefit the community. Some ideas are through school backboards, school newscast, face book, or twitter.

Livestock Project

The livestock project is one of the most popular projects in the National FFA Organization, however there are other projects. Each Agriculture teacher will be explaining about the different projects during class time.

The most common first year project is a market lamb or market pig. On the following page you can see the budget for each of the livestock projects; all students are required to obtain a loan from Ag credit. Also, you will see the meetings for each livestock, workday to set up pens and clean the barns at the fairgrounds, and dates selecting livestock. Addition information concerning Pre-show and the fair are include as well. If you have any questions ask your FFA Officers or Agriculture teacher.

Livestock Meeting - September 30, 2014 at 6:00 P.M.

Students and parent(s) must attend. Deposits will be taken at the time.

Livestock work days

October 2, 2014 - 3:00P.M. to 5:00P.M.

October 4, 2014 - 3:00P.M. to 5:00P.M.

Livestock selection

Goats- October 8, 2014

Lambs- October 8, 2014

Pigs- November 12, 2014

Pre-Show

February 1, 2015

Fair

February 13- 22, 2015

Sheep Showmanship - February 18, 2015

Goat Showmanship - February 18, 2015

Pig Showmanship - February 19, 2015

Auction - February 21, 2015

Are you interested?

In raising a sheep, goat, or pig

And take them to the Indio Fair. The following are questions and answers that will help you to make a decision.

1. How can I pay for the animal
    - Raboank is granting student loans – students must have a GPA higher than 2.0
    - This loan does not depend on the credit of the parents.
    - You would pay back after receiving you check earned at the end of the show.
    - You do not have to get a loan, but are needed to pay the total money by October 10, 2014, unless you sign an agreement to make payments to the Department of Agriculture
2. If something happens to the animals?
    - Indio FFA assures all animals safety and won't lose you money.
3. What is the cost of the animal?
    - Estimate that
        - Sheep - $400
        - Pigs - $525
        - Goat - $300
4. Where are the animals kept?
    - At the fairgrounds in Indio.
5. Who buys the food for the animals?
    - The teachers are going to get the food for their animals.
6. What if the animal becomes sick?
    - Teachers will help you treat the animal. If there is medicine to buy, the teachers will buy the medicine.
7. How often should I care for my animal?
    - Every day after school from 3:00pm to 4:00pm
    - Weekends at 8:00am to 9:00am and 3:00pm to 4:00pm
    - Days that barns is closed: Thanksgiving, Christmas, and New Year
8. What happens if I am sick or have an appointment with the doctor?
    - All animals will be housed in pairs. Call your pen partner and let them know so they can take care of your animal.
9. Are there any other projects that we may display at fair?
    - Hens and broilers – must keep at home

- Landscapes: held in February
- Floral projects – made in the statutory class

10. What GPA must student have to show an animal?
    - Students must have an average greater than 2.0 (like athletics)
11. Who supervise students in the barn?
    - Mrs. Lauritzen or Mr. Lopez
    - When do projects begin? Work days: October 2 from 3:00pm to 4:30pm and November 4 from 3:00pm to 4:30pm.
    - Sheep and goats – begin October 8, 2014
    - Pigs – November 12, 2014
    - The money for season pass (for fair) and letters for buyers are due at the meeting of January 14 at 6:00pm in at the school.
12. Who gets the money when the project is done?
    - Usually checks come around April 1, 2015. By then the students must have completed the following: thank you letters for buyer, the fair, and the official registration. After the bills are paid, the money left will be for students.

Leadership Activities

The various judging teams offered through Indio FFA provides students an opportunity to practice in career development activities. These activities allow the students to exercise their knowledge and skills learned in the classroom. The activities are held at several different colleges and universities thought California and have included: Fresno University, Cal Poly State University, San Luis Obispo, Mt. Sac, and Cal Poly Pomona.

B.I.G. (Best Informed Greenhand)

Contest participates will be first year freshmen Vocational Agriculture students who are FFA members. The contest consists of a written examination of the FFA facts and history based on the most current and crucial information from the 2013 – 2014 FFA manual. Mr. Lopez (advisor) will be organizing and coaching this team.

Co-op

This contest consists of a written examination based on the study materials provided by the Agriculture Council of California. The contest emphasis is on subjects of general farming, banking, and farming cooperation in particular, as described in the official textbook. This team is made up of 9th through 12th graders. This team will be coached by Mrs. McBride (advisor).

Floriculture

This contest combines both judging and practical skills in the floriculture area. In the contest, you judge and give oral reasons on plants and flowers. You also show off your skills in making corsages and fresh arrangements. This team is made up of 9th through 12th graders. This team will be coached by Mrs. Lauritzen (advisor).

Nursery/Landscape

This contest combines both judging and skill in aspects of maintaining landscape plants and related products. In the contest, you evaluate equipment and services, and landscape design. This team is made up of 9th through 12th graders. This team will be coached by Mr. Lopez (advisor).

Opening and Closing Ceremonies

In this contest each chapter can have up to three teams; an officer team, advanced team and a novice team. The contestants get judged by reciting their parts of the offices, which they learn from the Official FFA Manual. As a team they can either get a Gold or Silver award and as a individual they can get a metal . This team is coached by Mrs. Lauritzen and Mr. Lopez.

Conferences

This consists of many different conferences which include: the Greenhand Conference which is only open to freshmen; the Sectional Leadership Conference which is open to grades 10th through 12th; the So Cal Leadership Conference which is held here at Indio High School but is for officers and people that would like to volunteer to help out; the MFE & ALA Conference consist of officers and 10th grade students chosen by the advisors; the State Leadership Conference which is usually held at Fresno State and guest get the chance to learn different things and meet state officers; the Sacramento Leadership Experience is open to seniors and only 40 of the best graduating senior are selected to attend; and the National Convention is the highest ranking conference in the state.

FFA Contests

Throughout the years, members of the Indio FFA Chapter participate in many judging teams and contests. These contests are an extension of skills and knowledge that is learned in a classroom. Through competition, students are able to put into practice what they have learned in the classroom and receive recognition for their efforts. The following are the teams and contest:

Teams

- Opening and Closing Ceremonies- September 24, 2014
- Job Interview- December 4,2014
- Floriculture Team
- B.I.G. Team
- Nursery Team
- Prepared Public Speaking
- Creed Speaking- January 30, 2015
- Co-op- March 17, 2015
- Project Competition
    - Local
    - Principal
    - Sectional

Degrees in FFA

Active FFA members get acknowledge through a degree program that the FFA is structured with. It rewards these members that have shown progress in all phases of leadership and occupational development. The National FFA Organization degrees are: Greenhand, Chapter, State, and American.

- Greenhand FFA Degree

The first degree in the FFA is the Greenhand and it is given upon entry into a vocational education course and satisfactory completion of plans for a supervised occupational experience program.

- Chapter FFA Degree

The highest degree given at chapter level is the Chapter Degree. To earn this degree, students must satisfactory complete one semester of instruction in vocational agriculture and must have hours of work in their supervised occupational experience programs.

- State FFA Degree

The State FFA Degree is given to the top members of a State FFA Association. To qualify, students must be a FFA member for at least three years; demonstrate leadership abilities; and have earned from their own efforts in agricultural production at least $1000.00 which they have productively invested or deposited in a bank, and completed 500 hours of work and 20 hours of community service in their supervised occupational experience programs.

- American FFA Degree

The highest degree in the FFA and is conferred only on active members. To qualify individuals must have received the State Farmer degree and earned a minimum of $7500.00 from agricultural production or in work in their supervised occupational experience programs. They must also be leaders in their communities and have records of all their agricultural endeavors, and have graduated from high school one year prior.

Point Award

Name:_____

Point Award

Put a check on the line next to each FFA Activity you have done this year. Each activity is worth one point and these points are totaled up to determine the Top 10 FFA Members for 2014-15.

	Activity	Date
_____	Ice Cream Social	September 3
_____	FFA Sectional Meeting	September 9
_____	Sectional Leadership Conference	September 13
_____	FFA Meeting (First Meeting)	September 17
_____	L.A. Fair	September 20
_____	Opening & Closing Ceremony Contest	September 24
_____	Livestock Meeting	September 30
_____	Lamb and Goat Workday	October 2
_____	FFA Meeting	October 8
_____	So Cal set-up	October 17
_____	So Cal Leadership Conference	October 18
_____	Record Book Workshop	October 20
_____	Pig workday	November 4
_____	FFA Meeting	November 12
_____	Greenhand Conference	November 13
_____	Record Book Workshop	November 17
_____	Job interview	December 4
_____	Fallbrook field day	December 6
_____	Record Book Workshop	December 8
_____	Heritage field day	December 13
_____	FFA Meeting (Greenhand Ceremony)	December 17
_____	Record book	January 5
_____	Life stock entry	January 7
_____	State degree	January 13
_____	FFA Meeting	January 14
_____	Clipping Sheep	January 17
_____	Norte Vista Field Day	January 24
_____	Creed Contest	January 30
_____	MFE & ALA Conference	Jan 30-31
_____	FFA Meeting (Pre-show)	February 1
_____	Landscape	February 7-10
_____	Floral entries	February 12
_____	Lamb/ Goat Showmanship	February 18
_____	Pig Showmanship	February 19
_____	Mira Costa field day	February 20
_____	Jr. Livestock Auction	February 21

_____Landscapes Clean-up	February 23
_____ Project Competition Banquet	February 26
_____ Record Book	March 2
_____ FFA Meeting	March 11
_____Warner Springs Field Day	March 14
_____ B.I.G. & CO-OP	March 17
_____ State Degree Banquet	March 21
_____ Record Book	March 23
_____ FFA Meeting	April 8
_____ Pomona field day	April 11
_____ Chapter Officer Screening	April 15
_____ Fresno Field Day	April 18
_____ Sectional FFA Screening	April 28
_____ State Finals	May 2
_____FFA Sectional Election	May 5
_____ 2014-2015 FFA Banquet	May 13
_____ Any other activity	....

_____ Total Points

Name:_____

Greenhand Degree Application

All students applying for this degree must meet the minimum qualifications

1) _____Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program.
2) _____Learn and explain the FFA Creed, motto, salute and FFA mission statement.
3) _____Describe and explain the meaning of the FFA emblem and colors.
4) _____Demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5) _____Demonstrate knowledge of the history of the organization, the chapter constitution and bylaws and the chapter Program of Activities.
6) _____Personally own or have access to the *Official FFA Manual* and the *Official FFA Student Handbook*.
7) _____Submit written application for the Greenhand FFA Degree.

Advisor Signature:_____ Date:_____

Student Signature:_____ Date:_____

Chapter Degree Application

All students applying for this degree must meet the minimum qualifications

1) _____ Must have taken 1 year of an agriculture class.
2) _____ Have earned $150.00 on a livestock project and/ or have hours of 85 on a home improvement project.
3) _____ Have your Greenhand Degree.
4) _____ Have participated in at least 3 FFA activities
5) _____ Led a group discussion.
6) _____ Know 5 parliamentary procedures.
7) _____ Satisfactory scholastic.
8) _____ Submitted a written application for the Chapter Degree.

Advisor Signature:_____ Date:_____

Student Signature:_____ Date:_____

FFA Letter Qualifications Application

1) _____ Completed 2 years of Projects with Record Books
2) _____ Been a member of a committee or an officer in the chapter
3) _____ Helped with 3 community service projects through the FFA
4) _____ Earned Chapter Degree
5) _____ Attended 3 activities about the Chapter Level
6) _____ Participated in 2 years of Chapter fundraisers

Advisor Signature:_____

Date:_____

Academic Cords and FFA Four Year PIN Qualifications

Academic Cords

Name_____
ID #_____

Qualifications:

Been enrolled in Agriculture Pathway for 4 years
3.0 GPA in Agriculture Pathway Course Work

a. Freshman year _____ Grade_____
b. Sophomore year_____ Grade _____
c. Junior year _____ Grade _____
d. Senior year _____ Grade _____

Cumulative Indio High School (must be 2.0) GPA: _____

Taken part in Community Service Activities
Activity: _____Record book year: _____ Verified: _____

Had an Ag. Experience project while at Indio High School with a completed book

Project(s): _____
Record Book year(s): _____ Verified: _____

Plans after Graduation:

Future career Goal: _____
College, Trade School attending: _____
Area of Study (Major):_____ Ag Related? Yes/No
Enlisting in Military: Yes/ No What branch:_____
Starting work: Yes/No

Co. Name and Location _____ Ag Related: Yes/No

FFA Four Year Pin

Qualifications:

Have competed 3 years of AG projects with Record Books

Yes or No and AG project_____

Been a member of a committee or an officer in the chapter

Yes or No Committee name _____

Or officer position _____

Helped with 3 Community Service projects through the FFA

PROJECTS: 1)_____

2)_____

3)_____

Have earned chapter degree yes or no

Attended 3 activities above the chapter level

Activities: 1)_____

2)_____

3)_____

Must have earned FFA Letter YES or NO

Chapter Officer Application

2015 / 2016 Officer Application

Name: _____
Address: _____
Phone: _____ Birth Date:___
Year in School: _____
Agriculture Class (now):_____
Agriculture Class (in fall):_____
Do you have?

A. Greenhand Degree __
B. Chapter Degree (or will have) ___

1. What office would you like to run for?
   First choice:
   Second choice:

2. What are the responsibilities for this office?

3. Why do you want to run for this office?

4. How can you be a great officer and a team player?

5. What is you GPA and why is it important to keep your grades at a 2.0 or higher as an Officer?

6. List the top 10 FFA Activities that you have been involved in?

7. What FFA and school activities do you want to do next year?

8. What have you done to help your chapter and members? (Former Officers Only)

9. As an officer, it is your responsibility to attend all Officer, Chapter meetings and activities. Some of them are the following:

A. FFA Banquet 2014 and 2015
B. Southern Cal Leadership - Nov, cost $20
C. Sectional Leadership conference - Sept. or Oct., cost $20
D. Opening and Closing Contest - Sept., Oct.
E. Officer meetings - once a month, Wednesdays after school
F. FFA meetings - once a month, Wednesdays after school
G. Have your own FFA Jacket ($55) and Full FFA Official Dress Uniform

Officer screening will be on April 15, 2015 @ 2:30 in room 20. You must wear the FFA Uniform to the screening

Student Signature: _____

Parent Signature:_____

Date:_____

Duties and Responsibilities of the

Chapter President

I. Preside over meetings according to accepted rules of the parliamentary procedures.
II. Appoint committees and serve on them as an ex- officio, non-voting members.
III. Coordinate the activities of the Chapter and evaluate the progress of each division of the POA.
IV. Represent the chapter in public relations and official functions.

Cera Lopez

2014-2015 Chapter President

Duties and Responsibilities of the

Chapter Vice President

I. Assume all duties of the President if necessary.
II. Develop the POA and serve as an ex-officio, non-voting member of the POA committees.
III. Coordinate all committee work.
IV. Work closely with the President and Advisor to assess progress towards meeting chapter goals.

Lidia Mascareno

2014-2015 Chapter Vice President

Duties and Responsibilities of the

Chapter Secretary

I. Prepare and post the agenda for each chapter meeting.
II. Prepare and present the minutes of each chapter meeting.
III. Place all committee reports in the Secretary's file.
IV. Be responsible for the chapter correspondence.
V. Maintain member attendance and activity records and issue membership cards.
VI. Have on hand for each meeting:
    a. The secretary's file
    b. Copy of the POA, including all standing and special committees
    c. *Official FFA Manual* and the *Official FFA Student Handbook, 14th* ed.
    d. Copy of the chapter constitution and bylaws

Seiri Samaguey

2014-2015 Chapter Secretary

Duties and Responsibilities of the

Chapter Treasurer

I. Receive, record, and deposit FFA funds and issue receipts.
II. Present monthly treasurer reports at chapter meetings.
III. Maintain neat and accurate treasury records.
IV. Serve as chairperson of the finance committee.

Alexander Paz

2014-2015 Chapter Treasurer

Duties and Responsibilities of the

Chapter Reporter

I. Serve as chair of the POA public relations committee.
II. Plan public information program with local radio, television, newspaper, and service clubs and make sure use of the other opportunities to tell the FFA story.
III. Release news and information to local and regional news media.
IV. Publish a chapter newsletter or website.
V. Send local stories to area, district, and state reporters and to any school publications.
VI. Send articles and photographs to FFA New Horizons and other national and regional publications and websites.
VII. Work with the local media and radio and television appearances and FFA news.
VIII. Serve as chapter photographer.

Lilliana Lopez

2014-2015 Chapter Reporter

Duties and Responsibilities of the

Chapter Sentinel

I. Assist the president in maintaining order.
II. Keep the meeting room, chapter equipment, and supplies in proper conditions.
III. Welcome guest and visitors.
IV. Keep the meeting room comfortable.
V. Take charge of candidates for degree ceremonies.
VI. Assist with special features and refreshments.

Samantha Lizarraga

2014-2015 Chapter Sentinel

Duties and responsibilities of the

Chapter Delegate

I. Represents the chapter at every regional and state FFA meeting.
II. Represents by conducting the business of the sate association.

Aleena Duran

2014-2015 Chapter Delegate

The Aims & Purposes of the FFA Organization

I. To develop competent and assertive agricultural leadership.
II. To develop an awareness of the global importance of agricultural and it contribution to our well-being.
III. To strengthen the confidence of agriculture students in themselves and their work.
IV. To promote the intelligent choice and establishment of an agriculture career.
V. To stimulate development and encourage achievement in individual agricultural experience programs.
VI. To develop economic, environmental, recreational, and human resources of the community.
VII. To develop character, train for useful citizenship, and foster patriotism.
VIII. To build cooperative attitudes among agricultural students.
IX. To encourage wise management of resources.
X. To encourage improvement in scholarship.
XI. To provide organized recreational activities for agricultural students.

The FFA Creed

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

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

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

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

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

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

The FFA Colors

As the blue field of the nation's flag and the golden field of ripened corn unity in our country, the FFA Colors of national blue and corn gold give unity to the organization. All FFA functions and paraphernalia should proudly display our colors.

FFA Motto

Learning to Do,

Doing to Learn,

Earning to Live,

Living to Serve.

Constitution

INDIO CHAPTER CONSTITUTION

ARTICLE I. NAME AND PURPOSE

Section A

The name of this organization shall be the "Indio Chapter" of the "Future Farmers of America." Members are hereinafter referred to as "Future Farmers of America" and the letters, FFA, may be used to designate the chapter, its activities, or members thereof.

Section B

The purposes for which this chapter is formed are as follows:

1. To develop competent, aggressive agricultural leadership.
2. To create and nurture a love of country life.
3. To strengthen the confidence of students of vocational agriculture in themselves and their work.
4. To create more interest in the intelligent choice of agricultural occupations.
5. To encourage members in the development of agricultural programs and establishment in the industry.
6. To encourage members to improve the home 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 Indio Chapter of FFA is a chartered local unit of the California Association of FFA which is chartered by the National Organization of Future Farmers of America.

Section B

This chapter accepts in full the provision in the constitution and bylaws of the California Association of FFA as well as those of the National Organization of Future Farmers of America.

Article III. Membership

Section A

Membership in this chapter shall be of three kinds: (1) Active; (2) Alumni: and (3) Honorary, as defined by the National FFA Constitution.

Section B

The regular work of this chapter shall be carried on by 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 local chapter meetings with reasonable regularity.
2. They show an interest in, and take part in the affairs of the chapter.
3. They pay their dues regularly.

Section E

Names of applicants for membership shall be filed with the membership committee.

Article IV. Emblems

Section A

The emblem of the FFA shall be the emblem for the chapter.

Section B

Emblems used by the members shall be designated by the National Organization of FFA.

Article V. Membership Degrees and Privileges

Section A

There shall be four grades of active membership in this chapter. These grades are: (1) Greenhand Degree, (2) Chapter Farmer Degree, (3) State Farmer Degree, and (4) American Farmer Degree.

All "Greenhands" are entitled to wear the regulation bronze emblem pin. All members holding the Degree of Chapter Farmer are entitled to wear the silver emblem pin. All members holding the State Farmer Degree are entitled to wear the regulation gold emblem charm. All members holding the American Farmer Degree are entitled to wear the regulation gold emblem key.

Section B

Greenhand Degree – Minimum qualifications for election:

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

Section C

Chapter Farmer Degree – Minimum qualifications for election:

1. Must have the Degree of Greenhand and have a record of satisfactory participation in the activities of the local chapter.
2. Must have satisfactorily completed at least one year of instruction in vocational agriculture, have in operation an improved supervised farming, and/or other agricultural occupational experiences program, and be regularly enrolled in a vocational agriculture class.
3. Be familiar with the purposes and programs of activities of the state association and national organization.
4. Be familiar with the provisions of the constitution of the local chapter.
5. Be familiar with parliamentary procedure.
6. Be able to lead a group discussion for fifteen minutes.
7. Must have earned by his or her own efforts from his or her supervised farming and/or other agricultural occupations program and deposited in a bank or otherwise productively invested at least $50.

Section D

State Farmer Degree – Minimum qualification for election:

1. Qualifications for the State Farmer Degree are those set forth in the Constitution of the Sate Association.

Section E

American Farmer Degree – Minimum qualifications for election:

1. Qualifications for the American Farmer Degree are those set forth in the Constitution of the National Association of Future Farmers of America.

Section F

Special committee 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, Treasurer, Reporter, and Sentinel. The local Advisor shall be the teacher of vocational agriculture in the school where the chapter is located. Officers shall perform the usual duties of their respective offices.

Section B

Officers shall be elected annually by a majority vote of members present at a regular chapter meeting.

Section C

The officers of the chapter together with chairmen in charge of the major sections of the annual program of activities shall constitute the Chapter Executive Committee. The Executive Committee shall have full power to act as necessary for the chapter in accordance with actions taken at chapter meetings and various regulations by bylaws adopted from time to time.

Section D

Honorary members shall not vote nor shall they hold any office in the chapter except that of Advisor.

Section E

Chapter officers must hold the Degree of Chapter Farmer, except during the first year after the chapter is organized.

ARTICLE VII. MEETINGS

Section A

Regular chapter meetings shall be held once a month during the school year and once a month during the remaining months of the year at such time and place as are designated by the chapter executive committee. Special meetings may be called at any time.

Section B

Standard meeting paraphernalia shall be used at each meeting. All regular meetings shall open and close with the official ceremony. Parliamentary procedure shall be used in transacting all business at each meeting.

Section C

Delegates, as specified by the State Constitution, shall be elected annually from the active membership to represent the chapter at the State Convention. Other delegates may be named as necessary in order to have proper representation at various other FFA meetings within the State.

Section D

A majority of the active members listed on the secretary's membership roll shall constitute a quorum, and a quorum must be present at any meeting at which business is transacted or a vote taken committing the chapter to any proposal or action.

ARTICLE VIII. DUES

Section A

Local dues in this chapter shall be fixed annually by a majority vote of the active members.

Section B

Full local, state and national dues shall be paid by all active members.

Section C

No member shall be considered as active and in good standing unless he pays full local, state and national FFA dues

ARTICLE IX. AMENDMENTS

Section A

This constitution may be amended or changed at any regular chapter meeting by a two-thirds vote of the active members present providing it is not in conflict with the State Association Constitution or that of the National Organization of FFA.

Section B

Bylaws may be adopted to fit the needs of the chapter at any regular chapter meeting by a two-thirds vote of the active members present providing such bylaws conflict in no way with the constitution and bylaws of either the State Association or the National Organization.

9.

Recruitment Program

Program promotion and recruitment is vital to the success of our agricultural department.

To recruit students to consider the agricultural department as an area of study, our Department Head will travel with the counseling staff when they are meeting with the middle schools that feed into our high school. Our Department Head explains the benefit of the program and the possibilities available to the students. Currently there is a ban on all clubs recruiting at the middle schools, for certain department felt it was unfair for clubs to recruit students prior to attending the high school. I do believe that this will change as we enter into Common Core and a reemphasis on Career Technical Education.

The greatest tool for career guidance and program recruitment/retention are the home visits. Personally, I make every effort to perform a home visit to all my Freshmen/1st year students. Home visits are also vital for retention of students in our program. During the home visits, the possibilities and opportunities available to students through the agricultural department and the FFA are presented to both the student and the parents on a more intimate basis. The sequences of courses are presented to all students and parents to prepare students for a career in agriculture. Annually, the department will also meet with the school counselors so they can also advise students interested in the field of agriculture as to what courses to enroll in while at Indio High School. The sequence of course for our agricultural department can be found on the following page.

As far as informing parents, teachers, administrators and the community about the success of our program, we utilize many resources to ensure the future support of our program. One of the resources and strategies we use is the publication of a monthly newsletter that is written by our chapter Reporter. In addition, during our annual Awards Banquet, the chapter Reporter will also compile our chapter pictures and create a sort of digital scrapbook and slideshow which is presented to the attendees. The Banquet is also an excellent opportunity to showcase our students and all the multiple skills and talents they have developed through their involvement in the agricultural department. Lastly, in able to receive continued support from our school district, our chapter officers will present a copy of our Program of Activities annually presentation to the school board. During this presentation, we update the school board members of the success our chapter has had and what we hope to accomplish in the near future.

All students are welcomed into our program including special education student. Every student is challenged to grow both personally and academically. Articulation agreements are in place with Mt. San Antonio Community College so our students can begin earning college credits for completing the coursework offered through our agricultural department. Our students will also participate in Field Days throughout the state to develop skills within a particular field of study in agriculture. All our success is then showcased for the benefit of our program to promote continued support.

Attached you will also see a PowerPoint that was used this year as the department presented to the entire freshmen class as we recruited 9th graders into our two pathways. Our school is moving towards having all students select a pathway by the end of the 9th grade year. Therefore this was our effort to have students join our program during their 10th grade year.

Indio's Agricultural Department

Mr. Lopez – Ag Teacher & Assistant FFA Advisor

Indio High School

AGRICULTURE
BY THE NUMBERS

AGRICULTURE IS THE **SINGLE LARGEST** EMPLOYER IN THE WORLD.

AGRICULTURAL LAND PROVIDES HABITAT FOR **75%** OF THE NATION'S WILDLIFE.

AMERICANS SPEND ABOUT **6%** OF THEIR INCOME ON FOOD, **AMONG THE LEAST IN THE WORLD.**

THAT'S COMPARED TO
9% IN ENGLAND,
14% IN FRANCE,
25% IN BRAZIL,
35% IN INDIA,
45% IN KENYA

U.S. FARMERS PRODUCE:
46% OF THE WORLD'S SOYBEANS
20.5% OF THE WORLD'S COTTON
41% OF THE WORLD'S CORN
13% OF THE WORLD'S WHEAT

American agriculture provides jobs – including production agriculture, farm inputs, processing and marketing, along with retail and wholesale sales – for more than 22 million of the U.S. population.

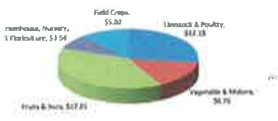
However ...

ONLY 4.6 MILLION OF THOSE PEOPLE LIVE ON FARMS – SLIGHTLY LESS THAN 2% OF THE TOTAL U.S. POPULATION.

ALMOST 98% OF U.S. FARMS ARE OPERATED BY INDIVIDUALS OR FAMILY CORPORATIONS

FARMERS AND RANCHERS ARE PRODUCING MEAT LOWER IN FAT AND CHOLESTEROL, RESULTING IN RETAIL CUTS THAT ARE 15% LEANER. LEANER BEEF CUTS ARE BEING PRODUCED TODAY THAN 20 YEARS AGO.

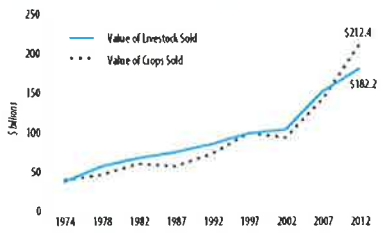
California's Gross Cash Receipts, 2012
$44.7 Billion*



#1 California is the nation's top agricultural state

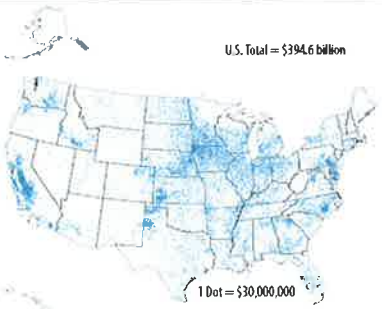
*Totals may not add due to rounding.

Value of U.S. Crop and Livestock Sales, 1974 - 2012



Source: USDA NASS, 2012 Census of Agriculture.

U.S. Agriculture Sales, by County, 2012

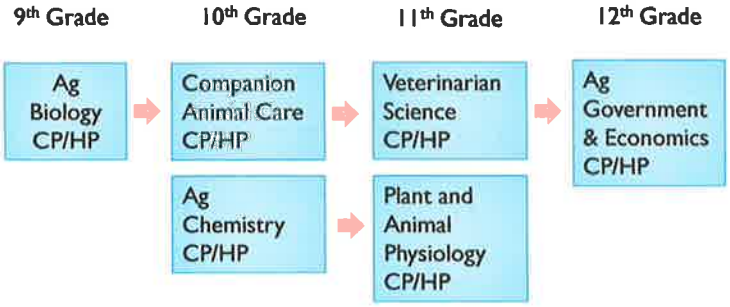


Source: USDA NASS, 2012 Census of Agriculture.

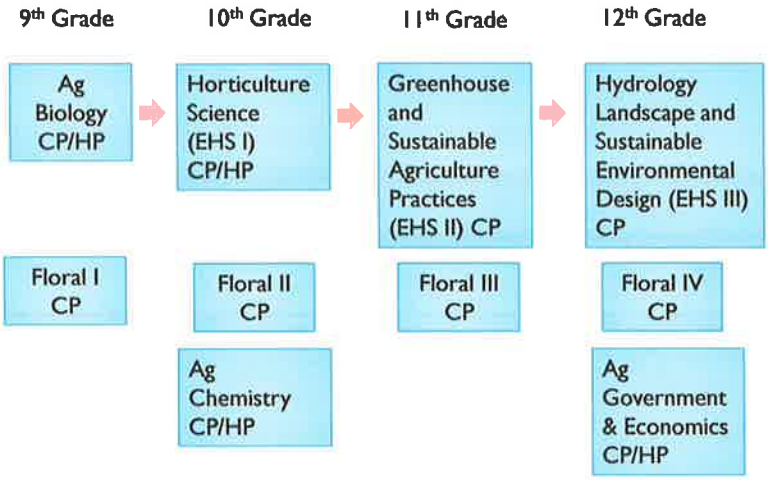
Pathways

- There are two pathways in Indio's Agricultural Department
  - Animal Science
  - Horticulture

Animal Science Pathway



Horticulture Pathway



College Credit

- By completing courses in either pathway, students are able to earn college credit at no cost to the student.

MT. SAC
Mt. San Antonio College

Hands On Learning

Practice what you learn in class in projects that requires teamwork and critical thinking

FFA

Opportunities
- Travel across the state and nation
- Participate in various contest
- Develop skills needed in the workforce
- Prepare of a rewarding career
- Feed the world while making it beautiful

Leadership Development
- Attend Conferences
- Participate in Public Speaking
- Run for office at local, county, state and national level

Questions?

- Contact:

Mr. Lopez in room 3203

cesar.lopezbarreras@desertsands.us

(760) 775-3550

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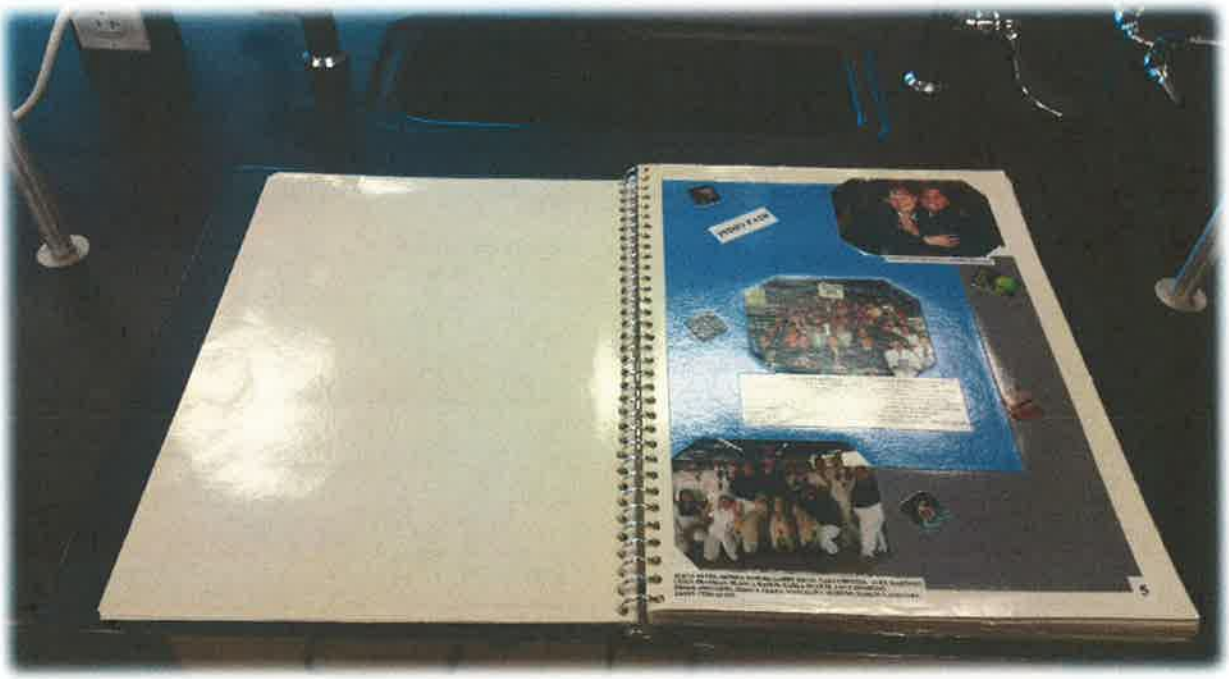
10.

FFA Chapter Scrapbook

Indio FFA Scrapbook

Yearly our chapter Report and Historian collaborate in documenting our year through a collection of pictures, new articles and other historical memorabilia. Their efforts are then combined into our yearly scrapbook which is prepared and showcased for competition and for enjoyment by parents and the membership at our annual awards banquet. Here is a picture of this year's scrapbook which has already been laminated to protect it from the elements.



11.

Summer Calendar

June 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13 Last day of school	14 Sister's graduation from Cal State LA
15 Travel to San Luis Obispo	16 AGED S525 – Organizing Instruction for Growing and Selling Horticulture Products – At Cal Poly San Luis Obispo	17	18	19	20	21
22 California Ag Teachers' Association Summer Conference at Cal Poly	23	24	25	26 Ag Skills Courses – Professional Development	27	28
29 AGED S525 – Class Continues	30					

July 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 AGED S525 – Organizing Instruction for Growing and Selling Horticulture Products – Class Continue at Cal Poly San Luis Obispo	2	3	4 Holiday Travel Home	5 Curriculum Writing
6 Curriculum Writing – Ensuring that Environmental Horticulture Science is rigorous enough to receive UC "d" Life Laboratory Science Credit	7	8	9	10	11	12 Travel by Plane for the NATAA
13 12th Annual DuPont National AgriScience Teacher Ambassador Academy – Professional Development Event	14	15	16	17	18	19 Travel back home
20 Curriculum Writing – Ensuring that Veterinarian Science meets UC "g" Elective Credit	21	22	23	24	25	26
27 Curriculum Writing – Ensuring that Ag Chemistry HP receives Honors credit from UC as a "d" Physical Laboratory Science Class	28	29	30	31		

August 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 Curriculum Writing – Ensuring all courses in the Ag Department meet A-G requirements	2
3 Travel by Plane to Wyoming	4 Yellowstone National Monument – On tour to develop a possible Natural Resources Management course	5	6	7	8	9
10 Yellowstone National Monument – On tour to develop a possible Natural Resources Management course	11	12	13	14	15	16 Travel back home
17 Moving Day – Relocating to a need apartment	18 Meeting with Dept to prepare for presentation	19 Counseling Meeting to report on Ag Dept Courses	20 Creating and updating course syllabi and assignments for the first week of school	21	22	23
24	25 Rick Morris Webinar @ Indio High School	26 Kate Kinsella Webinar @ Indio High School	27 Staff Development @ Indio High School	28 First day of school	29	30
31						

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12.

Graduate Follow-Up Survey

Graduate Follow-up

Student Name _____ Phone Parent's_____
Graduation Year:_____ Student's cell Phone_____
Permanent Address:_____
City_____ Zip Code_____

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
____Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
____Vet Science CP	_____Floral I	_____Ag Econ/ Govt CP
____Vet Science HP	_____Floral II	_____ Ag Econ/Govt HP

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

____My Ag classes helped me get through High School
____My Ag classes offered projects that helped me learn more about myself
____My Ag classes covered basic Science Skills
____My Ag classes covered basic Art Skills
____My Ag classes helped me with public Speaking
____My Ag classes helped develop leadership skills
____My Ag teachers encouraged me to do as much as I could
____I think I learned something about Record Keeping (Record Book)
____I feel I developed my confidence through participation in FFA
____I choose not to get involved in FFA, I took classes for interest only
____I learned skills in Parliamentary Procedures
____We had current technology available in the Ag department; (printers, computers, equipment, etc.)
____Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?

2. What things do you feel were good about your experience in the Ag Department?

3. What things could have been done to make your experience better?

4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) _____ (Major)_____
   C. 4 Year College (name) _____ (Major)_____
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know

6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not?

7. Any other Commits: **(Please write on back of page if needed)**

13.

Graduate Follow-Up Results

Graduate Follow-up

CA0053 Indio
Indio HS
81-750 Avenue 46
Indio, CA 92201

Graduates for Spring: 2014 Go

Last Name	First Name	Graduate Status
Aguilar	Arlene Meredith	Two Year College-Ag Major
Bruno	Jasmin	Two Year College-Ag Major
Carrasco	Lauren Alexandra	Two Year College-Non-Ag Major
Cortez	Veronica Antonia	Two Year College-Non-Ag Major
Cruz	Jessenia Marie	Two Year College-Ag Major
Cruz	Veronica Itzel	Two Year College-Ag Major
Deleon-Patino, Jr.	Juan Carlos	Two Year College-Non-Ag Major
Espinoza	Diana Patricia	Four Year College-Non-Ag Major
Lenos	Sofia	Two Year College-Non-Ag Major
Lopez	Ivie Keneesha	Two Year College-Ag Major
Mendoza	Mayra Ruiz	Two Year College-Non-Ag Major
Moralez	Stella Alexandra	Employed - Parttime-Ag Job
Nunez	Fernando Hernandez	Employed - Fulltime-Ag Job
Nungaray	Elizabeth	Two Year College-Non-Ag Major
Padilla	Reyna Elena	Employed - Parttime-Non-Ag Job
Romero	Carina Silva	Employed - Parttime-Non-Ag Job
Samaguey	Jennifer	Two Year College-Ag Major
Tzompantzi	Lesley T	Two Year College-Ag Major
Caballero	Alan Jeovanny	Employed - Fulltime-Non-Ag Job
Cabrera	Anel Alondra	Four Year College-Ag Major
Cebreros	Edit Guadalupe	Four Year College-Ag Major
Chavez	Gerardo Ignacio	Employed - Fulltime-Non-Ag Job
Pena	Alexia Maribel	Two Year College-Ag Major
Perales	Jessica Michelle	Four Year College-Non-Ag Major
Lopez	Matthew Steven	Employed - Fulltime-Non-Ag Job
Andrade	Maria De Lourdes	Location or Position Unknown-

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Count: 26

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Graduate Follow-up Report
Filing Year=2014

CA0053 Indio
Indio HS
81-750 Avenue 46
Indio, CA 92201

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Total Seniors (Year=2013):	46
Total Seniors having completed 3 or more years of Ag Instruction:	26
Program Completer Status	
Two Year College Ag Major	8
Two Year College Non-Ag Major	6
Four Year College Ag Major	2
Four Year College Non-Ag Major	2
Employed - Parttime Ag Job	1
Employed - Parttime Non-Ag Job	2
Employed - Fulltime Ag Job	1
Employed - Fulltime Non-Ag Job	3
Location or Position Unknown	1

Site developed and maintained by the California FFA Association.

Graduate Follow-up

Student Name Carina Romero
Phone Parent's (760)347-3541
Graduation Year: 2014
Student's cell Phone (760)702-7902
Permanent Address: 81448 Green Ave
City Indio CA Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	___Floral III
✓ Ag Biology HP	___Plant and Animal Physiology HP	___Floral IV
✓ Animal Health/Pet Care	___Ag Earth and Soil	✓ Ag Projects 3 (years)
___Vet Science CP	✓ Floral I	___Ag Math
✓ Vet Science HP	___Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

✓ My Ag classes helped me get through High School
✓ My Ag classes offered projects that helped me learn more about myself
✓ My Ag classes covered basic Science Skills
✓ My Ag classes covered basic Art Skills
✓ My Ag classes helped me with public Speaking
✓ My Ag classes helped develop leadership skills
✓ My Ag teachers encouraged me to do as much as I could
✓ I think I learned something about Record Keeping (Record Book)
✓ I feel I developed my confidence through participation in FFA
___I choose not to get involved in FFA, I took classes for interest only
___I learned skills in Parliamentary Procedures
✓ We had current technology available in the Ag department; (printers, computers, equipment, etc.)
✓ Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes, they helped me break out of my shell.
2. What things do you feel were good about your experience in the Ag Department?
   All the projects such as the livestock, and floral.
3. What things could have been done to make your experience better?
   If teachers wouldn't assume that everything we say is an excuse to not do something. Please go through different issues
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Veterinarion
   B. Jr. College (Name) COD (2 years) (Major) Veterinary Science
   C. 4 Year College (name) Fresno State (Major) Vet. Science
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not? because I missed the deadline and didn't get to turn it in on time.
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Nadine Tilly Phone Parent's (760) 485-2151
Graduation Year: 2014 Student's cell Phone (760) 897 7982
Permanent Address: 29825 Desert charm
City Indio Hills Zip Code 92211

Classes completed in Agriculture: (check each class you took)

___ Ag Biology CP	___ Plant and Animal Physiology CP	___ Floral III
X Ag Biology HP	X Plant and Animal Physiology HP	___ Floral IV
___ Animal Health/Pet Care	___ Ag Earth and Soil	X Ag Projects 1 (years)
___ Vet Science CP	___ Floral I	___ Ag Math
X Vet Science HP	___ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
5 My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
4 I think I learned something about Record Keeping (Record Book)
3 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
5 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
3 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes a belive that the hours for comunityservice I had accure, helpme get into a 4 college
2. What things do you feel were good about your experience in the Ag Department?
   I liked how it helped me build my leadership skills.
3. What things could have been done to make your experience better?
   nothing
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) _____ (Major) _____
   C. 4 Year College (name) University of Nevada (Major) Sociology
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Vidal Diaz
Phone Parent's (760) 404-5766
Graduation Year: 2014
Student's cell Phone (760) 698-0385
Permanent Address: 46544 Carnation Ct.
City Indio, CA Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_X_Plant and Animal Physiology HP	_____Floral IV
____Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
____Vet Science CP	_____Floral I	_____Ag Math
_X_Vet Science HP	_____Floral II	____ Ag Chemistry

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
2 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
2 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes they helped. It Gave me Something to do.
2. What things do you feel were good about your experience in the Ag Department?
   I learned that I'm Responsible enough to Raise
3. What things could have been done to make your experience better?
   It was great as it was.
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) **2=good** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) College of the Desert (Major) Liberal Arts
   C. 4 Year College (name) San Diego State University (Major) Criminal Justice
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **(No)**
   If No, Why Not?
   It is my first year in Ag. Classes
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Jessy Gonzalez Phone Parent's 760-289-7850
Graduation Year: 2014 Student's cell Phone 760 (600)-259-5
Permanent Address: 46744 Arabia St. Apt. B23
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
____Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
____Vet Science CP	_____Floral I	_____Ag Math
____Vet Science HP	_____Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
3 My Ag classes offered projects that helped me learn more about myself
3 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
4 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
4 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
2 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
3 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
2 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes because it helped me gain social skills
2. What things do you feel were good about your experience in the Ag Department?
   Me volunteering in FFA.
3. What things could have been done to make your experience better?
   raising an animal in FFA.
4. Your overall rating of the Ag Department **(circle One)**
   1=great (2=good) 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) COD (Major) Game Art / Animation
   C. 4 Year College (name) Art Institute (Major) Game Art / Animation
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not?
   ran too 1 year.
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Maria Andrade Phone Parent's 760-880-5071
Graduation Year: 2014 Student's cell Phone
Permanent Address: 82165 Dr Carreon Blvd. Apt. 3D1
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	✓ Floral III
___Ag Biology HP	___Plant and Animal Physiology HP	✓ Floral IV
___Animal Health/Pet Care	___Ag Earth and Soil	___Ag Projects ___(years)
___Vet Science CP	✓ Floral I	___Ag Math
___Vet Science HP	✓ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
2 My Ag classes offered projects that helped me learn more about myself
___My Ag classes covered basic Science Skills
1 My Ag classes covered basic Art Skills
___My Ag classes helped me with public Speaking
___My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
___I think I learned something about Record Keeping (Record Book)
___I feel I developed my confidence through participation in FFA
___I choose not to get involved in FFA, I took classes for interest only
___I learned skills in Parliamentary Procedures
___We had current technology available in the Ag department; (printers, computers, equipment, etc.)
4 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   - Yes, they did, by encouraging me to do more.
2. What things do you feel were good about your experience in the Ag Department?
   - I felt like we were all in a team.
3. What things could have been done to make your experience better?
   -
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For a design major
   B. Jr. College (Name) Art Institute (Major)
   C. 4 Year College (name) ___ (Major)
   D. Trade School (Name)
   E. Military (Branch) I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not? Because one ~~semester~~ year, I got a B got an A.
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Felipe Hernandez Phone Parent's 449 - 4428
Graduation Year: 2014 Student's cell Phone
Permanent Address: 46-500 dia. circle
City Indio CA Zip Code 92201

Classes completed in Agriculture: (check each class you took)

✓ Ag Biology CP	___ Plant and Animal Physiology CP	___ Floral III
___ Ag Biology HP	___ Plant and Animal Physiology HP	___ Floral IV
✓ Animal Health/Pet Care	___ Ag Earth and Soil	✓ Ag Projects 1 (years)
___ Vet Science CP	___ Floral I	___ Ag Math
___ Vet Science HP	___ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
5 My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
4 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes I belive Projects helped me understand more about the real life
2. What things do you feel were good about your experience in the Ag Department?
   learning about the Pig body and leader ship
3. What things could have been done to make your experience better?
   more work put in to the Project
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For a long term job
   B. Jr. College (Name) Victor (Major) manager
   C. 4 Year College (name) ___ (Major) ___
   D. Trade School (Name) ___
   E. Military (Branch) ___ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not? because I don't complete 4 years of Ag
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Jesus Herrera Phone Parent's NA
Graduation Year: 2014 Student's cell Phone NA
Permanent Address: Emerald Ave 83435
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
____Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
✓ Vet Science CP	_____Floral I	_____Ag Math
____Vet Science HP	_____Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
4 My Ag classes helped develop leadership skills
4 My Ag teachers encouraged me to do as much as I could
4 I think I learned something about Record Keeping (Record Book)
3 I feel I developed my confidence through participation in FFA
4 I choose not to get involved in FFA, I took classes for interest only
4 I learned skills in Parliamentary Procedures
3 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
3 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?
   Yes.
2. What things do you feel were good about your experience in the Ag Department?
   I feel I could go effectively throughout the future.
3. What things could have been done to make your experience better?
   Team work.
4. Your overall rating of the Ag Department **(circle One)**
   1=great (2)=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Banking.
   B. Jr. College (Name) _____ (Major)_____
   C. 4 Year College (name) _____ (Major)_____
   D. Trade School (Name) Art institute
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? (Yes) (No)
   If No, Why Not? Not in classes long enough
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Jaramillo, Hector Phone Parent's 0
Graduation Year: 2014 Student's cell Phone (760) 600-
Permanent Address: [illegible] Ruby Ave 92201
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
____Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
____Vet Science CP	_____Floral I	_____Ag Math
____Vet Science HP	_____Floral II	V Ag Chem

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
2 My Ag classes offered projects that helped me learn more about myself
1 My Ag classes covered basic Science Skills
1 My Ag classes covered basic Art Skills
1 My Ag classes helped me with public Speaking
1 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
1 I think I learned something about Record Keeping (Record Book)
1 I feel I developed my confidence through participation in FFA
5 I choose not to get involved in FFA, I took classes for interest only
1 I learned skills in Parliamentary Procedures
1 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
1 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   No
2. What things do you feel were good about your experience in the Ag Department?
   Nothing
3. What things could have been done to make your experience better?
   Don't Know
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) _____ (Major) _____
   C. 4 Year College (name) _____ (Major) _____
   D. Trade School (Name) _____
   E. Military (Branch) N/A I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not? Don't know
7. Any other Commits: **(Please write on back of page if needed)**
   I liked it here.

Graduate Follow-up

Student Name Matthew Lopez
Graduation Year: 2019
Permanent Address: 81-335 Coco Palm Dr.
City Indio Zip Code 92201
Phone Parent's
Student's cell Phone 760-880-7458

Classes completed in Agriculture: (check each class you took)

✓ Ag Biology CP	____ Plant and Animal Physiology CP	____ Floral III
____ Ag Biology HP	____ Plant and Animal Physiology HP	____ Floral IV
✓ Animal Health/Pet Care	____ Ag Earth and Soil	✓ Ag Projects 3 (years)
____ Vet Science CP	____ Floral I	____ Ag Math
____ Vet Science HP	____ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

4 My Ag classes helped me get through High School
2 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
2 My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
3 My Ag classes helped develop leadership skills
4 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
2 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
4 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
3 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?
   Tobeless sh?
2. What things do you feel were good about your experience in the Ag Department?
   F.F.A
3. What things could have been done to make your experience better?
4. Your overall rating of the Ag Department **(circle One)**
   1=great (2=good) 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Any Where Hiring
   B. Jr. College (Name) _____ (Major) _____
   C. 4 Year College (name) _____ (Major) _____
   D. Trade School (Name) Not insterested
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** No
   If No, Why Not? Did not Apply
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Veronica Cortez Phone Parent's 760-775-6479
Graduation Year: 2014 Student's cell Phone 760-848-5246
Permanent Address: 46211 Jackson St.
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

✓ Ag Biology CP	___ Plant and Animal Physiology CP	___ Floral III
___ Ag Biology HP	___ Plant and Animal Physiology HP	___ Floral IV
✓ Animal Health/Pet Care	___ Ag Earth and Soil	___ Ag Projects ___ (years)
✓ Vet Science CP	✓ Floral I	✓ Ag Math
___ Vet Science HP	___ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
3 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
3 My Ag classes helped me with public Speaking
4 My Ag classes helped develop leadership skills
3 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
2 I feel I developed my confidence through participation in FFA
5 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
3 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
3 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?
   yes, I do feel my projects or community service helped me through hg.
2. What things do you feel were good about your experience in the Ag Department?
   The support it gives you and help.
3. What things could have been done to make your experience better?
   Nothing much things are good.
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For ___
   B. Jr. College (Name) SBBC (Major) Paralegal Studies
   C. 4 Year College (name) ___ (Major) ___
   D. Trade School (Name) ___
   E. Military (Branch) ___ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** (No)
   If No, Why Not?
   I didn't invest money.
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Heidye Cortez Phone Parent's (760) 848-3077
Graduation Year: 2014 Student's cell Phone (760) 698-0927
Permanent Address: 45-793 Salton st
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	___Floral III
___Ag Biology HP	___Plant and Animal Physiology HP	___Floral IV
___Animal Health/Pet Care	___Ag Earth and Soil	___Ag Projects ___(years)
✓ Vet Science CP	___Floral I	___Ag Math
___Vet Science HP	___Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
1 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
3 My Ag classes helped me with public Speaking
4 My Ag classes helped develop leadership skills
3 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
2 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
2 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes, I do feel projects have helped me.
2. What things do you feel were good about your experience in the Ag Department?
   It gives you enough help and support.
3. What things could have been done to make your experience better?
   Nothing. Things are already good
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For ___
   B. Jr. College (Name) COD (Major) Psychology
   C. 4 Year College (name) ___ (Major) ___
   D. Trade School (Name) ___
   E. Military (Branch) ___ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not? Didn't take 4 years of Ag.
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Lauren Carrasco Phone Parent's (760) 342-7846
Graduation Year: 2014 Student's cell Phone (760) 972-9402
Permanent Address: 81376 Palm Meadows Dr
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___ Ag Biology CP	✓ Plant and Animal Physiology CP	___ Floral III
✓ Ag Biology HP	___ Plant and Animal Physiology HP	___ Floral IV
✓ Animal Health/Pet Care	___ Ag Earth and Soil	✓ Ag Projects 4 (years)
___ Vet Science CP	✓ Floral I	___ Ag Math
✓ Vet Science HP	___ Floral II	___ Ag Chem

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
4 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes, it helped me open up to people better.
2. What things do you feel were good about your experience in the Ag Department?
   I feel like the teacher really cared about my future and well being.
3. What things could have been done to make your experience better?
   Nothing really. Great Program!
4. Your overall rating of the Ag Department **(circle ~~One~~)**
   (1=great) 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For ~~Undecided~~ ___
   B. Jr. College (Name) ___ (Major) ___
   C. 4 Year College (name) ___ (Major) ___
   D. Trade School (Name) ___
   E. Military (Branch) ___ (Don't Know)
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not? I didn't fill out the work sheet
7. Any other Commits: **(Please write on back of page if needed)**
   The Ag Program is very beneficial to many students and I'm very thankful for the Program and my Ag teachers.

Graduate Follow-up

Student Name Briana Andrade Phone Parent's (760)609-3497
Graduation Year: 2014 Student's cell Phone (442)410-7019
Permanent Address: 82435 Reava Ave. Apt#410
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
____Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
____Vet Science CP	_____Floral I	_____Ag Math
____Vet Science HP	✓ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
____My Ag classes offered projects that helped me learn more about myself
____My Ag classes covered basic Science Skills
____My Ag classes covered basic Art Skills
____My Ag classes helped me with public Speaking
2 My Ag classes helped develop leadership skills
____My Ag teachers encouraged me to do as much as I could
____I think I learned something about Record Keeping (Record Book)
____I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
____I learned skills in Parliamentary Procedures
____We had current technology available in the Ag department; (printers, computers, equipment, etc.)
____Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?
   Yes, It did.
2. What things do you feel were good about your experience in the Ag Department?
3. What things could have been done to make your experience better?
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Cashier
   B. Jr. College (Name) COD (Major) Registered Nurse
   C. 4 Year College (name) _____ (Major)_____
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Brenda Pachuca Phone Parent's (760)698-3643
Graduation Year: 2014 Student's cell Phone (760)698-3643
Permanent Address: 46299 Arabia St #C41
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
____Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
____Vet Science CP	_____Floral I	_____Ag Math
____Vet Science HP	_____Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

____My Ag classes helped me get through High School
____My Ag classes offered projects that helped me learn more about myself
____My Ag classes covered basic Science Skills
__X__My Ag classes covered basic Art Skills
____My Ag classes helped me with public Speaking
____My Ag classes helped develop leadership skills
__X__My Ag teachers encouraged me to do as much as I could
____I think I learned something about Record Keeping (Record Book)
____I feel I developed my confidence through participation in FFA
____I choose not to get involved in FFA, I took classes for interest only
____I learned skills in Parliamentary Procedures
____We had current technology available in the Ag department; (printers, computers, equipment, etc.)
____Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes, Indio
2. What things do you feel were good about your experience in the Ag Department?
   \
3. What things could have been done to make your experience better?
4. Your overall rating of the Ag Department **(circle One)**
   1=great (2=good) 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) Kaplan College (Major)_____
   C. 4 Year College (name) _____ (Major)_____
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Jennifer Samaguey Phone Parent's 760 808 7193
Graduation Year: 2014 Student's cell Phone 760 449 7849
Permanent Address: 83543 Denver Ave
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___ Ag Biology CP	___ Plant and Animal Physiology CP	___ Floral III
V Ag Biology HP	___ Plant and Animal Physiology HP	___ Floral IV
V Animal Health/Pet Care	___ Ag Earth and Soil	V Ag Projects 3 (years)
___ Vet Science CP	V Floral I	___ Ag Math
V Vet Science HP	~~___~~ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   yes, I got experience working w/ others
2. What things do you feel were good about your experience in the Ag Department?
   the education and SAE Projects
3. What things could have been done to make your experience better?
   had projects freshmen year
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Target
   B. Jr. College (Name) Mt SAC (Major) animal science
   C. 4 Year College (name) Pomona (Major) Vet tech
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? (Yes) **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Alexia Pena Phone Parent's (760) 972-8120
Graduation Year: 2014 Student's cell Phone (760) 619-4560
Permanent Address: 82233 Lemon Grove Ave.
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___ Ag Biology CP	___ Plant and Animal Physiology CP	___ Floral III
✓ Ag Biology HP	✓ Plant and Animal Physiology HP	___ Floral IV
✓ Animal Health/Pet Care	___ Ag Earth and Soil	✓ Ag Projects 3 (years)
___ Vet Science CP	___ Floral I	___ Ag Math
___ Vet Science HP	___ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
4 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
5 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes because it helped me gained alot of experience
2. What things do you feel were good about your experience in the Ag Department?
   Meeting new people, raising livestock, being in the Nursery Team, competited in COOP. And learning about agriculture.
3. What things could have been done to make your experience better?
   Nothing really.
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Cashier
   B. Jr. College (Name) COD. (Major) General Agriculture
   C. 4 Year College (name) Unknown (Major) ___
   D. Trade School (Name) ___
   E. Military (Branch) ___ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not? Because I was only in it for 3 years.
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Enrique Velazquez Phone Parent's (760) 393-8915
Graduation Year:_____ Student's cell Phone_____
Permanent Address: 80910 Via Venecia Indio CA 92201
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

X Ag Biology CP	____Plant and Animal Physiology CP	____Floral III
____Ag Biology HP	____Plant and Animal Physiology HP	____Floral IV
____Animal Health/Pet Care	____Ag Earth and Soil	____Ag Projects _____(years)
____Vet Science CP	____Floral I	X Ag Math
____Vet Science HP	____Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

X My Ag classes helped me get through High School
X My Ag classes offered projects that helped me learn more about myself
____My Ag classes covered basic Science Skills
____My Ag classes covered basic Art Skills
X My Ag classes helped me with public Speaking
____My Ag classes helped develop leadership skills
X My Ag teachers encouraged me to do as much as I could
X I think I learned something about Record Keeping (Record Book)
____I feel I developed my confidence through participation in FFA
____I choose not to get involved in FFA, I took classes for interest only
____I learned skills in Parliamentary Procedures
____We had current technology available in the Ag department; (printers, computers, equipment, etc.)
____Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?
   Yes
2. What things do you feel were good about your experience in the Ag Department?
   I feel great because I learn so much
3. What things could have been done to make your experience better?
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Cashier
   B. Jr. College (Name) COD (Major) Mechanic
   C. 4 Year College (name) _____ (Major)_____
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Lesley Tromparti Phone Parent's 760 775-1672
Graduation Year: 2014 Student's cell Phone 760 702 97.07
Permanent Address: 82506 Crest Ave.
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

X Ag Biology CP	____ Plant and Animal Physiology CP	____ Floral III
____ Ag Biology HP	X Plant and Animal Physiology HP	____ Floral IV
X Animal Health/Pet Care	____ Ag Earth and Soil	X Ag Projects 3 (years)
____ Vet Science CP	X Floral I	____ Ag Math
X Vet Science HP	____ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

1 My Ag classes helped me get through High School
2 My Ag classes offered projects that helped me learn more about myself
____ My Ag classes covered basic Science Skills
____ My Ag classes covered basic Art Skills
3 My Ag classes helped me with public Speaking
4 My Ag classes helped develop leadership skills
____ My Ag teachers encouraged me to do as much as I could
____ I think I learned something about Record Keeping (Record Book)
____ I feel I developed my confidence through participation in FFA
____ I choose not to get involved in FFA, I took classes for interest only
____ I learned skills in Parliamentary Procedures
____ We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   actually yes all my ag classes have helped me
2. What things do you feel were good about your experience in the Ag Department?
   the skills & work experience I received from ~~high School~~ the projects I was involved
3. What things could have been done to make your experience better?
   actually if I tried harder I've probably would of done better.
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For ____
   B. Jr. College (Name) Mt. Sac (Major) Animal Science
   C. 4 Year College (name) ____ (Major) ____
   D. Trade School (Name) ____
   E. Military (Branch) ____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not? I don't really know?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Heidi Gamez Phone Parent's (760) 238-24-15
Graduation Year: 2014 Student's cell Phone (760) 396-6666-84
Permanent Address: 83480 Capricorn Ave
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
____Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
____Vet Science CP	_____Floral I	_____Ag Math
____Vet Science HP	_____Floral II	✓ Ag Econ/Gov.

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

____My Ag classes helped me get through High School
____My Ag classes offered projects that helped me learn more about myself
____My Ag classes covered basic Science Skills
____My Ag classes covered basic Art Skills
✓My Ag classes helped me with public Speaking
✓My Ag classes helped develop leadership skills
✓My Ag teachers encouraged me to do as much as I could
____I think I learned something about Record Keeping (Record Book)
____I feel I developed my confidence through participation in FFA
____I choose not to get involved in FFA, I took classes for interest only
____I learned skills in Parliamentary Procedures
✓We had current technology available in the Ag department; (printers, computers, equipment, etc.)
____Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes because I has to speak in class and it help ed me w/ Public Speak
2. What things do you feel were good about your experience in the Ag Department?
   meeting a new teacher & making new friends.
3. What things could have been done to make your experience better?
   Join Agriculture class since my freshman year not senior year.
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) C.O.D (Major)_____
   C. 4 Year College (name) _____ (Major)_____
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** (No)
   If No, Why Not?
   I didn't get an A in econ or government
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Stella Moralez Phone Parent's (760) 391-3925
Graduation Year: 2014 Student's cell Phone (760) 984-7943
Permanent Address: 91130 4th Street PO Box 548
City Mecca CA Zip Code 92254

Classes completed in Agriculture: (check each class you took)

___ Ag Biology CP	___ Plant and Animal Physiology CP	√ Floral III
___ Ag Biology HP	___ Plant and Animal Physiology HP	___ Floral IV
√ Animal Health/Pet Care	___ Ag Earth and Soil	√ Ag Projects 4 (years)
√ Vet Science CP	√ Floral I	___ Ag Math
___ Vet Science HP	√ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
3 My Ag classes covered basic Science Skills
5 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
1 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes
2. What things do you feel were good about your experience in the Ag Department?
   I feel that my experience was very good because Ag helped become more confident with myself.
3. What things could have been done to make your experience better?
   We could have had more trips to places that would have expanded our knowledge more.
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) **2=good 3=fair 4=poor 5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For A job in a floral shop
   B. Jr. College (Name) COD (Major) General Ed
   C. 4 Year College (name) New Mexico Highlands (Major) Vet Medicine
   D. Trade School (Name) ———
   E. Military (Branch) ——— I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** (No)
   If No, Why Not? Because apparently my GPA wasn't high enough.
7. Any other Commits: **(Please write on back of page if needed)**
   I still love you McBride, going to miss you a lot!

Graduate Follow-up

Student Name Fernando Nuñez Phone Parent's —
Graduation Year: 2014 Student's cell Phone 760-698-6982
Permanent Address: 48460 El Arco St
City Coachella Zip Code 92236

Classes completed in Agriculture: (check each class you took)

___ Ag Biology CP	___ Plant and Animal Physiology CP	X Floral III
X Ag Biology HP	X Plant and Animal Physiology HP	X Floral IV
X Animal Health/Pet Care	___ Ag Earth and Soil	X Ag Projects 4 (years)
___ Vet Science CP	X Floral I	X Ag Math
X Vet Science HP	X Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
1 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
10 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
5 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   yes
2. What things do you feel were good about your experience in the Ag Department?
   The environment, they look at you and see potential.
3. What things could have been done to make your experience better?
   If I could have had the chance to be here a fifth year. LOL
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) **2=good 3=fair 4=poor 5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For florist
   B. Jr. College (Name) MT. SAC, ~~New Mexico~~ (Major) Ag Business & teaching
   C. 4 Year College (name) New mexico state (Major) —
   D. Trade School (Name) —
   E. Military (Branch) — I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? (Yes) No
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**
   Never let this program shut down.

Graduate Follow-up

Student Name Arlenne Aguilar Phone Parent's (760) 893-7301
Graduation Year: 2014 Student's cell Phone (760) 619-0794
Permanent Address: 47624 Sunflower Street
City Indio, CA Zip Code 92201

Classes completed in Agriculture: (check each class you took)

✓ Ag Biology CP	____ Plant and Animal Physiology CP	____ Floral III
____ Ag Biology HP	____ Plant and Animal Physiology HP	____ Floral IV
✓ Animal Health/Pet Care	____ Ag Earth and Soil	✓ Ag Projects 2 (years)
____ Vet Science CP	____ Floral I	____ Ag Math
✓ Vet Science HP	____ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
2 My Ag classes covered basic Art Skills
3 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
4 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
2 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes, it showed me one thing I'm good at.
2. What things do you feel were good about your experience in the Ag Department?
   The people were great & the projects were amazing!
3. What things could have been done to make your experience better?
   Had the college credit since freshman year.
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) **2=good** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) _____ (Major) _____
   C. 4 Year College (name) CSU San Bernadino (Major) Biology
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **(Yes)** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**
   This program should be keept alive for a long time. This has changed my life & this program helped me graduate high school.

Graduate Follow-up

Student Name Monique Arellano Phone Parent's (760) 501-4691
Graduation Year: 2014 Student's cell Phone 760 399-0165
Permanent Address: 81-797 Sirocco Ave.
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	___Floral III
___Ag Biology HP	___Plant and Animal Physiology HP	___Floral IV
✓ Animal Health/Pet Care	___Ag Earth and Soil	✓ Ag Projects 1 (years)
___Vet Science CP	___Floral I	___Ag Math
✓ Vet Science HP	___Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
3 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
2 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
4 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
2 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?
   Yes they did.
2. What things do you feel were good about your experience in the Ag Department?
   great people, good advisers
3. What things could have been done to make your experience better?
   better equipment
4. Your overall rating of the Ag Department **(circle One)**
   1=great (2=good) 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Vet Tech
   B. Jr. College (Name) COD (Major)
   C. 4 Year College (name) Cal Poly Pomona (Major) Animal Science
   D. Trade School (Name)
   E. Military (Branch) I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not? Did not have ag for four years
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Sofia Jimenez Phone Parent's _____
Graduation Year: 2014 Student's cell Phone _____
Permanent Address: _____
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
_X_Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
_X_Vet Science CP	_X_Floral I	_____Ag Math
____Vet Science HP	_____Floral II	_X_Ag Chemistry

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

____My Ag classes helped me get through High School
____My Ag classes offered projects that helped me learn more about myself
____My Ag classes covered basic Science Skills
_X_My Ag classes covered basic Art Skills
____My Ag classes helped me with public Speaking
____My Ag classes helped develop leadership skills
_X_My Ag teachers encouraged me to do as much as I could
____I think I learned something about Record Keeping (Record Book)
____I feel I developed my confidence through participation in FFA
____I choose not to get involved in FFA, I took classes for interest only
____I learned skills in Parliamentary Procedures
_X_We had current technology available in the Ag department; (printers, computers, equipment, etc.)
____Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes, It did helped me
2. What things do you feel were good about your experience in the Ag Department?
   The teacher, Mrs. McBride, made the classes exiting
3. What things could have been done to make your experience better?
   Join the Indio FFA
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor (5=terrible)
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) COD (Major) History teacher
   C. 4 Year College (name) _____ (Major) _____
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** (No)
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Juan Deleon
Phone Parent's 760-863-1396
Graduation Year: 2014
Student's cell Phone N/A
Permanent Address: Carnegie Dr.
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

✓ Ag Biology CP	✓ Plant and Animal Physiology CP	____ Floral III
____ Ag Biology HP	____ Plant and Animal Physiology HP	____ Floral IV
✓ Animal Health/Pet Care	____ Ag Earth and Soil	____ Ag Projects ____ (years)
✓ Vet Science CP	____ Floral I	✓ Ag Math
____ Vet Science HP	____ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

4 My Ag classes helped me get through High School
3 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
4 My Ag classes covered basic Art Skills
3 My Ag classes helped me with public Speaking
3 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
4 I feel I developed my confidence through participation in FFA
3 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
4 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you? yes

2. What things do you feel were good about your experience in the Ag Department?
   I met lots of new people along the way.

3. What things could have been done to make your experience better?
   more field trips and more labs.

4. Your overall rating of the Ag Department **(circle One)**
   (1=great) **2=good** **3=fair** **4=poor** **5=terrible**

5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Computers
   B. Jr. College (Name) C.O.D (Major)____
   C. 4 Year College (name) ____ (Major)____
   D. Trade School (Name)____
   E. Military (Branch)____ I. Don't Know

6. Did you qualify for an Academic Cords in Agriculture? Yes **(No)**
   If No, Why Not? didn't have a Record book.

7. Any other Commits: **(Please write on back of page if needed)**
   none

Graduate Follow-up

Student Name Pedro Robles Phone Parent's 760-574-1502
Graduation Year: 2014 Student's cell Phone N/A
Permanent Address: Larrea St.
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
____Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
____Vet Science CP	_____Floral I	____✓Ag Math
____Vet Science HP	_____Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
3 My Ag classes offered projects that helped me learn more about myself
1 My Ag classes covered basic Science Skills
1 My Ag classes covered basic Art Skills
2 My Ag classes helped me with public Speaking
3 My Ag classes helped develop leadership skills
3 My Ag teachers encouraged me to do as much as I could
1 I think I learned something about Record Keeping (Record Book)
2 I feel I developed my confidence through participation in FFA
4 I choose not to get involved in FFA, I took classes for interest only
1 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
4 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you? Yes
2. What things do you feel were good about your experience in the Ag Department?
   I got to meet new people, and new things.
3. What things could have been done to make your experience better?
   It was fine the way it was.
4. Your overall rating of the Ag Department **(circle One)**
   1=great **(2=good)** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For video games
   B. Jr. College (Name) _____ (Major)_____
   C. 4 Year College (name) _____ (Major)_____
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** (No)
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Mayra Mendoza Phone Parent's _____
Graduation Year: 2014 Student's cell Phone (760) 698-6670
Permanent Address: 82788 Mountain View Ave.
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

✓ Ag Biology CP	____ Plant and Animal Physiology CP	____ Floral III
____ Ag Biology HP	____ Plant and Animal Physiology HP	____ Floral IV
✓ Animal Health/Pet Care	____ Ag Earth and Soil	____ Ag Projects ____ (years)
✓ Vet Science CP	____ Floral I	____ Ag Math
____ Vet Science HP	____ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
____ My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
____ My Ag classes covered basic Art Skills
1 My Ag classes helped me with public Speaking
2 My Ag classes helped develop leadership skills
____ My Ag teachers encouraged me to do as much as I could
____ I think I learned something about Record Keeping (Record Book)
____ I feel I developed my confidence through participation in FFA
____ I choose not to get involved in FFA, I took classes for interest only
____ I learned skills in Parliamentary Procedures
____ We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Well I haven't done both
2. What things do you feel were good about your experience in the Ag Department?
   A good experience is when we went to the barns and they were telling us about what they did.
3. What things could have been done to make your experience better?
   I wish their was more things to do with Agriculture
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) COD (Major) Biology
   C. 4 Year College (name) Cal Poly Pomona (Major) Biology
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not?
   I haven't done any projects or community service
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Reyna Padilla Phone Parent's (760) 775-7044
Graduation Year: 2014 Student's cell Phone (760) 972-8996
Permanent Address: 50453 andrea lane coachella, CA
City coachella Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___ Ag Biology CP	___ Plant and Animal Physiology CP	___ Floral III
✓ Ag Biology HP	✓ Plant and Animal Physiology HP	___ Floral IV
✓ Animal Health/Pet Care	___ Ag Earth and Soil	✓ Ag Projects 2 (years)
___ Vet Science CP	___ Floral I	___ Ag Math
✓ Vet Science HP	___ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

4 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
2 My Ag classes covered basic Art Skills
2 My Ag classes helped me with public Speaking
3 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
2 I think I learned something about Record Keeping (Record Book)
4 I feel I developed my confidence through participation in FFA
3 I choose not to get involved in FFA, I took classes for interest only
2 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
2 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?
   yes I think it did help me
2. What things do you feel were good about your experience in the Ag Department?
   that I got to experience raising a pig
3. What things could have been done to make your experience better?
   less stressful environment and more calm
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) **2=good** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) College of the Desert (Major) _____
   C. 4 Year College (name) _____ (Major) _____
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **(No)**
   If No, Why Not? Didnt apply
7. Any other Commits: **(Please write on back of page if needed)**
   High school went by too fast, nothing is impossible thanks for helping me out McBride! :)

Graduate Follow-up

Student Name Alan Caballero Phone Parent's (760) 698-1496
Graduation Year: 2014 Student's cell Phone (760) 949-9805
Permanent Address: 90521 Celtic Ave
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

- ✓ Ag Biology CP
- Ag Biology HP
- ✓ Animal Health/Pet Care
- ✓ Vet Science CP
- Vet Science HP
- ✓ Plant and Animal Physiology CP
- Plant and Animal Physiology HP
- Ag Earth and Soil
- Floral I
- Floral II
- Floral III
- Floral IV
- Ag Projects _____(years)
- Ag Math

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

- My Ag classes helped me get through High School
- ✓ My Ag classes offered projects that helped me learn more about myself
- ✓ My Ag classes covered basic Science Skills
- My Ag classes covered basic Art Skills
- ✓ My Ag classes helped me with public Speaking
- ✓ My Ag classes helped develop leadership skills
- My Ag teachers encouraged me to do as much as I could
- I think I learned something about Record Keeping (Record Book)
- ✓ I feel I developed my confidence through participation in FFA
- I choose not to get involved in FFA, I took classes for interest only
- I learned skills in Parliamentary Procedures
- We had current technology available in the Ag department; (printers, computers, equipment, etc.)
- ✓ Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   By learning hard work and Responsibility.
2. What things do you feel were good about your experience in the Ag Department?
   All the good memories.
3. What things could have been done to make your experience better?
   done FFA all my three years in AG
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For one that pays good
   B. Jr. College (Name) C.O.D (Major) AA
   C. 4 Year College (name) _____ (Major) _____
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** (No)
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**
   I'm Graduating!!!:D
   Whoop whoop!!!

Graduate Follow-up

Student Name Yesli Cortes Phone Parent's (760) 899-2351
Graduation Year: 2014 Student's cell Phone
Permanent Address: 85805 Avenida Veronica
City Coachella Zip Code 92236

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	___Floral III
___Ag Biology HP	X Plant and Animal Physiology HP	___Floral IV
___Animal Health/Pet Care	___Ag Earth and Soil	___Ag Projects ___(years)
___Vet Science CP	✓ Floral I	___Ag Math
___Vet Science HP	✓ Floral II	X Ag Chemistry

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

4 My Ag classes helped me get through High School
4 My Ag classes offered projects that helped me learn more about myself
3 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
3 My Ag classes helped me with public Speaking
3 My Ag classes helped develop leadership skills
4 My Ag teachers encouraged me to do as much as I could
2 I think I learned something about Record Keeping (Record Book)
3 I feel I developed my confidence through participation in FFA
4 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
3 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   I didn't do any community servic through Ag.
2. What things do you feel were good about your experience in the Ag Department?
3. What things could have been done to make your experience better?
   Going FFA & raised an animal
4. Your overall rating of the Ag Department **(circle One)**
   1=great (2=good) 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For ___
   B. Jr. College (Name) SRB College (Major) Medical
   C. 4 Year College (name) ___ (Major) ___
   D. Trade School (Name) ___
   E. Military (Branch) ___ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not? Because I was not in Ag all four years.
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Jasmine Bruno
Phone Parent's 760-609-6718
Graduation Year: 2014
Student's cell Phone 760-972-9585
Permanent Address: _____
City _____ Zip Code _____

Classes completed in Agriculture: (check each class you took)

___ Ag Biology CP	___ Plant and Animal Physiology CP	___ Floral III
___ Ag Biology HP	___ Plant and Animal Physiology HP	___ Floral IV
X Animal Health/Pet Care	___ Ag Earth and Soil	X Ag Projects 3 (years)
___ Vet Science CP	X Floral I	___ Ag Math
X Vet Science HP	X Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

4 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
5 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
5 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes, they helped me on my communication skills
2. What things do you feel were good about your experience in the Ag Department?
   My livestock project and the great people in it.
3. What things could have been done to make your experience better?
   Everything was great no changes.
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) COD (Major) Nurse
   C. 4 Year College (name) San Bernardino (Major) Nurse
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? (Yes) **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**
   I Love Indio FFA! and I'm going to miss you McBride!

Graduate Follow-up

Student Name Ismenia Mendoza Phone Parent's (760) 347-7335
Graduation Year: 2014 Student's cell Phone (760) 698-6205
Permanent Address: 81474 Green Ave
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___ Ag Biology CP	___ Plant and Animal Physiology CP	✓ Floral III
___ Ag Biology HP	___ Plant and Animal Physiology HP	___ Floral IV
✓ Animal Health/Pet Care	___ Ag Earth and Soil	✓ Ag Projects 3 (years)
___ Vet Science CP	✓ Floral I	✓ Ag Math
___ Vet Science HP	✓ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

4 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
2 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
5 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   yes, they helped choose my career.
2. What things do you feel were good about your experience in the Ag Department?
   raising my market pig and my floral arrangements.
3. What things could have been done to make your experience better?
   I should have gotten an animal my whole 4 years.
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Present work (Panera Bread)
   B. Jr. College (Name) COD (Major) ___
   C. 4 Year College (name) Mt. Sac (Major) Veterinarian
   D. Trade School (Name) ___
   E. Military (Branch) ___ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not? I wasn't in ag my whole 4 years I was in ag only for 3 years.
7. Any other Commits: **(Please write on back of page if needed)**
   I'm going to miss you Mrs. Mcbride ! ♡ !!

Graduate Follow-up

Student Name Anissa Spalding Phone Parent's (760) 485-2443
Graduation Year: 2014 Student's cell Phone (760) 464-4899
Permanent Address: 46-245 Monroe St Apt 104
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

\ Ag Biology CP	___ Plant and Animal Physiology CP	___ Floral III
___ Ag Biology HP	___ Plant and Animal Physiology HP	___ Floral IV
___ Animal Health/Pet Care	___ Ag Earth and Soil	\ Ag Projects 3 (years)
\ Vet Science CP	\ Floral I	___ Ag Math
___ Vet Science HP	___ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

4 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
4 My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
4 My Ag classes helped develop leadership skills
4 My Ag teachers encouraged me to do as much as I could
4 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
4 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
3 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes, experienced responsibility
2. What things do you feel were good about your experience in the Ag Department?
   Fun, learned to get out of my shell
3. What things could have been done to make your experience better?
   If EVERYONE listened instead of talking
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) **2=good** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Corrections
   B. Jr. College (Name) COD (Major) Associate Criminal Justice
   C. 4 Year College (name) [redacted] (Major) [redacted]
   D. Trade School (Name) Santa Barbara
   E. Military (Branch) ___ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **(No)**
   If No, Why Not?
   Ag 3yrs
7. Any other Commits: **(Please write on back of page if needed)**
   No

Graduate Follow-up

Student Name Elizbeth Nungaray Phone Parent's (760)774-5440
Graduation Year: 2014 Student's cell Phone (760)485 7730
Permanent Address: 81411 Palmwood drive
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

X Ag Biology CP	____ Plant and Animal Physiology CP	____ Floral III
____ Ag Biology HP	____ Plant and Animal Physiology HP	____ Floral IV
X Animal Health/Pet Care	____ Ag Earth and Soil	X Ag Projects 2 (years)
____ Vet Science CP	X Floral I	____ Ag Math
X Vet Science HP	____ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

2 My Ag classes helped me get through High School
4 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
2 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   yes
2. What things do you feel were good about your experience in the Ag Department?
   I met a lot of people which helped me because I was little new kid in nineth grade. It also help me become more social.
3. What things could have been done to make your experience better?
   I wish I would've been more involved.
4. Your ~~overall rating~~ of the Ag Department **(circle One)**
   (1=great) **2=good** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For sound tech
   B. Jr. College (Name) C.O.V (Major) music technology
   C. 4 Year College (name) _____ (Major) _____
   D. Trade School (Name) L.A Film School
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **(Yes)** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Josue Marcial Phone Parent's 760-344-6544
Graduation Year: 2014 Student's cell Phone 760-625-2383
Permanent Address: 83630 Boise Ct
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
____Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
____Vet Science CP	_____Floral I	_____Ag Math
____Vet Science HP	_____Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
1 My Ag classes offered projects that helped me learn more about myself
1 My Ag classes covered basic Science Skills
1 My Ag classes covered basic Art Skills
1 My Ag classes helped me with public Speaking
3 My Ag classes helped develop leadership skills
4 My Ag teachers encouraged me to do as much as I could
1 I think I learned something about Record Keeping (Record Book)
1 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
1 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you? ~~not~~ well it kept me informed
2. What things do you feel were good about your experience in the Ag Department? utilizing resources and workday videos to keep up to date with things
3. What things could have been done to make your experience better? I don't think much because it was pretty amazing!
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good (3)=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For assistant at fullers auto body shop
   B. Jr. College (Name) COD (Major) psychology
   C. 4 Year College (name) menlo (Major) ~~Agriculture~~
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** (No)
   If No, Why Not? first year in ag but I got one for French!
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Tommy Reyes Phone Parent's _____
Graduation Year: 2014 Student's cell Phone 760-883-0883
Permanent Address: 85527 Stardust Lane
City Coachella Zip Code 92236

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
____Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
____Vet Science CP	_____Floral I	_____Ag Math
____Vet Science HP	_____Floral II	✓ Ag Gov. & Econ

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

2 My Ag classes helped me get through High School
2 My Ag classes offered projects that helped me learn more about myself
1 My Ag classes covered basic Science Skills
1 My Ag classes covered basic Art Skills
1 My Ag classes helped me with public Speaking
1 My Ag classes helped develop leadership skills
3 My Ag teachers encouraged me to do as much as I could
1 I think I learned something about Record Keeping (Record Book)
1 I feel I developed my confidence through participation in FFA
5 I choose not to get involved in FFA, I took classes for interest only
1 I learned skills in Parliamentary Procedures
1 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
1 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?
   NO
2. What things do you feel were good about your experience in the Ag Department?
   YES
3. What things could have been done to make your experience better?
   Taken more Ag classes
4. Your overall rating of the Ag Department **(circle One)**
   1=great (2=good) 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) College of the Desert (Major) Music
   C. 4 Year College (name) _____ (Major) _____
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** (No)
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Diana Espinoza Phone Parent's (760) 342-7503
Graduation Year: 2014 Student's cell Phone N/A
Permanent Address: 81351 Avenue 46 Spc 61
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
_✓_Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
_✓_Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
____Vet Science CP	_____Floral I	_____Ag Math
_✓_Vet Science HP	_____Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
3 My Ag classes offered projects that helped me learn more about myself
3 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
4 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
2 I think I learned something about Record Keeping (Record Book)
3 I feel I developed my confidence through participation in FFA
2 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
1 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?
   It opened my eyes to certain things.
2. What things do you feel were good about your experience in the Ag Department?
   The interaction w/ people + the friends I made
3. What things could have been done to make your experience better?
   Be more involved in the Ag Program
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) _____ (Major)_____
   C. 4 Year College (name) University California Santa Barb (Major) Pre Psychology
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Jocelyn Lozano
Phone Parent's 760-989-3269
Graduation Year: 2014
Student's cell Phone 760-899-0105
Permanent Address: 81-119 Pecos P
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
X Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
____Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
____Vet Science CP	_____Floral I	_____Ag Math
____Vet Science HP	_____Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
3 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
2 My Ag classes covered basic Art Skills
2 My Ag classes helped me with public Speaking
1 My Ag classes helped develop leadership skills
4 My Ag teachers encouraged me to do as much as I could
1 I think I learned something about Record Keeping (Record Book)
1 I feel I developed my confidence through participation in FFA
5 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
3 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   I didn't participate in any Community Service.
2. What things do you feel were good about your experience in the Ag Department?
   The relaxed learning environment
3. What things could have been done to make your experience better?
   Nothing
4. Your overall rating of the Ag Department **(circle One)**
   1=great **(2=good)** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) _____ (Major) _____
   C. 4 Year College (name) UC Santa Barbara (Major) English
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **(No)**
   If No, Why Not? I only took 2 years of Agriculture
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Ariel Suarez Phone Parent's 760-534-8341
Graduation Year: 2014 Student's cell Phone
Permanent Address: 47800 Madison St. Unit #170
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	___Floral III
✓ Ag Biology HP	✓ Plant and Animal Physiology HP	___Floral IV
✓ Animal Health/Pet Care	___Ag Earth and Soil	✓ Ag Projects 2 (years)
___Vet Science CP	___Floral I	___Ag Math
✓ Vet Science HP	___Floral II	✓ Ag Chemistry

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

4 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
3 I choose not to get involved in FFA, I took classes for interest only
5 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
yes, because I seen personal growth in myself every year.
2. What things do you feel were good about your experience in the Ag Department?
The responsibility and the commitment with everyone here.
3. What things could have been done to make your experience better?
We need more experience outside the valley, more trips
4. Your overall rating of the Ag Department **(circle One)**
1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
A. Go to Work, Type of Job Looking For Meat inspector
B. Jr. College (Name) Mt. San Antonio (Major) Pet Science
C. 4 Year College (name) UC Davis (Major) pet science
D. Trade School (Name)
E. Military (Branch) I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
If No, Why Not?
I only had 3 years in Ag.
7. Any other Commits: **(Please write on back of page if needed)**
I have none.

Graduate Follow-up

Student Name Ivie M. Lopez
Phone Parent's (760) 625-6918
Graduation Year: 2014
Student's cell Phone (760) 574-1719
Permanent Address: 49900 Calle Oaso
City Coachella Zip Code 92236

Classes completed in Agriculture: (check each class you took)

- ~~✓~~ Ag Biology CP
- ✓ Ag Biology HP
- ✓ Animal Health/Pet Care
- ___ Vet Science CP
- ✓ Vet Science HP
- ___ Plant and Animal Physiology CP
- ✓ Plant and Animal Physiology HP
- ___ Ag Earth and Soil
- ___ Floral I
- ___ Floral II
- ___ Floral III
- ___ Floral IV
- ✓ Ag Projects 3 (years)
- ___ Ag Math
- Ag Chemistry ✓

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
4 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
4 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
5 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Encouraged me to be more open to different opportunities.
2. What things do you feel were good about your experience in the Ag Department?
   I learned to get out of my comfort zone & grow up more.
3. What things could have been done to make your experience better?
   To be more strict on new kids, younger kids.
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Ag related or any. Doesn't really matter.
   B. Jr. College (Name) COD (Major) General Ag
   C. 4 Year College (name) Cal Poly (Major) Ag Bio??
   D. Trade School (Name) n/a
   E. Military (Branch) Marines I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**
   No.

Graduate Follow-up

Student Name Anel Cabrera Phone Parent's (760)775-8338
Graduation Year: 2014 Student's cell Phone (760) 848-5151
Permanent Address: 83780 Ave 49 #431
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	___Floral III
___Ag Biology HP	___Plant and Animal Physiology HP	___Floral IV
✓Animal Health/Pet Care	___Ag Earth and Soil	✓Ag Projects 2 (years)
___Vet Science CP	___Floral I	___Ag Math
✓Vet Science HP	___Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
3 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
4 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
3 I think I learned something about Record Keeping (Record Book)
4 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
2 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   yes
2. What things do you feel were good about your experience in the Ag Department?
3. What things could have been done to make your experience better?
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Teller
   B. Jr. College (Name) _____ (Major) _____
   C. 4 Year College (name) UC Davis (Major) Animal Science
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Edit Cabrera's Phone Parent's (760) 541-9562
Graduation Year: 2014 Student's cell Phone (760) 698-0449
Permanent Address: 81496 Fuchsia Avenue
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	___Floral III
X Ag Biology HP	X Plant and Animal Physiology HP	___Floral IV
X Animal Health/Pet Care	___Ag Earth and Soil	___Ag Projects ___(years)
___Vet Science CP	___Floral I	___Ag Math
X Vet Science HP	___Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

X5 My Ag classes helped me get through High School
___My Ag classes offered projects that helped me learn more about myself
___My Ag classes covered basic Science Skills
___My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
3 My Ag classes helped develop leadership skills
2 My Ag teachers encouraged me to do as much as I could
___I think I learned something about Record Keeping (Record Book)
1 I feel I developed my confidence through participation in FFA
___I choose not to get involved in FFA, I took classes for interest only
___I learned skills in Parliamentary Procedures
___We had current technology available in the Ag department; (printers, computers, equipment, etc.)
___Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you? Yes they did and offered me opportunities.
2. What things do you feel were good about your experience in the Ag Department? I met the long friends.
3. What things could have been done to make your experience better? Be more active and participate more
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Ag teacher.
   B. Jr. College (Name) ___ (Major) ___
   C. 4 Year College (name) San Bernardino/Norma (Major) Animal Science.
   D. Trade School (Name) ___
   E. Military (Branch) ___ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? (Yes) No
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Jesenia Cruz Phone Parent's (760) 347-3974
Graduation Year: 2014 Student's cell Phone (760) 609-9396
Permanent Address: 83-111 Date Ave
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

✓ Ag Biology CP	____ Plant and Animal Physiology CP	____ Floral III
____ Ag Biology HP	✓ Plant and Animal Physiology HP	____ Floral IV
✓ Animal Health/Pet Care	____ Ag Earth and Soil	✓ Ag Projects 4 (years)
✓ Vet Science CP	____ Floral I	____ Ag Math
____ Vet Science HP	____ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
5 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
4 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
5 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   yes they did help.
2. What things do you feel were good about your experience in the Ag Department?
   I enchanced my public speaking skills.
3. What things could have been done to make your experience better?
   more activities within the class.
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) **2=good** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) College of Desert (Major) Biology
   C. 4 Year College (name) Cal Polytechnic (Major) Animal Science
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **(Yes)** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Gerardo Chavez Phone Parent's (760) 342-1652
Graduation Year: 2014 Student's cell Phone _____
Permanent Address: 81038 Helen Ave
City Indio, CA Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	___Floral III
___Ag Biology HP	___Plant and Animal Physiology HP	___Floral IV
✓ Animal Health/Pet Care	___Ag Earth and Soil	___Ag Projects ___(years)
___Vet Science CP	___Floral I	___Ag Math
✓ Vet Science HP	___Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

4 My Ag classes helped me get through High School
4 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
5 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
3 I think I learned something about Record Keeping (Record Book)
3 I feel I developed my confidence through participation in FFA
5 I choose not to get involved in FFA, I took classes for interest only
4 I learned skills in Parliamentary Procedures
3 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

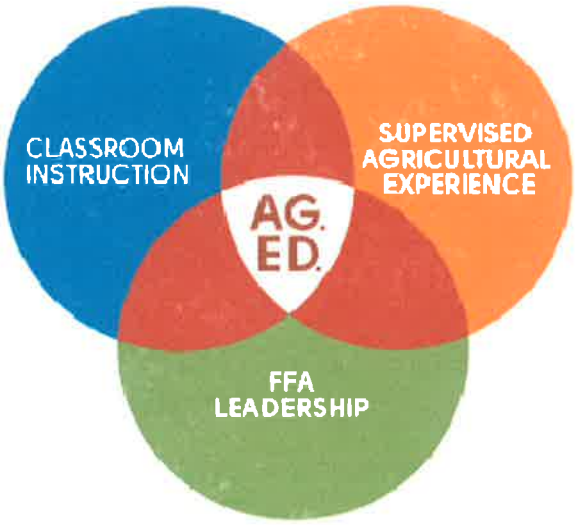
1. Do you feel your projects or Community Service through Ag helped you?
   Yes, More participation help me be confidiant
2. What things do you feel were good about your experience in the Ag Department?
   Maybe learning more about different career's.
3. What things could have been done to make your experience better?
   Paid attention more.
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Army as a 68T
   B. Jr. College (Name) ~~ACMA~~ (Major) ~~Vet~~
   C. 4 Year College (name) ~~Army~~ (Major)
   D. Trade School (Name)
   E. Military (Branch) Army I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not? Did not take a Ag class freshman year.
7. Any other Commits: **(Please write on back of page if needed)**

They should talk more about the Ag classes in middle school.

14.

Comprehensive Program Plan

Indio High School
Agriculture Department
Ag. Education Program Plan



Cesar R. Lopez, Coordinator
Melissa McBride, Department Head

April, 2015
Indio, California

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Table of Contents

Job Market.....A

Targeted Occupations.....B

Total Program Goals and Objectives.....C

Program Description of included Courses, SOE and Leadership.....D

Program and/or Course Subject Matter Content Outline.....E

Program Completion Standards.....F

Description of Facilities and Major Equipment.....G

Five Year Facility and Equipment Acquisition Schedule.....H

Staff Assignments.....I

FFA Program of Activities.....J

School and/or Department Policies.....K

Proficiency Standards for Program Completers.....L

Teacher Data Sheet for each Teacher.....M

Roster of Agriculture Advisory Committee.....N

Advisory Committee Minutes.....O

Current Year Budget.....P

Signed Articulation Agreement and/or Evidence of Articulation.....Q

Graduate Follow-up System.....R

List of Active Placement Sites.....S

Recruitment Activities and Materials.....T

Staff In-service Record.....U

Staff Minutes.....V

Department Inventory.....W

FFA Roster.....X

R2 Report.....Y

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A.

Job Market

Indio is the largest and oldest city of the Coachella Valley. Indio High School is one of four comprehensive high schools in the Desert Sands Unified School District. Established in 1958, the school is located in Indio, California, bordering a residential and business/shopping area in the eastern end of the Coachella Valley. Most recently, the City of Indio was named one of the top 100 Best Communities for Young People by America's Promise Alliance. America's Promise Alliance also named Indio High School as one of the top 10 high schools for young people in the nation.

The primary sources of income and employment are tourism and agriculture. The local community needs highly trained individuals in the field of agriculture and with the new renovations and additional support of Career Technical Education, our department will continue to provide eager, college and career ready individuals. According to Dr. John Husing in his analysis of the Coachella Valley's economy from 2014, he states that the "five sectors have been primarily responsible for the Coachella Valley's economic health: tourism, health care, agriculture, retail trade, and housing (*2014 Annual Coachella Valley Economic Report*)."

The Coachella Valley's economic base is largely driven by money coming into the area through five sectors. Tourism has been a major staple of the region and had a strong 2013-2014. Healthcare increased throughout the recession and growth continues into 2014. The Affordable Care Act could drive a significant healthcare job expansion in the near future. Agricultural production set another record in 2013. Retail trade grew 6.3% in 2013 and another 4.8% in the first half of 2014. The housing sector, which drove growth in the area's economy from 2000-2007, has seen prices soar in 2014, and permit recordings are slowly increasing.

Tourism

Coachella Valley tourism is on its way back. In part this is because the U.S. economy continues gaining strength, having added 9,463,000 jobs through August 2014, or 108.6% of the 8,710,000 lost in the recession. An improving U.S. economy is important to the Coachella Valley as national tourism is a major driver for it:

• According to the Greater Palm Springs CVB, the average daily hotel room rate was a record $142.48 for the first eight months of 2014. That was up 6.8% from that period of 2013. For the eight-month 2014 period, average occupancy was 61.6%, highest since 63.6% in 2007.

• Passenger traffic at Palm Springs International Airport was up 9.4% through July 2014 and headed for another record at 1,916,981. It had soared 14.3% in 2013 and is holding those gains.

• Car rentals related to the airport rose 4% in 2013. They are headed for a gain of 5.9% in 2014 or another record at an estimated $56.7 million.

• From January to August 2014, the Inland Empire's accommodation and food service employment was up 5.6% — or 7,413 jobs — over 2013. Much of the positive force in these sectors was likely located in the Coachella Valley. The area's art, entertainment and recreation sectors in this period were flat.

Healthcare

The one sector of the Coachella Valley and Inland Empire economies that has continued growing despite the deep recession and slow recovery has been healthcare:

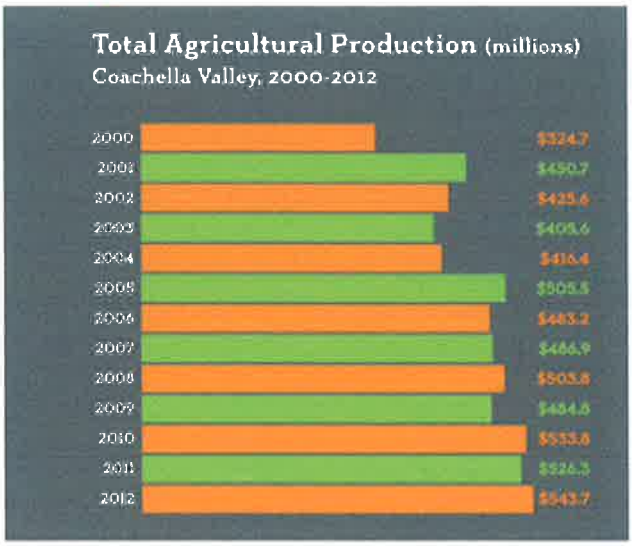
• From August 2007, before the recession started until August 2014, the Inland Empire has added 21,300 healthcare positions, a gain of 21.5%.

• The Coachella Valley's healthcare sector echoed this strength, increasing from 10,795 jobs in 2007 to 13,667 in 2013, up 2,872 positions or 26.6%. This sector is important to the valley's economic base given the local and national importance of facilities like Eisenhower Medical Center, Desert Regional Medical Center, JFK Memorial Hospital and the Hazelden Betty Ford Center. Healthcare is an important economic driver because much of the funding comes from insurance policies and federal programs like Medicare. These dollars flow into the region and help drive the rest of the Coachella Valley economy. Meanwhile, with the Affordable Care Act, the 95,124 valley residents identified by the 2013 Census Bureau as not having health insurance (21.7%) represent a pool of demand that could greatly add to employment in the healthcare sector.

Agriculture

Agricultural production is important to the Coachella Valley's economic base since every $1 brought to an area by the farm economy increases overall output by $3.50. The sector reached a record level of production during 2005 at $505.5 million worth of crops. In 2010, it reached a record of $533.8 million. There was a pause at $526.3 million in 2011 before the sector grew to $543.7 million in 2012 and another 11.7% in 2013 to an all-time high of $615.6 million. These data are particularly important to the Coachella Valley because 58.2% of Riverside County's crop production occurred in the area. Though output has risen, agricultural employment has been flat as the sector continues to gain efficiencies.

AGRIBUSINESS



SOURCE: RIVERSIDE COUNTY AGRICULTURAL COMMISSIONER'S OFFICE

$505,500,000

WORTH OF CROPS HARVESTED IN THE COACHELLA VALLEY DURING 2005

2010

Year crops surpassed a trading range of roughly $500 million to reach a record $533.8 million.

$543.7 MILLION

Record-setting level of business attained in 2012, exceeding 2011 earnings by $17.4 million.

Source: CVEP 2013 Annual Economic Report

$3.50

INCREASE IN OVERALL OUTPUT FOR EVERY $1 THE FARM ECONOMY BRINGS TO ANY GIVEN AREA

CONSERVATION

Preserving the Land

Friends of Palm Springs Mountains – which formed in 2004 to preserve and protect the habitat, scenic vistas, historical and cultural resources, and recreational values of the mountains, alluvial fans, and canyons of Palm Springs – recently acquired 352 acres of open space at the entrance to Palm Springs. This acquisition represents an important milestone in conserving key habitat for the Peninsular bighorn sheep. The land was conserved with support from various funding sources. Referred to as Chino Canyon, the land holds significant aesthetic value with its extraordinary topography and contains a critical wildlife corridor.

Retail Sales

Retail sales contribute to the Coachella Valley's economic base in that a significant source of the spending is from money brought to the area by winter residents, tourists and convention-goers. Also, 86,918 (19.8%) of the valley's residents were 65 or older in 2013 versus 11.5% for the entire Inland Empire. The spending by these people tends to come from savings, pensions and Social Security, adding to the valley's economic base:

• Retail sales were up 28.6% from the low in 2009 through 2013, including 6.3% last year. The gain in the first half of 2014 was 4.8%.

• Riverside County's gain was 36.2% from 2009 to 2013 and 6.4% in first half of 2014.

Housing

The Coachella Valley continues to see a mixed picture in the housing sector. By second quarter of 2014, 41% of Riverside County families were able to afford the bottom 50% of its houses. This affordability rate was 49% a year ago. This picture exists because the 30-year fixed interest rate in September 2014 was 3.80%, down from 4.49% a year ago. Simultaneously, Riverside County's median home price was up 9.8% from July 2013 to 2014 after a gain of 25.6% the prior year.

The Future

The Coachella Valley's expansion should clearly continue into 2015. This is consistent with the fact that the Inland Empire as a whole is adding jobs at a faster pace than the state (2.8% v. 2.2%). That positive prediction is contingent on the valley's fundamental economic drivers continuing to bring outside money to the area:

• Tourism should continue improving with the national and California economies on slow but steady upward paths.

• With housing prices rising rapidly and permits increasing, the housing sector is starting to recover. The existing home market should continue to strengthen on a volume and price basis as more homeowners find they can afford to sell and buyers can participate in the best market in decades. New home activity has started though it will be a relatively long, slow recovery.

• Healthcare will continue to be a growing sector, particularly as the national recovery strengthens. The valley and the Inland Empire have 35% more residents per healthcare worker

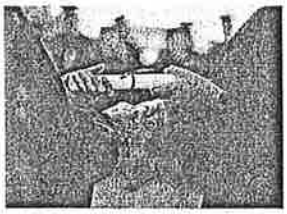
than the state average, and almost 100,000 residents in the Coachella Valley could ultimately be covered by the Affordable Care Act.

• It appears that 2015 should be another good year for agriculture amid the sector's continuous expansion.

• Retail trade should continue to expand with tourism and with consumers increasing their spending.

The 5 highest paying degrees of 2015

Erika Rawes, The Cheat Sheet *12:02 p.m. EST January 31, 2015*



(Photo: Thinkstock)

More and more people are earning college degrees. As of 2011, close to one out of every three people over 25 held a bachelor's degree, according to a U.S. Census Bureau release. "As recently as 1998, fewer than one-quarter of people this age had this level of education."

Because more of us are college-educated, this makes it so that "just any" degree will not necessarily suffice for some people anymore. People are starting to see that if they're going to invest all of that hard-earned money, not to mention time and energy, into obtaining a degree, it should be into one that will likely lead to ample job opportunities and higher earnings power.

The Census Bureau reports that a bachelor's degree holder typically earns $2.4 million over his or her lifetime. Some degrees, like those in education, typically result in lower lifetime earnings than this benchmark. Other degrees, however, generally allow graduates to earn more than this lifetime benchmark.

This year's 2015 graduates will earn a variety of different degrees, ranging from the old favorites like business, to degrees like biomedical engineering and software design, which have become increasingly popular in recent years.

Using Census data, coupled with an employer survey analysis by the National Association of Colleges and Employers(NACE), we've made a list of college majors that will likely lead to the highest earnings for 2015 grads.

1. Engineering

2015 projected average starting salary: **$62,998**
Average lifetime earnings of **$3.4 million**

You may be tired of hearing about how engineering is one of the "best college majors" or "most profitable college majors." But the reason you see engineering on so many of these lists is because the data lead right to it. On average, engineering majors earn $3.5 million over the course of their lifetime, which is more than any other college major. This year is expected to be no different, as NACE estimates the average salary of 2015 engineering grads at just under $63,000.

When it comes to specific disciplines within the engineering field, petroleum engineers are expected to have the highest starting salaries in 2015. NACE estimates that the average grad could pull in a cool $80,000.

2. Computer science

2015 projected average starting salary: **$61,287**
Average lifetime earnings of **$3.1 million**

Those who earn computer science degrees are also raking in the dough. And, this year's grads can expect large starting salaries. Over the course of a lifetime, computer grads who work in management occupations earn the most — a whopping $3.7 million. Those computer science majors with a specific discipline or specialty also tend to earn higher wages.

3. Math and sciences

2015 projected average starting salary: **$56,171**
Average lifetime earnings of **$2.6 million** for science grads, and **$3.1 million** for math grads

This year's math and sciences grads will earn average starting salaries that are higher than the typical household income. Among the math and sciences majors, physics majors are expected to earn the highest starting salaries this year, raking in average salaries of nearly $65,000.

Generally speaking, management positions often pay math and science-type majors the most, bringing in lifetime earnings of between $3 million and $3.4 million. Service industries tend to pay these grads the least, with lifetime earnings of as little as $1.5 million.

4. Business

2015 projected average starting salary: **$51,508**
Average lifetime earnings of **$2.6 million**

A dime a dozen or dozens of dimes? Business majors are still earning more cash than the typical grad, with this year's grads earning average starting salaries of over $51,000.

Among business grads, sales workers earn slightly more than than the average for this grad group, with lifetime earnings of $2.7 million. The highest-paid of the business majors work in management occupations, earning $3.3 million over the course of their lifetimes. Service workers and office suppor workers are generally the lowest earners among the business majors, with lifetime earnings of $1.6 million and $1.8 million, respectively.

5. Agriculture and natural resources

2015 projected average starting salary: **$51,220**
Average lifetime earnings: **$2.6 million**

These grads can earn much more than the average grad, raking in an average starting salary of over $51,000. Again, those who work their way up to management positions generally earn the highest earnings over a lifetime — around $800,000 more than the typical college grad.

2015 salaries for other degrees

Didn't see your major on the list? Check out a few more popular college degrees that didn't make the top five list:

Healthcare: 2015 grads will earn average starting salaries of $50,839

Communications: This year's grads will earn average starting salaries of $49,3951

Social sciences: 2015 grads can expect to start out earning an average salary of $49,0472

Humanities: This year's grads will earn average salaries of $45,0421

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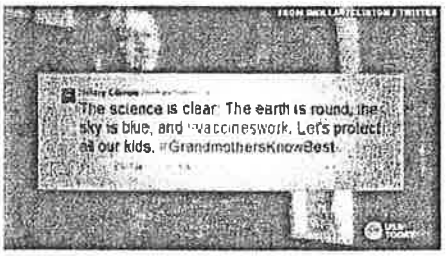

Hillary Clinton jabs Christie, Paul with vaccine tweet (/media/cinematic/video/32792083/hillary-clinton-jabs-christie-paul-with-vaccine-tweet/)
Feb 03, 2015

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B.
Targeted Occupations

Animal Science Pathway

There are many career options open to students who complete the animal science pathway. Listed below are many of those careers. The following are the targeted occupations list. In addition to the Associates degree, some careers require advanced degrees, local and/or state certification, and licensing.

- Agricultural Product Inspector
- Animal Breeder
- Animal Control Officer
- Animal Health Products Warehouse Person
- Animal Nursery Worker
- Animal Research Scientist
- Animal Shelter Attendant
- Animal Shelter Clerk
- Announcer/Ringmaster/Ring Steward
- Artificial Insemination Technician
- Auction Yard Manager/Marketer
- Auction Yard Worker
- Auctioneer
- Beef Cattle Improvement Association Bull Test Manager
- Beef Ranch Herdsperson/Manager
- Beef Ranch Owner/Operator
- Beef Scientist
- Boarding Stable Manager
- Bookkeeper
- Brand Inspector
- Breed Association Field Representative
- College Professor
- Commodity Grader (including meat, poultry, dairy, wool)
- Computer Operator/Analyst
- Dairy Calf Feeder
- Dairy Cow Feeder
- Dairy Equipment Repair Person
- Dairy Farm Herdsperson/Manager
- Dairy Inspector Dairy Scientist
- Dairy/Milk Processor Embryo Transplant Technician
- Equitation Instructor
- Fair Manager
- Farm Accountant
- Farm Advisor/Consultant
- Farrier (Horse Shoer)
- Federal Meat Grader
- Federal Meat Inspector
- Feed Batch Programmer

- Feed Field Person
- Feed Lot Crew Foreperson
- Feed Mill Operator/Manager
- Feed Salesperson/Representative
- Feed Store Clerk
- Feed Analysis Technician
- Feedlot Manager
- Field Representative
- Financial Loan Officer
- Fish Farmer
- Game Bird Farmer
- General Manager
- Geneticist
- Government Agriculture Agency: Administrator/Manager/Supervisor
- Herdsperson/Foreperson
- Horse Agent/Trader
- Horse Breeding Farm Manager
- Horse Ranch Manager
- Horse Ranch Owner/Operator
- Horse Scientist
- Horse Stable Attendant
- Horse Stable Manager
- Horse Trainer
- Insurance Agent
- Kennel Manager
- Livestock Advertiser
- Livestock Appraiser
- Livestock Buyer/Broker
- Livestock Consultant/Analyst
- Livestock Equipment Manufacturer Sales Representative
- Livestock Groomer/Fitter
- Livestock Journalist
- Livestock Marketing Agent
- Livestock Ranch Tenant
- Livestock Transportation Owner
- Livestock/Poultry Researcher
- Meat Cutter (Retail)
- Meat Inspector/Grader
- Meat Marketing (Wholesale)
- Milk Tester
- Nutritionist
- Pet Store Jobs
- Pharmaceutical Sales Representative
- Phone Salesperson/Telemarketer

- Range Management Specialist
- Range Manager
- Salesperson, Livestock Supplies
- Salesperson, Semen
- Semen Collector
- Sheep Ranch Herdsperson/Manager
- Sheep Ranch Owner/Operator
- Sheep Scientist
- Shepherd
- Slaughter House Manager
- State Dairy Analyst
- Swine Farm Herdsperson/Manager
- Swine Farm Owner/Operator
- Swine Scientist
- Teacher, Animal Science
- USDA Animal Health Inspector
- USDA Meat Inspector
- Warehouse Supervisor
- Weigh Master/Clerk

Environmental Horticulture Science Pathway

There are many career options open to students who complete the animal science pathway. Listed below are many of those careers. The following are the targeted occupations list. In addition to the Associates degree, some careers require advanced degrees, local and/or state certification, and licensing.

Nursery Management

Wholesale Production Nursery

- Propagator
- Inventory Controller
- Field Foreperson
- Field Superintendent
- Manager
- Salesperson
- Sales Manager
- Shipping Foreperson

Broker Wholesale Production of Seeds

- Breeder Propagator
- Independent Grower
- Sales Manager
- Salesperson and Dealer

Retail Nursery and Garden Center

- General Manager
- Buyer
- Division Manager
- Plant Doctor (Horticulturist)
- Landscape Designer
- Salesperson
- Floral Designer
- Maintenance Person
- Delivery Person (Truck Driver)

Arboretum, Botanical Garden and Horticulture Garden

- Director
- Superintendent of Operations
- Educational Director
- Curator
- Librarian
- Writer
- Propagator
- Researcher
- Greenhouse Manager

Education and Research

- Extension Agent (Farm Advisor)
- Private Horticultural Consultant
- Garden Writer
- Ornamental Horticulture Instructors
    - High School
    - Community College
    - University
        - Landscape Design
        - Landscape Contracting
        - Floriculture Production
        - Diseases and Pests
        - Floral Design
        - Management
- Research Scientists
- Research Technicians
- Plant Inspector
- Horticulture Therapy

Landscape Industry

Landscape Contracting

- Landscape Designer
- Landscape Estimator
- Landscape Contractor
- Landscape Construction Crew Foreperson
- Landscape Maintenance Foreperson
- Landscape Gardener
- Salesperson
- Landscape Draftsperson

Turf Management

- Greenskeeper
- Greenskeeper, Head Foreperson
- Turf Grower

Parks Management

- Parks Service Manager
- Parks Maintenance Supervisor
- Groundskeeper

Interior Landscape

- Designer - Salesperson
- Contractor (Installer)
- Contractor, Rental and/or Maintenance

Arboriculture

- Urban Forester
- Tree Trimmer
- Tree Trimming Foreperson
- Tree Surgeon

Floriculture and Design

Production

- Grower
- Production Superintendent or Foreperson

Marketing Manager

- Propagator
- Inventory Controller

Wholesale Commission

- Florist
- Manager
- Buyer
- Sales Manager
- Salesperson Route
- Salesperson

Retail Florist

- Store Manager
- Sales Clerk
- Head Designer
- Designer
- Wire Service Field Representative
- Panel or Show Designer

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C.
Total Program Goals and Objectives

Indio High School's Agricultural Education Aims

The outcome of achievements derived from courses in agriculture are many even though they are not always realized immediately. The more desirable ones are described below.

- The student's interest in agriculture is determined.
- An appreciation of conversation of our natural resources is developed in the student.
- The student is given a knowledge of living and growing things.
- Gives the student the ability to make intelligent selections of farm products for home use.
- Teaches the student to provide and maintain attractive home surroundings.
- Develops in the student an appreciation and understanding of the importance of agriculture to all citizens.
- Acquaints the student with related agricultural fields. (Job prospects)
- Trains the student for related agricultural fields.
- Prepares the student to become engaged in an agricultural production enterprise.
- Prepares the student for higher education in agriculture or its related fields.
- Encourage recordkeeping skills in agricultural enterprises.
- Develop in students an appreciation for the water delivery system that has been develop for the benefit of the people of California.
- Develop a conservation and appreciation for the natural resources in our great state and nation.
- Students will use and develop methods of water delivery that is practical and not wasteful.
- Develop students' interest towards related STEM careers, in particular agriculture which encompasses the concepts of STEM, which should be rebranded to include agriculture to "STEAM."
- Encourage curriculum in which students explore engineering within agriculture.

- Encourage curriculum in which biotechnology and genetic engineering is explored.
- Encourage curriculum in which students use technology and computer aided design.
- Prepare students not just for the local workforce but for post secondary education, hence students are both career and college ready.
- Students will face a global economy therefore the department must develop in all students a global awareness of perspective and various agricultural practices and markets

Program Goals and Objectives

A. Animal Science Pathway

This instructional program is designed to prepare persons for employment in enterprises associated with animal science, animal husbandry, breeding, animal health care, animal welfare, animal handling, zoology, animal biology, veterinary medicine, animal nutrition and management. The occupations in this industry involve mostly outdoor work growing and managing animals.

The goals of this instructional program are:

- Fulfill the educational needs of students by educating them on issues facing agriculture and provide them with the tools to make informed decisions for their future and the future of animal agriculture.
- Develop animal production systems that are sustainable and either maintain or enhance our environment and renewable resources.
- Be aware of the ever-changing demands of animal agriculture.
- Identify, define and analyze existing and emerging issues in animal science by applying an understanding of specific animal production systems and industries.
- Provide technical training in animal science – genetics, nutrition, reproduction, biotechnology and animal production
- Equip animal scientists with skills applied in a variety of contexts – including poultry, wildlife, pig, aquaculture, dairy, companion and pedigree animals, sheep, goat and beef
- Search, identify, evaluate, collate and present scientific knowledge.
- Analyze and integrate information to achieve better understanding of complex issues involving animal industries.
- Identify, define and analyze problems affecting animal health and production.
- Supply students with the knowledge and skills required for entry into and successful progress in those ornamental/environmental horticulture occupations that do not require education beyond the secondary school level.
- Prepare students for post secondary education in agriculture.
- Enable students to acquire an understanding of the economic and social impact of the animal industry on society and its relationship to agriculture in general.

- Provide the animal industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that presently exist and that are developing in the industry.

B. Environmental Horticulture Science Pathway

This instructional program is designed to prepare persons for employment in enterprises associated with floriculture, greenhouse operation, turf production and management, landscape design, construction and management and floristry. The occupations in this industry involve mostly outdoor work growing and managing plants.

The goals of this instructional program are:

- Supply students with the knowledge and skills required for entry into and successful progress in those ornamental/environmental horticulture occupations that do not require education beyond the secondary school level.
- Prepare students for post secondary education in agriculture.
- Enable students to acquire an understanding of the economic and social impact of the horticulture industry on society and its relationship to agriculture in general.
- Provide the horticulture industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that presently exist and that are developing in the industry.
- The student performs hands on experimentation with various forms of plant propagation.
- The student learns various techniques in pest management with a focus on organic solutions.
- Every aspect of nursery production from seed to liner is explored.
- Train in the Earth friendly Xeriscaping (water-wise landscaping) field. This aspect of the Horticulture field integrates art and science to create a beautiful landscape with Earth friendly concepts in mind.
- Apply scientific and quantitative reasoning to address real world problems in plant production and management systems.
- Understand the growth and development of horticultural and agronomic crop plants, current management practices, and factors that influence yield, aesthetics, and end-use quality.
- Students integrate skills, facts, concepts, principles and research methods from plant and other sciences in order to actively participate in a wide variety of environmental and agricultural activities, including research, outreach, education and management

- Understand and appreciate the importance of horticultural and agronomic crop plants to global society, and use this knowledge to contribute to the welfare of global society.
- Obtain, evaluate, and apply scholarly information to expand understanding and knowledge-base of the plant sciences.
- Communicate effectively to a broad range of audiences using appropriate traditional and emerging technological media.
- Appreciate the breadth and depth of professional opportunities in plant science.
- Understand hydrology and proper irrigation techniques as to be resourceful in providing water to plants.

Chapter Specific Goals and Objectives for the 2014-2015 Academic Year

Division I - Student Development

1. To motivate 100 members to participate in various activities.
2. To encourage all livestock members to complete record book(s) before auction.
3. To encourage new and advance members to compete and prepare in Public Speaking.
4. To have 3 teams compete in local, state, and regional level.

Division II - Chapter Development

1. To have 5 members receive their State Degree
2. To have at least 3 community service for the year.
3. To have fundraisers to potentially raise $2000 by end of the school year.

Division III - Community Development

1. To have at least 25 members volunteer at the local food bank distribution center
2. To educate local elementary students on the importance of agriculture, animal care and horticulture.
3. To have members be active with environmental activities.
4. To have citizenship within the chapter and community.
5. To have the chapter promote the Indio FFA in the community

Division I - Student Development

I. Goal 1- Ways and Means

- To motivate 100 members to join and stay in the FFA.
    a) Officers go to Ag classes to talk and encourage students.
    b) Officers talk individually to students.
    c) Have an ice cream social to make the new members feel comfortable and to have them meet new people.
    d) Have entertaining meetings; provide refreshments, fun icebreakers, reward members' accomplishment, and officers should have enthusiasm when speaking.
    e) Invite members to participate in events.

II. Goal 2- Ways and Means

- To encourage all livestock members to complete record book before auction (week before).
    a) Have workshops once a month.
    b) Remind members to keep track of all activities.
    c) Reward the members that complete with goody bags.

VI. Goal 3- Ways and Means

- To encourage new and advance members to compete and prepare in Public Speaking.
    a) By giving positive feedback.
    b) Telling them of past experiences.

c) Meeting new people.
d) How it's a great experiences.
e) Workshops to encourage people to participate.
f) Make a list of potential speakers.
g) Have local contest.
h) Recognize them at meetings.

VII. Goal 4- Ways and Means

- To have 3 teams compete in local, state, and regional level.

a) Have a meeting to explain what each team does and what they will be tested on. (Preferable members with experience in these teams)
b) Encourage members to participate in a team.
c) Remind them to attend practices.
d) Have practice contest.
e) Have the teams participate in sectional contests.
f) Recognize the team at meetings by giving an award or prize.
g) Recognize them at the banquet.

Division II - Chapter Development

I. Goal 5- Ways and Means

- To have 5 members receive their State Degree.
  a) Potential recipients
     a. Cera López, Lidia Mascareno, Alexander Gallardo, Jessie Gutiérrez and Alex Paz
  b) Have workshops in December to have Rewords Books up to date.
  c) Officers will encourage potential recipient by reminding them to participate in FFA activities outside the Chapter.
  d) Encourage them to raising an animal or do a landscape to reach the required amount of profit to receive the degree (if needed).

II. Goal 6- Ways and Means

- To have at least 3 community service activities for the year.

a) Have the members and officers suggest ideas for community service. Potential community service: food bank, healing horses, Coachella valley wild bird center.
b) The members will be informed through; chapter meetings, Ag white board, and chapter website.
c) Have visual information such as pictures and videos.

III. Goal 7- Ways and Means

- To have fundraisers to potentially raising $2000 by end of the school year.

a) Have enough money to pay for banquet, field days, refreshments for chapter meetings, gas for traveling, conferences, and livestock expenses such as dumpsters.

b) Some fundraiser ideas are selling tacos.
c) Have friendly competitions when selling tickets for car wash and truck tickets.
d) Keep on bringing it up. (Announcements, flyers, & posters)
e) Inform members on how it would benefit all members.

Division III – Community Development

I. Goal 8 - Ways and Means

- To have at least 25 members volunteer at the local food bank distribution center
  a) Vice President will contract FIND Food Band to determine when we could volunteer at the local food bank
  b) Promote the event, have members sign-up for the event and hand out permission slips for the event. Contract parents who might want to help with this project

II. Goal 9 - Ways and Means

- To educate local elementary students on the importance of agriculture, animal care and horticulture.
  a) Contract the local elementary school as to when we could come educate the students
  b) Promote the event, have members sign-up for the event, determine what animals to take for the petting zoo and hand out permission slips for the event.
  c) Ask for donations for plants to teach elementary students how to transplant

III. Goal 10 - Ways and Means

- To have members be active with environmental activities
  d) Inform members the benefits of having or creating an environmental project: garden, landscape, and gardening.
  e) Helping out ones house and neighborhood. Ideas are: recycling trash, panting plants, or prevent wastefulness of water.

IV. Goal 11- Ways and Means

- To have citizenship within the chapter and community.
  a) Officers remind members to be courteous when in community events.
  b) Encourage members to be helpful and hardworking.
  c) Recognize members who have great citizenship in the chapter during a chapter meeting.

V. Goal 12- Ways and Means

- To have the chapter promote the Indio FFA in the community
  a) Participate at local events or community service and introducing ourselves as a chapter.
  b) Through newspapers or social media on events that affect or benefit the community. Some ideas are through school backboards, school newscast, face book, or twitter.

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D.
Program Description

Indio is the largest and oldest city of the Coachella Valley. Indio High School is one of four comprehensive high schools in the Desert Sands Unified School District. Established in 1958, the school is located in Indio, California, bordering a residential and business/shopping area in the eastern end of the Coachella Valley. Most recently, the City of Indio was named one of the top 100 Best Communities for Young People by America's Promise Alliance. America's Promise Alliance also named Indio High School as one of the top 10 high schools for young Hispanics in the nation.

The administration at Indio High School has been and continues to be very supportive of the agricultural program. Indio High School's agricultural department is unique in their school district, for none of the other three comprehensive high schools host an agricultural department. The program currently operates with three agricultural teachers and countless parents, community and industry supporters. In the past, the program focused on Animal Science, Floriculture, Agribusiness and Agricultural Mechanics. A complete renovation of the high school is underway, which will support the emerging Environmental Horticulture Pathway.

The primary sources of income and employment are tourism and agriculture. The local community needs highly trained individuals in the field of agriculture and with the new renovations and additional support of Career Technical Education, our department will continue to provide eager, college and career ready individuals. Our students are successful in their post-secondary studies and within the local agricultural industry. For a school of high needs, 94% Hispanic population (largest English Learner population in the district) and 91% of student population receiving "Free/Reduced Lunch," a graduation rate of 92% is impressive. The agricultural department at Indio High School is proud to support the graduation effort by providing a rigorous, comprehensive and challenging curriculum.

The scientific method has been a cornerstone in teaching students about science and agriculture. I have always felt strongly about teaching the scientific method and ensuring students remain curious about the world around them. In every class activity and laboratory, I require that students develop their own questions and conduct research so they can pose a valid and rigorous hypothesis. All of my students determine what evidence they will need to be able to prove their hypothesis and they collect their data either in groups or as individuals. Data and observations must be collected accurately so that it can be interpreted appropriately. All students formulate explanations to phenomena after they summarize their evidence. Lastly, all students examine how they can apply the knowledge they have learned in every experiment and how they can apply it to other agriscience concepts and potential solutions to problems. Oral communication is vital; therefore all students present their hypothesis and arguments by orally explaining their justification and evidence to the class.

The curriculum at Indio High School has always favored a curriculum that is "hand-on." As a former student of the program, I learn first-hand the effects this pedagogical method can have on student learning. All curriculum development takes the input of the local community and industry needs. In addition, all agricultural courses are developed to meet the "A-G" UC admissions requirements. These driving forces are preparing our students toward college and career readiness. As a personal endeavor of mine, I made it a personal goal to earn "A-G" UC admission requirement credit for all of our agricultural courses.

As of this fall, all agricultural courses have been UC admission approved. I have personally developed and teaching these newly UC admission approved courses: Agricultural Chemistry CP, Agricultural Chemistry Honors, Environmental Horticultural Science I CP and Environmental Horticultural Science I Honors. Both Ag Chemistry CP and Honors sections meet the "D" requirement for UC admission in physical lab science credit. In addition, both EHS I CP and EHS I Honors sections meet the "D" requirements for UC admission in life lab science credit. All agriscience courses that are taught meet the California Physical/Life Sciences State Standards, the Next Generation Science Standards, the Common Core State Standards and infused into application and for relevance are the California Career Technical Education Model Curriculum Standards in the Agriculture and Natural Resources Industry Sector through laboratory and learning activities.

My philosophy in teaching and curriculum development is to prepare students for all of the following: college admission, an agriscience career and to developed informed citizens of our nation. Therefore in all my courses I encourage literacy development for all students, with special emphasis on English Language Learners, through daily analyzation of informational text. Oral communication and group collaboration is vital. As a result, when students collaborate in their laboratory activities, all teams are expected to express their results orally to the whole class. Team members must rotate the oral presentation duty among the team so that this responsibility

does not solely fall simply on one individual and we also develop the oral presentation skills of all students in the class. In addition to reading informational text, students in my agriscience courses must be able to complete the scientific process and special emphasis is placed on their conclusion. All conclusions must be based on their experimental data and all claims must be justified by the evidence from their experimental data. In fact, I encourage inquiry-based learning in all my classes where the students guide their learning and I act as a facilitator of learning.

Our chapter has a strong and active FFA membership. Officers are elected yearly by the local chapter membership. Our chapter membership is nearly 400 members, which means that a quarter of the students that attend Indio High School are FFA members. For the past three years, I have served the Indio FFA chapter as the Assistant FFA advisor. In these past three years I have coached a sectional winning and regional participant in Creed Speaking, Best Informed Greenhand teams, Nursery/Landscape teams, Public Speaking and Opening/Closing teams. In the past three years our Officer Team has continuously earn a "gold placing" for their participation in the sectional Opening/Closing contest. In addition, the Nursery/Landscape team I have coached and continue to coach has won first place two years in a row at the annual Los Angeles County Fair Field Day. This year I actually had three teams participate at the LA County Fair Field Day and we won 1st, 3rd and 4th place. As far as SAE, I supervise the horticulture and swine projects that are submitted from our chapter into the Riverside County Fair. I aid in the guidance of design and construction of the Junior Landscapes entries on behalf of our chapter. The first year we entered landscape entries we had 8 entries and all 8 landscapes earned a 1st place placing. That year my students also won the Best of Show, the People's Choice and Sweepstakes Awards in Horticulture. This past year was just as successful, with 10 entries, eight 1st place placing and two 2nd place placing. This past year our students also took home the Best of Show, the People's Choice and the Sweepstakes Award.

All our success in FFA could not be possible without the support of countless volunteers, administrators, community and industry leaders and our Agricultural Advisory Committee. Many parents and family members volunteer to help supervise, care and feed our membership especially during the stress of the county fair. Our administrators volunteer to conduct our local Project Comp Competition and at the same time we educate our administration on the great things our members accomplish. The Animal and Horticultural Sciences pathways could not have been as successful without the support of the local veterinarian hospital, the Living Desert Zoo and Botanical Gardens, our local water district, several of our local nurseries and the support from the California Women for Agriculture of the Coachella Valley. Our Advisory Committee is composed of leaders in the local agricultural industry that can shape the direction and purpose of the agricultural department.

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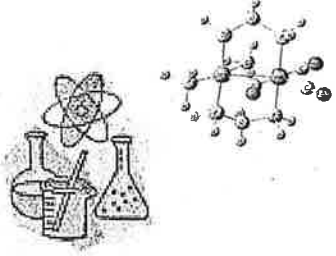
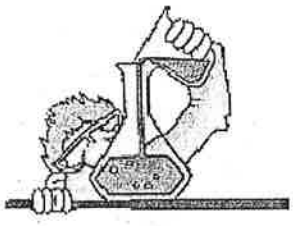
E.

Program and/or Course Subject Matter Content Outline



Indio High School - Agriculture Department
Agricultural Chemistry CP / HP
Course Syllabus for 2014-2015 School Year



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cesar.lopezbarreras@desertsands.us

Mr. Lopez-Barreras
(760) 775-3550
Room: IE33

Agriculture Chemistry is a college preparatory course for students interested in pursuing agricultural science programs in college, with emphasis on chemistry's applications to the environment and agricultural practices. Students will spend approximately 30% of this course engaged in laboratory exercises. Since this is an agricultural education course, students will also participate in leadership development and create a supervised agricultural experience program. Assessments will include selective and constructive responses and performance task. Students will write lab reports for each major unit of study as well as a research paper for each semester. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement, both of which are graded components of the course. As a culminating component to the class, students will also develop and present a content-relevant research project for the state Agriscience Fair. Students must have received satisfactory grades in Algebra as well as Agriculture Biology.

NATIONAL FFA ORGANIZATION & SAE PROJECT

The FFA, formerly known as the Future Farmers of America, is a national organization found in thousands of high schools across the United States. The goals of the organization are to develop leadership, cooperation, and citizenship in its members. You automatically became a member of the National FFA Organization when you enrolled in this agriculture class. Becoming involved in the FFA will help you develop valuable leadership, social, and public speaking skills. It is an integral part of this course.

One of the National FFA Organization's requirements is for every FFA member to have an agriculturally related project. These projects are termed Supervised Occupational Experience Projects or SAEs. The students are to keep accurate records on their SAEs, in which they will produce a product or provide a service, and hopefully make a profit. The project is the actual, hands-on application of concepts and principles learned in the agricultural education classroom. Students are supervised by their ag teachers in cooperation with parents, employers and other adults who assist them in the development and achievement of the SAE.

PRE-REQUISITES

- Agriculture Biology or Biology CP - Required
- Algebra 1 or higher - Required

MISSION STATEMENT:

Indio High School is a comprehensive school that bridges the rich tradition of the Indio community to the challenges of the twenty-first century by providing its diverse student population with rigorous academics, complimented by athletics, the arts and activities. The school offers its students a safe and inclusive environment in which they can pursue courses of study in a supportive, intellectual, social, emotional, and physical environment that cultivates each student's individuality and talents. Indio High School utilizes best instructional practices supplemented by effective assessment and timely intervention. Highly qualified and caring professional educators, in concert with its parents and community are committed to the goal of preparing all students to successfully meet future educational challenges. As a cornerstone of the city, Indio High School is committed to building relationships among students, parents, staff, alumni, and the Indio community.

ATTENDANCE:

Points are given for daily attendance and participation. If you have an **EXCUSED ABSENCE** it is your responsibility to make up any work that was done on that day. No makeup work will be allowed for truancies and/or unexcused absences.

THINGS YOU WILL NEED:

- **Textbook** – Please keep textbook in good shape. Students will have access to a class set of texts and will be assigned a specific textbook to use in class. Textbook contracts will be sent home about two weeks after the start of class (to allow for student movement). ***If the contract doesn't come back signed the student will not be allowed to use the class textbooks and will be required to bring their book from home as needed***
- **Science and Lab Notebook** – This notebook will be utilized everyday and must come to school with you every day of class. This notebook will also be utilized when students have inquiry based laboratories in class to use to develop experiments, collect data, analyze data and work out their conclusion.
- **FFA Record Book** – All records of your SAE. Please keep in good condition and follow all instructions. Replacement cost is $5.00.

COURSE PROCEDURES:

- **Homework**: There will be approximately 2-3 hours of homework per week. Homework is due at the beginning of class (not the middle or at the end). You will utilize your Notebook
- **Detention: may be given if homework is continuously not completed.**
- **Late Work**: Late homework assignments will only be accepted for HALF credit. If you wish to earn full credit, homework MUST be turned in when due.
- **I refuse to grade assignments I can't read.** Please proofread assignments before turning them in.
- **Note-taking:** The majority of the course content is delivered through an interactive class lecture. That is why your notebook is such a valuable portion of your grade. You can expect a minimum of 2-3 lectures a week. I will try to limit the length of the lecture to 30 minutes. Be prepared to participate during lecture by answering questions on a white board, doing pair shares with a partner, using hand motions, and repeating important words and phrases orally. Notebooks are graded at the end of every week.
- **Formal Lab Reports:** You can expect 2-3 formal labs per unit. For each lab you will utilize your Lab Notebook to record a hypothesis, collect data, analyze the data to create a conclusion and answer analysis questions provided by the teacher. You will also be expected to create graphs and write conclusion paragraphs for every lab. Utilizing your Lab Notebook you will report you findings in a formal lab report (format will be discuss in class).
- **Weekly Quizzes:** There will be a short answer quiz every Friday. Quizzes will vary in length and will test student knowledge on the objectives for the given week. Students are expected to write out their responses, citing evidence and deep understanding of the weekly objectives.
- **Science Fair Project:** Each student is encouraged to design and carry out their own science fair project. Students seeking honors credit MUST participate in the science fair. Some class time will be given throughout the year for teacher guidance and support, but the majority of the work will be done at home. The final product will include a paper and project board that will be displayed at the California Polytechnic State University's Spring Agriculture Field Day.
- **Final Exams:** There will be one final exam per semester. Exams will cover all of the material of that particular semester. Final exams consist of selective response questions, short answer and performance based test. Some questions will be new, but many of the questions are taken from previous tests and quizzes. A lab practical may also be administered.

GRADING:

Grades are based on the following areas:

- Science Notebook and assignments = 25%
- Quizzes & Tests = 20%
- Labs & Projects = 35%
- Supervised Ag Experience = 10%
- Attendance & Participation = 5%
- FFA = 5%

AGRISCIENCE PROJECT:

Each student is encouraged to complete an Agriscience project over the course of the year. Students will be required to work on these projects both inside and outside of class. Students seeking honors credit MUST complete

an Agriscience project. Following the scientific method, students will be asked to assemble a board in order to display the results of their project. Those students will that choose to participate in the Agriscience Fair will be expected to attend FFA competitions during the second semester, particularly California Polytechnic State University's Spring Agriculture Field Day. An Agscience project can also become a Supervised Agricultural Experience project, hence meeting both requirements if an Agscience project is developed and presented.

FFA PARTICIPATION:

All students are required to attend 3 distinctly different FFA activities per semester. This participation is worth 5% of your grade. Students will be provided access to an FFA calendar.

GRADE REPORTS:

Teacher generated grade reports will be sent home once a month. They are to be signed by a parent/guardian for 5 extra credit points. Any mistakes need to be immediately pointed out to the teacher so they can be corrected.

STUDENT EXPECTATIONS:

- **Responsibility** – You are expected to keep track of your Daily Science Journals (DSJ), Daily Classroom Reflections (DCR), on top of your Cornel Notes, homework, classroom and lab work and turn in at the end of the week, your agenda that contains due dates of all assignments, and completion of all class assignments.
- **Exercise Good Judgment** – Always think before you speak or act. Also, manage your time both in and outside of class.
- **Study** – Truly learning the subject will require effort on your part. Studying outside of class is vital to your success.
- **Be Prepared** – Bring notebooks, papers, pens/pencils, and yes, even your BRAIN! Neglecting to bring the proper materials on a routine basis will result in loss of participation points.
- **Respect** – All students have the right to learn and achieve without the interference of others.
  - Exhibiting prejudice or prejudicial behaviors will NOT be tolerated.
  - Appropriate language should be used at all times.
  - Interruption of the teacher or another student who is speaking is rude and limits the opportunity for others to learn.
- **Classroom Rules** – Food, drinks (with the exception of water at your desk), and gum will NOT be allowed in the classroom. Also, all electronic devices are strictly prohibited and may be confiscated if seen or used. Indio High School dress code will be followed daily.
- **Timeliness** – Please be on time! Tardiness will NOT be tolerated. This means being in your seat with pen, paper, homework, etc. ready before the tardy bell rings!

PARENT EXPECTATIONS:

- **Studying** - Provide student with a quiet place to study and needed materials.
- **Monitor** - Monitor student progress (sign weekly agendas and biweekly grade printouts).
- **Encourage**- Encourage student to focus on their education and goals.

TEACHER EXPECTATIONS:

- Help all students to understand scientific concepts and apply them to life.
- Keep students and parents/guardians informed or grades and behavior.
- Respect students' right to learn (suspensions and detentions will be given to students distracting the classroom environment).
- Follow and enforce school rules.
- Help students develop the skills and tools needed to be successful.
- Share the love of agriculture!

HOME ACCESS:

It is highly recommended that all parents and students utilize Home Access. With Home Access, parents and students are able to login and use the website to view student academic progress, including access to attendance, grades, and current assignments. Through Home Access one can email teachers, receive emailed reports from teachers, access student testing results and much more. To access Home Access go to: https://ds-hac1.dsusd.k12.ca.us/homeaccess/

Mr. Lopez' Class Procedures

1. Come into class on time; Get your Class Notebook; Find your seat BEFORE the bell rings. Tardy Sweep is enforced and you will be sent to Tardy Sweep for being late.

2. Have your notebook, paper, pencil or pen ready to start work.

3. At the beginning of class, students will read the Standards, Objectives, Activities for the day and complete the warm-up activity, which are all located on the Board in the Classroom. The Daily Warm-Ups and their answers will need to be completed on the weekly forms provided and handed in for a grade at the end of the week.

4. Put your name, date, course enrolled in and class period on ALL papers

5. Homework or daily assignments will be placed in the assigned area.

6. All students are expected to have their own paper, pen/pencil and notebook everyday.

7. Please ensure the student has the following for the course:
    a. A 3 ring binder (at least 1 inch thick)
    b. A composition or spiral notebook
    c. 5 tab inserts to separate and organize their notebook

    These two items are due the Thursday or Friday of the first complete week of class. The binder and notebook will be graded quarterly (at random and announced) and are left in an assignment area within the classroom.

8. Students will pick up their assignments from the assigned area. Students must keep a table of content in both their 3-ring binder and one in their notebook.

9. If you are working in the Lab area, you will pick up at the end of the Lab and return all materials.

10. If is your responsibility to clean-up your area and desk when completing work on assignments or labs. Leave things cleaner than you found them.

11. If you are absent, it is your responsibility to gather your missed worked before school, at lunch or after school (after school becomes a problem once Livestock are in our barn area).

12. Make-up work will only be accepted for **EXCUSED** absences and only given the same amount of days of absence to make up the work.

13. All students will participate and collaborate with their fellow classmates. Participation scores are gathered every day for contributing to the class discussion, answering questions, sharing facts and insights. Participation is linked to attendance, so if you are missing class, you are also missing on participation points and classwork.

14. Student will complete the reflective activity just before departing. Once the reflection is completed, student may put their notebook away and prepare to travel to their following class. Mr. Lopez will excuse you, NOT THE BELL. No one is to be lined up at the door before the bell rings.

Indio High School

Rules and Regulations

2014-2015

Indio High School rules are based on a few simple considerations - good taste, courtesy, safety and health. Students should review these rules as they will be held responsible for following them while at school as well as during all school activities, functions, and sporting events; both at home and away.

1. Indio High School is a closed campus. This means that once you arrive to school, you may not leave campus without permission. Students must check out of school through either the Attendance or Health offices. This includes lunch.

2. Indio High School adheres to an honor policy regarding student work. Refer to your Student Handbook for more information.

3. During the lunch period, students are not permitted in the stadium and construction areas, any of the baseball and softball fields, or the tennis courts.

4. Students are required to have a hall pass during class time. Students found on or off campus without a pass may be suspended.

5. Gang-related markings are not allowed. Students may not openly advertise their affiliation, in any way, with any gang or crew while on campus or while involved in any school function.

6. Students are not to be at any location where alcohol, tobacco, or drugs are present during school hours or during any school activity. The use, possession, sale, or distribution of any drugs, tobacco, and/or alcohol will lead to immediate suspension and possible expulsion from school.

7. Students may not use cellular telephones or electronic devices during class time, including passing periods. Cellular telephones and electronic devices may only be used during lunch, before or after school. During class they must be turned off and put away. Any violation of this will result in a referral to the Dean's office and possible suspension. Repeat offenders **will** be suspended. Device will be confiscated and will only be released to parent/guardian.

8. The staff and student parking lot is off limits during class time, during lunch, and between periods.

9. Student parking is permitted **only** in the student parking lot.

10. Hats are not to be worn in the classroom or office area. Hats are not permitted that display lewd, obscene, vulgar, or offensive statements or pictures. Hats should be in good taste, neat, clean, modest and decent. Hats may not be customized or identify the wearer as a member of any organization that is not recognized by the school. Hats may not be customized or identify the wearer as living or belonging to a particular part of town.

11. Failure to report to the Dean's Office with disciplinary referrals will result in automatic suspension.

12. Food and drinks are not permitted in classrooms during class time. Class parties are not allowed during instructional hours.

13. Clothing is not permitted that displays lewd, obscene, vulgar, or offensive statements or pictures. Clothing must be in good taste - neat, clean, modest and decent. Please note the following...
    - shirts and shoes must be worn at all times
    - midriff may not be exposed
    - no low-cut or plunging neck lines
    - all clothing is to be worn appropriately and may not expose a student's undergarments
    - no clothing that is sexual
    - no sleeveless undershirts may be worn
    - no oversize clothing, belts that hang, or clothes that sag
    - no cutoff, ragged or torn garments may be worn
    - no hair nets or bandannas may be worn
    - no initialized belt buckles may be worn
    - no slippers may be worn in place of shoes
    - no pajama clothing
    - no clothing or other items, which can be intimidating to others or that put the wearer in danger i.e. chains and spiked apparel, etc.
    - no clothing that displays a weapon
    - no "in memory" clothing

    Clothing may not be customized or identify the wearer as a member of any organization, area or group that is not recognized by the school.

14. Publications, posters, and announcements may only be distributed with prior administrative approval and only in designated posting areas.

15. Skateboards, rollerblades and bicycles are not to be ridden on campus at anytime (day or night). Items will be confiscated and only released to parent/guardians.

16. Students are to exhibit acceptable standards of behavior at all times on campus, at all school activities, and to and from school.

17. Balloon and flower deliveries to Indio High School will not be accepted and students are not to bring balloons and flower bouquets to school.

18. Harassment is prohibited and subject to disciplinary action. Harassment includes sexual (unwelcome advances, verbal or physical conduct of a sexual nature), intimidation, or threats to cause injury to another person or damage to his/her property.

19. Bullying, in any form (personal, cyber, etc.) is prohibited and will be lead to disciplinary action.

20. Fighting is prohibited. Students involved in fights will be arrested by Indio Police Department, suspended and be required to attend counseling and conflict resolution sessions. A second fight will result in an expulsion.

21. Messages will be delivered for emergencies only. No messages will be delivered after the start of 4th and 8th periods, as we cannot guarantee delivery by the end of the school day.

22. Candy sales are not permitted on campus during school time.

Mission Statement

Indio High School is a comprehensive school that bridges the rich tradition of the Indio community to the challenges of the twenty-first century by providing its diverse student population with rigorous academics, complemented by athletics, the arts and activities. The school offers its students a safe and inclusive environment in which they can pursue courses of study, in a supportive, intellectual, social, emotional, and physical environment that cultivates each student's individuality and talents. Indio High School utilizes best instructional practices, supplemented by effective assessment and intervention. Highly qualified and caring professional educators, in concert with its parents and community are committed to the goal of preparing all students to successfully meet future educational challenges. As a cornerstone of the city, Indio High School is committed to building relationships among students, parents, staff, alumni, and the Indio community.

Academic Honesty Policy

All members of the Indio High School community are expected to abide by ethical standards in their conduct. Students are to adhere to high standards of honesty and academic integrity. These standards include, but are not limited to the following:

1. In projects and assignments, students never intentionally represent the ideas or the language of others as their own. This includes plagiarism from the Internet as well as paper sources. This also includes copying of homework. Plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.
2. Students neither give nor receive unauthorized assistance on quizzes or examinations. This includes looking at someone else's test paper to copy the answer, discussing a test problem or sharing its solution with others, copying test problems or answers and sharing them, stealing a test, and stealing the answers to a test.
3. Using any unauthorized aids on quizzes or examinations. The use of notes during a test, that have not been expressly allowed by the teacher, are prohibited. This includes all notes, whether handwritten, computer generated, or programmed into any electronic device.
4. Submitting someone else's work as your own. Also, copying homework is NOT acceptable under any circumstances.
5. In laboratory or research projects, involving the collection of data, students accurately report data observed and do not alter the data for any reason.
6. Students do not destroy or alter the work of other students or the educational resources and materials of Indio High School.

An extended discussion of the ethics of cheating is beyond the scope of the above items. What IS important to understand is that any form of academic dishonesty, at any level, is taken very seriously by ALL academic institutions. Cheating places your grade at risk and jeopardizes your academic career. And it's just plain WRONG and will lead to disciplinary action.

Academic Culture

Academic Honor Roll

After every quarter, Indio High School recognizes academic excellence. The following Honor Rolls reward students at three levels of academic achievement.

- 3.0 Honor Roll
  - Certificate presented by the Principal
- 3.5 Academic Honor Roll
  - Certificate presented by the Principal
  - Early lunch release
- 3.8 Principal's Honor Roll
  - Certificate presented by the Principal
  - Early lunch release
  - Lunch with the Principal
- Have a college shirt day each week every 1st Wednesday of the month
- Posters, "I'm going to college!"

Attendance/Absences

DISTRICT POLICY

Absences will be recorded in one of the following categories:

1. Excused
   - Illness
   - Quarantine
   - Medical/dental appointment
   - Funeral
   - Appearance at court
   - Religious holiday/ceremony
   - School activity
2. Unexcused - any absence not included in number 1, even if the parent or guardian is aware of the absence or has given consent. Examples include:
   - Baby-sitting
   - Car Trouble
   - Shopping
   - Studying for a test
   - Taking a trip
   - Working
3. Unexcused
   - Suspensions
   - Tardy sweep
   - OCS for discipline/attendance

Bell Schedules

REGULAR SCHEDULE

PERIOD	TIME	MINUTES	PASSING
1-5	7:30 to 8:57	87	
2-6	9:04 to 10:37	93	7
3-7	10:44 to 12:11	87	
LUNCH	12:11 to 12:51	40	7
4-8	12:58 to 2:25	87	

INDIO HIGH SCHOOL STAFF COLLABORATION SCHEDULE
On Wednesdays, classes begin at 8:30 a.m.

PERIOD	TIME	MINUTES	PASSING
Collaboration	7:30 to 8:25	55	
1-5	8:30 to 9:42	72	7
2-6	9:49 to 11:07	78	7
3-7	11:14 to 12:26	72	
Lunch	12:26 to 1:06	40	7
4-8	1:13 to 2:25	72	

MINIMUM DAY SCHEDULE (1, 2, 3, 4 OR 5, 6, 7, 8)

PERIOD	TIME	MINUTES	PASSING
1-5	7:30 to 8:35	65	7
2-6	8:42 to 9:54	72	
NUTRITION	9:54 to 10:09	15	7
3-7	10:16 to 11:21	65	7
4-8	11:28 to 12:33	65	

Graduation Requirements

220 credits to graduate.

English		40 credits
Mathematics		30 credits
10 credits of Algebra is required		
Science		20 credits
10 credits of Physical Science		
10 credits of Life Science		
Social Studies		30 credits
World History	10 credits	
United States History	10 credits	
American Government	5 credits	
Economics	5 credits	
Physical Education		20 credits
Foreign Language or Fine Arts		10 credits
Electives		70 credits

Requirements for College Admission

Community Colleges

Community Colleges do not require SAT or ACT tests.

1. Requirements - 18 years of age or high school graduate
2. Applications - Available on-line
3. Transcripts - Request a copy of your high school transcript from the Registrar to be sent to College of the Desert upon graduation
4. Entrance Exams - Placement tests are given in English and Math

Independent Universities

Most Independent public or private Universities have minimum GPA requirements as well as minimum required scores on either SAT I and SAT Subject or ACT tests. These are updated yearly. Please see your counselor or visit the Career Center for the most current information.

University Of California (UC)

Berkeley	Los Angeles	Santa Barbara	San Francisco
Davis	Merced	Santa Cruz	
Irvine	Riverside	San Diego	

California State University (CSU)

Bakersfield	Fresno	Long Beach	Sacramento	San Luis Obispo
Channel Islands	Fullerton	Maritime Academy	San Bernardino	San Marcos
Chico	Hayward	Monterey Bay	San	Diego
Sonoma				
Dominguez Hills	Humboldt	Northridge	San	Francisco
Stanislaus				
East Bay	Los Angeles	Pomona	San Jose	

Eligibility

UC/CSU campuses require students to meet an eligibility index requirement determined by a combination of GPA in A-G required courses and scores on either SAT I or ACT tests. See your counselor or go to the Career center for specifics regarding the eligibility index.

In addition, to be eligible for admission an applicant must be a high school graduate and meet the requirements listed below:

A. History/Social Science – 2 years required

Two years of history/social science, including one year of world history, cultures and geography; and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.

B. English – 4 years required

Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.

C. Mathematics – 3 years required, 4 years recommended

Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades that your high school accepts as equivalent to its own math courses.

D. Laboratory Science – 2 years required, 3 years recommended

Two years of laboratory science providing fundamental knowledge in at least two of these three foundational subjects: biology, chemistry and physics. Advanced laboratory science classes that have biology, chemistry or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement, as may the final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects.

E. Language Other than English – 2 years required, 3 years recommended

Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if your high school accepts them as equivalent to its own courses.

F. Visual and Performing Arts (VPA) – 1 year required

A single yearlong approved arts course from a single VPA discipline: dance, drama/theater, music or visual art.

G. College-Preparatory Electives – 1 year required

One year (two semesters), in addition to those required in "A-F" above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language).

Desert Sands Unified School District
2014- 2015 SCHOOL YEAR CALENDAR

July 2014

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

August 2014

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

(2)

September 2014

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

21

October 2014

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

(23)

November 2014

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

13

December 2014

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

(15)

January 2015

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

19

February 2015

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

(18)

March 2015

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

20

April 2015

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

19

May 2015

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

20

June 2015

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

9

SIGNIFICANT DATES

July 4	4th of July Observance
Aug. 21, 22	New Teachers Inservice
Aug. 25	Common Core Training
Aug. 26, 27	Teacher Preparation
Aug. 28	Instruction Begins
Sept. 1	Labor Day Observed
Nov. 10	Staff Development
Nov. 11	Veterans Day
Nov. 24, 25, 26	Schools Closed
Nov. 27, 28	Thanksgiving Holiday
Dec. 22-Jan. 2	Winter Break
Dec. 24, 25	Classified Holiday
Dec. 31, Jan. 1	Classified Holiday
Jan. 19	Martin Luther King Day
Feb. 13	Lincoln's Day Observance
Feb. 16	Presidents' Day
March 30-April 3	Spring Break
May 25	Memorial Day
June 11	Last Day of School
TBD	Summer School Begins

New Teachers Inservice

Teachers' Preparation Days

Common Core Training Days

School Recess

179 INSTRUCTIONAL DAYS

Grades K-5

11/21	1st Trimester Ends (59)
3/13	2nd Trimester Ends (62)
6/11	3rd Trimester Ends (58)

Grades 6-8

10/31	1st Quarter Ends (46)
1/23	2nd Quarter Ends (42)
3/27	3rd Quarter Ends (43)
6/11	4th Quarter Ends (48)

Grades 9-12

10/31	1st Quarter Ends (46)
1/23	2nd Quarter Ends (42)
3/27	3rd Quarter Ends (43)
6/11	4th Quarter Ends (48)

TESTING WINDOW

CELDT: 7/1/-10/31/14
CAHSEE: 3/17-3/18/2015 (Gr. 10)
CAASPP: 4/16-05/15/15
CAASPP/SBAC: TBD

CALENDAR KEY

Instruction Begins

Last Day of School

MINIMUM DAYS

Elementary (9 Days)*

To Be Determined by Sites	Parent Conferences
June 11	Last Day of School

Middle (4 Days)

Col. Paige Middle
11/13, 6/9, 6/10, 6/11
Desert Ridge Academy
12/19 ,6/9, 6/10, 6/11
Glenn Middle
11/21, 6/8, 6/10, 6/11
Indio Middle
10/31, 1/23, 3/27, 6/11
Jefferson Middle
11/21, 12/19, 3/27, 6/11
La Quinta Middle
12/19, 3/27, 6/10, 6/11

High Schools (4)

Indio High
La Quinta High
Palm Desert High
Shadow Hills High

Amistad High
(Thursdays)

Summit High
(Mondays)
Horizon School
(No minimum days)

Palm Desert Charter Middle
TBD

Holidays

Non-school Day for Students
Non-instructional Day for Certificated Staff
Non-work Day for Classified Staff
working less than a 12-month year

Per Diem Day for Attendees

Adopted: 3/18/14

Calendar - Important Dates

August 26	Staff Party – welcome new staff members
August 28	First day of School
August 29	First away Football Game at Desert Mirage
September 1	Labor Day – No School
September 2 and 3	Principal meets with 9th and 12th graders
September 3	Staff Meeting
September 4 and 5	Principal meets with 9th and 12th graders
September 5	First home football game
September 9	Prep period meeting w/Principal Re: 9th grade Transition Program
September 10	Parent Club meeting 6:00 p.m.
September 17	Town Hall Meeting
September 18	Jim Parkinson – Speaks to AVD, ASB, etc.
September 19	Club Rush – Grades 9, 10, 11, and 12
September 22	AVID Parent Night 5:00 p.m.
September 26	Pep Rally in the football stadium
September 26	Homecoming Football Game
September 27	Homecoming Dance
October 1	Staff Meeting
October 2 and 3	Student Pictures
October 3	Progress Reports are due
October 15	PSAT
October 15	College Voc Ed Night (Wear your college shirt!)
October 14	10th grade Parent Night – CAHSEE
October 16	Statewide Disaster Drill at 10:16 a.m.
October 17	Blood Drive
October 22	Band Spectacular
October 29	Regular Bell Schedule – No Time to Meet
October 31	Halloween Costume Contest
October 31	End of the 1st quarter

November 4	CAHSEE – English (11th and 12th graders)
November 5	CAHSEE – Math (11th and 12th graders)
November 5	Staff Meeting
November 7	1st quarter grades due
November 10	Common Core Training – No students
November 11	Veteran's Day (No School)
November 13	Back to School/Report Card Distribution Night
November 13 and 14	Minimum Days
November 13	Make-up Picture Day
November 18	Principal meets with 10th graders – CAHSEE
November 19	Principal meets with 10th graders – CAHSEE
November 21	Staff Thanksgiving Luncheon
November 24-28	Thanksgiving
December 2	AVID Auction
December 3	Staff Meeting
December 13	ASB Dinner
December 17	Regular Bell Schedule No late start.
December 19	Progress Reports are due.
December 22 – January 2	Winter Break
January 6	Senior Meeting, period 3 in the gym
January 7	Staff meeting
January 16	Blood Drive
January 19	No School (Martin Luther King)
January 22 and 23	Semester Finals – Regular Bell Schedule
January 23	End of the 1st semester
January 26	2nd Semester Begins
January 30	Grades are due
January 30	Pep Rally
January 31	Winter Ball (gym)

Calendar - Important Dates

February 3	CAHSEE – English for 12th graders
February 4	CAHSEE – Math for 12th graders
February 4	Staff meeting
February 6	Renaissance Talent Show
February 13	Lincoln Day
February 13 – 22	Date Festival
February 16	President's Day
March 4	Staff meeting
March 6	Progress Reports are due
March 12	Progress Report Distribution Night
March 6	10th grade CAHSEE Academic Pep Rally
March 7	CAHSEE – Boot Camp
March 13	Pep Rally
March 14	CAHSEE – Boot Camp
March 16	CAHSEE – dry run
March 17	Late Start – classes begin at 8:30 a.m.
March 17	CAHSEE – English for 10th graders & 11th
March 18	Late Start – classes begin at 8:30 a.m.
March 18	CAHSEE – Math for 10th graders and 11th
March 20	Blood Drive
March 25	Regular Bell Schedule – No Time to Meet
March 27	End of the 3rd quarter
March 30 April 3	Spring Break
April 8	Staff Meeting
April 10	3rd quarter grades are due

May 2	Prom 8:00 a.m. to 12:00 midnight
May 4 – 15	AP Exams – testing window
May 6	Staff Meeting
May 8	CSF Banquet 5:00 p.m. in the mini gym
May	UC – 12th grade writing
May 13	FFA Banquet
May 12	CAHSEE – English (10th make ups and 12th graders)
May 13	CAHSEE – Math (10th make ups and 12th graders)
May 13	FFA Banquet
May	DSTA – Teacher of the Year Banquet
May 14	Senior Trip – Mission Beach
May 15	Cops vs. Kids (period 7) Seniors vs. Staff (period 8)
May 15	Progress Reports are due
May 19	Senior Awards Night
May 21	Senior Finals (regular bell schedule)
May 22	Senior Finals (regular bell schedule)
May 25	Memorial Day - No School
May 26	Senior Clearance
May 27	Senior BBQ
May 28	Senior Breakfast and Graduation Practice
May 29	Indio High School Graduation 7:00 p.m.
June 1	Renaissance Academic Pep Rally
June 3	Staff Meeting
June 4	Renaissance Banquet
June 5	End of the Year Staff Party
June 10	Finals Regular Bell Schedule – No Time to Meet Minimum day
June 11	Finals Regular Bell Schedule – No Time to Meet Minimum day 4th quarter/2nd semester ends
June 18	4th quarter grades are due.

2014-2015
ASB Calendar of Events

SEPTEMBER
September 5, 2014-Spirit Competition-Wear red & blue
September 8-12, 2014-Suicide Prevention Week Activities @ lunch (Senior Quad)
September 15 & 16, 2014-Seniors Nominate for Homecoming Court in Gov/Econ classes
September 16, 2014-School Board Presentation (District Office @ 5:00)
September 19, 2014-Club Rush/***Each grade level will attend a period (Periods 5-8)
September 19, 2014-Homecoming Court Announcements @ lunch (Senior Quad)
September 22-26, 2014-Homecoming Spirit Week (Dress Up Days & Games @ lunch)
September 22, 2014-Distribute Packets for Freshmen Elections @ lunch (Room 10)
September 23, 2014-School Votes on Homecoming King & Queen (Period 7)
September 25, 2014-Freshmen election packets due/Meeting @ lunch (Room 10)
September 25, 2014-Homecoming Halftime Rehearsal (Football Stadium) 6:30-7:30
September 26, 2014-Fall Pep Rally (Modified Schedule/Period 3 in the Stadium)
September 26, 2014-Homecoming Halftime Show during Varsity FB Game (Stadium)
September 27, 2014-Homecoming Dance from 8:00 until Midnight (Location TBD)
September 29-October 3, 2014-Freshmen Applicants Campaign

OCTOBER
October 3, 2014-Freshmen Elections @ lunch (Senior Quad)
October 10, 2014-Lunchtime Rally to recognize Fall athletes @ lunch (Senior Quad)
October 15, 2014-College Voc. Ed Night (Fullenwider Auditorium)
October 6-16, 2014-Blood Drive Sign-Ups (Senior Quad @ Lunch)
October 17, 2014-Blood Drive during school (Mini-Gym)
October 27-31, 2014-Red Ribbon Week (Games @ lunch in Senior Quad)
October 30, 2014-Spirit Competition-Wear Red Day (Class Comp. @ lunch)
October 30, 2014-ASB students volunteer @ Elementary School Carnival (3:00-9:00)

NOVEMEBER
November 3-14, 2014-Canned Food Drive w/ Renaissance (1st Period classes)
November 7, 2014-Bell Game Spirit Day (Dress Up Day/Games @ Lunch)
November 13, 2014-Report Card Distribution in the evening (Gym)
November 15, 2014-AP Walk-A-Thon
November 17-December 5, 2014-Shirts Off Your Back clothing Drive w/ Renaissance
November 20, 2014-Great American Smokeout @ lunch (Senior Quad)

DECEMBER
December 2014-Lunchtime Rally to recognize Winter athletes @ lunch (Senior Quad)
December 13, 2014-ASB Winter Banquet

JANUARY
January 5-15, 2015-Blood Drive Sign-Ups (Senior Quad @ lunch)
January 6, 2015-Senior meeting w/Mr. Ramirez (Period 7)

January 16, 2015-Blood Drive during school (Mini-Gym)
January 21, 2015-Nominate Winterball Court @ lunch (Senior Quad)
January 23, 2015-Winterball Court Announcements @ lunch (Senior Quad)
January 26-30, 2015-Winterball Spirit Week (Dress Up Days & Games @ lunch)
January 27, 2015-Vote for Winterball Winners @ lunch (Senior Quad)
January 30, 2015-Winter Pep Rally-Modified Schedule/Period 3 (Gym)
January 31, 2015-Winterball from 8:00 until Midnight (Gym)

FEBRUARY
February 2-11, 2015-Sell Crush Grams @ lunch (Senior Quad)
February 12, 2015-Deliver Crush Gram Notices during 7th period/Students pick up @ lunch (Room 10)
February 20, 2015-Suicide Prevention Campaign @ lunch (Senior Quad)

MARCH
March 9, 2015-Dist. Election Packets for 2015-2016 School Year @ lunch (Room 10)
March 9-13, 2015-Promote Movie Night
March 9-19, 2015-Blood Drive Sign Ups (Senior Quad @ lunch)
March 12, 2015-3rd Quarter Progress Report Distribution in the evening
March 12, 2015-ASB & Class Officer Packets Due @ lunch (Room 10)
March 13, 2015-Spring Pep Rally-Modified Schedule/Period 3 (Gym)
March 13, 2015-Movie Night from 6:30-10:30 (Gym)
March 16-20, 2015-Applicants Campaign for ASB Offices
March 20, 2015-ASB Elections for 2015-2016 School Year @ lunch (Senior Quad)
March 20, 2015-Blood Drive during school (Mini-Gym)
March 23-27, 2015-Applicants Campaign for Class Offices
March 27, 2015-Class Officer Elections for 2015-2016 School Year @ lunch (Quad)

APRIL
April 2015-Lunchtime Rally to recognize Spring athletes @ lunch (Senior Quad)
April 20-21, 2015-Prom Court Nominations during Junior English Classes
April 24, 2015-Prom Court Announcements @ lunch (Senior Quad)

MAY
April 27-May 1, 2015-Prom Spirit Week (Dress Up Days & Games @ lunch)
May 2, 2015-Prom from 8:00 until Midnight (Location TBD)
May 14, 2015-Senior Trip (Mission Beach)
May 15, 2015-Cops vs. Kids Basketball during 3rd Period-9th & 10th Grades (Gym)
May 15, 2015-Seniors vs. Staff Basketball during 4th Period-11th & 12th Grades (Gym)
May 19, 2015-Senior Awards Night
May 27, 2015-Senior BBQ
May 28, 2015-Senior Breakfast/Graduation Practice
May 29, 2015-Doughnuts in the morning & graduation practice/Graduation

JUNE
June 11, 2015-Last Day of school

HOME VISITS:

If I may come by your home for 10-15 minutes, I would like to share with students and parent/guardians some of the opportunities available to students enrolled in agriculture courses at Indio High School. If there are dates and time preferences, please list them so I best accommodate your schedule. I will be contacting you to confirm the date and time of our visits.

Tentative Home Visit:

Possible Dates: _____ Times: _____

Agricultural Chemistry CP & HP - Classroom Policies Agreement Form

Please complete all of the following information. Students - **Tear off this entire sheet from your syllabus and bring it to class once it is completed and signed.**

Student Name (print):_____ Period: _____

Parent #1 Name: _____ (see below)

Parent #2 Name: _____ (see below)

1. Language(s) spoken at home (if different homes, please indicate the language spoken at each):

_____

2. If English is NOT the primary language spoken at home is there someone at home who speaks English?

Circle One: No Yes Who: _____

3. Is there a computer with internet access in the home? _____

(If not, do you have a way of accessing a computer with internet when needed for assignments? _____)

4. PARENT/GUARDIAN #1 CONTACT INFORMATION:

Parent/Guardian #1 Home Phone Number (please indicate if it is a cell phone): _____

Parent/Guardian #1 Work Phone Number: _____

Parent/Guardian #1 e-mail: _____

Please circle your preferred method of teacher-parent communication.

PHONE E-MAIL Mail Service

5. PARENT/GUARDIAN #2 CONTACT INFORMATION:

Parent/Guardian #2 Home Phone Number (please indicate if it is a cell phone): _____

Parent/Guardian #2 Work Phone Number: _____

Parent/Guardian #2 e-mail: _____

Please circle your preferred method of teacher-parent communication.

PHONE E-MAIL Mail Service

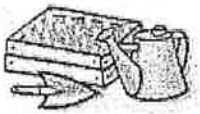
IMPORTANT: PLEASE SIGN BELOW!

I have read and understood the policies and procedures as outlined in the syllabus & Classr

Student Signature: _____

Parent Signature: _____

☐ I am aware that I can check student grades on e-school.



Environmental Horticulture Science I CP/HP

Course Description & Grading Procedures
Indio High School

Instructor: Mr. Lopez-Barreras **Telephone:** (760) 775- 3550
E-mail: cesar.lopezbarreras@desertsands.us **Classroom / Office:** IE 33
Available Hours: Daily 7:00-7:18 am, After School with notice.

* If you need help with any class material, need to use the equipment or simply want a place to study, I will be the room most days both before school (7:00am) and after school. The door is always open when I am around, but no promises without a little advanced notice.

COURSE DESCRIPTION

Environmental Horticulture Science I CP/HP will provide the student with theories and principals related to environmental and ornamental horticulture. This is a college preparatory, UC approved elective, course designed to successfully expose students to both the environmental and botanical nature of horticulture. This course is intended to develop an appreciation of horticulture, incorporate scientific methods and biological principals within the environment, understand plant functions and uses, and recognize the diversity of life and the interrelationships among organisms in nature. This course is designed to develop knowledge and skills in the following areas: Basic botany, classification and identifying horticultural plants; using soil and other plant growing media; propagating horticultural plants; basics of growing horticultural plants in greenhouse and landscape settings; and landscape maintenance. Improving workplace skills will be a focus. Honor students are expected to participate in the FFA Agriscience Fair in which they will create a hypothesis, design and run a well-balanced experiment, record data, and analyze results of an agriculture related experiment. Honor students will also submit a research paper for each semester. Both the CP and Honors course supports leadership development of each student through their graded participation in FFA and in a Supervised Agriculture Experience project. Honor students will also be expected to develop their leadership skills by participating in the FFA Public Speaking and the Nursery/Landscape Career Development Events.

COURSE OBJECTIVE

The purpose of this course is to equip students with the skills and knowledge necessary to be successful in Ornamental and Environmental Horticulture Science. This course is the introductory course of the Environmental Horticulture Science Pathway. The goal is to build a foundation in the area of plant science, biochemistry and horticulture in which students can build upon as they continue to build their skills in the areas of science. It is also my hope that students would like to further their education in science to support the agricultural industry in feeding, clothing, housing and protection of the natural resources of the world. This course will enhance

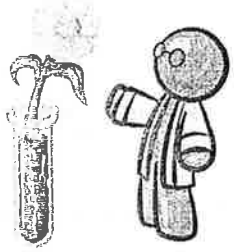
the technical science knowledge and skills needed to carry out the applied science of horticulture. Due to the emerging Common Core State Standards in writing and literacy, students will be required to enhance their literacy skills in researching and reading comprehension of informational text. Students will also express themselves through technical scientific writing as they complete research papers and an agriscience fair project. Environmental Horticulture is designed to provide students with the theories and principles related to environmental horticulture science. Emphasis is placed on horticultural terminology, plant identification, plant physiology, soil science, plant reproduction, plant propagation and plant pathology and entomology. This course will also prepare those students planning on majoring in agriculture sciences at a 2-year and/or 4-year college or university.

NATIONAL FFA ORGANIZATION & SAE PROJECT

The FFA, formerly known as the Future Farmers of America, is a national organization found in thousands of high schools across the United States. The goals of the organization are to develop leadership, cooperation, and citizenship in its members. You automatically became a member of the National FFA Organization when you enrolled in this agriculture class. Becoming involved in the FFA will help you develop valuable leadership, social, and public speaking skills. It is an integral part of this course.

One of the National FFA Organization's requirements is for every FFA member to have an agriculturally related project. These projects are termed Supervised Occupational Experience Projects or SAEs. The students are to keep accurate records on their SAEs, in which they will produce a product or provide a service, and hopefully make a profit. The project is the actual, hands-on application of concepts and principles learned in the agricultural education classroom. Students are supervised by their ag teachers in cooperation with parents, employers and other adults who assist them in the development and achievement of the SAE.

PRE-REQUISITES



- Agriculture Biology or Biology CP/HP - Required
- Algebra 1 or higher – Required
- Ag Chemistry or Chemistry CP/HP – Recommended

MISSION STATEMENT:

Indio High School is a comprehensive school that bridges the rich tradition of the Indio community to the challenges of the twenty-first century by providing its diverse student population with rigorous academics, complimented by athletics, the arts and activities. The school offers its students a safe and inclusive environment in which they can pursue courses of study in a supportive, intellectual, social, emotional, and physical environment that cultivates each student's individuality and talents. Indio High School utilizes best instructional practices supplemented by effective assessment and timely intervention. Highly qualified and caring professional educators, in concert with its parents and community are committed to the goal of

preparing all students to successfully meet future educational challenges. As a cornerstone of the city, Indio High School is committed to building relationships among students, parents, staff, alumni, and the Indio community.

ATTENDANCE:

Points are given for daily attendance and participation. If you have an **EXCUSED ABSENCE** it is your responsibility to make up any work that was done on that day. No makeup work will be allowed for truancies and/or unexcused absences.

THINGS YOU WILL NEED:

- **Textbook** – Please keep textbook in good shape. Students will have access to a class set of texts and will be assigned a specific textbook to use in class. Textbook contracts will be sent home about two weeks after the start of class (to allow for student movement). ***If the contract doesn't come back signed the student will not be allowed to use the class textbooks and will be required to bring their book from home as needed***
- **Science and Lab Notebook** – This notebook will be utilized everyday and must come to school with you every day of class. This notebook will also be utilized when students have inquiry based laboratories in class to use to develop experiments, collect data, analyze data and work out their conclusion.
- **FFA Record Book** – All records of your SAE. Please keep in good condition and follow all instructions. Replacement cost is $5.00.

COURSE PROCEDURES:

- Homework: There will be approximately 2-3 hours of homework per week. Homework is due at the beginning of class (not the middle or at the end). You will utilize your Notebook
- **Detention: may be given if homework is continuously not completed.**
- **Late Work**: Late homework assignments will only be accepted for HALF credit. If you wish to earn full credit, homework MUST be turned in when due.
- **I refuse to grade assignments I can't read**. Please proofread assignments before turning them in.
- **Note-taking:** The majority of the course content is delivered through an interactive class lecture. That is why your notebook is such a valuable portion of your grade. You can expect a minimum of 2-3 lectures a week. I will try to limit the length of the lecture to 30 minutes. Be prepared to participate during lecture by answering questions on a white board, doing pair shares with a partner, using hand motions, and repeating important words and phrases orally. Notebooks are graded at the end of every week.
- **Formal Lab Reports:** You can expect 2-3 formal labs per unit. For each lab you will utilize your Lab Notebook to record a hypothesis, collect data, analyze the data to create a conclusion and answer analysis questions provided by the teacher. You will also be expected to create graphs and write conclusion paragraphs for every lab. Utilizing your Lab Notebook you will report you findings in a formal lab report (format will be discuss in class).

- **Weekly Quizzes:** There will be a short answer quiz every Friday. Quizzes will vary in length and will test student knowledge on the objectives for the given week. Students are expected to write out their responses, citing evidence and deep understanding of the weekly objectives.
- **Science Fair Project:** Each student is encouraged to design and carry out their own science fair project. Students seeking honors credit MUST participate in the science fair. Some class time will be given throughout the year for teacher guidance and support, but the majority of the work will be done at home. The final product will include a paper and project board that will be displayed at the California Polytechnic State University's Spring Agriculture Field Day.
- **Final Exams:** There will be one final exam per semester. Exams will cover all of the material of that particular semester. Final exams consist of selective response questions, short answer and performance based test. Some questions will be new, but many of the questions are taken from previous tests and quizzes. A lab practical may also be administered.

GRADING:

Grades are based on the following areas:

- Science Notebook and assignments = 25%
- Quizzes & Tests = 20%
- Labs & Projects = 35%
- Supervised Ag Experience = 10%
- Attendance & Participation = 5%
- FFA = 5%

AGRISCIENCE PROJECT:

Each student is encouraged to complete an Agriscience project over the course of the year. Students will be required to work on these projects both inside and outside of class. Students seeking honors credit MUST complete an Agriscience project. Following the scientific method, students will be asked to assemble a board in order to display the results of their project. Those students will that choose to participate in the Agriscience Fair will be expected to attend FFA competitions during the second semester, particularly California Polytechnic State University's Spring Agriculture Field Day. An Agscience project can also become a Supervised Agricultural Experience project, hence meeting both requirements if an Agscience project is developed and presented.

FFA PARTICIPATION:

All students are required to attend 3 distinctly different FFA activities per semester. This participation is worth 5% of your grade. Students will be provided access to an FFA calendar.

GRADE REPORTS:

Teacher generated grade reports will be sent home once a month. They are to be signed by a parent/guardian for 5 extra credit points. Any mistakes need to be immediately pointed out to the teacher so they can be corrected.

STUDENT EXPECTATIONS:

- **Responsibility** – You are expected to keep track of your Daily Science Journals (DSJ), Daily Classroom Reflections (DCR), on top of your Cornel Notes, homework, classroom and lab work and turn in at the end of the week, your agenda that contains due dates of all assignments, and completion of all class assignments.
- **Exercise Good Judgment** – Always think before you speak or act. Also, manage your time both in and outside of class.
- **Study** – Truly learning the subject will require effort on your part. Studying outside of class is vital to your success.
- **Be Prepared** – Bring notebooks, papers, pens/pencils, and yes, even your BRAIN! Neglecting to bring the proper materials on a routine basis will result in loss of participation points.
- **Respect** – All students have the right to learn and achieve without the interference of others.
    - Exhibiting prejudice or prejudicial behaviors will NOT be tolerated.
    - Appropriate language should be used at all times.
    - Interruption of the teacher or another student who is speaking is rude and limits the opportunity for others to learn.
- **Classroom Rules** – Food, drinks (with the exception of water at your desk), and gum will NOT be allowed in the classroom. Also, all electronic devices are strictly prohibited and may be confiscated if seen or used. Indio High School dress code will be followed daily.
- **Timeliness** – Please be on time! Tardiness will NOT be tolerated. This means being in your seat with pen, paper, homework, etc. ready before the tardy bell rings!

PARENT EXPECTATIONS:

- **Studying** – Provide student with a quiet place to study and needed materials.
- **Monitor** – Monitor student progress (sign weekly agendas and biweekly grade printouts).
- **Encourage**- Encourage student to focus on their education and goals.

TEACHER EXPECTATIONS:

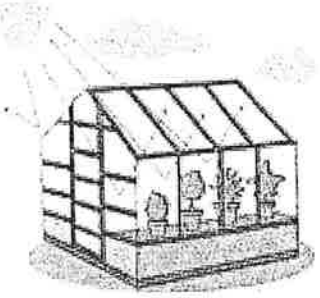
- Help all students to understand scientific concepts and apply them to life.
- Keep students and parents/guardians informed or grades and behavior.
- Respect students' right to learn (suspensions and detentions will be given to students distracting the classroom environment).

- Follow and enforce school rules.
- Help students develop the skills and tools needed to be successful.
- Share the love of agriculture!

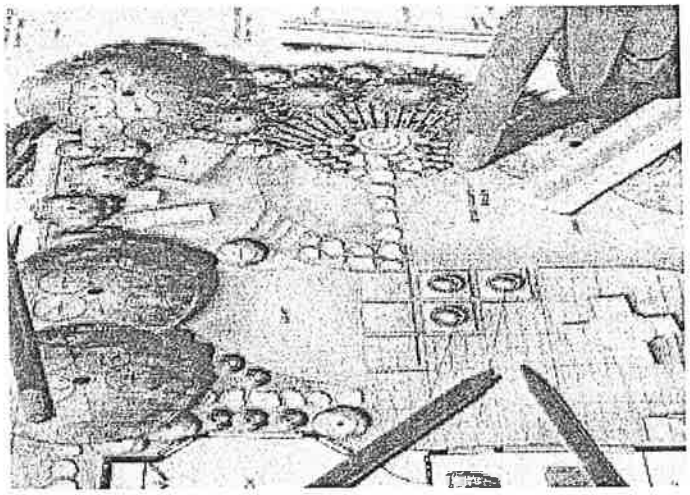
HOME ACCESS:

It is highly recommended that all parents and students utilize Home Access. With Home Access, parents and students are able to login and use the website to view student academic progress, including access to attendance, grades, and current assignments. Through Home Access one can email teachers, receive emailed reports from teachers, access student testing results and much more. To access Home Access go to: https://ds-hac1.dsusd.k12.ca.us/homeaccess/

COURSE OUTLINE:



- Horticulture Introduction and Careers
- Plant Classification and Binomial Nomenclature
- Plant Cells and Genetics
- Plant Structures and Functions
- Propagation by Seed
- Clonal Propagation
- Grafting, Layering and Budding
- Micropropagation & Biotechnology
- Edible Gardens
- Landscape Design, Maintenance and Plant Selection
- Temperature Response, Growth Regulators, Retardants and Rooting Hormones
- Pests and Diseases
- Soil Chemistry and Water
- Pruning
- Fertilizers
- Turfgrass



HOME VISITS:

If I may come by your home for 10-15 minutes, I would like to share with students and parent/guardians some of the opportunities available to students enrolled in agriculture courses at Indio High School. If there are dates and time preferences, please list them so I best accommodate your schedule. I will be contacting you to confirm the date and time of our visits.

Tentative Home Visit:
Possible Dates: _____ Times: _____

Environmental Horticulture Science I CP/HP & Classroom Policies Agreement Form

Please complete all of the following information. Students - **Tear off this entire sheet from your syllabus and bring it to class once it is completed and signed.**

Student Name (print):_____ Period: _____

Parent #1 Name: _____ (see below)

Parent #2 Name: _____ (see below)

1. Language(s) spoken at home (if different homes, please indicate the language spoken at each):

_____

2. If English is NOT the primary language spoken at home is there someone at home who speaks English?
Circle One: No Yes Who: _____

3. Is there a computer with internet access in the home? _____
(If not, do you have a way of accessing a computer with internet when needed for assignments? _____)

4. PARENT/GUARDIAN #1 CONTACT INFORMATION:
Parent/Guardian #1 Home Phone Number (please indicate if it is a cell phone): _____

Parent/Guardian #1 Work Phone Number: _____

Parent/Guardian #1 e-mail: _____

Please circle your preferred method of teacher-parent communication.
PHONE E-MAIL Mail Service

5. PARENT/GUARDIAN #2 CONTACT INFORMATION:
Parent/Guardian #2 Home Phone Number (please indicate if it is a cell phone): _____

Parent/Guardian #2 Work Phone Number: _____

Parent/Guardian #2 e-mail: _____

Please circle your preferred method of teacher-parent communication.
PHONE E-MAIL Mail Service

IMPORTANT: PLEASE SIGN BELOW!

I have read and understood the policies and procedures as outlined in the syllabus & Classr

Student Signature: _____

Parent Signature: _____

☐ I am aware that I can check student grades on e-school.

Veterinary Science

Meets the UC "g" Admission requirement
Approved 2003

I. COURSE INFORMATION:

A. Course Title: Veterinary Science

B. Grade Level: 11-12 Grades

C. Length of Course: 1 Year

D. Prerequisites: Algebra I

II. MAJOR GOAL AND STUDENT OUTCOMES:

A. The student will be able to:

1. Access research material from the library, internet, and other sources to complete increasingly challenging assignments as self-directed learners. In depth study of the anatomy and physiology of a variety of animal species is designed to build knowledgeable problem solvers in the field of Veterinary Science.
2. Acquire advanced animal principles, know and respect diversity in the animal kingdom, and become an animal advocate for their welfare on all levels encompassing family pets, domestic livestock and our wildlife resources.
3. Prepare for advanced post-secondary level education in animal science, biology, and/or zoology.
4. Demonstrate ability to solve problems and think critically by effectively completing challenging group and individual projects and assignments. The combination of science labs and academic research enables students to use complex, creative thinking skills to reach sound conclusions.
5. Develop and enhance computer skills while working on individual and group projects to practice and refine written, oral and multimedia communication skills.
6. Develop advanced communication, leadership and research skills, which will contribute to personal and post-secondary success.

III. COURSE OBJECTIVES:

In *Veterinary Science*, students will be able to:

A. Anatomy and Physiology:

25. Define the term antigen and explain its significance in immunity; distinguish between passive and active immunity

B. Nutrition:

1. List the six major components of animal diets, and discuss their structure and significance in nutrition
2. Explain the general principles in animal nutrition
3. Discuss the difference between dogs, cats and equine nutrition needs

C. Infectious Diseases:

1. Describe Koch's postulates
2. List the important distinguishing features and give example of major disease agents and discuss resulting diseases
3. Name the basic components of disease prevention
4. Describe the types of vaccines available and their roles in disease prevention
5. Classify diseases, match them with the domestic species in which they occur, and discuss their clinical significance
6. List and describe several diseases common in domestic animals that are contagious to humans
7. List the major methods used to diagnose disease and cite examples of disease diagnosis with each testing method

D. Principles of Surgery:

1. Explain the clinical significance of the basic principles of successful surgery
2. Explain the healing of lacerations

E. Pharmacology:

1. Define terms relating to general pharmacology
2. Explain the five schedules of controlled substances and their common use
3. Become familiar with pharmacologic agents their uses, adverse side effects and dosage form
4. Identify the parts of drug labels and inserts
5. List routes and describe route of drug administration and routes of drug excretion
6. Define biotransformation and list common chemical reactions involved in this process

F. Genetics:

1. Debate the pro and con of genetic engineering animals for food, conservation and domestic pets
2. Describe the theory of classification of the animal kingdom
3. List common genetic diseases and disorders

4. Axial and appendicular skeletons

Lab – Owl pellet dissection
Lab - Compare and contrast skeletons of mammals, avian, fish
Lab - Observation & diagram of muscle tissue and bone cells

E. Circulatory System

1. Blood components and functions
2. Mammalian heart structures
3. Blood vessels and blood flow
4. Electrocardiograms, heart sounds, and blood pressure

Lab – Separate chemical compounds of blood samples, PCV – Total Protein – ph, etc

Lab – Evaluate sample of different species for normal and abnormal values
Lab – Compare human norms with animals
Lab - Dissection of a cow heart
Lab – Examine stained blood slides for form, function, parasites etc.

F. Respiratory System

1. Respiratory tract
2. Mechanisms of breathing

Lab – Pulse & breathing rate
Lab – Compare metabolic rates of species
Lab – How fish respire

G. Renal System

1. Renal system structure and functions
2. Kidney structure and urine formation and regulation
3. Urine and blood evaluation

Lab – Urinalysis – chemistry and morphology
Lab – Dilution and toxicity

H. Digestive System

1. Digestive system structures
2. Monogastric digestion

Lab – Chemical mechanism of digestion
Lab – Conversion of cellulose to glucose through enzymatic hydrolysis
Lab – Enzyme action on starch
Lab – Chemistry analysis that identifies blood glucose levels

M. Principles of Surgery

1. Laceration healing
2. Surgical considerations

Lab – Testing bactericides
Lab – Simulated germs and hand washing

N. Pharmacology

1. Classification and chemistry of common drugs
2. Determine amount and correctly measure prescribed medication using medical math, calculation, conversions
3. Drug laws, dispensing and record keeping

Lab – Solute and solutions
Lab – Chemical structure and compounds

O. Radiology

1. Darkroom techniques and radiation safety
2. Biologic changes with radiation

Lab – Anatomical positioning

P. Genetics and Heredity

1. Theory of Classification -Taxonomy
2. Animal Kingdom –Vertebrate & Invertebrate
3. Genetic diseases and disorders
4. Current Issues and Ethics

Lab – Pattern of variation
Lab – Gene regulation
Lab – Manipulation of DNA
Lab – Genetic traits
Lab – Gene regulation

Q. Professional Career Opportunities

1. College education and career planning
2. Professional growth
3. Work ethics and employability skills
4. Resume writing
5. Interview techniques
6. Developing a professional portfolio

R. Veterinary Science Research Presentation

1. Current animal research and investigation
2. Data presentation

IX. LABORATORY ASSIGNMENTS

A. The following laboratory activities will be incorporated:

1. Using the microscope
2. Introduction to lab techniques
3. Identify animal cells; by tissue type
4. Animal health investigation
5. Oral Anatomy & health care investigation
6. Species research - Dogs
7. Species research - Cats
8. Contraction of glycenated muscle with ATP
9. Examination and diagram cells microscopically
10. Dissect muscle, bone, and connective tissue
11. Owl pellet dissection
12. Compare and contrast skeletons of mammals, avian, fish
13. Observation & diagram of muscle tissue and bone cells
14. Separate chemical compounds of blood samples, PCV – Total Protein – ph, etc
15. Evaluate sample of different species for normal and abnormal values
16. Compare human norms with animals
17. Dissection of an animal heart
18. Examine stained blood slides for form, function, parasites etc.
19. Pulse & breathing rate
20. Compare metabolic rates of species
21. Circulatory system
22. Urinalysis – chemistry and morphology
23. Dilution and toxicity
24. Chemical mechanism of digestion
25. Chemistry analysis that identifies blood glucose levels
26. Chick embryo development
27. Exploring the senses
28. Animal eye dissection
29. Effects of steroids on growth
30. Fecal analysis for parasites & bacteria
31. Immunology Hematology activity

Indio High School

"A Community Dedicated to Academic and Personal Success for All"

Course Syllabus

Location Offered:	Indio High School
Grade Offered:	10-12
Length:	Year
Prerequisite:	Enrollment in Ag Pathway
College Information:	**UC/CSU** (Elective Credit) Pending

1. Course Description:

This course provides students with classroom instruction in the animal care field. Essential employability skills include career opportunities in the animal care field, plus personal and interpersonal skills, career development and employment literacy. The course includes content area instruction in: animal handling and restraint, medical/scientific terminology, immunology/physiology, sanitation, safety, nutrition/health, domestic/exotic breeds and species, genetics, cellular biology, animal behavior, conservation/ecology, evolution and animal traits, scientific theory and general animal husbandry. Course meets California science standards and high school students may use this class towards graduation elective credit. Students may continue in Animal Care II for an internship experience.

2. General School Rules:

All students are expected to be prepared to learn and work in a classroom setting. Students are <u>required</u> to bring their student agendas to class as part of their necessary materials, they will be used daily as an aide to learning activities and organization. School rules are to be followed at all times. Any disruption to the learning process may result in disciplinary action, which may include parent conferences, classroom suspensions, or school suspensions. More detailed rules will be handed out and covered in class.

3. State Standards:

Standards and Textbooks are State approved Agriculture Curriculum

4.Attendance and Make-up Work-

Students are expected to be in class every day to actively take part in the curriculum and our daily discussions. When students are absent, parents have 10 school days to clear those absences through the Attendance Office. Make-up work will be allowed for the amount of days equaling the days the student missed. For example, if the student was absent due to illness for 3 days, that student will be provided with make-up work for those 3 days, and will be allowed 3 days to turn it in. Failure to turn in make-up work may negatively affect students' academic standing.

Indio High School

"Dedicated To Academic Achievement and Personal Success For All"

IHS RULES AND REGULATIONS

Indio High School rules are based on a few simple considerations - good taste, courtesy, safety and health. Students should review these rules as they will be held responsible for following them while at school as well as during all school activities, functions, and sporting events; both at home and away.

1. Indio High School is a closed campus. This means that once you arrive to school, you may not leave campus without permission. Students must check out of school through either the Attendance or Health offices. This includes lunch. Students found off campus without a pass will be assigned OCS or be suspended from school.

2. During the lunch period, students are not permitted in the stadium area, any of the baseball and softball fields, or the tennis courts.

3. Students are required to have a hall pass during class time. Passes are issued for emergencies only. Students found on or off campus without a pass may be suspended. ROP students must have an off campus pass or ID at all times.

4. Gang-related markings are not allowed. Students may not openly advertise their affiliation in any way, with any gang or crew while on campus or while involved in any school function.

5. Students are not to be at any location where alcohol, tobacco, or drugs are present during school hours or during any school activity. The use, possession, sale, or distribution of any drugs, tobacco, and/or alcohol will lead to immediate suspension and possible expulsion from school.

6. Students may not use cellular telephones or electronic devices during class time, including passing periods. Cellular telephones and electronic devices may only be used during lunch, before or after school. During class they must be turned off and put away. Any violation of this will result in a referral to the Dean's office and possible suspension. Repeat offenders **will** be suspended. Device will be confiscated and will only be released to parent/guardian.

7. The student parking lot is off limits during class time, during lunch, and between periods.

8. Student parking is permitted **only** in the student parking lot. (Auto Technology and Auto Body students will be unable to drive cars into the auto area during school time, as the gates to the area will be locked during school hours.) Unauthorized vehicles in this area will be towed away at the owner's expense.

9. Shirts and shoes must be worn at all times.

19. Harassment is prohibited and subject to disciplinary action. Harassment includes sexual (unwelcome advances, verbal or physical conduct of a sexual nature), intimidation, or threats to cause injury to another person or damage to his/her property.

20. Fighting is prohibited. Students involved in fights will be arrested by Indio Police Department, suspended and be required to attend counseling and conflict resolution sessions. A second fight will result in an expulsion.

21. Messages will be delivered for emergencies only. No messages will be delivered after the start of 6th period as we cannot guarantee delivery by the end of the school day.

22. Candy sales are not permitted on campus during school time.

23. Exclusion lists will be posted periodically. Students who have been suspended, truant, have excessive tardies, or owe money for materials, or who have been constant discipline problems may be excluded from attending school activities or functions, including sporting events and school dances.

Discipline - Attendance

Tardy Sweep

1st tardy sweep	Detain and advise
2nd tardy sweep	Refer to counselor
3rd tardy sweep	1 period OCS, parent notification
4th tardy sweep	1 full day OCS, parent notification
5th tardy sweep	2 full days OCS, parent notification
6th tardy sweep	1 day suspension, parent conference or community service project
7th tardy sweep	2 days suspension, parent conference
8th tardy sweep	3 days suspension, parent conference
9th tardy sweep	Discipline Hearing Panel
10th tardy sweep	Expulsion

Failure to report to OCS and/or complete the assigned OCS will result in at least a one day suspension.

Out of Class Without a Pass

1st referral	Detain and advise
2nd referral	Refer to counselor
3rd referral	1 period OCS, parent notification
4th referral	1 full day OCS, parent notification
5th referral	2 full days OCS, parent notification
6th referral	1 day suspension, parent conference or community service project
7th referral	2 days suspension, parent conference
8th referral	3 days suspension, parent conference
9th referral	Discipline Hearing Panel
10th referral	Expulsion

Indio High School

Ag Biology
CP/HP

_____

Student's Name/ Year in Ag

_____

Class Period

_____

Grades on Notebook

Indio Agriculture Department

Indio High School

"A Community Dedicated to Academic and Personal Success for All"

Course Syllabus

AGRICULTURAL BIOLOGY CP/HONORS

Location Offered:	Indio High School
Grade Offered:	**9, 10, 11, 12**
Length:	Year
Prerequisite:	None
College Information:	**UC/CSU** (CP only)

1. Course Description:

This course offers laboratory science credit for the college bound as well as a sound scientific basis for students pursuing different paths. It covers the living world and its relationship to man using many hands-on scientific methods. It covers many of the most promising areas like genetic, ecological relationships, animals, and plants. Honors students are required to complete additional projects and lab work.

2. General School Rules:

All students are expected to be prepared to learn and work in a classroom setting. Students are <u>required</u> to bring their student agendas to class as part of their necessary materials, they will be used daily as an aide to learning activities and organization.

School rules are to be followed at all times. Any disruption to the learning process may result in disciplinary action, which may include parent conferences, classroom suspensions, or school suspensions. More detailed rules will be handed out and covered in class.

<u>Mrs. McBride's Class Procedures</u>

1. Come into class on time; Get your Class Notebook; Find your seat before the bell rings.
2. Have a notebook, paper, pencil or pen ready to start work.
3. At the beginning of class, students will read The Standards, Objectives, Activities for the day and complete the Warm-up activity, which are all located on the Board in the Classroom. The Daily Warm-ups and their Answers need to be on lined paper and handed in for a grade at the end of each week.
4. Put your Name, Date Course enrolled in and Class Period on **<u>ALL</u>** papers.
5. Homework or daily assignments will be placed in an assigned area.
6. My sign for you to be quiet will be me standing in the front of the class saying "Focus on me." It should not take more than three seconds before complete silence.
7. All students are expected to have their own paper, pen/pencil everyday.

8. All students will have a Class notebook for their work. These notebooks are graded quarterly and are to be left in an assigned area within the classroom.
9. If we are working in the Lab area stools will be picked up at the end of the day.
10. It is your responsibility to clean-up your area and desk when completing work on assignments or labs. Leave things cleaner than you found them.
11. If you are absent, it is your responsible to see me before school, at lunch or after school for your make-up work.
12. You may not talk or go over to Mrs. L's side of the classroom, without permission.

3. **Attendance and Make-up Work-**
Students are expected to be in class every day to actively take part in the curriculum and our daily discussions. When students are absent, parents have 10 school days to clear those absences through the Attendance Office. Make-up work will be allowed for the amount of days equaling the days the student missed. For example, if the student was absent due to illness for 3 days, that student will be provided with make-up work for those 3 days, and will be allowed 3 days to turn it in. Failure to turn in make-up work may negatively affect students' academic standing.

Grading Policy-

The grading policy for this class correlates to that adopted by DSUSD:

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

The students will be graded on the following: Classroom assignments, Individual and Group Projects, Record Books, Class Notebook, Labs, Quizzes, and Tests. Extra Credit is given for participating in FFA Activities outside of class time. All students will be required to have an approved project outside of class time.

4. **Contact Information-**
For your parent's information, I can be reached during my prep period, which is period **2**, between the hours of 8:31-9:20am at 775-3550 ext. 5337. I may also be reached via email at **melissa.mcbride@dsusd.us**. If your parents would like access to your grades or class progress, they may do so at **www.ihsrajahs.com**. Please encourage your parents to contact me at any time.

5. By signing below, both parents and student acknowledge that they have read the course syllabus and rules and agree to abide by them every day. It is a pleasure to have you in my class, and I look forward to working with all of you.

Melissa McBride
Agriculture Instructor,
Ag Department Chair
Indio High School
(760) 775-3550
(760) 342-9300 (Ag Dept. Direct line)

CALIFORNIA STANDARDS TEST
BIOLOGY/LIFE SCIENCE
(Blueprint adopted by the State Board of Education 10/02)

CALIFORNIA CONTENT STANDARDS: BIOLOGY/LIFE SCIENCES	# of Items	%
Cell Biology	**9**	**15.0%**
1. The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells. As a basis for understanding this concept:		
a. *Students know* cells are enclosed within semipermeable membranes that regulate their interaction with their surroundings.	1	
b. *Students know* enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.	1 or 2**	
c. *Students know* how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.	1 or 2**	
d. *Students know* the central dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm.	1	
e. *Students know* the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.	1	
f. *Students know* usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.	1	
g. *Students know* the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.	1	
h. *Students know* most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.	1	
i.* *Students know* how chemiosmotic gradients in the mitochondria and chloroplast store energy for ATP production.	NA*	
j.* *Students know* how eukaryotic cells are given shape and internal organization by a cytoskeleton or cell wall or both.	NA*	
Genetics	**19**	**31.6%**
2. Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept:	7	
a. *Students know* meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.	1	
b. *Students know* only certain cells in a multicellular organism undergo meiosis.	1	
c. *Students know* how random chromosome segregation explains the probability that a particular allele will be in a gamete.	1	

* Not assessed
** Alternate years
*** Fractional values indicate rotated standards (e.g., 1/2 = rotated every two years; 1/3 = rotated every three years)

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CALIFORNIA STANDARDS TEST
BIOLOGY/LIFE SCIENCE
(Blueprint adopted by the State Board of Education 10/02)

CALIFORNIA CONTENT STANDARDS: BIOLOGY/LIFE SCIENCES	# of Items	%
d. *Students know* new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).	1	
e. *Students know* why approximately half of an individual's DNA sequence comes from each parent.	1	
f. *Students know* the role of chromosomes in determining an individual's sex.	1	
g. *Students know* how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.	1	
3. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. As a basis for understanding this concept:	3	
a. *Students know* how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).	1 or 2**	
b. *Students know* the genetic basis for Mendel's laws of segregation and independent assortment.	1 or 2**	
c.* *Students know* how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes.	NA*	
d.* *Students know* how to use data on frequency of recombination at meiosis to estimate genetic distances between loci and to interpret genetic maps of chromosomes.	NA*	
4. Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. As a basis for understanding this concept:	5	
a. *Students know* the general pathway by which ribosomes synthesize proteins, using tRNAs to translate genetic information in mRNA.	1	
b. *Students know* how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.	1	
c. *Students know* how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein.	1	
d. *Students know* specialization of cells in multicellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves.	1	
e. *Students know* proteins can differ from one another in the number and sequence of amino acids.	1	
f.* *Students know* why proteins having different amino acid sequences typically have different shapes and chemical properties.	NA*	

* Not assessed
** Alternate years
*** Fractional values indicate rotated standards (e.g., 1/2 = rotated every two years; 1/3 = rotated every three years)

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CALIFORNIA STANDARDS TEST
BIOLOGY/LIFE SCIENCE
(Blueprint adopted by the State Board of Education 10/02)

CALIFORNIA CONTENT STANDARDS: BIOLOGY/LIFE SCIENCES	# of Items	%
5. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept:	4	
a. *Students know* the general structures and functions of DNA, RNA, and protein.	1 or 2**	
b. *Students know* how to apply base-pairing rules to explain precise copying of DNA during semiconservative replication and transcription of information from DNA into mRNA.	1 or 2**	
c. *Students know* how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.	1 or 2**	
d.**Students know* how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, ligation, and transformation) is used to construct recombinant DNA molecules.	NA*	
e.**Students know* how exogenous DNA can be inserted into bacterial cells to alter their genetic makeup and support expression of new protein products.	NA*	
Ecology	**7**	**11.7%**
6. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:		
a. *Students know* biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.	1	
b. *Students know* how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.	1	
c. *Students know* how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.	1 or 2**	
d. *Students know* how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.	1 or 2**	
e. *Students know* a vital part of an ecosystem is the stability of its producers and decomposers.	1	
f. *Students know* at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.	1	
g.**Students know* how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.	NA*	

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BIOLOGY/LIFE SCIENCE
(Blueprint adopted by the State Board of Education 10/02)

CALIFORNIA CONTENT STANDARDS: BIOLOGY/LIFE SCIENCES	# of Items	%
Evolution	**9**	**15.0%**
7. The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time. As a basis for understanding this concept:	**4**	
a. *Students know* why natural selection acts on the phenotype rather than the genotype of an organism.	1	
b. *Students know* why alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool.	1	
c. *Students know* new mutations are constantly being generated in a gene pool.	1	
d. *Students know* variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.	1	
e.* *Students know* the conditions for Hardy-Weinberg equilibrium in a population and why these conditions are not likely to appear in nature.	NA*	
f.* *Students know* how to solve the Hardy-Weinberg equation to predict the frequency of genotypes in a population, given the frequency of phenotypes.	NA*	
8. Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept:	**5**	
a. *Students know* how natural selection determines the differential survival of groups of organisms.	1	
b. *Students know* a great diversity of species increases the chance that at least some organisms survive major changes in the environment.	1	
c. *Students know* the effects of genetic drift on the diversity of organisms in a population.	1	
d. *Students know* reproductive or geographic isolation affects speciation.	1	
e. *Students know* how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.	1	
f.* *Students know* how to use comparative embryology, DNA or protein sequence comparisons, and other independent sources of data to create a branching diagram (cladogram) that shows probable evolutionary relationships.	NA*	
g.* *Students know* how several independent molecular clocks, calibrated against each other and combined with evidence from the fossil record, can help to estimate how long ago various groups of organisms diverged evolutionarily from one another.	NA*	

* Not assessed
** Alternate years
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CALIFORNIA CONTENT STANDARDS: BIOLOGY/LIFE SCIENCES	# of Items	%
Physiology	**10**	**16.7%**
9. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment. As a basis for understanding this concept:	**6**	
a. *Students know* how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.	2/3***	
b. *Students know* how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.	1/3***	
c. *Students know* how feedback loops in the nervous and endocrine systems regulate conditions in the body.	1	
d. *Students know* the functions of the nervous system and the role of neurons in transmitting electrochemical impulses.	1	
e. *Students know* the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.	1/3***	
f.* *Students know* the individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.	NA*	
g.* *Students know* the homeostatic role of the kidneys in the removal of nitrogenous wastes and the role of the liver in blood detoxification and glucose balance.	NA*	
h.* *Students know* the cellular and molecular basis of muscle contraction, including the roles of actin, myosin, Ca^{+2}, and ATP.	NA*	
i.* *Students know* how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.	NA*	
10. Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response:	**4**	
a. *Students know* the role of the skin in providing nonspecific defenses against infection.	1 or 2 (every three years)	
b. *Students know* the role of antibodies in the body's response to infection.	1	
c. *Students know* how vaccination protects an individual from infectious diseases.	1 or 2 (every three years)	
d. *Students know* there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections.	1	

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CALIFORNIA CONTENT STANDARDS: BIOLOGY/LIFE SCIENCES	# of Items	%
e. *Students know* why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign.	1 or 2 (every three years)	
f.* *Students know* the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.	NA*	
Investigation and Experimentation	**6**	**10.0%**
1. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will:		
a. Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.		
b. Identify and communicate sources of unavoidable experimental error.		
c. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.		
d. Formulate explanations by using logic and evidence.		
e. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.		
f. Distinguish between hypothesis and theory as scientific terms.		
g. Recognize the usefulness and limitations of models and theories as scientific representations of reality.		
h. Read and interpret topographic and geologic maps.		
i. Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).		
j. Recognize the issues of statistical variability and the need for controlled tests.		
k. Recognize the cumulative nature of scientific evidence.		
l. Analyze situations and solve problems that require combining and applying concepts from more than one area of science.		
m. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.		

* Not assessed
** Alternate years
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BIOLOGY/LIFE SCIENCE
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CALIFORNIA CONTENT STANDARDS: BIOLOGY/LIFE SCIENCES	# of Items	%
n. Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., Ptolemaic model of the movement of the Sun, Moon, and planets).		
TOTAL	**60**	**100%**

* Not assessed
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"INTRODUCTION TO CALIFORNIA AGRICULTURE"

Agriculture is a very important industry in California, yet few Californians really understand the tremendous contribution the agricultural industry provides to California's economy and society as a whole. The following thirteen questions, developed by the California Farm Bureau, are designed to test your current knowledge of California agriculture. Following the quiz, additional information highlighting the constantly changing dynamic agriculture industry will be provided.

1. Agriculture is California's leading industry. True False

2. California is the nation's #1 farm state. True False

3. California farmers and ranchers produce _____ different crops and livestock products. 100, 175, 250

4. California leads the nation in the production of _____ different crops and livestock products. 25, 37, 53

5. The top 3 states listed in order from 1 to 3, in agricultural production are:
   1. _____
   2. _____
   3. _____

6. _____ County is California's leading agricultural county producing over _____ billion dollars of commodities. 1 1.4 2.1

7. List 5 of the top 10 commodities produced in California.
   1. _____
   2. _____
   3. _____
   4. _____
   5. _____

8. The average size of a California farm is _____ acres. _____

9. The nationwide average size of a farm is _____ acres. _____

10. California farms and ranches are predominately family owned and operated or corporately owned? family, corporate

11. The major owner of land in California is _____. _____

12. According to government statistics, there are approximately _____ farms and ranches in California. _____

13. Agriculture directly contributes nearly _____ billion dollars to California's economy. 8 11 14

Indio High Agriculture Department

This is to certify that I have read and reviewed all the information with my student and that we both understand what is expected. I also know that I may contact teachers at the mentioned phone number or email address.

Student's Name_____
Class and Period_____

Parent Signature_____

Date_____

Parents- Please have your student return this Page only to Mrs. McBride for class points. I'm looking forward to having your student this year.

Thank You for your time,
Melissa McBride

()

Hydrology, Landscape and Sustainable Environmental Design

Indio High School (051247)

⚠ Forwarded awaiting submission

Basic Course Information

Abbreviations:

Abbreviation	Course code
Env Design	CYLE01
Landscape Design	

Length of course:

Full Year (2 semesters; 3 trimesters; 4 quarters)

Subject area:

Subject area	Discipline
Visual & Performing Arts ("f")	Visual Arts

UC honors designation:

No

Grade levels:

9th	10th	11th	12th
	✔	✔	✔

Course learning environment:

Classroom	Online
✔	

Is this course an integrated course?

Yes

Course Description

Overview:

This course will serves as the capstone course in our Environmental Horticultural Science Pathway as part of our Agriscience Department. Students would have the educational background in biology, chemistry, mathematics and horticulture knowledge to make this course a rigorous applied agriscience course that is infused with artistic and design elements. Students will learn that landscape and sustainable environmental design projects range from nature, restoration projects, city and regional parks, critical habitat for endangered species, urban forestry and all the way to their front and backyards of homes.

Students will develop an awareness of the interactive relationship between humans and how they shape their environment. They will also gain an appreciation for the historical and cultural traditions that are reflected in landscape architectural designs. Instruction will be given in the following areas: elements of design, the history of landscape architecture, plant identification, hydrology, sustainability, technical drafting, sketching, and computer design. Hydrology, Landscape and Sustainability Environmental Design is a course in which the students will express themselves visually and showcase their creativity. They will explore future careers such as landscape architecture, sustainable environmental design, habitat restoration and engineering. Students will also utilize their knowledge and skills in a design projects to beautify their school, community and submit and construct landscaping designs to the annual county fair. Lastly, To gain invaluable insight and experience, students enrolled in this course are expected to complete internships with local horticultural businesses around our community.

Prerequisites:

Prerequisite	Required / Recommended

Environmental Horticulture I	Required
Math II	Recommended
Math I	Required
Ag Biology	Required
Ag Chemistry	Recommended

Co-requisites:

None

Course content:

UNIT 1 ART AND HISTORY OF CULTURAL LANDSCAPES

This course satisfies the aesthetic valuing requirement by having students conduct research. Students are also able to recognize a variety of landscape architectural styles and accomplishments of contemporary, historic, and prehistoric cultures. This will allow the student to develop a base for making informed aesthetic judgments. The student will learn techniques in approaching solutions to landscape architectural design problems. The student will train their aesthetic outlook on design presentation by continual exercises that trains their perception of balance and color harmony while achieving a story through visual display from hand drawn to computer generated exhibits. This training will allow the student to develop skills on how to make decisions and be able to respond to the aesthetic value of landscape architectural design

Monochromatic Sketchbook Cover

In order to comprehend the fundamental concept of the color wheel and color theory the student will begin the studio environment by creating and designing a monochromatic color scheme for their sketchbook that each student gets issued at the beginning of the school year. The introductory lesson plan gives the student a blank color wheel of which they must fill in using oil pastels after reading 3 pages on the history of Monochrome in their book on Color Design. The student will need to exemplify their knowledge after a studio lecture how in a monochromatic hue scheme, the dimensions of value and chroma may vary, but only one hue is used by using magazines to create a collage that fits their sketchbook cover. This introductory lesson plan allows the student to develop confidence and exploration skills essential for the design studio, with their student peers and instructor. The student will be required to choose one hue and explore deeper meaning of that one hue through professional photographic images used in magazines. The student will be constantly asked to bring out their sketchbook during design rendering exercises to exemplify the meaning of hue which is the name of a color (as in "red" or "red-yellow") and understand that there is value in that hue based on the degree of lightness or darkness of a surface, sometimes called tone. As a final example of a true understanding of the

color wheel the student will be asked to cover ¼ of their sketchbook cover with the complimentary color of their chosen hue understanding that the complementary color is to be found on the opposite side of their chosen color on the color wheel. This graphic design concept allows the student that when you match a warm color with a cool color the reaction from an audience is highly responsive and stimulated that 'forces' them to acknowledge your exhibit with enthusiasm. This personalized sketchbook will be their personal collection of lecture notes, sketches, brainstorm ideas and doodles throughout the school year and the student will begin to understand and document their own personality and culture documented in this sketchbook.

Art Masters: Artistic Freedom and Structure Presentation:

In cooperative groups the students will develop an understanding of 3 design and art masters whose classical education was based on the fundamentals of drawing. They will to pick from the following artists: Picasso, Braque, Matisse, de Kooning, Le Corbusier, Geoffrey Jellicoe, Garrett Eckbo, Frederick Law Olmstead, Louise Henry Sullivan and Frank Lloyd Wright. Students will observe with detail the line patterns and variations of line weight by rendering the art example with graphite and demonstrate their skills in tone/value to bring their art example to life. The student will be asked to present their artist to the studio and explain their technique used to bring the art piece to life. The student, after scanning their black and white rendered art piece of their Artist, they will insert their scanned image into their Critical Review Essay of their artistic piece that allows the student to begin to define how their became master designers who could draw realistically, accurately, and beautifully and effectively and was able to go on to make great breakthroughs and unique creative expressions in their work. With their Critical Review Essay as an inspiration for dialogue and evidence the student will create a PowerPoint presentation boards (24"x36") showcasing examples of their chosen design masters. The students will be required to identify in their presentation board the sensitivity of the lines, the variations of line weight, the shadows and the accents. They will be using these posters throughout the year as inspirations and reminders especially when the student begins to explore technical software that simplifies these concepts of lines, shadows and accents. As a final reflection design critical review essay the student will be required to pick one piece of work of their chosen artist and answer the following question: Describe how the drawing makes you feel and what key element allows you to effectively respond to their piece?

Austere Organic Essentialism

Simplicity will be critical lesson the students will gain knowledge throughout the year in their comparison between styles and genres of artists and designers. The student will be able to exemplify the art of austere design in the exploration of Zen Design. The students will visit the Japanese Memorial Garden at the Coachella Valley History Museum that highlights key landscape elements that symbolic reflect nature and landscape design of the Japanese style. Students will be asked to spend 20 minutes in the Japanese garden and pick up on the nature elements that exemplify sculptural elements and symbolism they found in the Japanese Memorial Garden. As a partnership, once in their design studio, the students will collaborate and synthesize key nature elements they will keep from their collection to develop a Zen Sculptor. It will be essential for the student to identify key organic element such as textures, monochrome, wood, moss, poetic leaves found in Zen Garden. With an assigned Zen Design rubric that shows expectations the students will be asked to build a Zen Sculptor that exemplifies the meaning of

each shape and space, showing off-symmetry, group of 3' of 5s, simple color palette, with only 5'-0" length of wire with pliers to put their Zen Sculptor together. The students will be encouraged in the rubric to use their sketchbook to communicate visually and verbally to their design partner their design and sketch ideas. Once they are finalized the students will showcase their Zen Sculptor in a Zen Garden outside in the planter in front of their design studio. This will be required for them to work together to exhibit their Sculptor using a black painted stake and wire to showcase their Zen sculptor on the planter. The student needs to ensure that the stake does not become part of their design since they will demonstrate that even the empty space of their sculptor is part of the sculptor. The other high school students will be the passive observers of their art display. The student designer will acknowledge presentation skills and confidence from a cultural and symbolic style of art and landscape architecture style that has influence many modern designers.

UNIT 2 HISTORICAL AND ARTISTIC CONTRIBUTIONS TO CALIFORNIA CULTURAL LANDSCAPE

Early and Immigrant Gardens in California

Students will identify the critical evolution of immigrant groups to California beginning with the California Native Americans, Gold Rush era, Southeast Asian and Latino immigrants by developing a visual timeline of when key immigrant groups entered the state of California. The student will showcase first written data retrieved from research in the internet on to their sketchbook. With the found terminology the students have the opportunity to create a visual collage of critical time slots in the history of the state of California. They will capture their collage on 7 slides provided by the instructor. We will focus on one key group the Cahuilla Indians, the native tribe which called the Coachella Valley their home prior to Manifest Destiny. We will meet the local tribe at the Coachella Valley Museum so they can also showcase the artifacts and early gardens which are on display at the museum. The tribe member list and identify cultural plants they use in their cuisine, medicines, art and spiritual needs. Students will document the various cultural plants and vegetables and sketch the described plant with precise detail of observation on texture, line and tone. Next to their sketched vegetable/plant the student will make a bulleted list of the interview, identifying how the cultural plant is used for medicinal, art, spiritual or cuisine purposes. The student will go back to the studio and write up a critical review reflective essay that prompts them to talk about their own home culture use of vegetable, plants and herbs as medicinal, art, spiritual and cooking purposes, comparing and contrasting them with the plants/vegetables they found in the gardens of the Cahuilla Indians.

An engaging activity to allow the student to develop further confidence in their dialogue about art and the landscape using Adobe Photoshop the student will be asked to study the practice of art perspective they captured in their Cahuilla Indian sketches into other cultural landscapes around the state of California. The students will begin a basic introduction of perspective of overlapping, scale, and value of elements fading due ambience particulates in the distance graphically using the theme of the popular film of Attack of the Killer Tomatoes where the topic of Genetically Modified vegetables is highlighted. Students will be given 10 digital photographic images and they will be required to tell a story of a vegetable or fruit invasion on their landscape making

completely realistic using Adobe Photoshop. The student will be using artistic tools in this software like paint, cropping, trimming, layers, eraser and opacity to exemplify their mastery of perspective by using layers and masking to simulate the right gradient, tone, value to create realism of their creative and innovative Invasion scene. With their gained skills of developing a fun but innovative and refreshing approach to design the student will then use their skills in Adobe Photoshop to create an interpretive and informative signs for the Coachella Valley Museum. With their scanned sketches, quotes from their interviews and experience of graphic design the students will capture the meaning and importance of early gardens and the sanctuary that plants provided to the natives and those who immigrated to California with other people who share the same values and appreciation for cultural herbs, plants and vegetables.

UNIT 3 HYDROLOGY: HOW WATER HAS SHAPED CALIFORNIA

Hydrology: Laboratory Experiments Demonstrating the Uniqueness of Water

Students will review the water cycle and how water is a precious resource for all nations around the world. Special focus will be placed on the unique properties of water. Students will perform a series of laboratory experiments, while drawing and expressing what they learn in their sketchbooks. The following list the major topics covered in this hydrology section. The chemical structure of water will be analyzed for the ability of water to form hydrogen bonds allows water to be an excellent solvent. Temperature can highly influence that state of matter water can be found in (liquid, gas or solid). The specific heat capacity of water is much higher than that of other common substances. The high specific heat of water helps the earth's temperature remain moderate since water traps heat during the day and releases it slowly at night. As a result, the temperature on earth's surface does not vary very widely, ranging from extremes of 134°F to -129°F. The boiling point of water will also be examine. Water has a very high boiling point, meaning that liquid water turns into water vapor at a higher temperature (212°F) than would be expected due to the size and weight of the molecule. The high boiling point of water is due to the hydrogen bonds which tend to hold water molecules together, preventing them from breaking apart and entering the gaseous state. The density of water and how temperature can change the density will also be analyzed. In general, warmer temperatures tend to make substances less dense because the greater random kinetic energy makes the molecules spread out. Students will learn that water is unique though. Water is most dense at 39°F, and as it cools or warms from this temperature, the water expands slightly. The concept of turnover in a body of water will also be studied. Lastly students will study how surface tension can contribute to capillary action and adhesion.

Liquid Gold: California's Water

After reading the article entitled " Early History of Water Sanitation Technology," students will create a timeline that demonstrates the evolution of significant water and sanitation inventions and discoveries since the time of Roman aquifers through the present. With this knowledge in hand, the class will continue to learn about water and how it has shaped our state. Students will learn about the state's water supply and usage. A lesson on how water is moved throughout

California will follow by reviewing the Central Valley Water Project, the State Water Project, the Los Angeles Aqueducts and a special focus on the Colorado River Aqueduct and in particular the Coachella Valley Canal. Students will then utilize Google Earth and Adobe to map out the a specific major water project throughout California. Students will present their maps to the class as they explain the significance of that particular water project. To complete this section of the unit, students will also examine the Coachella Valley aquifer and how the construction of the Coachella Valley Canal accidently created the Salton Sea. A representative from the Coachella Valley Water District will visit the classroom and serve as the guest lecturer in speaking about the Coachella Valley Canal, the Salton Sea and the Coachella Valley Aquifer. Class discuss will conclude this section of the unit to discuss important current events surrounding water rights and water conservation. For example, the local indian tribes have filed a federal lawsuit against the Coachella Valley water agencies, placing the ownership of the aquifer in question. Another important environmental issue is that of the conservation and preservation of the Salton Sea. Lastly, since we live in a desert environment, students will debate if new landscaping projects should incorporate "water-wise" and drought tolerant plants or should homeowners and business owners be allowed to plant high water need plants. Students will also watch the documentary entitled "Blue Gold," which should encourage class discussion as well.

The Mock Muck: Importance of Water Treatment and Purification

The study of water unit will continue with the study of water treatment and purification. The "Mock Muck" activity will simulate the water treatment and purification process. The purpose of the activity is to purify a sample of foul water, producing as much "clean" water as possible. The three major techniques used should be oil-water separation, sand filtration and charcoal absorption/filtration. Students will compete in groups to produce the cleanest sample of water at the end of a pre-determined time period. Students will develop strategies to create the most effective filtration/treatment system with materials provided. The winning group will produce both the greatest amount of water (retained water from the original sample) as well as the cleanest sample of treated water. Students will write a detailed procedure of how each group plans to purify their water sample. Students will complete the "Mock Muck" Data Worksheet. All data will be collected and all results will be shared with the class to determine the best method.

Designing for Our Future: Sustainable Landscapes: Water Crisis and Management in California

After reading excerpts from The Milagro Bean Field War this unit will allow the student to understand how policy, management, recreation and agriculture determine how water is distributed. To bring further relevance the students will explore their local watershed, the Whitewater Watershed, and the Coachella Valley Water District shape design efforts and environmental stewardship. Students learn to read the landscape forms using software such as Google Earth to identify design and use patterns for recreation and how water availability defines these sites. In a team of 2 they will be required to develop a design exhibit using images from Google Earth into Adobe Photoshop, showcasing the timeline of particular sites along the rivers and future proposed use of that space. Just like a professional designers creates on the studio table the student will simulate the same synthesis strategy of rolling out transparency paper on

top of their maps and tracing , texturizing, various line weights and symbolic arrows to capture significant elements of a landscape over time but the student will develop these strategies using Adobe Photoshop to tell a vivid story of water level and reshaping of the landscape for recreation over the time. The skills the students have gained in the previous units will allow for the student to effectively use paint and cropped layers to artistically describe what happened to their watershed in a particular time. The final exhibit (24"x36") will showcase a clean clear color palette (no more than 3-5 colors), elegant opacity layers that allows the viewer to see below the previous map, and concise font size and color to point out key elements and features in the landscape. The students will be prepared to present to a small panel of Bureau of Land Management and Bureau of Reclamation Water Resource and Management as well as members of the Coachella Valley Water District their findings being prepared to take notes in their sketchbook to write down the most current policy and quality control of water management and trail redesign for recreation. The student will finalize their presentation board by writing a critical review essay of the management of their watershed and how this impacts not only their region but the state of California.

Water Wisely: Designing and Constructing an Effective Irrigation System

Utilizing the software "Pro Landscape," students will design an effective irrigation system for a given area. After their design is approved by the teacher, the students will actually construct their design or improve upon an already existing system. In able for the students to design and build such a system students must learn about the components of an effective irrigation system such as piping, sprinklers, nozzles, swing joints, valves, controllers, wires and backflow prevention. Once the system is in place, students will perform the "Catchment Test" to ensure distribution uniformity. Adjustments will be made to students' designs if need be after the "Catchment Test."

UNIT 4 SUSTAINABILITY - DESIGNING FOR OUR FUTURE

Cruising the Sustainability Highway

To introduce the concept of sustainability, student will analyze how the American transportation system affects the environment. Sustainability is based on a simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our natural environment. Sustainability creates and maintains the conditions under which humans and nature can exist in productive harmony, that permit fulfilling the social, economic and other requirements of present and future generations. Sustainability is important to making sure that we have and will continue to have, the water, materials, and resources to protect human health and our environment. Students will apply wisdom, ingenuity, and sound science to the choices they make. To begin the unit, students will explore how transportation needs affect the environment, including the quality of air and water, habitat, and global climate. This section will include the following are:

- Cruise through history

- Natural resources and energy use
- Air pollution and climate change
- Land use
- A matter of choice: Class discussion on sustainability

Going Places, Making Choices: Transportation and the Environment Curriculum, 4-H, (1999)

Designing for Our Future: Sustainable Landscapes: For the People

Students will synthesize their understanding of environmental issues that they have explored in their community, region and the state of California by exploring creative and innovative design solutions to these environmental issues. The capstone case study will showcase the California Academy of Sciences located in Golden Gate Park. This site will embody for the youth an understanding of one of the oldest history and scientific research centers in the West Coast that is designed for the public. Through education a designer student will understand how to design for the future. The California Academy of Sciences honors in a creative approach environmental benefits through its design by creating habitat for wildlife, ecologically manages storm water, generates renewable energy, reduces the sites carbon footprint and urban heat while introducing native plants. With this case study and their lecture the student will be asked to reflect on the reconstruction of our high school. Students will research and develop a critical review of carbon emissions in the urban setting and the effects these emission have on health, recreation and landscape design. Their essay will prompt them to reflect on a creative design solution to solve the exposure students, staff and community have to carbon emissions. Students will essentially answer the following question: can a well designed landscape decrease exposure to carbon emissions, solve environmental problems while providing an aesthetically pleasing landscape? The students will need to reference case study as precedence design elements that are found in the American Society of Landscape Architecture. This site inspires any artistic designers to use aesthetically pleasing design with curvilinear, simple color palette and natural elements in their design to create and develop healthy and educational sites for a community. The student design team will choose their favorite case study found in the ASLA web site and create a mock up scaled model of the site. The student will use their knowledge of Google Earth to download an aerial photograph to print out in 11"x17" exhibit in the art studio printer and use just wire and cardboard, simple color palette, to capture the expression and movement of the designed landscape. With images and excerpts captured from the web page the student team will be required to create an Adobe Photoshop poster (24"x36") compiling their critical review essay, research material and professional photographs of their scaled model. A panel of administrators and art studio teachers will be required to critique the display and reflection on environmental issues found on their high school campus and realizing how design can innovatively solve these environmental problems in an artful and expressive approach.

UNIT 5 CAMPUS GREEN AUDIT (SITE ANALYSIS THROUGH ELEMENTS OF DESIGN)

ADA Accessibility Audit of Indio HS– Equity in the Landscape through Design

To further explore the environment and design of the campus the students will be asked to use effectively their sketchbook to document evidence of space being used by the students, staff and community. This lesson plan requires the student to take a good amount outdoors staying in a location on campus and sketch an assigned space of the campus, three different times during the day, before school, during lunch and afterschool. The process of this visual documentation the student will be asked to reflect and captures their own views and biases as a passive observer in their sketchbook. This will help them articulate their response through their personal lens of gender, culture and age how they would use the space being observed and compare it to the other people using that space. After exercising their observation skills and controlling their personal biases the student will be grouped in teams of 5 to assess a main pedestrian corridor on campus to visually document on an aerial photograph landscape elements and outdoor design conflicts with people with disabilities. The only requirement is that one member of their team will need to play-role a person with a disability. There will be 5 alternating teams with a particular disability (wheelchair, blind stick, crutches, deaf, mute). Their map will have an assigned path layout and 3 questions prompting them to ask people for directions to get to their final destination. The student will vividly experience and document their response and observation of how difficult it can be to get from one destination to another when the landscape is not adequately designed for them with old paving, pathways and lack of signage. This visual experiment will open the discussion to policy and law for disabled people to their introduction of American Disability Act and how design and creative solutions allowed for equity in the built designed landscape. Student will prepare an aerial photographic exhibit in Adobe Photoshop that allows them to diagrammatically highlight conflicts and proposed solutions for spaces on the high school campus. Visual imagery collage will be asked for the students to be inserted into their Informative Display Board, using the advanced artistic tools of texturizing, masking and opacity the student will effectively capture a story of what the designer student explored, found and proposes that administrators consider for future planning of the campus. The boards will be displayed in the front office for students and staff to begin and continue a conversation of equity in the landscape thanks to a creative and innovative approach of students documenting their findings.

Behavior Mapping – Social and Cultural Spaces Observed

The students will be asked in this lesson to visually document, through maps and quick sketches, a behavior map of their high school campus as a method for linking high school physical activity and outdoor design. By gaining critical observation skills the student will gain confidence and patience to determine factors that need to be enhanced or redesigned on the existing space they will be proposing a creative innovate design solution. The student will be asked to bring their data and sketches to the studio and draw out in plans that visually communicate their data. Their assignment will be to tell a story through an attractive rendering and exhibit that uses a minimum use of words by showcasing skills in using texture, tone and value by using only black and white graphite medium. This plan view, drawn to scale will be large enough to capture enough detail of trees, outdoor furniture, buildings, softscape and hardscape, the student design team is responsible to bring this behavior map to life through sketching and drawing techniques through symbology. It will be expected for the student to effectively showcase how each landscape element has its own symbolic texture and line work. A few examples include grass /

stippling, evergreen trees / strong jagged lines, deciduous trees / soft texturized lines, buildings/thick lines, sun location/tone and gradient with shadows. The plan view will be review by a panel of their peers to effectively demonstrate their findings. If the panel is having a hard time understanding and interpreting the plan, the students will be required to fill in with well-articulated speech of their experience and reflect how their gender, age and culture impacted their observation. After doing a creative qualitative observation the student on plan view the student will need to capture landscape elements in a visual quantitative drawing of their behavior mapping through the use of water color sketches in their sketchbook. The student will take their equipment and set up at their site and using only one hue creates a monochromatic layout of landscape elements of the site. They will use their brush and with the manipulation of water saturation capture various gradients of their hue to capture tree silhouettes, basic tree study using drybrush practice, and capture grass using a combination of silhouettes/drybrush with the use of their fingernail to scratch in a suggestion of individual blades of grass. Skies will be the last example of observation the student will capture to reflect their taste and reflective mood at the moment. The use of wet-in-wet, graded wash, flat wash, and value. The student will be able to compare and contrast their visual and verbal documentation with their water coloring observation of the space to reflect on a critical review how a designer has the final impression to develop a significant change on a space to an audience.

UNIT 6 COMMUNITY BY DESIGN: INDIO HIGH SCHOOL MASTER PLANNING

Historical Mapping of Indio HS & Community – Goggle Earth, Sketching and Photoshop Analysis

A deeper understanding on how a landscape evolves over time will be explored in this section, demonstrating how historical archives and technology visually captures the story of the social and historical influences on the landscape. The use of technology and how about satellite imagery will be emphasized as a critical tool for the designer to understand forms, textures, movement and human social patterns of landscape use. Google Earth will be introduced as free software that is reliable to research satellite imagery of a site over time. The student will work with their design partner to document an early and current time frame of the high school campus. They will be assigned a specific time period, early 1900's, 1940's, 1960's, 1980's to current date to capture two shots past/present on Goggle Earth. By importing the images into their project folder on their studio computer they will then open it up in Adobe Photoshop to highlight trends by using the brush, the mask, and layer tools to emphasize significant changes from the past to the present. After using their experience on line and layering to tell a story to their studio critique they will need to develop a pictorial Power Point presentation of 5 slides demonstrating their research of key historical factors that triggered physical changes on the landscape (war, depression, civil rights, drought years, etc.). Their final presentation to the entire studio will highlight the landscape through a historical and social factor during their time period and how that influenced the design and layout of the campus. With their printed out project report portfolio each student as an individual will be asked to personally reflect on the high school campus as a whole and what specific site on the school stood out the most and describe how it made the student feel. They will need to go alone on their time and visit that particular site of the campus that stood out during their research visual documentation and in their sketchbook they will be

required to sketch out a perspective view of the space and focus on one architectural element that has with stood time and can still be found in present time and take 3 different visits to sketch it in detail using proportions, curvilinear shapes, tone and value to capture nature motifs, tile , landscape furniture, and architectural molding. Once the sketchbook drawing reflection is completed the student will present to their design partner to get feedback while the other designer needs to be documenting closely how their audience is responding to their findings on their sketchbook and project packet portfolio. The capstone element of their Historical Mapping project packet portfolio will require the student to do a critical review essay where they become the expert and does a critique and response to the choosen site. With their visual research and synthesis of Google Earth images in Adobe Photoshop as well as their site visit and analysis the student will be fully prepared to develop a 500+ word essay, single space , Calibri size 12 font essay that showcases the students response of the site with an educated foundation. The student designer will be required to prepare their Critical Review essay for review by 2 peers by scanning, using one of the studio scanners (8.5" x 11" or 11" x17" scanners), one of their favorite sketches of their site with the understanding that their audience will be transported to the location while reading their essay. After getting feedback from their peers the student will have created confidence to present to a small panel of professionals from the school and community (teacher, administrator, alumni association) to report their findings and get feedback on what these experts remember of the high school over the years of which the student will be required to write down in their sketchbook in preparation for the next key assignment. This project will document the last building from the original campus which currently still stands. Once the school is completely rebuilt, there will be different but similar structure which the students can analyze along with the former campus.

Community Survey and Observation – Alumni, Museum, Neighbors, Staff

With their knowledge from their previous key assignment, Historical Mapping project packet portfolio, the student will be well versed and prepared to identify key photographic elements and interview questions to further their knowledge of their chosen site on the high school campus. The student will be asked now to use various mediums of sources to attain deeper information of what transpired over time on the high school campus and surrounding community. They will be required to attain 5 visual references (scans of archival photographs, maps, video interviews) as well as 3 transcribed interviews from the local newspaper, broad cast archives, local chamber of commerce, the high school alumni association and school district to further provide evidence that impacted the design and evolution of the site. They will be required to begin collecting all this information on their design team flash card to easily import digital data (scans, video, studio photographs) to their studio computer. They will then be asked to develop an innovative and creative collage on a digital poster (size 24"x36") in Adobe Illustrator, with the help of Adobe Photoshop. This digital poster will aesthetically capture a powerful collage that brings all the collected scanned images with artistic and appropriate fonts that capture the mood and image of the time frame of their site showcasing quotes from their interviews and transcribed data. They will be required to present a mock up half way through the project to their peers in the overhead projector to get a visual critique of layout and color scheme and storytelling strengths/weaknesses. With this information gained from the critique the team will go back to their studio computer to refine and empower their digital poster to be submitted for a design

competition from the instructor to pick the top 4 posters to print a hard copy to be displayed at the school library, main office, or high school alumni association to promote the student work and the class studio.

Utopian Campus Design

With their Historical Mapping project packet portfolio and Digital Poster that documents the visual history of how the landscape has been changed over time in response to historical and social events in the community, region and nation the student will now begin to bring their expertise to solve current environmental issues on the high school campus. They will be put into a team of 3 students, each with different High School Historical Mapping project packet portfolio from different time frames to identify environmental problem on the high school campus and together they will bring their own experience and awareness on how to solve the environmental issue through a creative and innovative High School Campus Master Plan. In order to prepare for this redesign of the campus the students will take a series of fieldtrips to exemplary spaces designed for education, nature, community and health like UC Riverside/Cal State San Bernadino - Palm Desert Campus (campus landscape architect), Coachella Valley Preserve (preserve rangers speaker), Living Desert Zoo and Botanical Gardens (docents), Salton Sea State Recreation Area (biologist, habitat restoration), the annual Desert Garden Tour (sponsored by the Coachella Valley Horticultural Society) and Palm Desert Civic Park (Palm Desert City Hall, Landscape Architect). At each fieldtrip the student will be required to ask at least 2 questions from the professional expert with a final series of quite 20 minute reflection time on a space on site to sketch in their sketchbook. They will be required to sit a minimum of 20' radius (10 walking paces) from their neighbor. Under their sketch the student will be required to reflect how the space makes them feel and what stands out in a positive/negative way in the landscape design, clearly identify the design element. Once back at the design studio the student will collaborate with their design team on identifying key elements the found in their fieldtrips that would enhance the space of the high school. They will visually showcase their elements by creating a diagrammatic map of the high school in Adobe Photoshop showcasing where positive changes will be needed with dots, stars, line work with scanned sketches inserted in layers on the Adobe Photoshop map to tell a story and mission of where the team aims to develop a design theme of their Campus Master Plan (education, nature, community and health). The Coachella Valley Horticultural Society will be invited to be a panel on the final Campus Master Plan from each team to provide feedback on how an urban forest can solve and enhance many of their identified environmental issues and solutions. Through their partnership with the design studio the Coachella Valley Horticultural Society will begin to work with the whole class to identify a small location on campus that can be impacted with the use of plants. The students will use their sketchbook to learn techniques from the society's membership by observing and documenting the habits, shape, texture, size through sketches. The students will learn 10 plants on campus that work efficiently to provide safe, healthy, social spaces by learning the botanical name (family, genus, species, and variety) in their sketchbook and document the personality of each plant through gesture lines, geometric shapes, proportions of the body to measure the tree (walk pacing and height of a peer to measure the plant). They will be required to scale their sketch, full plant sketch to the detail of the stem/bark and one leaf, and bring the drawing to life by using appropriate observations skills ('draw what you see, not what you think') and tone/value to make

the sketch to come alive and come off the page, and they will be reminded to bring inspiration from the beginning of the school year when they were observing the Master Artists and their technique of capturing the emotion of nature. The students will do a final tour of the campus plants a member of the CV Horticultural Society to attain botanical information from each sketched plant where the students will be required to write down as notes. With this full knowledge the student will use an Aerial photo of the Campus, one they already had from Google Earth, to use the drawing tools in Adobe Photoshop to design a landscape master plan. The student will identify location, spacing and species for the identified site on the high school campus. With the presentation exhibits the CV Horticultural Society will refine the layout and designate a planting day on-campus fieldtrip where the students to plant plants (pending administration approval)

UNIT 7 ART AND CULTURE IN A SCHOOLYARD SITE DESIGN

The Art of Developing and Managing the Design

Once the student has acquired visual awareness of the space through the lens of an artist they will be involved in a real-world project that allows them to synthesize their aesthetic problem solving for a landscape site on the high school campus. Their final collaborative project will require them to enter a design competition with their studio peers. They will understand that they will need to follow a design program with a real client and budget who will challenge the student. The challenge will be developed with the client's design request that might at times conflict with their designer ethic they have been exploring by reflecting , documenting and drawing about in the students sketchbook on what the community, student body and themselves as a youth require in a healthy and appealing landscape. The client will be identified by the instructor as a high school campus leader (principal, vice principal, school garden coordinator, department chair). Students will work in teams to develop behavior mapping, pedestrian circulation and a photographic journal that captures the use of an open space on campus that has social, environmental and health problems. With their team the students will have a hard copy of an aerial photo trace in Pro Landscaping at 1:20 scale. On this plan the student will use line symbols, space bubbles, inventory of the existing trees and landscape furniture to document circulation and social groups of the space before school, during lunch, and after school (3 different maps). This information will be transferred and drafted out in Pro Landscaping to present an updated design review to the team and client. This preliminary design review will be the foundation and base to develop the best decision for how the space should be used. The team will need to develop draft out a conceptual layout drawing of their proposed pathways and sitting areas and ornamental plant layout in Pro Landscaping.

When the team gets their preliminary printout from the instructor the student will have an understanding that the design needs to be finalized further for presentation purposes and be visually legible for a professional critique for their 65% submittal. The student will need to bring the design to life using their visual art skills they have gained throughout the course. By using professional rendering media (Pro Landscape, Prisma Color Pencils, Prisma Color Markers, water colors) the team will be required to choose which media best reflect their team's style and personal taste. This preliminary rendering exercise of their plan layout is in preparation to

discuss with a small panel of landscape architect professionals from both private and non-private sector. The student will need to provide a detail explanation of their design to the professional panel with a one page, 500 word critical review of their site by eloquently documenting the evidence they collected during their site analysis. The panel of professional landscape architects will provide guidance and advise on how to address design solution of their proposed plant area. With notes taken from the review including redlines the panel did with transparency paper on their design proposal the student will head back to the drafting table with their team and prepare to submit their 85% submittal with a new defining layer to their design program; embracing a capstone Designer Personality (Western Cultural Design – Martha Schwartz and Frida Kahlo , Eastern Cultural Design – Organic Essentialism through Zen Design, European Cultural Design Antoni Gaudi – Color and Design in Tile) as precedence to their final design.

Western Cultural Design – Martha Schwartz and Frida Kahlo

The winning design team for this cultural artist will show an understanding how color and culture and social representation was effectively captured in both Martha Schwartz and Friday Kahlo master pieces. The student will need to demonstrate through an artistic and innovative design how the planting area not only identifies how the space will be used by the high school youth, educators and community after school but also captures the visual energy and beauty of these Cultural Designers. The winning team will be required to develop final design layout in Pro Landscaping key design elements used by Martha Schwartz, the use of curvilinear and abstract landscape furniture elements to bring a community together. The final rendering technique, after printing the Pro Landscaping plan view, the design team will effectively showcase the vibrant and bold color wheel that Frida Kahlo exemplified in her portraits. The final two weeks before school ends the winning team will be the design that will be installed by painting the installed site with vibrant colors and a professional mural that embodies the research and mission of the high school campus capturing the voice from both Martha Schwartz and Frida Kahlo.

Eastern Cultural Design – Organic Essentialism through Zen Design

The winning design team for this cultural genre will demonstrate an understanding how simplicity and austerity can be a powerful designer tool to highlight environmental and social spaces. The student will need to demonstrate through an artistic and innovative design how the planting space not only identifies how the space will be used by the high school youth, educators and community after school but also captures the visual peacefulness and beauty of the Cultural Genre as Zen Design brings. The winning team will be required to develop final design layout in Pro Landcaping key design elements used in Zen design, the use of symbolic nature elements, spirituality and clean simple lines essential to bring a healthy state of mind to the user group of the designed zen planting. The final two weeks before school ends the winning team will be the design that will be installed by emphasizing the usage of dry rock garden as informal and natural seating arrangement on the proposed design. The use of natural textures, simple monochromatic color palette for the rocks, sand, moss and dwarf evergreen trees will be used to exemplify a quiet, peaceful and culturally educational space on the high school campus.

European Cultural Design - Antoni Gaudi's Color and Design in Tile

The winning design team for this cultural genre will demonstrate an understanding how a formal professional degree like architecture took on a compelling and innovative approach by adapting art, recycled material and mosaic art as a critical tool to showcase artful pieces of architectural buildings and open spaces that brought the community together in a social and spiritual approach. The student will need to demonstrate through an artistic and innovative design how the planting space not only identifies how the space will be used by the high school youth, educators and community after school but also captures the complimentary colors, visual accents and organic nature-inspired forms Gaudi created in his masterpieces. The final design will require mastery of this poetic movement of color and shape and form in the student final plan layout. The final two weeks before school ends the winning team will develop the final design construction details of a 8" diameter Gaudi inspired Mosaic Sun that the entire design studio will construct and design, Gaudi style of first installing then designing, a layout of their Mosaic Sun using a paper plate, clay and real recycled tile to layout and create a mock for their peers to review and critique. Once the Mosaic Suns have been finished with no more than 1/8" grout spacing, the student will install their Mosaic suns on student designed and build straw-bale seat walls. The use of complimentary colors, symmetry and well balance use of tile size with appropriate visual accents (mirror tile, marbles, recycled bottle pieces) will be used to exemplify a culturally rich and vibrant color and nature inspired motifs mosaic layout that is educational space on the high school campus.

UNIT 8 LANDSCAPING SHOWCASE

Once the students are comfortable with the design concepts, students will receive hands-on experience in designing and constructing a 10' X 10' miniature garden. These gardens are installed inside the main entrance of the local county fair and displayed and cared for during the duration of the fair.

All Exhibitors must follow the following rules:

- All work on this project is to be done ONLY by the exhibitor (the student). Advisor and parents are welcomed to offer suggestion, but all ideas for design and construction must be student inspired.
- A small materials fee is charged to all entries. Exhibitors can pay for the materials fee once they receive their premium check from the fair. This materials fee is charged to provide needed construction materials to all landscape entries and therefore becomes a shared cost.
- Exhibitor agrees to follow all suggestions provided by the Landscapes Advisor (the instructor). If student refuses to or displays outmost disrespect, exhibitor's entry will be withdrawn from the fair. Student will still be responsible for materials fee.
- No horse play of any kind will be allowed. If student is asked too many times to focus on project, entry will be withdrawn. Student will still be responsible for materials fee.
- All injuries, no matter how small, must be reported to the instructor.

- Entry fee for each landscape will be $10.00 as required by the fair grounds.
- A minimum of 2 students with a maximum of 4 students will work on each landscape entry.
- Most of the plant material will be on loan from local nurseries. All exhibitors will care for all plants used in their landscape display. If plants are damaged in ANYWAY, exhibitor will PAY for the plants in addition to the materials fee. Exhibitors that do not pay for the damaged plant material forfeit their premium check.
- All landscape exhibitors will sign-up for a watering shift in which every plant used in our landscape displays will be water to ensure the proper care and appearance required by the fair board.
- All exhibits must have a final drawing detailing the plans and giving the public knowledge as to what plants were used. All plants must be properly identified by their common and botanical name.
- Each landscape must follow each of the following categories:
    - Enchanted Patio – featuring the use of brick, stone, or wood. Provides a serene environment as a refreshing relief from the stresses of modern living. Ponds, fountains, or other water displays recommended.
    - Southwestern Patio – featuring drought tolerant plant material
    - Sun Lover's patio – featuring sun-loving flowering plants, trees, foliage, props and accessories. Using appropriate background materials (bamboo, fencing, trees, wall, etc.). Plant material and accessories to be exhibitor's choice
    - Drought Resist Design – featuring drought tolerant plants
    - Oriental Garden Styles – featuring a garden for peaceful contemplation. They draw heavily on Buddhist, Shinto and Taoist philosophies and strive to provide a spiritual haven for visitors. The primary focus of an Oriental garden is nature. The elements of a Japanese garden mimic or symbolize natural elements.
    - Other - Landscape Design – using appropriate shrubs/trees for background, use of fountains, reflecting pools or waterfalls desirable. Complimentary props and accessories permitted.
- Category selection is reserved on a first come, first serve basis. As soon as all team members submit this agreement with both exhibitor and parental signature, the group may select their category. Each category will be limited to 3 teams.
- Construction is scheduled for 5 days prior to the opening of the fair.
- Exhibitors who also have a livestock entry are expected to attend all require livestock barn duties. Exhibitors that have livestock will be expected to care for their animals and will NOT be allowed to miss barns.
- All landscape exhibitors will be excused from school for the purpose of clean up and return of all plant materials.
- Thank you letters to all sponsors will be expected from all exhibitors as well as updating the California Ag Recordbook in able to receive premium check.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Drawing the Landscape	Chip Sullivan	Wiley	2	[empty]	Yes
Design Synectics	Nicholas Roukes	Davis Publishing	1	[empty]	Yes
Art Fundamentals: Theory and Practice	Otto G. Ocvirk, Robert E. Stinson, Philip R. Wigg, Robert O. Bone	McGraw Hill	6	[empty]	No
Color Drawing: Design, Drawing Skills and Techniques for Architects, Landscape Architects and Interior Designs,	Michael E. Doyle	Wiley	2	[empty]	Yes
Landscaping Principles and Practices	Ingels	Delmar, Cengage Learning	7th Edition	[empty]	Yes
Introductory Horticulture	Carroll Shry, Edward Reiley	Cengage Learning	8th Edition	[empty]	Yes
Sunset Garden Book	Sunset Magazine	Sunset Magazine	February 7, 2012	[empty]	No

Literary Texts

Title	Author	Publisher	Edition	Website	Read in entirety
Liquid Gold: California's Water	California Environmental Protection Agency	California Office of Education and the Environment	2nd Edition	[empty]	Yes

Manuals

Title	Author	Publisher	Edition	Website	Read in entirety
Professional Turf Manager's Guide to Efficient Irrigation Practices and Equipment	Donald J.Turner	Ann Arbor Press	1998	[empty]	Yes

Multimedia

Title	Authors	Director	Name of video series	Date	Website	Medium of Publication
Blue Gold	Maude Barlow, Sam Bozzo & Tony Clarke	Sam Bozzo	[empty]	1 October 2009	[empty]	DVD

Supplemental Materials

Title	Content
Supplemental Materials	• Autodesk Design Academy, http://www.autodesk.com/education • Design Principles and Problems, 2nd Edition by Paul Zelanski and Mary Pat Fisher 1996 • Landscapes of Man: Shaping the Environment from Prehistory to the Present Day by Geoffrey and Susan Jellicoe 1995 • Plan Graphics 5th Edition by David Davis and Theodore Walker 2000 • Construction for Landscape Architecture by Robert Holden and Jamie Liversedge 2011 • Time-Saver Standards for Landscape Architecture, 2nd Ed by Charles W. Harris and Nicholas T. Dines 1998 • The Meaning of Gardens by Mark Francis and Randolph T. Hester, Jr. 1993 • The Milagro Beanfield War, by John Nichols 2000 • Community by Design, by Kenneth B. Hall and Gerald A. Porterfield 2001 • From Concept to Form in Landscape Design, by Grant W. Reid, ASLA 1993 • Garden and Climate by Chip Sullivan 2002

• Unbounded Practice: Women and Landscape Architecture in the Early Twentieth Century by Thaisa Way 2009

Other

Title	Authors	Date	Course material type	Website
PRO Landscape	Drafix Software, Inc.	[empty]	CAD, Photo Imaging and 3D Rendering Software	http://prolandscape.com/en/about/schools/

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Desert Sands Unified School District
SECONDARY COURSE PROPOSAL

☐ **Provisional** **X Permanent**

Course Title: Companion Animal Health Care

Pre-requisite(s): Ag Biology, Student interested in Animal Science/ Veterinary Science or Recommendation of Agriculture teacher

Department: CTE- Agriculture
Course Length: One Year

Grade Level: 10-12
Credit(s): 10

Meets Graduation Requirement: X Yes ☐ No if yes, which area: Life Science
Seeking UC/CSU Approval: X Yes ☐ No if yes, date submitted to UC/CSU: _____

Date approved by UC/CSU: September 2014

Course Description:

This course is designed to acquaint students with the many and varied issues that surround the management and production of captive companion animals. Students will be presented with theoretical and practical aspects of anatomy, physiology, genetics, nutrition, reproduction, biology, behavior, evolution and animal traits, scientific theory, general animal husbandry, sanitation, medical/scientific terminology, health, economics, and management of animals generally considered human companions. Additionally, students will be presented with a factual overview of the pet and companion animal industry. Students will practice essential employability skills which can include career opportunities in the animal care field, plus personal and interpersonal skills, career development and employment literacy. Course meets California science standards and high school students may use this class towards graduation credit. School year 2011-12 articulation agreement was completed with Mt. San Antonio Community College so that students could earn 3 units of college credit for AGAN 1 Animal Science.

History of Course Development

"Companion Animal Care and Management" was inspired by similar courses offered at UC Davis in the Department of Animal Science. The course content is similar to Animal Science 42 (which is a GE class at UC Davis) and Animal Science 142 (a course for Animal Science majors). The content has been adjusted for secondary level students but will still provide a strong background in the topic area for students hoping to pursue post-secondary studies in Animal or Veterinary Science. Contact has been made with the instructors these University courses at UC Davis and the Dixon High School Agriculture instructor so that the integrity of this course is at the same level.

For District Office use only

Credential needed _____ **CBEDS Course Code** _____

School Submitting: _____ **Submitted by:** _____

Submission Date for Provisional: _____ **Submission Date for Permanent:** _____

_____ **Date:** _____

Assistant Superintendent, Educational Services

Desert Sands Unified School District
SECONDARY COURSE PROPOSAL

ALIGNMENT WITH ADOPTED STANDARDS and/or STATE FRAMEWORK:
This course has been developed in alignment with adopted District content standards and/or the California State Framework for the subject area.
This Course is Aligned with State Agriculture Standards, State Science Standards and CTE Standards

See Attached UC Submitted Course Content which meets all District Criteria showing the detail of the course.

Companion Animal Health Care

Indio High School (051247)

Basic Course Information

Abbreviations:

Abbreviation	Course code
Animal Care/Mgt/Agriculture	

Length of course:

Full Year (2 semesters; 3 trimesters; 4 quarters)

Subject area:

Subject area	Discipline
Laboratory Science ("d")	Biology / Life Sciences

UC honors designation:

None

Grade levels:

9th	10th	11th	12th
✔	✔	✔	✔

Course learning environment:

Classroom	Online
✔	

Is this course an integrated course?

No

Course Description

Overview:

This course is designed to aquaint students with the many and varied issues and challenges that surround the care, management, and production of Companion Animals and Veterinary fields.. students will learn the scientific principles, theoretical, and practicle aspects of anatomy, physiology, genetics, nutrition, reproduction, biology, behavior, health, economics, and management of animals generally considered human companions. Additionally, students will go beyond the science into the career aspects of the companion animal industry.

Course Content/Purpose

Students will investigate California State Life Science Standards within the medical context that builds upon knowledge gained in the prerequisite Biology science lab. Students will expand beyond the basic knowledge of cellular biochemistry, genetics, and physiology by understanding the overarching integration of physiology, biology and chemistry within the context of body systems. They will expand their knowledge of body systems and diseases and demonstrate their ability to solve problems within the context of common real-life scenarios seen in the veterinary medical profession and the Animal Companion Industry:

- Student will investigate infection control and epidemiological factors relating to disease.
- Students will investigate disorders, injuries, or disease of integumentary, muscular and /or skeletal systems
- Students will investigate the hematology and cardiovascular system
- Students will take a holistic approach in their understanding of the body and the diseases associated with it.
- Students will utilize scientific methodology skills to evaluate test subjects by collecting data, chemical analyses, and follow scientific protocols to form accurate conclusions.
- Students conduct effective research utilizing medical journals and textual materials to understand medical disorders, injuries, or diseases.
- Students will research significant scientific developments in veterinary science, major medical practices and procedures with the ability to apply past events to present-day veterinary scenarios.
- Students will demonstrate understanding of scientific developments by communications such as research projects, oral and multimedia presentations, and classroom practicum examinations.
- Students will apply knowledge, research and medical science in response to given scenarios and provide recommended diagnostic treatments and care of the human condition.
- Students will experience extensive laboratory study and application of scientific practices in real life situations.
- Students will learn the importance of team work and the elements necessary to follow specific directions towards meeting a mutual goal within the context of work and research.
- Students will learn the importance of maintaining a practice of self-improvement for increasing and improving one's knowledge regarding new and innovative diagnostics techniques, treatment and the latest research.
- Students will learn the importance of the Companion animal Industry and its' related fieldsStudents will learn the aspects of the biology , care, management, and history of companion animals
- Students will research the history and complete a research paper on the the development of and interaction of domestic and companion animals in the development of society

Prerequisites:

Prerequisite	Required / Recommended

Life Science or equivalent	Required

Co-requisites:

Corequisite	Required / Recommended
Students interested in Animal Science/Veterinary S	Recommended

Course content:

The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

Key Assignments

Key assignments are designed to support course content and student learning objectives as stated in the course outline. Key assignments in Companion Animal/Veterinary Science will include a combination of the following types of assignments:

Dissections & General Lab Skills: Students work individually or in small groups to perform dissections and observations of various organs and tissues. Dissections are programmed according to the topic being studied at the time. The students are required to include a write up on all dissections into their Lab Journal. General lab skills will be addressed such as proper use of a microscope, staining techniques, and blood smears. These activities are designed to help the student develop understanding and relationships between structure and function of organs as well as basic lab procedures.

Textbook Readings: Assignments support class work on a given topic. Reading guides are given for each assignment. Students are required to take notes and create a vocabulary list with each assignment.

Writing Assignments: There are three main types or writing assignments each semester in Veterinary Science/Companion Animal Science:

- Reflective Responses: Responses to readings and media (6-9 per semester): In the reflective responses student summarize the key points of a magazine piece, journal article, news story, or documentary clip, framing the information in terms of material they have been studying. They then reflect on the piece, sharing how it stirred their interest or curiosity, predicting ramifications for the field, and commenting on the credibility of the science and the source. These reflective responses allow the students to internalize material on a personal level and engage with the concepts in a more informal context. Reflective responses are generally one to two pages in length. Animal Health Smart Brief is a major source of the readings.
- Lab reports: Lab reports are three to four page documents presenting the details of scientific inquiry and discovery. Utilizing the introduction-methods-results-discussion-conclusion format, students practice articulating information, observation, and cause and effect relationships concisely. The writing process is also applied to lab reports and students revised the reports until proper format and accuracy is achieved. Students are required to write a lab report for each lab.
- Research papers: Students have several opportunities throughout the year to research a topic of interest to them. Students need to conduct research as preparation for their student project. After conducting the appropriate research, students compose a seven to ten page paper in which they report on a discovery, technological advance, topic, or sub-discipline within veterinary science. Students are expected to convey findings from several sources, relate and contextualize that information, and incorporate their own analysis into the report. Examples of topic choices include: Advancements in prosthetic limbs in physical design and

integration with the nervous system, the promise and challenges of cloning individual organs, the effects of prion diseases on tissues, or the control/spread of zoonotic disease.

In addition, as part of the final exam, students will write a culminating essay which incorporates core concepts from across several units. These essays, which are three to five pages in length, provide students with the opportunity to demonstrate mastery of key terms and ideas, to explore the nuance and complex relationships, and to apply their understanding by analyzing a real-world scenario. Several essay topics samples are presented by the teachers and the students select their topic.

All writing assignments are scored using a rubric. An example of the rubric can be seen at www.rubistar.4teachers.org.

Projects: Within each unit students will be given the opportunity demonstrate understanding by selecting and executing a small scale project. The menu of options presented will appeal to a wide range of learning styles. Examples of unit projects include: Drawing a comic book adventure of a red blood cell traversing the body, constructing a scale model of the alimentary canal, creating a "map" of the human body as might be made by tiny explorers, hindering one sense for an entire weekend and describing and analyzing the experience, and devising a Homeric simile to describe the functioning of a renal nephron. Students are also encouraged to propose a project that they would be interested in pursuing that would adequately challenge them and provide opportunities for documenting their learning.

Presentations: Student presentations can be done in a variety of formats. Students can choose to use Power Point, iMovie, Prezi, or Cyberlink Movie, a skit/play, or game show formats to share information with the class or other designated group. Presentations have a written component in which the student/s needs to present their findings to the teacher.

Case Studies: Students will use case studies to identify possible problems with the potential of infectious disease and provide theoretical treatment options.

Practicum: A practicum provides the students a hands on opportunity to apply the theory learned. Practicums give the student an opportunity to explain how concepts or ideas specifically relate to other content domains or concepts.

Intro to Veterinary Science

Histology: Students will develop proficiency using microscopy to view slides of many different tissue types. Through this activity, students will be able to correctly identify and draw specific tissue types. ***Dissections & General Lab Skills***

Pathology: Students will examine healthy and diseased tissue samples and develop the ability to differentiate the diseased tissue from healthy tissue. ***Dissections & General Lab Skills***

Tissue Sample Preparation: Students will prepare tissue samples and demonstrate appropriate staining techniques. ***Demonstartion/Modeling***

Unit 1 Cells and Microbiology

Using the Microscope: Students will review how to properly adjust a microscope. They will learn to adjust the total magnification and properly use each magnification for different samples of animal anatomy.

In this activity students will:

- learn the parts of a compound light microscope and their functions
    - learn how to calculate the magnification of a compound light microscope
    - learn how to make a wet mount slide
    - understand how the orientation and movement of the specimen's image changes when viewed though

a compound light microscope
- learn the proper use of the low and high power objective lenses
- learn the proper use of the coarse and fine adjustments for focusing

Student findings presented through demonstration of proper use of microscope as well as through visual representation in a "How to use the microscope" info sheet to be created by the student and shared with one another. ***Laboratory/Modeling***

Identify Animal Cells: Students will examine different tissue types and identify. Student findings presented through correct identification of cell types and organelles in an ID quiz set up by the teacher. ***Dissection & General Lab Skills***

Gram Stain: Bacteria are convenient organisms for research in several sciences. Bacteria are relatively simple organisms. This laboratory exercise will train the students how to perform the Gram stain. This procedure is used to classify bacteria and is valuable in guiding treatment. Bacteria vary greatly in size, but their cell shapes are of three basic types: coccus, bacillus, and spirillum. Bacteria cells can be colored with a stain to provide contrast with the background and to make cellular organelles visible. Differential stains such as the Gram stain are more complex and are used to divide bacteria into groups. The Gram stain separates most bacteria into two large groups: the Gram stain positive and Gram negative bacteria. Students will follow procedure listed in lab directions to stain to complete the stain process and then will report their findings on the size, shape, grouping and staining characteristics of each bacteria. ***Dissection & General Lab SKills***

Cellular Anatomy: Students will use charts, models, and slides to identify composite cell structures, including the cell membrane, nucleus and organelles. ***Project***

Cell's Life Cycle: Using a slide of a blastula, students will observe the phases of mitosis. Students will draw and label cells in each stage of mitosis. ***Project***

Epithelia Tissue: Students will examine simple epithelium and draw each tissue: Simple squamous epithelium, simple cuboidal epithelium, and simple columnar epithelium. ***Dissection & General Lab Skills***

Connective Tissue: Students identify and classify common tissue types in animals. Student findings are presented through the correct description of the microscopic appearance of each type of epithelia. ***Dissection & General Lab Skills***

Unit 2 Skeletal and Muscular Systems

Identify bones of Equine Skeletal System: Students will use an equine skeleton to identify bones of the appendicular and axial skeleton. ***Demonstration/Modeling***

Identification of bones in appendicular skeleton: Students will identify points of articulation and joint types. Students will compare joints the equine and bovine appendicular skeleton and make conclusions on animal movement. ***Demonstration/Modeling & Project***

Broke? What type?: Students will examine a radiograph and identify broken bones and the type of break. ***Practicum***

Organization of the Body Gummy Bear Dissection: Students will describe and model levels of organization in the "canine" body. Students will correctly use directional terminology to describe the relationships of the surface anatomy of the body. Students will describe and identify the major planes and sections of the body. ***Project***

Articulating Skeletal Feature: Students will attempt to recreate a partial skeleton after being given a collection of replica bones. ***Project***

Muscle and Nerve Tissue: Students identify and classify common tissue types in animals. Student findings are presented through the correct description of the microscopic appearance of each type of epithelia. ***Dissection & General Lab Skills***

Muscle Fatigue: Students will formulate a hypothesis on the effects of two minutes of squeezing a tennis ball. Using their knowledge of muscle structure and function, students then draw conclusions about what accounts for the variation in muscle performance. ***Practicum***

Microscopy of Muscle Tissue: Students examine prepared slides of muscle samples from frogs, pigs and fish. ***Enrichment***

Long Bone Dissection: Students will dissect long-bones such as an animal's femur or tibia. Students will locate and identify the following structures: Articular cartilage, spongy bone, compact bone, diaphysis, endosteum, medullary cavity, periosteum bone marrow, and epiphysis. The students will make a drawing and label each of the structures. Students will make a table and identify the function of each structure. Student findings will be presented through a lab report and informational paper. (one to two pages on bones and their composition) ***Dissection & General Lab Skills***

Unit 3 Cardiovascular and Respiratory System

Stethoscope Use: Students will use a stethoscope to calculate heart rate in provided animals. ***Practicum***

Heart Dissection: Students will dissect an animal heart following the directions given in the lab procedures. The students will identify the pericardium, the coronary arteries and veins on the exterior of the heart. The students will observe the interior of the ventricles. Students will identify the four chambers of the heart, myocardium, tricuspid valve and other features. Students will draw the heart and label all of the structures visible on the whole heart. Students will also diagram blood flow through the heart. Students will complete a lab report, answer questions, and complete a research paper on the heart. Examples of potential questions: ***Dissection & General Lab Skills***

- Why is the left myocardium thicker than the right?
- What separates the right and left atria?
- Describe the function of the pulmonary artery and vein.
- What prevents backflow of blood into the ventricles?
- What do the superior and inferior vena cava do?

Capillary Refill Time: Students will determine capillary refill time for companion animals brought to class. ***Practicum***

Heart and Respiratory Sounds: Students will identify normal and abnormal heart and respiratory sounds using the stethoscope. Students will use CPR Dog to perform emergency intervention procedure such as abdominal thrusts and rescue breathing. ***Practicum & Demonstration/Modeling***

Temperature, Pulse and Respiration: Veterinarians use temperature, pulse and respiration as a general guideline for assessing an animal's health. They must know the normal values for all of the species of animals that they see. The students will be able to determine temperature, pulse, and respiration rates for a dog and cat, and be able to recognize abnormal results and their cases. Students will begin with identifying average readings of temperature, pulse and respiration for a dog and a cat. Students will then collect data from the patients provided in the room. After analyzing the data collected, students will identify factors that can cause and increase and/or decrease in temperature, pulse, and respiration. ***Practicum***

Respiratory Structure and Function: Upon completion of drawing and labeling the structures of the respiratory system, students will proceed into the following activity. This activity focuses on measuring respiratory values. By measuring lung capacities and respiratory rates, the students will use the resulting data to first predict, and then test their hypothesis. Various graphs can be charted from the results giving students the opportunity to practice graphing different types of graphs, as well as gleaning conclusions from the data analysis. Measuring respiratory values not only helps us understand how the lungs work, but it also can help doctors determine if a patient might have lung disease. In this activity, we will measure vital capacity using balloons and then compare these values to our fellow classmates. Vital capacity is the volume of air that can be expelled after a full inhalation. The total air

holding capacity of the lung is the sum of the vital capacity and the residual volume. Even when you try extremely hard to expel all of the air in your lungs, there is still some air left in the alveoli and airways. ***Practicum & Laboratory***

The Circulatory Pathway: The student objective is to examine circulation of a fish, to distinguish among the types of blood vessels, describe the flow of blood in those blood vessels, and compare the structure and function of the blood vessels. Students will observe the circulatory pattern through the tail of a goldfish. The students will locate the blood vessels in the tail of the fish and observe them closely. The students will observe the size of the vessels and the direction of the blood flow in the vessels. The students will also compare the speed at which the blood flows in the various vessels. Students will view the fish's tail under medium power working quickly, but thoroughly; because the fish will need to be returned to the water soon. The fish should not be out of the water for more than about five minutes. Make sure the cotton stays wet. If you observe the blood flow in the tail stopping, immediately return the fish to its original container. Examples of questions the students will respond to at the completion of the lab may include: Does the blood in all of the vessels travel at the same speed, or at different speeds? How could you tell the difference between the arteries, veins, and capillaries? What is the function of the arteries in the fish? What is the function of the veins in the fish? What does the flow of blood through the capillaries look like? Where in the fish would you expect to find the most capillaries? Why? How is the circulation in the fish similar to the circulation in a human? How is the circulation in the fish different from the circulation in a human? ***Project***

Unit 4 Digestive and Renal System

Skin Test: Students will test skin turgor to determine hydration. ***Practicum***

Organization of the Digestive System: The students will create models of a ruminant and non-ruminant digestive system. Students will be able to compare form and function of the two systems. ***Demonstration/Modeling***

Equine Feed Analysis: Students will hypothesize the feed requirement for a client's horse based on its use. Students will focus on the nutrient requirements and mix a one pound sample of the suggested ration. Students will present their findings through the correct calculations and mixture of a palatable feed for their case study horse. ***Practicum***

Feeding and Corn: Students will research and discuss the differences in feeding a corn based and grass based diet to cattle. Student findings will be presented in collection of data, reflection on the data, and a persuasive writing project. ***Research Paper & Reflective Response***

Determining the Age of a Horse: Students will learn how to determine the age of a horse by examining the teeth. ***Practicum***

What's in a Label-Examining Pet Food Nutrition Research Project: : Students will bring in pet food levels and analyze the components of pet food. Pet food labels contain a lot of information. Government regulations dictate the minimum information that will be found on a label. Upon completion of this research project students will be able to analyze the labels on pet food and determine the best food overall based on nutrition and cost. ***Research Paper & Project***

Unit 5 Integumentary System

The Skin: The students will create a Concept Map on the tissues of the body. The students will start the center or their concept map with the title "Tissue Types in the Body. From there they will draw four arrows that show the four types of tissue found in the body. From the previous step the students will include linked concepts that describe the tissue type, where they are found, and any additional related items. ***Project***

Skin Condition Identification: Using images students will identify common skin diseases encountered by healthcare professionals. ***Practicum***

First Aid Response to Superficial Wounds: Students will understand the body's response to injury and learn appropriate techniques to effectively respond to superficial wounds. ***Practicum***

Burn Classification: Students will learn the classification of burns and corresponding injuries with moulage kits. Students will demonstrate an appropriate response and treatment. ***Practicum & Demonstration/Modeling***

Unit 6 Nervous System

Examining Reflexes Activity: Students will test reflexes and stimulated response in classmates. Students will work in pairs, using a blindfold and a yardstick; students will drop a yardstick through the hand of their partner and determine the speed at which their partner is able to grasp the stick. Measurements will be recorded. Students will graph their findings, draw conclusions based on the speed and efficiency of the nervous system. ***Project***

Anatomy and Function of the Spinal Cord: Students will look at two myelograms and determine levels of function for both patients. Students will propose a suggested treatment schedule, providing detailed information to the animal owner. Treatment recommendations will be based on projected outcome of treatment, patient quality of life, as well as costs of treatment. Treatment recommendation will be in the form of a lab report which will demonstrate the students' understanding of reading a myleogram as well as the anatomy and function of the spinal cord. ***Practicum***

Brain Model: Students will make a model of the brain, labeling the three sections and the twelve cranial nerves and listing their functions. ***Demonstration/Modeling***

Organization of the Nervous System: Students will model and demonstrate understanding of the general functions of the central and peripheral nervous systems. ***Demonstration & Modeling***

The Eye and Vision: In this lab students will dissect a cow/sheep eye. Which of the divisions of the brain are visible on a gross physical level? How do the components of the eye fit together to form a functional whole? Students dissect a sheep's brain and one eye, separating and identifying structural features within the brain, noting differences in density, texture, and color. The eye is dissected, each component is sketched separately, and students attempt to "reassemble" the organ based on their understanding of the anatomy of the eye. Student findings are presented through answering of questions and all data collected during the lab. ***Dissection & General Lab Skills***

Neurological Disease Research Paper: Students will choose from a list of provided neurological diseases or disorders. Research paper will be 6-9 pages in length. The following must be included in their writing: disease origination, cause, symptoms, treatment, method of diagnosis, method of transmission, as well as species affected. Research papers will be developed using the writing process, including rough draft, peer editing, and final draft. Research papers will be assessed on a four point rubric with guidelines discussed and given to the students at the beginning of the writing process. ***Research Paper***

Unit 7 Endocrine System

Endocrine System Disease: Each student will create a Power Point presentation of a homeostatic disorder involving the endocrine system. Each student will present their topic to the class. Each presentation must include a discussion of the cause, symptoms, treatment, and prognosis of the disorder. The student must use correct terminology while presenting the organs and hormones involved. The students must research their disorder in depth so that they are prepared to answer appropriate and reasonable questions from their audience at the close of their presentation. ***Research & Presentation***

Estrous Cycle: Students will identify stages in the estrous cycle and the correlation to hormone levels in a dairy cow or horse. ***Practicum***

Virtual Dissection of the Endocrine System: BioLab Pig and CatWorks dissection software will be used to conduct virtual dissections of the endocrine system. Students will identify organs/structures of the endocrine system and will create an anatomy comparison between the two species. Student findings will be demonstrated through the correct identification of organs as well as their specific structures, functions and hormones produced or system controlled. ***Dissection & General Lab Skills***

Endocrine Glands and Relationship to other Body Systems: Students will identify and state the relationship of the endocrine glands and how they relate to other body systems and note the impact of diabetes on the human body and its causation. ***Research and Paper***

Growth Hormones in Beef Cattle: The use of hormones to stimulate growth in beef cattle evokes strong emotions among those on both sides of the issue. People who favor the use of hormones to stimulate growth in beef cattle show that hormone-fed beef products are safe and wholesome for consumers. They have researched the issue and have shown that the use of hormones increase the efficiency of beef production, thus alleviating energy, feed usage and environmental impacts, and improve overall quality and healthfulness of beef by reducing the amount of fat. On the other hand, those who oppose the use of hormones to stimulate growth in beef cattle believe the hormones cause hazardous residues in beef and contribute to the development of health problems in humans. They also believe that the wastes from cattle that are given such hormones have residues that can run off into water sources and cause negative ecological impacts. Students will research the pros and cons of the use of hormones to stimulate growth in beef cattle. Students must be able to distinguish scientific information and opinion or hearsay. Students must look for verification that the information they are reading is backed by scientific research. The following questions will be asked to help guide student research: Why are hormones used in beef cattle production? Which hormones are used in beef cattle? Are they natural or synthetic or both? What are the effects of the hormones on the cattle and the beef from those cattle? Do the hormones used in beef cattle production affect humans? Do the hormones used in beef cattle production affect the environment? Are the claims for the use of growth hormones in beef cattle backed by scientific evidence? Are the claims against the use of growth hormones in beef cattle backed by scientific evidence? Upon competition of research, students will choose whether they are *FOR* using hormones to stimulate growth in beef cattle or *AGAINST* the use of hormones to stimulate growth in beef cattle. Students will then write an editorial to their local newspaper explaining their view. Students will need to reinforce their opinion with scientific facts that they learned from their research. The focus will be to persuade others to believe the same way they believe. The editorial will be graded according to the Persuasive Writing Scoring Guide found at:http://www.readwritethink.org/files/resources/lesson_images/lesson405/PersuasiveWritingScoringGuide.pdf ***Reflective Writing & Research***

Unit 8 Reproductive System

Compare and Contrast: Students will compare and contrast the reproductive tract models of mare, cow, sow, bitch, boar, stallion, bull, and stud. Students will diagram each reproductive tract and write a report that compares and contrasts the different species. ***Research Paper & Demonstration/Modeling***

Genetic Traits and Gene Regulation: Students will model a breeding operation and use the Punnett Square and genetic combination to create favorable genetic traits. ***Project & Demonstration/Modeling***

Artificial Insemination: Students will research the benefits of using artificial insemination in the dairy industry. Students will conduct their research using a minimum of two internet sites, one book, and one interview of a person in the dairy industry. At completion of research students will compose a written report of their findings. The reports will include a history of artificial insemination and the impact of the endocrine system and artificial insemination. The students will use the writing process including rough draft and peer editing before presenting a final draft that is two to four pages in length. Students will be responsible for creating a three slide Power Point presentation that summarizes their findings that will be presented to the class. ***Research Paper***

Comparison of Reproductive Cycles: Students will compare the reproductive cycles of various farm and companion animals. The students will create a graphic organizer that will display the similarities and differences associated with the reproductive cycles of at least three animal species. Students will be required to include the following in their graphic organizers: species, age of puberty, cycle description (polyestrous, seasonal polyestrous or monoestrous), cycle duration, estrus duration, timing of ovulation, and gestation period. ***Demonstration/Modeling***

Tracking of Estrous Cycle: Students will use information acquired in class to determine the accurate stage in the estrous cycle of a dairy cow based on the levels of various hormones including progesterone, FSH, estrogen, and LH. Students will graph hormone levels to accurately predict stages of estrous. ***Demonstration/Modeling & Research***

Female Reproductive Tract Dissection: Students will examine and dissect a female reproductive tract. The students will describe the plan of female reproductive system, locate and describe the functions of the major organs: ovaries, uterine tubes, uterus, and vagina. The students will identify major features using a microscopic specimen of a

mammalian ovary: primary follicles, primordial cells, granulose cells, secondary follicles, oocyte, antrum, and corpus luteum. Student findings will be demonstrated through correction identification of major organs and functions on a teacher created diagram and quiz. ***Dissection & General Lab Skills***

Male Reproductive Tract Dissection: The students will describe the plan of the male reproductive tract, list the major organs and their function and locate on chart. The students will identify major features in a microscopic specimen of the testis: capsule, seminiferous tubule, interstitial cells, interstitial cells, and sertoli cells. The students will identify the features of mature sperm in figures and in a sperm smear. Student findings will be demonstrated through correct identification during a lab set-up by the teacher as a follow-up. ***Dissection & General Lab Skills***

Artificial Insemination Lab: The students will simulate the process of artificial insemination, using proper sanitation and preservation techniques. Student findings will be observed through the correct procedures and "insemination" of AI cow. ***Dissection & General Lab Skills***

Unit 9 Immune System

Making a Vaccine Protocol: Students will create a recommended vaccine protocol for a new animal owner. Students will determine needed vaccinations and provide reasoning to the animal owner. Students will also provide possible complications to the vaccine or from failure to vaccinate. Students will provide a written report as well as report orally. ***Research & Presentation***

Sterilization Techniques: Students will test their sterilization and sanitation techniques. Students will use GloGerm to see the effectiveness of their process and the repercussions of failing to adequately sterilize equipment, surfaces and hands in the veterinary fields. ***Demonstration/Modeling***

Lymph Nodes: Using companion animals students will locate lymph nodes and associate those nodes with possible areas of infection. ***Practicum***

Immunology Test: In this exercise students will study a technique, Ouchterlony Double Diffusion, of immunology and apply it in a test for food purity. Immunology, the study of an organism's response to a foreign organic substance (antigen), has many medical, biochemical, and bacteriological interrelationships. Upon completion of this lab students will be able to follow basic immunology test techniques. ***Practicum***

Gram Stain: Bacteria are convenient organisms for research in several sciences. Bacteria are relatively simple organisms. This laboratory exercise will train the students how to perform the Gram stain. This procedure is used to classify bacteria and is valuable in guiding treatment. Bacteria vary greatly in size, but their cell shapes are of three basic types: coccus, bacillus, and spirillum. Bacteria cells can be colored with a stain to provide contrast with the background and to make cellular organelles visible. Differential stains such as the Gram stain are more complex and are used to divide bacteria into groups. The Gram stain separates most bacteria into two large groups: the Gram stain positive and Gram negative bacteria. Students will follow procedure listed in lab directions to stain to complete the stain process and then will report their findings on the size, shape, grouping and staining characteristics of each bacteria. ***Dissection & General Lab Skills***

Virtual Pathology: Students will use a virtual pathology lab to observe how a blood sample can reveal evidence of infection. Students will utilize an on-line laboratory resource in order to identify the presence of viral, fungal, and bacterial infection. Student findings will be presented through a laboratory report. ***Practicum***

Koch's Postulates: Students will utilize the procedure for isolating and purifying bacterial cultures from a mixed culture using Koch's Postulates and experiments. ***Project***

Unit 10 Infectious Disease

Sterilization Procedures: Students will demonstrate their ability to perform sterile lab procedures such as sterilization of all surfaces and effective hand washing. ***Demonstration/Modeling***

Zoonotic Disease Research: The students will use critical thinking and problem solving to understand relationships between organisms and their environment. The students will complete a web-based research project on the spread and control of rabies. Students will have to evaluate different sources of information and construct a plan of action to stop a local epidemic of rabies in the wildlife, livestock, and pets in their community. Final product will be a PowerPoint presentation to be shared with the local City Council to explain the urgency of stopping the spread of

rabies in the community. Students will take notes on each web site, book, magazine, or other resources Students will answer the following questions: Why does your community need to develop an action plan right away? What species of animals interact in this ecosystem and need to be considered? Why? What preventive measures can private citizens in your area take? What preventive measures can your local government take? Which of these should be given the highest priority? Why? ***Project & Research & Presentation & Case Study***

Disease Prevention Protocol: Students will create a protocol for a local farm to use to prevent introduction of/spread of a disease. Students will research common modes of transmission and provide procedures to prevent spread. ***Project & Practicum***

Biosecurity in Production Agriculture Research and Producer Plan: A biosecurity program is like an insurance policy for the health and productivity of the herd. Biosecurity encompasses many different on-the-farm components. Cattle health, visitors, vehicles traffic, receiving replacement cattle, feedstuffs, animal identification and rendering practices all have a role in a biosecurity plan. Biosecurity management practices are designed to prevent the spread and movement of infectious diseases onto the operation. The goal of a biosecurity plan is to minimize the movement of biologic organisms and their vectors (dogs, cats, rodents, birds, etc.) onto and within your cattle operation. While developing and implementing biosecurity is difficult, it is the cheapest, most effective means of disease control available, and no disease prevention program will work without it. The possibilities of agro terrorism attacks on the U.S. livestock industry, including the introduction of foreign animal disease, are real. Beef producers need to keep informed about this threat and how to implement biosecurity plans measures into their operations to prevent the spread of disease. These same measures will protect the livestock on the operation from more common animal diseases that can impact your bottom-line. With these things in mind, students will conduct research on current biosecurity threats; their causes and resulting effects. Students will then develop a biosecurity plan for a livestock operation. A biosecurity plan has three major components. They are isolation, traffic control and sanitation. When effectively managed, these components meet the principle biosecurity objectives of preventing or minimizing cross contamination of body fluids (feces and urine) between animals, animals to feed and animals to equipment.

1. **Isolation** prevents contact between animals within a controlled environment. The most important step in disease control is to minimize commingling and movement of cattle.

2. **Traffic control** includes traffic and visitors onto your operation and traffic patterns within your operation. It is important to understand that traffic includes more than vehicles. All animals including dogs, cats, wildlife, horses, birds, rodents and people must be considered.

3. **Sanitation** is the third component of a biosecurity plan. Beware of using instruments and equipment on healthy animals following their use on sick or infected animals.

Improving an animal's disease resistance is at the heart of disease prevention and herd health programs and must be considered in the standard operating procedures of all livestock production management. However, improving disease resistance is not possible for many of the diseases that can affect livestock health and production. Therefore an understanding of biosecurity basics is essential for a properly designed disease resistance health program. ***Research & Project***

Rabies in Your Community: Students will be given basic information on rabies and common carriers. They will then enhance this learning with their own research. Students will prepare a presentation to the city council on rabies and the potential to spread to companion animals. Student understanding/findings will be presented through case study, written report, and their presentation to the city council and other community organizations. ***Case Study, Research & Presentation***

Unit 11 Veterinary Applications

Handling and Restraint of Animals: Students will learn and model appropriate techniques to correctly handle and restrain companion animals. Students will learn and model appropriate techniques to handle and restrain large livestock. ***Practicum***

Head to Toe Assessment: Students will learn the techniques used by Registered Veterinary Technicians to do a complete assessment and answer possible scenarios regarding a patient's condition. ***Practicum***

Instructional Methods and/or Strategies

The role of the teacher in this course is that of facilitator; keeping students engaged with the material, clarifying when necessary, posing questions, and acting as a thought partner for students to share observations and curiosities. When presenting material, guiding discussions, and introducing activities, the teacher's primary objective is to nurture the students' interest, understanding, and curiosity by providing opportunities for the students to interact and relate directly to the subject matter. Themes of inquiry and scientific methodology are infused throughout the course. Student model-building, debate, experimentation, and guided exploration supplement class lectures, audio-visual presentations, and computer-based work.

Lecture: Lectures will be used to explain main ideas. Lectures are done using Power Point presentations, relevant video clips, and/or demonstrations using models and charts.

Case Studies/Investigative Research: Several times throughout the course of instruction, real life clinical cases that correlate to the unit topic will be studied to give students the opportunity to show mastery of knowledge.

Laboratory Investigation: Within each unit students will learn through the use of exploration and investigation. On average there are two to three laboratory investigations in each unit.

Whole Class Discussion: Students will discuss clinical cases to share findings. Post-lab activities will also be discussed in order for the teacher to assess comprehension and stimulate critical analysis in the students.

Concept Mapping: A concept map consists of nodes or cells that contain a concept, item, or question and links. The links are labeled and an arrow denotes direction. The labeled links explain the relationship between the nodes. The arrow describes the direction of the relationship and reads like a sentence. Concept mapping is used in all units. Possible concept mapping includes the relationships between the cardiovascular and respiratory systems, the skeletal and muscular system.

Problem Based Instruction: In problem-based instruction students are presented with authentic, meaningful problems as a basis for inquiry and investigation. Examples of this strategy can be found in the Skeletal and Muscular Systems unit. Students are given a series of radiograph to determine if there are any broken bones. If broken bones are seen, students must identify the type of break and present a possible solution. This strategy can also be used in the How Much Medicine activity in the Veterinary Applications unit. Problem-Based instruction can also be utilized during case studies throughout the course.

Simulations: Simulations are instructional scenarios where the learner is placed in a "world" defined by the situation and the teacher. Simulations represent a reality within which the students interact. The teacher controls the parameters of the scenarios and uses it to achieve the desired instructional results. Simulations can be, in a way, a lab experiment where the students themselves might be the test subjects. They experience the reality of the scenario and gather meaning from the activity. Examples of simulations used in this course include simulating proper techniques of handling and restraint on a stuffed animal and simulating proper procedures for giving a subcutaneous injection in a banana.

Jigsaw/Cooperative: Learning Groups: Cooperative learning is an instructional strategy that simultaneously addresses academic and social skill learning by the students. It is a well-researched instructional strategy that has proven to be highly successful. Examples of how this strategy is used in the class include student research and investigation of internal parasites. Each group becomes the "expert" on their parasite. Groups then mix, and an expert on each parasite teaches members of the new group about his/her parasite. Students enter information about each parasite in their journal.

Peer Partner Learning: Peer partner learning is a collaborative experience in which students learn from/with each other for individual purposes. Students work in peer partner groupings for a variety of activities and labs. An example would be Unit 6 Nervous System lab: Senses: Interactions of Taste, Smell, and Sight.

Structured Controversy: This strategy involves providing students with a limited amount of background information. The students do research to support the information they have been given and then construct an argument based on the information. Groups with opposing arguments then present the information to the class in the form of a structured debate. The students then decide which group presented the stronger argument.

Guest Speakers: Guest speakers will be brought in to share their professional experiences and knowledge as appropriate for the unit of study. Examples of guest speakers: Veterinarian, X-Ray Technician, and Registered Veterinary Technician, Animal Behaviorist, Animal Nutritionist, Grief counselor, and Animal Therapy Technician.

Various instructional methods and strategies will be used to present information and engage the students in practice and exploration. All of the above methods will be utilized at different times, depending on the topic, the methodology deemed most appropriate for the learner, and the availability of guest speakers. Other strategies include direct instruction, guided practice, Power Point presentations, small group laboratory, research, student presentations, and question development by students. As new activities are developed, they will be incorporated into the course.

Assessments Including Methods and/or Tools

Lab Journal: Students will be required to maintain a lab notebook that will be used to assess their understanding of major concepts and objectives for each unit. The lab notebook is collected at the conclusion of each lab and assessed by the teacher. Notebooks are assessed using a rubric. Areas of review include overall writing, beginning questions (pre lab), understanding of steps, observations, post instruction connections. Full points are obtained by students for organized writing, use of all scientific terms, 3-4 thoughtful pre-lab questions, all steps of the lab are identified and explained clearly, includes in depth information with well thought out explanation, and the student explains many connections between the lab activity and real world applications.

Identification/Labeling: As part of each unit, as students study systems of the animal body, they will demonstrate mastery of the system by identification of anatomical structures. Students will use teacher created diagrams, digital images or charts to identify major anatomical structures.

Demonstrations and Activities: Demonstrations and other activities will allow students to connect theoretical information through visual and kinesthetic means. Students will be observed during the activities to verify understanding of content. Students will also be assessed using short answer questions, essay answers, and in some instances short research reports. All written assessments will be evaluated on a four point rubric with expectations given to the students at the beginning of the assessment.

Whole-Class Discussion: Whole class discussion is valuable as a teaching and assessment methodology. Discussion of clinical cases and post-lab activities will be used to assess comprehension by the teacher and extend critical analysis by the students.

Research Assignments: Student in Veterinary Science/Companion Animals will research various topics using multiple research tools and reporting methods:

- *Reading Research Assignments:* Students will utilize current journal articles to research new technologies and practices in the veterinary/Companion Anima field. Student findings may be presented in brief reports, two pages, or oral reports. Assessment of student understanding will be based on a four point rubric with expectations detailed in the beginning of the assignment.
- *Case Studies/Investigative Research:* Several times throughout the course of instruction, real life clinical cases that correlate to the unit topic will be studied to give students the opportunity to show mastery of knowledge. Student mastery will be determined through analysis of test data, correct diagnosis of disease, as well as proposed preventative measures for the producer or treatment options.
- *Research Reports:* Students will be assign research reports throughout the year. The length will vary depending on the topic. Students will be required to use various sources: Journals, newspapers, books, and the internet. Students will be required to site sources and use proper footnotes. Examples of topics include: Biosecurity in Production Agriculture, Neurological Disease, and Abnormal Birth Positions.

Research papers will be developed using the writing process, including rough draft, peer editing, and final draft. Research papers will be assessed on a four point rubric with guidelines discussed and given to the students at the beginning of the writing process.

Oral Presentations Using Multimedia Tools: Students will create presentations using a variety of multimedia applications. (Prezi, Antimoto, Cyberlink Power Director, iMovie, etc.) Students will be responsible for the design and content of projects. Projects will be presented to the class.

Quizzes: Students will be given announced and unannounced quizzes. The quizzes may include true/false, matching, multiple choice, and/or fill in the blank. Quizzes will be evaluated for master of content and daily participation.

Unit Exams: Unit exams will be used to assess student progress towards mastery of content. Unit exams may be publisher or teacher created. Unit exams may include multiple choice, matching, short answer, and essay questions. Results from unit exams will be used to determine if re-teaching is needed and to determine methodologies for future units. Students will also review results to determine areas of strength and weakness and their strongest learning style.

Semester Finals: Semester finals are publisher or teacher produced. Semester finals may include: Multiple choice questions, fill in the blank, matching, label charts, diagrams, and graphs, and/or short essay answers.

Practical Laboratory Experiments: Students will use information learned in class and through research and teacher demonstration to model veterinary procedures and applications. Example would be correct process for providing CPR to a dog.

Peer Evaluations: Students will become evaluators. Students will use previous knowledge as well as classroom resources to evaluate the work of their peers. Peer editing will occur on all research papers.

Performance Based Assessments: Laboratory skills will be used as students demonstrate competencies individually for the teacher and other professionals. Several times throughout the year students will perform labs and activities that will be assessed based on the ability to demonstrate proper lab techniques, collection and recording of data, and analyzing results to draw conclusions based on data.

Additional types of assessments include reflective questioning and homework assignments that engage and require self-practice.

Grading Rubric: The rubric below is the foundation used for all grading in Companion AnimalVeterinary Science.

AGRICULTURE DEPARTMENT OUTCOME BASED GRADING RUBRIC

Rubric Scale	Letter Grade	Achievement Scale	Information (Classwork)	Thinking (Papers, Projects)	Skills
4	A	Exceeding Standard	I make in-depth conclusions, applications, and connections beyond those only taught in class.	I demonstrate thinking at the **SYNTHESIZE** or **EVALUATE** level.	I perform the desired skill at a level that demonstrates mastery completely independent of coaching.
3.5	A-	Almost Exceeding Standard	I make in-depth conclusions, applications, and connections beyond those only taught in class with partial success.	I attempt thinking at the **SYNTHESIZE** or **EVALUATE** level with partial success.	I perform the desired skill at a level that indicates partial mastery. Minimal coaching is necessary.
3	B	Meeting Standard	I demonstrate proficiency regarding the information taught in class with no major errors or emissions	I demonstrate thinking at the **ANALYZE** or **SYNTHESIZE** level.	I perform the desired skill at a level that indicated proficiency. Some coaching is

					necessary. With practice I will achieve mastery.
2.5	B-	Almost Meeting Standard	I am close to demonstrating proficiency regarding the information taught in class and need only to make a few adjustments and clarifications	I demonstrate thinking at the **ANALYZE** or **SYNTHESIZE** level with partial success.	I perform desired skills at a level that indicates partial proficiency. I am not yet proficient in all components of the desired skill. Coaching is helpful and needed.
2	C	Approaching Standard	I demonstrate proficiency regarding the simpler details and processes but have only partial knowledge of the more complex ideas and processes.	I demonstrate thinking at the **APPLY** level.	I perform the skill at a level that is not yet proficient. I am approaching proficiency in all areas but have not yet achieved it in any. My errors are all minor. Coaching is regular.
1.5	C-	Almost Approaching Standard	I have partial knowledge of simpler details and processes but make major errors regarding more complex ideas and processes.	I attempt thinking at the **APPLY** level with partial success.	I perform the desired skill at a level that is not yet proficient. My errors are both major and minor. Coaching is regular
1	D- Not Yet	Emerging	I need significant practice and refining to demonstrate proficiency regarding the information taught in class.	I demonstrate thinking at the **KNOW** level.	I perform the desired skill at a level that suggests significant practice is needed to achieve proficiency. I have many errors. Coaching is nearly constant
0.5	D- Not Yet	Emerging	I can, with help, demonstrate partial understanding of the simpler details and processes but not the more complex ones.	I attempt thinking at the **KNOW** level with partial success.	I attempt the desired skill with significant errors. Constant coaching is essential for any success
0	F Not Yet	Little to No Attempt	I make no attempt or am unable to demonstrate understanding even with help.	I make no attempt or I am unable to demonstrate thinking at any level	I make no attempt or I am unable to demonstrate the desired skill level even with coaching

Laboratory Activities

Students in Veterinary Science/Companion Animals undertake numerous lab-based activities. Students work individually or in small groups to perform lab activities or design experiments following the UC Berkeley model of the scientific process (http:/undsci.berkely.edu/article/howscienceworks_01). Labs are programmed according to the topic being studied at the time. Shorter experiments ask the student to answer analysis questions. The lab report includes the question, hypothesis (when applicable), introduction, procedure, data, results, and discussion of the results. These activities are designed to help the student develop critical thinking skills. Labs vary in length and are listed in the Laboratory Activities section.

Students will be *required* to maintain a lab notebook that will be used to assess their understanding of major concepts and objectives for each unit. The lab notebook is collected at the conclusion of each lab and assessed by the teacher. Notebooks are assessed using a rubric. Areas of review include overall writing, beginning questions (pre lab), understanding of steps, observations, post instruction connections. Full points are obtained by students for organized writing, use of all scientific terms, 3-4 thoughtful pre-lab questions, all steps of the lab are identified and explained clearly, includes in depth information with well thought out explanation, and the student explains many connections between the lab activity and real world applications. At least two labs in each semester are inquiry-driven; the students themselves identify the driving question to be addressed. All labs contribute to students practicing all aspects of the scientific method and gaining familiarity with the tools, techniques, and technologies utilized in college science labs. BioLab Pig and CatWorks virtual dissection software is used throughout the school year as we cover each body system.

Laboratory activities are designed to support course content and student learning objectives as stated in the course outline.

The listing of skills and topics being reinforced in each lab can be found in the course outline section. Where appropriate, supplier and order number of pre-packaged labs has been provided

Introduction to Veterinary Science/Scientific Method

Scientific Method Lab: Students will state the role of the hypothesis in the scientific method, identify the relationship between the hypothesis and experimentation and then gather accurate information from the experiment and be able to use that information to draw conclusions. Lab Aid Kit 100A. Student findings presented through response to questions included in lab kit.

Unit 1 Cells and Microbiology

Transport thru Cell Membranes: Students use knowledge of transport processes through cell membranes. They will measure the gain/loss of mass, elapsed time, as well as predict the effects of temperature on diffusion and osmosis. Students will observe diffusion of dye through agar gel and water and formulate a hypothesis about the rate of diffusion. They will record information obtained and report their findings in a lab report.

Osmosis and Diffusion: kit #22 - Can studying the basic life process function of osmosis and diffusion stimulate your students' curiosity? It can with this hands-on lab experience! Students observe first hand the characteristics of a deferentially permeable membrane. Some substances will pass through the membrane and some won't. Some will actually pass through the membrane in both directions simultaneously. Simple color changes help students visualize this biological-physiological phenomenon. Kit is complete for 30 students.

Unit 2 Skeletal and Muscular Systems

Muscle Contraction of Frog/Chicken Leg: How will the leg move; how will muscle contraction move the leg? Students analyze animal muscles to make predictions about the response of human muscular contractions to stimuli. While dissecting the wing, students will identify the following: skin, connective tissue, fatty tissue, muscle tissue, bone, cartilage, blood vessel, nerve, ligaments, and tendons. Student findings presented through answering of question and data sheet associated with lab.

Unit 3 Cardiovascular and Respiratory Systems

Basic Blood Typing: kit #1-32 - These foundation activities introduce students to the study of blood. Students first draw samples of their own blood to determine their own blood group and observe tissue incompatibility. Students then type themselves using the agglutination method which enables them to better understand the four basic blood groups. Besides their personal involvement in the experiment, students receive valuable experience in collecting and comparing data. Individual color coded sterile components help to simplify the procedure and guarantee results. Students will hypothesize agglutination in their sample.

Investigating Human Respiration (Developed by SEPUP): kit #803S - Students explore the role of the respiratory system in the regulation of gases in the blood. Students qualitatively investigate the use of bromthymol blue (BTB) as an indicator. They then quantitatively measure the amount of carbon dioxide in their exhaled breath by using the indicator to perform a simple titration.

Pulmonary Volumes and Capacities: Students will make predictions and form a hypothesis on the effects of exercise on pulse and respiration. Students will measure vital capacity, tidal volumes, and expiratory reserve volumes. They will measure the effects of exercise on pulse and blood pressure. Students will be able to correlate their findings to the pulse and blood pressure of a nervous pet in a veterinary clinic.

Metabolism Experiment: kit #55 Lab-Aids - An excellent introduction to the metabolic process! This kit introduces students to the study of metabolism by measuring the rate of oxygen consumption of small organisms, such as insects, snails, worms, and germinating seeds. Using Patented (U.S. Pat. No. 3,581,737) LAB-AIDS® Metabolism chambers, students observe the organisms (not included) and draw correlations between size of an organism, the temperature of the environment and oxygen consumption. They are also asked to calculate an organism's respiratory rate in cubic cm of oxygen per kg per hour, measure total gas change in a closed environment and determine an organism's metabolic relationship to total gas in a closed environment. This very interesting Lab-Aid includes two unbreakable chambers large enough for small animals and plants (13x5cm). One is used to measure the organism's oxygen consumption; the other

Build a Stethoscope: Which stethoscope will work better: a simple one or a modern one? Why? Students will use everyday items to build their own stethoscopes. Students will test stethoscopes and complete a data collection worksheet following the steps of the Scientific Method. Students will experience that vibrations make sound waves. Students will understand the simple mechanics behind the transfer of sound waves through different mediums, including those that make up the two different stethoscopes. Students will make stethoscopes. Students will answer questions and collect data as they build their stethoscopes. The students will then test their stethoscopes on various objects and in various situations. Students will collect data and data collection sheets will be turned in at the end of the lab. After construction of the stethoscope, students will draw a final conclusion about which stethoscope worked best, and why, and the circumstance it worked best. Students will then repeat the activity using a modern stethoscope and compare their stethoscope to a modern stethoscope.

Unit 4 Digestive and Renal Systems

Enzyme Activity Study (Catalysts for Digestion): kit #25 - The basic concept behind this engaging kit is that all living organisms must alter nutrients in order to make them usable. Five experiments let students observe the very factors affecting enzyme activity while studying catalysis in an organic reaction. Tests are performed in drop quantities using the LAB-AIDS® Chemplate®.

Enzymes and Digestion: Can the internal process of digestion be replicated in the lab? Students use two types of chemical processes to break down lipids and complex carbohydrates. In the lab, students simulate the actions of chewing and churning on a plastic bag filled with cooked pasta and spinach leaves. They then calculate, measure and mix in quantities of hydrochloric acid, potassium chloride, and sodium chloride in order to approximate chemical digestion. Observations are made and recorded about the resulting substance, before and after digestion. Students evaluate the effectiveness of their experimental procedure in a laboratory report.

Urinalysis: How effective are the kidneys as a filtration system? Students will perform several tests that are valuable in the diagnosis of disease in animals. Urine, a metabolic waste product, is produced in the kidneys. All animals' lives depend on the proper functioning of the kidneys and the entire urinary system. Veterinarians and human doctors, alike, use urinalysis as means of assessing health. Using urine test strips, students test their urine

for pH, proteins, glucose, ketones, nitrites, and blood. Over the course of a week, students test their urine after sleeping, exercising, eating, and fasting and monitor and chart fluctuations in above concentrations. Students graph the results and draw conclusions about the efficiency of their kidneys. Student findings will be presented through a lab report.

Investigating the Sense of Taste: kit #1280 - This Lab-Aid is a highly motivating and fun-filled series of activities that allows students to discover a variety of concepts about themselves through their own sense of taste. Using simple activities and working in teams, students study the relationship of smell to taste and how closely tied they are to each other. They then locate and "map" as well as identify, the areas of the tongue which detect the taste sensations of sweet, salty, bitter and sour. They discover that all taste buds are not sensitive to the same taste. This kit consists of two complete student investigations, with additional activities suggested in the teacher's manual. A teacher must provide a fresh apple, potato and onion for the first investigation.

Unit 5 Integumentary System

Heat Conduction and Skin: To what degree is the skin responsible for temperature regulation in the body? Students begin by taking surface temperature readings at various locations on the body of a test subject, both before and after exercise. The presence or lack of perspiration is also recorded, as well as the time it takes the skin surface to return to its original temperature after exercise. Students graph their results and draw correlations between heat loss, perspiration, and insulation. Student findings are presented through the answering of questions and the data collect during the lab.

Unit 6 Nervous System

Senses: Interactions of Taste, Smell, and Sight: To what degree do vision and smell influence our perception of taste? Students perform fresh juice identification activities with test subjects under seven different treatments:

subject blindfolded	**subject not blindfolded**
nose pinched	nose pinched
different juice held under nose	different juice held under nose
same juice held under nose	same juice held under nose
same juice held under nose/food coloring added	

Students chart the data and analyze correlations between accuracy of identification and which senses were most heavily utilizes. Students then evaluate the effects of sight and smell on the taste. Student findings are presented through the answering of questions data collected throughout the lab.

Human Senses Experiment: kit #8 - This kit provokes a personal interest as students identify response areas on their bodies. They become aware of their sensory perceptions and the physiological characteristics of the body receptors. Students will hypothesize areas of the body where they think senses will be heightened.

Unit 7 Endocrine System

Diabetes Test: Too much sugar or not enough? Simulated blood and urine samples will be tested for the presence of glucose. Excretion of glucose in urine and elevated levels of blood glucose are common symptoms of diabetes. Students will evaluate the data collected to determine which subjects are diabetic, pre-diabetic, or show no signs of diabetes.

Unit 8 Reproductive System

Sperm Viability: Does method of storage affect sperm viability? Many animals in production agriculture are bred through artificial insemination. The instructor will purchase 4 semen samples from an online outlet. Semen storage will be varied between the samples. Students will examine the samples using the microscope to collect data on sperm count, sperm morphology, and sperm motility. Students will collect data on all samples. Comparisons of information will allow the students to draw conclusions on correct storage procedures for sperm.

Spread of Disease Lab: Students will demonstrate the spread of disease within a given population. Given one "infected & contagious" class member, the students will predict the percentage of the population that will become infected after a set number of exchanges. Students will initiate "contact" by exchanging fluids from test tubes. Three to five exchanges will occur per class period. One "infected" tube will be given out in each class. Students will graph the results, showing the spread of disease as well as determine the disease origination. Student findings will be presented through the answering of questions and the data collected during the lab. If time permits, students will then make predictions the percent of population infected if there were 3 initial infected students at the start of the lab.

Unit 9 Immune System

Natural Selection of Antibiotic Resistance: The students will model the effects of antibiotics on the population of the disease causing bacteria during an infection. The students will toss number cubes to determine if prescribed daily antibiotics were given to an "infected patient," which in turn affects the size and resistance of the bacterial population in the patient. Student findings will be presented through the answering of questions and data collected throughout the lab.

Bacterial Culturing and Inhibitions: Various microorganisms grow in one or two days when incubated at room temperatures. Colonies may show a wide variety of forms. Agar plates will be prepared and placed in various locations and/or exposed to direct contact with coins, lint, soil, dust, or animal fur. Hypothesis will be formulated based on whether students think bacteria will grow on their agar plates. Students will use references to try to identify the bacteria collected. Students will try to isolate a pure culture. The students will collect a sample if a distinct colony is found and reisolate it on another petri dish. If the isolation succeeds, only one colony of one type will be present and considered pure. Students will prepare a slide for viewing with a microscope. Students will draw what is seen on the slide.

Unit 10 Infectious Disease

Fecal Analysis: Students will collect fecal samples from their pets or animals on the school farm. After physical examination of animal and gross examination of fecal material, students will hypothesize presence of parasites. Each sample will be examined for different types of bacteria and parasites. Student findings will be presented through the answering of questions and data collected during the lab.

Spread of Disease Lab: Students will demonstrate the spread of disease within a given population. Given one "infected & contagious" class member, the students will predict the percentage of the population that will become infected after a set number of exchanges. Students will initiate "contact" by exchanging fluids from test tubes. Three to five exchanges will occur per class period. One "infected" tube will be given out in each class. Students will graph the results, showing the spread of disease as well as determine the disease origination. Student findings will be presented through the answering of questions and the data collected during the lab. If time permits, students will then make predictions the percent of population infected if there were 3 initial infected students at the start of the lab.

Unit 11 Veterinary Applications

Ear Swab: Students will collect an ear swab from a companion animal. Samples will be collected and observed using a microscope for the presence of infection or parasites. Students will make a recommendation for treatment as determined from the observation. Student findings will be presented through the answering of questions and data collected during the activity. Students will hypothesize findingds

Patient/Doctor Activity—Science through Inquiry/Scientific Method: Wouldn't it be lovely if animals could tell us what the problem was when they weren't feeling well? What is complaint of patient? The student will understand the scientific method/scientific process and how it is applied in a real world setting. The students will understand how human body systems function and interact in certain diseases and disorders. The student will learn from the veterinarian's presentation that during a physical exam, signalment (the knowledge of an animal's species, breed, age, sex) and medical history are used to help determine a diagnosis. The student will see the relationship made between the veterinarian's use of signalment and medical history for gathering information and diagnosing the animal patients and the scientific processes that the students are taught in school. The students will also see the relationship between the veterinarians' use of inquiry to determine the health of animals and physicians' use of inquiry to determine the health of their human patients. The students will use the process skills of making observations and inferences, collecting data, forming hypotheses, and drawing conclusions.

When a veterinarian or physician sees a patient, their first action is to determine "what's wrong". This is when questions are asked and observations are made. Data is collected as the doctor gathers background information. This includes signalment, such as a pet's age, breed, and sex. This can be an important aid in making a diagnosis, since most diseases have prevalence towards a specific group. Signalment helps doctors narrow down possibilities and gives them a potential list of likely problems. A patient history—which typically includes any information that might indicate problems arising from diet, lifestyle, environmental influences, or a genetic predisposition is gathered. A careful physical exam is performed to determine the interaction of systems at the present moment. This exam will include listing and reviewing many of the patient's systems to check for proper or improper function. Doctors will take temperature, check respiratory rates, and palpate the animal's bones and soft tissue for anything that feels or looks abnormal. In the case of animals, these careful observation and palpations are needed because an animal cannot tell you "where it hurts". The physician will then analyze all the data to make inferences, testable hypotheses, plan specific diagnostic tests, and finally draw valid conclusions.

Patient/Doctor Activity—Science through Inquiry/Scientific Method: The students will work in pairs with one student playing the role of patient and the other playing the role of doctor. The "patient" will be given a disease/disorder card. The "doctor" will be given a write-up sheet and two disease/disorder charts. One chart is blank and the other is a reference guide. The patient reviews their disease/disorder and its symptoms. They will answer the doctor's questions according to their symptoms. The doctor asks questions, collects data and check off symptoms, and notes the body systems involved. The student doctor will hypothesize a possible diagnosis.

As doctor collects data, they are to check off symptoms and write in the body systems involved on their Disease/Disorder chart. Students will then hypothesize as to a possible diagnosis. The teacher collects all the disease/disorder cards and sheets and redistributes them to students with the pairs of students changing roles.

Clinical Trials Process, Application of Scientific Method: The students will learn the real world application of the Scientific Method by studying the process of Clinical Trials. The students will understand how drugs, treatments and medical devices are tested and evaluated for safety and effectiveness. Students will ask well-defined questions, design an experiment, and use critical thinking to analyze research situations. Students will create a Mind Map graphic organizer for the clinical trial process.

Today, the concern about the safety of medicines, treatments, medical devices and vaccinations are on peoples' minds and also in the news media. Clinical Trials are research studies to test drugs, procedures or devices to determine whether these are effective and safe. These studies are conducted with an eye to the future, in hopes of finding safer or more effective methods to screen for, prevent, diagnose, or treat a variety of diseases. This process is a real world application of the Scientific Method and other scientific processes learned by so many students in school.

The students are divided into groups and given one Clinical Trials Flyer Sheet. The groups are asked to answer the following questions: What is the purpose of the trial? What are the requirements for patient participation in this trial? If you met the requirements for the trial, would you consider participating? What questions would you want to

ask the researchers about the trial? Would you be interested in the results of the trial?

The groups will be required to analyze and compare three sample clinical trials. The groups will write scientific questions for each of the sample trials and design an experiment for one of the sample trials.

Course Outline

Introduction to the Body Systems and Integumentary System:

During the study of the systems of the body the students will distinguish between anatomy and physiology. The students will learn and use correct terminology when identifying body sections, cavities and regions. The students will understand and describe the body's function in maintaining homeostasis. The students will learn to sequence the levels of organization from the cell to an organism. The students will identify structures of the skin and describe its role in protecting the body. The students will understand and explain the physiology of the skin and how skin cells multiply.

Unit I Cells and Microbiology

Unit Overview/Objectives: The cell is the basic structure of animal life. Animals have many different types of cells. The combinations of these cell types make an animal function. Cell structure and function will be examined in this unit. Students will explain the molecular make-up of cells, identify basic structures and their corresponding functions, understand mitosis and its clinical significance in diseases such as cancer, and connect cellular parts and function to clinical veterinary practice.

Unit I Cells and Microbiology: Elements of Topics and Skills Presented

- Cellular Structure and Function
- Veterinary terminology of cells, tissue, disease agents
    - Major tissue groups
- Introduction to histology
    - Comparative histology
    - Tissue sample techniques
    - Basic tissue pathology
    - Cellular aspects of aging
- Bacteria
    - Bacterial strains and favorable environments for bacteria
    - Rates of reproduction of bacteria
    - Gram stain technique
    - Historical development and significance of gram stain
- Effects of aging

Unit 1 Cells and Microbiology: Examples of Empirical Instruction

- **Transport thru Cell Membranes:** Students use knowledge of transport processes through cell membranes. They will measure the gain/loss of mass, elapsed time, as well as predict the effects of temperature on diffusion and osmosis. Students will observe diffusion of dye through agar gel and water and formulate a hypothesis about the rate of diffusion. They will record information obtained and report their findings in a lab report.
- **Osmosis and Diffusion:** Lab Aids kit #22 - Can studying the basic life process function of osmosis and diffusion stimulate your students' curiosity? It can with this hands-on lab experience! Students observe first-hand the characteristics of a deferentially permeable membrane. Some substances will pass through the membrane and some won't. Some will actually pass through the membrane in both directions simultaneously. Simple color changes help students visualize this biological-physiological phenomenon.

Unit 1 Cells and Microbiology: Examples of Key Assignments/Activities

- Histology: Students will develop proficiency using microscopy to view slides of many different tissue types. Through this activity, students will be able to correctly identify and draw specific tissue types. ***Dissections & General Lab Skills***
- Pathology: Students will examine healthy and diseased tissue samples and develop the ability to differentiate the diseased tissue from healthy tissue. ***Dissections & General Lab Skills***
- Tissue Sample Preparation: Students will prepare tissue samples and demonstrate appropriate staining techniques. ***Demonstartion/Modeling***
- Using the Microscope: Students will review how to properly adjust a microscope. They will learn to adjust the total magnification and properly use each magnification for different samples of animal anatomy.

In this activity students will:

- learn the parts of a compound light microscope and their functions
- learn how to calculate the magnification of a compound light microscope
- learn how to make a wet mount slide
- understand how the orientation and movement of the specimen's image changes when viewed though a compound light microscope
- learn the proper use of the low and high power objective lenses
- learn the proper use of the coarse and fine adjustments for focusing

Student findings presented through demonstration of proper use of microscope as well as through visual representation in a "How to use the microscope" info sheet to be created by the student and shared with one another. ***Laboratory/Modeling***

- Identify Animal Cells: Students will examine different tissue types and identify. Student findings presented through correct identification of cell types and organelles in an ID quiz set up by the teacher. ***Dissection & General Lab Skills***
- Gram Stain: Bacteria are convenient organisms for research in several sciences. Bacteria are relatively simple organisms. This laboratory exercise will train the students how to perform the Gram stain. This procedure is used to classify bacteria and is valuable in guiding treatment. Bacteria vary greatly in size, but their cell shapes are of three basic types: coccus, bacillus, and spirillum. Bacteria cells can be colored with a stain to provide contrast with the background and to make cellular organelles visible. Differential stains such as the Gram stain are more complex and are used to divide bacteria into groups. The Gram stain separates most bacteria into two large groups: the Gram stain positive and Gram negative bacteria. Students will follow procedure listed in lab directions to stain to complete the stain process and then will report their findings on the size, shape, grouping and staining characteristics of each bacteria. ***Dissection & General Lab SKills***
- Cellular Anatomy: Students will use charts, models, and slides to identify composite cell structures, including the cell membrane, nucleus and organelles. ***Project***
- Cell's Life Cycle: Using a slide of a blastula, students will observe the phases of mitosis. Students will draw and label cells in each stage of mitosis. ***Project***
- Epithelia Tissue: Students will examine simple epithelium and draw each tissue: Simple squamous epithelium, simple cuboidal epithelium, and simple columnar epithelium. ***Dissection & General Lab Skills***
- Connective Tissue: Students identify and classify common tissue types in animals. Student findings are presented through the correct description of the microscopic appearance of each type of epithelia. ***Dissection & General Lab Skills***

Unit 1 Cells and Microbiology: Examples of Text Incorporation

- Biology Chapter 1: The Science of Biology
- Biology, Chapter 2: The Chemistry of Life
- Biology, Chapter 7: Cell Structure and Function
- Essentials of Anatomy & Physiology, Chapter 4: "Tissues, Glands, and Membranes"
- Essentials of Anatomy & Physiology, "Transport thru Cell Membranes"

Unit 2 Skeletal and Muscular Systems

Unit Overview/Objectives: The skeleton gives mammals shape and support. Combining bones and muscles allows movement. Bones are active tissues that adapt to changes within the animal. The skeleton, although very hard, allows the animal to adapt and grow.

While studying the skeletal and muscular systems the students will distinguish between different types of bones and joints. The students will identify the major bones of the body and explain the function of the skeletal system. The students will describe the mechanisms involved in the development, growth, and repair of bones. The students will study and understand the diseases associated with the skeletal system including osteoporosis, arthritis, and osteogenesis imperfect. The students will describe the types of muscles and illustrate the steps associated with muscle contraction. The students will understand and be able to explain the relationship between the skeletal system and muscular system. The students will demonstrate an understanding of general body structure an organization. The students will translate/compare musculoskeletal anatomy of dogs with horses and cattle. Students will demonstrate a basic understanding of bone growth and repair.

Unit 2 Skeletal and Muscular Systems: Elements of Topics and Skills Presented

- Veterinary terminology pertaining to the skeletal system
- Anatomy of Equine skeleton
    - Bone types
    - Bone markings
    - Effects of aging on the skeleton and joints
    - Bone and calcium homeostasis
    - Anatomy of joints: elbow, knee, shoulder, hip
    - Effect of injury on ligaments and tendons in joints
    - Techniques to immobilize injured joints
- Anatomy of Canine skeleton
    - Bone types
    - Bone markings
    - Effects of aging on the skeleton and joints
    - Bone and calcium homeostasis
    - Anatomy of joints: elbow, knee, shoulder, hip
    - Effect of injury on ligaments and tendons in joints
    - Techniques to immobilize injured joints
- Bone fractures
    - Types and degrees of fractures
    - Steps in bone repair
    - X-Rays and MRI
    - First aid response for fractures
    - Anatomy of joints
- Structure and Function of Muscular System
    - Skeletal Muscles
    - Relation of bone, muscles, and movement
- Medical terminology pertaining to skeletal system

Unit 2 Skeletal and Muscular Systems: Examples of Empirical Instruction

- **Muscle Contraction of Frog/Chicken Leg:** Students analyze animal muscles to make predictions about the response of human muscular contractions to stimuli. While dissecting the wing, students will identify the following: skin, connective tissue, fatty tissue, muscle tissue, bone, cartilage, blood vessel, nerve, ligaments, and tendons. Student findings presented through answering of question and data sheet associated with lab.

Unit 2 Skeletal and Muscular Systems: Examples of Key Assignments/Activities

- Identify bones of Equine Skeletal System: Students will use an equine skeleton to identify bones of the appendicular and axial skeleton. ***Demonstration/Modeling***
- Identification of bones in appendicular skeleton: Students will identify points of articulation and joint types. Students will compare joints in the equine and bovine appendicular skeleton and make conclusions on animal

movement. ***Demonstration/Modeling & Project***

- Is that bone broke? What type?: Students will examine several radiographs and identify broken bones and the type of break. ***Practicum***
- Organization of the Body Gummy Bear Dissection: Students will describe and model levels of organization in the "canine" body. Students will correctly use directional terminology to describe the relationships of the surface anatomy of the body. Students will describe and identify the major planes and sections of the body. ***Project***
- Articulating Skeletal Feature: Students will attempt to recreate a partial skeleton after being given a collection of replica bones. ***Project***
- Muscle and Nerve Tissue: Students identify and classify common tissue types in animals. Student findings are presented through the correct description of the microscopic appearance of each type of epithelia. ***Dissection & General Lab Skills***
- Muscle Fatigue: Students will formulate a hypothesis on the effects of two minutes of squeezing a tennis ball. Using their knowledge of muscle structure and function, students then draw conclusions about what accounts for the variation in muscle performance. ***Practicum***
- Microscopy of Muscle Tissue: Students examine prepared slides of muscle samples from frogs, pigs and fish. ***Enrichment***
- Long Bone Dissection: Students will dissect long-bones such as an animal's femur or tibia. Students will locate and identify the following structures: Articular cartilage, spongy bone, compact bone, diaphysis, endosteum, medullary cavity, periosteum bone marrow, and epiphysis. The students will make a drawing and label each of the structures. Students will make a table and identify the function of each structure. Student findings will be presented through a lab report and informational paper. (one to two pages on bones and their composition) ***Dissection & General Lab Skills***

Unit 2 Skeletal and Muscular Systems: Examples of Text Incorporation

- Biology, Chapter 36: Skeletal Muscular and Integumentary System
- Introduction to Veterinary Science, Chapter 3: Musculoskeletal System
- Learning Veterinary Terminology, Chapter 6: Skeletal System 7
- Learning Veterinary Terminology, Chapter 7: The Muscular System

Unit 3 Cardiovascular and Respiratory Systems

Unit Overview/Objectives: The circulatory system is essential to support the life of each of the millions of cells that make up an animal. The blood itself has a wide range of functions that help to maintain the animal. The heart and blood vessels provide the means to deliver the blood throughout the body.

While studying the cardiovascular system the students will diagram and label the parts of the heart and trace the flow of blood from the heart to an organ. The students will compare and contrast the three types of blood vessels: arteries, capillaries and veins. The students will distinguish between pulmonary and systemic circulation. The students will recognize common pulse points in domestic animals. The students will demonstrate an understanding of cardiovascular physiology with regard to blood flow, the cardiac cycle (systole and diastole), heart sounds and electrocardiography. The students will understand and describe the composition of blood and compare the four blood types. The students will define and describe the cardiac cycle. The students will study cardiovascular diseases and demonstrate familiarity with them. The students will diagram and identify the components of the respiratory system. The students will demonstrate an understanding of respiratory physiology with regard to breathing mechanisms, respiratory volumes, gas exchange, and protective mechanisms. The students will study respiratory diseases and their affects the respiratory system.

Unit 3 Cardiovascular and Respiratory Systems: Elements of Topics and Skills Presented

- Veterinary terminology pertaining to the cardiovascular system
- Veterinary terminology pertaining to hematology
- Veterinary terminology pertaining to the respiratory system
- Components of blood
    - Roles of cells in homeostasis
    - Gas exchange in the respiratory tract and at the cellular level

    - Hydration of tissue-Application of osmosis
- Immune response
    - Role of leukocytes
    - Antibody-antigen reaction
- Hematology laboratory methods
- Anatomy of the heart
    - Major vessels and chambers
    - Structural irregularities
- Intrinsic and extrinsic regulation of the heart
    - Clinical focus on treatment and prevention
- Electrical conduction of the heart
    - Conduction system
    - Electrocardiograph technique
    - Evaluation of ECG
    - Case studies of cardiovascular events
- Blood pressure
    - Pulse measurement
    - Heart sounds
    - Factors effecting blood pressure
- Pathological conditions of the cardiovascular system
- Anatomy of the respiratory tract
- Process of respiration
    - Inspiration
    - Expiration
    - Rest
    - Pathological conditions of the respiratory system

Unit 3 Cardiovascular and Respiratory Systems: Examples of Empirical Instruction

- **Basic Blood Typing:** kit #1-32 - These foundation activities introduce students to the study of blood. Students first draw samples of their own blood to determine their own blood group and observe tissue incompatibility. Students then type themselves using the agglutination method which enables them to better understand the four basic blood groups. Besides their personal involvement in the experiment, students receive valuable experience in collecting and comparing data. Individual color coded sterile components help to simplify the procedure and guarantee results. Students will hypothesize agglutination in their sample.
- **Investigating Human Respiration** (Developed by SEPUP): kit #803S - Students explore the role of the respiratory system in the regulation of gases in the blood. Students qualitatively investigate the use of bromthymol blue (BTB) as an indicator. They then quantitatively measure the amount of carbon dioxide in their exhaled breath by using the indicator to perform a simple titration.
- **Pulmonary Volumes and Capacities:** Students will make predictions and form a hypothesis on the effects of exercise on pulse and respiration. Students will measure vital capacity, tidal volumes, and expiratory reserve volumes. They will measure the effects of exercise on pulse and blood pressure. Students will be able to correlate their findings to the pulse and blood pressure of a nervous pet in a veterinary clinic.
- **Metabolism Experiment:** kit #55 Lab-Aids - An excellent introduction to the metabolic process! This kit introduces students to the study of metabolism by measuring the rate of oxygen consumption of small organisms, such as insects, snails, worms, and germinating seeds. Using Patented (U.S. Pat. No. 3,581,737) LAB-AIDS® Metabolism chambers, students observe the organisms (not included) and draw correlations between size of an organism, the temperature of the environment and oxygen consumption. They are also asked to calculate an organism's respiratory rate in cubic cm of oxygen per kg per hour, measure total gas change in a closed environment and determine an organism's metabolic relationship to total gas in a closed environment. This very interesting Lab-Aid includes two unbreakable chambers large enough for small animals and plants (13x5cm). One is used to measure the organism's oxygen consumption; the other
- **Build a Stethoscope**: Which stethoscope will work better: a simple one or a modern one? Why? Students will use everyday items to build their own stethoscopes. Students will test stethoscopes and complete a data

collection worksheet following the steps of the Scientific Method. Students will experience that vibrations make sound waves. Students will understand the simple mechanics behind the transfer of sound waves through different mediums, including those that make up the two different stethoscopes. Students will make stethoscopes. Students will answer questions and collect data as they build their stethoscopes. The students will then test their stethoscopes on various objects and in various situations. Students will collect data and data collection sheets will be turned in at the end of the lab. After construction of the stethoscope, students will draw a final conclusion about which stethoscope worked best, and why, and the circumstance it worked best. Students will then repeat the activity using a modern stethoscope and compare their stethoscope to a modern stethoscope.

Unit 3 Cardiovascular and Respiratory Systems: Examples of Key Assignments/Activities

- Stethoscope Use: Students will use a stethoscope to calculate heart rate in provided animals. ***Practicum***
- Heart Dissection: Students will dissect an animal heart following the directions given in the lab procedures. The students will identify the pericardium, the coronary arteries and veins on the exterior of the heart. The students will observe the interior of the ventricles. Students will identify the four chambers of the heart, myocardium, tricuspid valve and other features. Students will draw the heart and label all of the structures visible on the whole heart. Students will also diagram blood flow through the heart. Students will complete a lab report, answer questions, and complete a research paper on the heart. Examples of potential questions:
    - Why is the left myocardium thicker than the right?
    - What separates the right and left atria?
    - Describe the function of the pulmonary artery and vein.
    - What prevents backflow of blood into the ventricles?
    - What do the superior and inferior vena cava do?
- Capillary Refill Time: Students will determine capillary refill time for companion animals brought to class. ***Practicum***
- Heart and Respiratory Sounds: Students will identify normal and abnormal heart and respiratory sounds using the stethoscope. Students will use CPR Dog to perform emergency intervention procedure such as abdominal thrusts and rescue breathing. ***Practicum & Demonstration/Modeling***
- Temperature, Pulse and Respiration: Veterinarians use temperature, pulse and respiration as a general guideline for assessing an animal's health. They must know the normal values for all of the species of animals that they see. The students will be able to determine temperature, pulse, and respiration rates for a dog and cat, and be able to recognize abnormal results and their cases. Students will begin with identifying average readings of temperature, pulse and respiration for a dog and a cat. Students will then collect data from the patients provided in the room. After analyzing the data collected, students will identify factors that can cause and increase and/or decrease in temperature, pulse, and respiration. ***Practicum***
- Respiratory Structure and Function: Upon completion of drawing and labeling the structures of the respiratory system, students will proceed into the following activity. This activity focuses on measuring respiratory values. By measuring lung capacities and respiratory rates, the students will use the resulting data to first predict, and then test their hypothesis. Various graphs can be charted from the results giving students the opportunity to practice graphing different types of graphs, as well as gleaning conclusions from the data analysis. Measuring respiratory values not only helps us understand how the lungs work, but it also can help doctors determine if a patient might have lung disease. In this activity, we will measure vital capacity using balloons and then compare these values to our fellow classmates. Vital capacity is the volume of air that can be expelled after a full inhalation. The total air holding capacity of the lung is the sum of the vital capacity and the residual volume. Even when you try extremely hard to expel all of the air in your lungs, there is still some air left in the alveoli and airways. ***Practicum & Laboratory***
- The Circulatory Pathway: The student objective is to examine circulation of a fish, to distinguish among the types of blood vessels, describe the flow of blood in those blood vessels, and compare the structure and function of the blood vessels. Students will observe the circulatory pattern through the tail of a goldfish. The students will locate the blood vessels in the tail of the fish and observe them closely. The students will observe the size of the vessels and the direction of the blood flow in the vessels. The students will also compare the speed at which the blood flows in the various vessels. Students will view the fish's tail under

medium power working quickly, but thoroughly; because the fish will need to be returned to the water soon. The fish should not be out of the water for more than about five minutes. Make sure the cotton stays wet. If you observe the blood flow in the tail stopping, immediately return the fish to its original container. Examples of questions the students will respond to at the completion of the lab may include: Does the blood in all of the vessels travel at the same speed, or at different speeds? How could you tell the difference between the arteries, veins, and capillaries? What is the function of the arteries in the fish? What is the function of the veins in the fish? What does the flow of blood through the capillaries look like? Where in the fish would you expect to find the most capillaries? Why? How is the circulation in the fish similar to the circulation in a human? How is the circulation in the fish different from the circulation in a human? ***Project***

Unit 3 Cardiovascular and Respiratory Systems: Examples of Text Incorporation

- Biology, Chapter 37: Circulatory and Respiratory Systems
- Introduction to Veterinary Science, Chapter 4: Circulatory System
- Introduction to Veterinary Science, Chapter 5: Respiratory System
- Learning Veterinary Terminology, Chapter 9: The Cardiovascular and Lymphatic Systems: The Transports of the Body
- An Illustrated Guide to Veterinary Medicine, Chapter 8: Have a Heart

Unit 4 Digestive and Renal Systems

Unit Overview/Objectives: Digestion is the process in which food is taken into the body and broken down into small molecules, which can be absorbed and utilized by the animal. The process that accomplishes this is complex. The remnants of non-nutritious portions of the diet are eliminated from the body. The byproducts of metabolism are eliminated from the animal through excretion. Students will investigate the renal system. The kidneys produce urine as a means of elimination.

As students study the digestive system they will demonstrate an understanding of digestive anatomy of simple monogastric animals, hindgut fermenters, and ruminants. The students will trace the pathway of food through the alimentary canal and list the organs that are responsible for chemical and mechanical digestion. The students will create a chart listing the enzymes, where they are secreted, and their function. The students will demonstrate an understanding of comparative dentition and dental formulas. The students will study pathology of the digestive system such as acid reflux, diarrhea, colon cancer, and ulcers. As students study the renal system they will identify structures of the system and describe their functions. The students will describe and diagram blood filtration through the kidneys and label a nephron. The students will distinguish between filtration and reabsorption in the nephrons. The student will demonstrate an understanding of renal physiology with regard to urine production, water homeostasis, waste excretion, and electrolyte homeostasis.

Unit 4 Digestive and Renal Systems: Elements of Topics and Skills Presented

- Monogastric digestive system
  - Anatomy and histology of the digestive system
  - Digestion, absorption and transport
  - Relating diseases, maladies, and aging to homeostasis
- Ruminant digestive system
  - Anatomy and histology of the digestive system
  - Digestion, absorption and transport
  - Relating diseases, maladies, and aging to homeostasis
- Kidney
  - Anatomy and function
  - Production and components of urine
- Urinalysis
  - Effect of disorders on components and concentration of urine
  - Urinalysis testing

Unit 4 Digestive and Renal Systems: Examples of Empirical Instruction

- **Enzyme Activity Study (Catalysts for Digestion):** kit #25 - The basic concept behind this engaging kit is that all living organisms must alter nutrients in order to make them usable. Five experiments let students observe the very factors affecting enzyme activity while studying catalysis in an organic reaction. Tests are performed in drop quantities using the LAB-AIDS® Chemplate®.
- **Enzymes and Digestion**: Can the internal process of digestion be replicated in the lab? Students use two types of chemical processes to break down lipids and complex carbohydrates. In the lab, students simulate the actions of chewing and churning on a plastic bag filled with cooked pasta and spinach leaves. They then calculate, measure and mix in quantities of hydrochloric acid, potassium chloride, and sodium chloride in order to approximate chemical digestion. Observations are made and recorded about the resulting substance, before and after digestion. Students evaluate the effectiveness of their experimental procedure in a laboratory report.
- **Urinalysis:** How effective are the kidneys as a filtration system? Students will perform several tests that are valuable in the diagnosis of disease in animals. Urine, a metabolic waste product, is produced in the kidneys. All animals' lives depend on the proper functioning of the kidneys and the entire urinary system. Veterinarians and human doctors, alike, use urinalysis as means of assessing health. Using urine test strips, students test their urine for pH, proteins, glucose, ketones, nitrites, and blood. Over the course of a week, students test their urine after sleeping, exercising, eating, and fasting and monitor and chart fluctuations in above concentrations. Students graph the results and draw conclusions about the efficiency of their kidneys. Student findings will be presented through a lab report.
- **Investigating the Sense of Taste:** kit #1280 - This Lab-Aid is a highly motivating and fun-filled series of activities that allows students to discover a variety of concepts about themselves through their own sense of taste. Using simple activities and working in teams, students study the relationship of smell to taste and how closely tied they are to each other. They then locate and "map" as well as identify, the areas of the tongue which detect the taste sensations of sweet, salty, bitter and sour. They discover that all taste buds are not sensitive to the same taste. This kit consists of two complete student investigations, with additional activities suggested in the teacher's manual. A teacher must provide a fresh apple, potato and onion for the first investigation.

Unit 4 Digestive and Renal Systems: Examples of Key Assignments/Activities

- Skin Test: Students will test skin turgor to determine hydration. ***Practicum***
- Organization of the Digestive System: The students will create models of a ruminant and non-ruminant digestive system. Students will be able to compare form and function of the two systems. ***Demonstration/Modeling***
- Equine Feed Analysis: Students will hypothesize the feed requirement for a client's horse based on its use. Students will focus on the nutrient requirements and mix a one pound sample of the suggested ration. Students will present their findings through the correct calculations and mixture of a palatable feed for their case study horse. ***Practicum***
- Feeding and Corn: Students will research and discuss the differences in feeding a corn based and grass based diet to cattle. Student findings will be presented in collection of data, reflection on the data, and a persuasive writing project. ***Research Paper & Reflective Response***
- Determining the Age of a Horse: Students will learn how to determine the age of a horse by examining the teeth. ***Practicum***
- What's in a Label-Examining Pet Food Nutrition Research Project: : Students will bring in pet food levels and analyze the components of pet food. Pet food labels contain a lot of information. Government regulations dictate the minimum information that will be found on a label. Upon completion of this research project students will be able to analyze the labels on pet food and determine the best food overall based on nutrition and cost. ***Research Paper & Project***

Unit 4 Digestive and Renal Systems: Examples of Text Incorporation

- Biology, Chapter 38: Digestive and Excretory System

- Introduction to Veterinary Science, Chapter 6: Renal System
- Introduction to Veterinary Science, Chapter 7: The Digestive System
- Learning Veterinary Terminology, Chapter 12: The Genitourinary System
- An Illustrated Guide to Veterinary Terminology, Chapter 7: Null and Void

Unit 5 Integumentary System

Unit Overview/Objectives: As students study the integumentary system they will identify structures of the skin and describe its role in protecting the body. The students will explain the physiology of the skin and how skin cells multiply. The students will demonstrate a basic understanding of integumentary physiology with regards to functions including hair growth, wound healing, and allergic dermatitis. The students will identify the structures of the hair and nails. The students will understand and explain how the skin provides nonspecific defenses against infection and study diseases associated with the skin.

Unit 5 Integumentary System: Elements of Topics and Skills Presented

- Physiology and veterinary terminology of the integumentary system
- Skin, hair, claws and hooves
    - Structure and composition
- Skin conditions and causes
    - Infectious disease and their impact on animal agriculture
        - Foot and Mouth Disease
    - Parasitic Infestations
        - Fleas, mites and ticks
    - Types of skin cancer and their identification
- Tissue repair
    - Response of the body to injury
    - Cells involved in inflammation response and growth of new tissues
    - Types of superficial injuries and appropriate responses
    - First aid techniques

Unit 5 Integumentary System: Examples of Empirical Instruction

- **Heat Conduction and Skin:** To what degree is the skin responsible for temperature regulation in the body? Students begin by taking surface temperature readings at various locations on the body of a test subject, both before and after exercise. The presence or lack of perspiration is also recorded, as well as the time it takes the skin surface to return to its original temperature after exercise. Students graph their results and draw correlations between heat loss, perspiration, and insulation. Student findings are presented through the answering of questions and the data collect during the lab.

Unit 5 Integumentary System: Examples of Key Assignments/Activities

- The Skin: The students will create a Concept Map on the tissues of the body. The students will start the center or their concept map with the title "Tissue Types in the Body. From there they will draw four arrows that show the four types of tissue found in the body. From the previous step the students will include linked concepts that describe the tissue type, where they are found, and any additional related items. ***Project***
- Skin Condition Identification: Using images students will identify common skin diseases encountered by healthcare professionals. ***Practicum***
- First Aid Response to Superficial Wounds: Students will understand the body's response to injury and learn appropriate techniques to effectively respond to superficial wounds. ***Practicum***
- Burn Classification: Students will learn the classification of burns and corresponding injuries with moulage kits. Students will demonstrate an appropriate response and treatment. ***Practicum & Demonstration/Modeling***

Unit 5 Integumentary System: Examples of Text Incorporation

- Biology, Chapter 36: Skeletal, Muscular and Integumentary System

- Learning Veterinary Terminology, Chapter 8: The Integumentary System: The Skin and Its Accessory Structures

Unit 6 Nervous System

Unit Overview/Objectives: The discussion of tissues introduced basic information about nervous cells and tissues. This unit reviews these facts and goes into further detail on the structure and function of the nervous system, which allows animals to interact with and react to their environments.

As the students study the nervous system they will discover that the nervous system is composed of all the nerve tissues in the body. The students will learn that the functions of nerve tissue include: to receive stimuli and transmit stimuli to and from the nervous centers, and to initiate response. The students will learn that the central nervous system consists of the brain and the spinal cord and serves as the collection point of nerve impulses. The students will learn that the peripheral nervous system includes all nerves that are not in the brain or spinal cord and that this system connects all parts of the body to the central nervous system. The students will demonstrate an understanding of neurophysiology, with regard to neurotransmission, motor and sensory pathways, autonomic pathways, and olfaction. The students will demonstrate an understanding of the reflex arc with regard to spinal reflexes. The students will list and describe the major parts of a neuron and explain the function of each part. The students will also describe the function of glia.

Unit 6 Nervous System: Elements of Topics and Skills Presented

- Terminology of the nervous system
- Anatomy of the nervous system
    - Brain
    - Spinal cord
    - Spinal nerves

Unit 6 Nervous System: Examples of Empirical Instruction

- **Senses: Interactions of Taste, Smell, and Sight:** To what degree do vision and smell influence our perception of taste? Students perform fresh juice identification activities with test subjects under seven different treatments:

SUBJECT BLINDFOLDED	SUBJECT NOT BLINDFOLDED
nose pinched	nose pinched
different juice held under nose	different juice held under nose
same juice held under nose	same juice held under nose
same juice held under nose/food coloring added	

Students chart the data and analyze correlations between accuracy of identification and which senses were most heavily utilizes. Students then evaluate the effects of sight and smell on the taste. Student findings are presented through the answering of questions data collected throughout the lab.

- **Human Senses Experiment:** kit #8 - This kit provokes a personal interest as students identify response areas on their bodies. They become aware of their sensory perceptions and the physiological characteristics of the body receptors. Students will hypothesize areas of the body where they think senses will be heightened.

Unit 6 Nervous System: Examples of Key Assignments/Activities

- Examining Reflexes Activity: Students will test reflexes and stimulated response in classmates. Students will work in pairs, using a blindfold and a yardstick; students will drop a yardstick through the hand of their partner and determine the speed at which their partner is able to grasp the stick. Measurements will be recorded. Students will graph their findings, draw conclusions based on the speed and efficiency of the nervous system. ***Project***
- Anatomy and Function of the Spinal Cord: Students will look at two myelograms and determine levels of

function for both patients. Students will propose a suggested treatment schedule, providing detailed information to the animal owner. Treatment recommendations will be based on projected outcome of treatment, patient quality of life, as well as costs of treatment. Treatment recommendation will be in the form of a lab report which will demonstrate the students' understanding of reading a myleogram as well as the anatomy and function of the spinal cord. ***Practicum***

- Brain Model: Students will make a model of the brain, labeling the three sections and the twelve cranial nerves and listing their functions. ***Demonstration/Modeling***
- Organization of the Nervous System: Students will model and demonstrate understanding of the general functions of the central and peripheral nervous systems. ***Demonstration & Modeling***
- The Eye and Vision: In this lab students will dissect a cow/sheep eye. Which of the divisions of the brain are visible on a gross physical level? How do the components of the eye fit together to form a functional whole? Students dissect a sheep's brain and one eye, separating and identifying structural features within the brain, noting differences in density, texture, and color. The eye is dissected, each component is sketched separately, and students attempt to "reassemble" the organ based on their understanding of the anatomy of the eye. Student findings are presented through answering of questions and all data collected during the lab. ***Dissection & General Lab Skills***
- Neurological Disease Research Paper: Students will choose from a list of provided neurological diseases or disorders. Research paper will be 6-9 pages in length. The following must be included in their writing: disease origination, cause, symptoms, treatment, method of diagnosis, method of transmission, as well as species affected. Research papers will be developed using the writing process, including rough draft, peer editing, and final draft. Research papers will be assessed on a four point rubric with guidelines discussed and given to the students at the beginning of the writing process. ***Research Paper***

Unit 6 Nervous System: Examples of Text Incorporation

- Introduction to Veterinary Science, Chapter 9: The Nervous System

Unit 7 Endocrine System

Unit Overview/Objectives: Students have now seen how the nervous system provides electrochemical communication among regions of the body. The endocrine system provides a chemical means of controlling distant regions of the body. Numerous ductless endocrine glands are present to help control many aspects of the body's metabolism and regulation.

As the students study the endocrine system they will learn that the endocrine system, like the nervous system, controls the activities of the body to maintain a relatively constant internal environment. The students will also learn that the methods used by the nervous system and endocrine system are different. Upon completion of the unit, the students will be able to: distinguish between endocrine and exocrine glands, describe how hormones can be classified according to their chemical composition, explain how steroid and non-steroid hormones affect target cells, and discuss how negative feedback mechanisms regulate hormonal secretions. The students will also know and explain how the nervous system controls hormonal secretions. The students will be able to name and describe the locations of the major endocrine glands and list the hormones they secrete using a chart or diagram. The students will also be able to describe the general functions of the various hormones and explain how the secretion of each hormone is regulated. The students will understand the difference between physical and psychological stress and describe the general stress response.

Unit 7 Endocrine System: Elements of Topics and Skills Presented

- Terminology of the endocrine system
- Anatomy of the endocrine system
    - Receptors
    - Endocrine glands and their hormones
- Function of the Endocrine system
    - Compare the means by which the nervous and endocrine systems regulate the body functions

- Clinical significance of excess or deficient endocrine related hormones

Unit 7 Endocrine System: Examples of Empirical Instruction

- **Diabetes Test:** Too much sugar or not enough? Simulated bold and urine samples will be tested for the presence of glucose. Excretion of glucose in urine and elevated levels of blood glucose are common symptoms of diabetes. Students will evaluate the data collected to determine which subjects are diabetic, pre-diabetic, or show no signs of diabetes.

Unit 7 Endocrine System: Examples of Key Assignments/Activities

- Endocrine System Disease: Each student will create a Power Point presentation of a homeostatic disorder involving the endocrine system. Each student will present their topic to the class. Each presentation must include a discussion of the cause, symptoms, treatment, and prognosis of the disorder. The student must use correct terminology while presenting the organs and hormones involved. The students must research their disorder in depth so that they are prepared to answer appropriate and reasonable questions from their audience at the close of their presentation. ***Research & Presentation***
- Estrous Cycle: Students will identify stages in the estrous cycle and the correlation to hormone levels in a dairy cow or horse. ***Practicum***
- Virtual Dissection of the Endocrine System: BioLab Pig and CatWorks dissection software will be used to conduct virtual dissections of the endocrine system. Students will identify organs/structures of the endocrine system and will create an anatomy comparison between the two species. Student findings will be demonstrated through the correct identification of organs as well as their specific structures, functions and hormones produced or system controlled. ***Dissection & General Lab Skills***
- Endocrine Glands and Relationship to other Body Systems: Students will identify and state the relationship of the endocrine glands and how they relate to other body systems and note the impact of diabetes on the human body and its causation. ***Research and Paper***
- Growth Hormones in Beef Cattle: The use of hormones to stimulate growth in beef cattle evokes strong emotions among those on both sides of the issue. People who favor the use of hormones to stimulate growth in beef cattle show that hormone-fed beef products are safe and wholesome for consumers. They have researched the issue and have shown that the use of hormones increase the efficiency of beef production, thus alleviating energy, feed usage and environmental impacts, and improve overall quality and healthfulness of beef by reducing the amount of fat. On the other hand, those who oppose the use of hormones to stimulate growth in beef cattle believe the hormones cause hazardous residues in beef and contribute to the development of health problems in humans. They also believe that the wastes from cattle that are given such hormones have residues that can run off into water sources and cause negative ecological impacts. Students will research the pros and cons of the use of hormones to stimulate growth in beef cattle. Students must be able to distinguish scientific information and opinion or hearsay. Students must look for verification that the information they are reading is backed by scientific research. The following questions will be asked to help guide student research: Why are hormones used in beef cattle production? Which hormones are used in beef cattle? Are they natural or synthetic or both? What are the effects of the hormones on the cattle and the beef from those cattle? Do the hormones used in beef cattle production affect humans? Do the hormones used in beef cattle production affect the environment? Are the claims for the use of growth hormones in beef cattle backed by scientific evidence? Are the claims against the use of growth hormones in beef cattle backed by scientific evidence? Upon competition of research, students will choose whether they are *FOR* using hormones to stimulate growth in beef cattle or *AGAINST* the use of hormones to stimulate growth in beef cattle. Students will then write an editorial to their local newspaper explaining their view. Students will need to reinforce their opinion with scientific facts that they learned from their research. The focus will be to persuade others to believe the same way they believe. The editorial will be graded according to the Persuasive Writing Scoring Guide found at:http://www.readwritethink.org/files/resources/lesson_images/lesson405/PersuasiveWritingScoringGuide.pdf ***Reflective Writing & Research***

Unit 7 Endocrine System: Examples of Text Incorporation

- Biology, Chapter 39: Endocrine and Reproductive System

- Introduction to Veterinary Science, Chapter 10: The Endocrine System

Unit 8 Reproductive System

Unit Overview/Objectives: The male produces sperm and delivers them to the female. The female then has the responsibility of providing the path and helping, through muscular contractions, to deliver the sperm to the location of the egg, which she produces. After sperm and egg join, the female houses and nourishes the developing embryo until it is mature enough to survive on its own, at that point the female delivers the newborn. Appropriately functioning reproductive systems in livestock largely determine the economic success of the producer.

Students will compare and contrast the male and female reproductive system of several species. The students will understand and explain the production of sperm and eggs. The students will identify the phases of the estrous cycle in several species. The students will demonstrate an understanding of reproductive physiology as it relates to estrus; gestation; parturition; lactation; and in the male, spermatogenesis. The students will also study sexually transmitted diseases as they affect the equine industry.

Unit 8 Reproductive System: Elements of Topics and Skills Presented

- Male anatomy
    - Hormone function
    - Compare male reproductive tracts of canine, feline, equine, swine, and bovine
- Female anatomy
    - Hormone function
    - Compare male reproductive tracts of canine, feline, equine, swine, and bovine
    - Estrous cycle
- Pregnancy and parturition
    - Comparison of reproductive cycles among livestock and pets
- Disease associated with reproductive systems
    - Transmissible disease in the equine industry
        - Contagious Equine Metritis (CEM)
        - Pseudomonas aeruginosa and Klebsiella pneumoniae

Unit 8 Reproductive System: Examples of Empirical Instruction

- **Sperm Viability:** Does method of storage affect sperm viability? Many animals in production agriculture are bred through artificial insemination. The instructor will purchase 4 semen samples from an online outlet. Semen storage will be varied between the samples. Students will examine the samples using the microscope to collect data on sperm count, sperm morphology, and sperm motility. Students will collect data on all samples. Comparisons of information will allow the students to draw conclusions on correct storage procedures for sperm.
- **Spread of Sexually Transmitted Disease Lab:** Students will demonstrate the spread of disease within a given population. Given one "infected & contagious" class member, the students will predict the percentage of the population that will become infected after a set number of exchanges. Students will initiate "contact" by exchanging fluids from test tubes. Three to five exchanges will occur per class period. One "infected" tube will be given out in each class. Students will graph the results, showing the spread of disease as well as determine the disease origination. Student findings will be presented through the answering of questions and the data collected during the lab. If time permits, students will then make predictions the percent of population infected if there were 3 initial infected students at the start of the lab.

Unit 8 Reproductive System: Examples of Key Assignment/Activities

- Compare and Contrast: Students will compare and contrast the reproductive tract models of mare, cow, sow, bitch, boar, stallion, bull, and stud. Students will diagram each reproductive tract and write a report that compares and contrasts the different species. ***Research Paper & Demonstration/Modeling***
- Genetic Traits and Gene Regulation: Students will model a breeding operation and use the Punnett Square and genetic combination to create favorable genetic traits. ***Project & Demonstration/Modeling***

- Artificial Insemination: Students will research the benefits of using artificial insemination in the dairy industry. Students will conduct their research using a minimum of two internet sites, one book, and one interview of a person in the dairy industry. At completion of research students will compose a written report of their findings. The reports will include a history of artificial insemination and the impact of the endocrine system and artificial insemination. The students will use the writing process including rough draft and peer editing before presenting a final draft that is two to four pages in length. Students will be responsible for creating a three slide Power Point presentation that summarizes their findings that will be presented to the class. ***Research Paper***
- Comparison of Reproductive Cycles: Students will compare the reproductive cycles of various farm and companion animals. The students will create a graphic organizer that will display the similarities and differences associated with the reproductive cycles of at least three animal species. Students will be required to include the following in their graphic organizers: species, age of puberty, cycle description (polyestrous, seasonal polyestrous or monoestrous), cycle duration, estrus duration, timing of ovulation, and gestation period. ***Demonstration/Modeling***
- Tracking of Estrous Cycle: Students will use information acquired in class to determine the accurate stage in the estrous cycle of a dairy cow based on the levels of various hormones including progesterone, FSH, estrogen, and LH. Students will graph hormone levels to accurately predict stages of estrous. ***Demonstration/Modeling & Research***
- Female Reproductive Tract Dissection: Students will examine and dissect a female reproductive tract. The students will describe the plan of female reproductive system, locate and describe the functions of the major organs: ovaries, uterine tubes, uterus, and vagina. The students will identify major features using a microscopic specimen of a mammalian ovary: primary follicles, primordial cells, granulose cells, secondary follicles, oocyte, antrum, and corpus luteum. Student findings will be demonstrated through correction identification of major organs and functions on a teacher created diagram and quiz. ***Dissection & General Lab Skills***
- Male Reproductive Tract Dissection: The students will describe the plan of the male reproductive tract, list the major organs and their function and locate on chart. The students will identify major features in a microscopic specimen of the testis: capsule, seminiferous tubule, interstitial cells, interstitial cells, and sertoli cells. The students will identify the features of mature sperm in figures and in a sperm smear. Student findings will be demonstrated through correct identification during a lab set-up by the teacher as a follow-up. ***Dissection & General Lab Skills***
- Artificial Insemination Lab: The students will simulate the process of artificial insemination, using proper sanitation and preservation techniques. Student findings will be observed through the correct procedures and "insemination" of AI cow. ***Dissection & General Lab Skills***

Unit 8 Reproductive System: Examples of Text Incorporation

- Biology, Chapter 39: Endocrine and Reproductive System
- Introduction to Veterinary Science, Chapter 8: The Reproductive System

Unit 9 Immune System

Unit Overview/Objectives: The immune system is responsible for protecting the animal from potentially harmful organisms attempting to invade. For many diseases the animal will only become sick from an organism once. The immune system remembers the organism and if exposed again will mount a very quick response, protecting the animal from disease. The immune system is very complicated and detailed. Students will learn the basics of the immune system to understand how it protects animals from diseases.

As students study the immune system they will identify the structures of the lymphatic system. Students will describe the role of antibodies in the body's response to infection. Students will understand vaccines and explain how vaccines work. Students will distinguish between specific and nonspecific defenses. Students will understand the differences between bacteria and viruses. Students will understand why an animal with a compromised immune system may not be able to fight off an infection and be able to explain the situation to the owner of a production or companion animal.

Unit 9 Immune System: Elements of Topics and Skills Presented

- Veterinary terminology of the immune and lymphatic system
- Antigens
- Immunity
    - Innate immunity
    - Adaptive immunity
    - Immunotherapy
- Immune system problems
    - Immune deficiency
    - Excessive immune response

Unit 9 Immune System: Examples of Empirical Instruction

- **Natural Selection of Antibiotic Resistance:** Do we have to take all of the medicine? Students will predict the affects of taking only a partial dose of antibiotics to fight an infection. The students will model the effects of antibiotics on the population of the disease causing bacteria during an infection. The students will toss number cubes to determine if prescribed daily antibiotics were given to an "infected patient," which in turn affects the size and resistance of the bacterial population in the patient. Student findings will be presented through the answering of questions and data collected throughout the lab.
- **Bacterial Culturing and Inhibitions:** Various microorganisms grow in one or two days when incubated at room temperatures. Colonies may show a wide variety of forms. Agar plates will be prepared and placed in various locations and/or exposed to direct contact with coins, lint, soil, dust, or animal fur. Hypothesis will be formulated based on whether students think bacteria will grow on their agar plates. Students will use references to try to identify the bacteria collected. Students will try to isolate a pure culture. The students will collect a sample if a distinct colony is found and reisolate it on another petri dish. If the isolation succeeds, only one colony of one type will be present and considered pure. Students will prepare a slide for viewing with a microscope. Students will draw what is seen on the slide.

Unit 9 Immune System: Examples of Key Assignments/Activities

- Making a Vaccine Protocol: Students will create a recommended vaccine protocol for a new animal owner. Students will determine needed vaccinations and provide reasoning to the animal owner. Students will also provide possible complications to the vaccine or from failure to vaccinate. Students will provide a written report as well as report orally. ***Research & Presentation***
- Sterilization Techniques: Students will test their sterilization and sanitation techniques. Students will use GloGerm to see the effectiveness of their process and the repercussions of failing to adequately sterilize equipment, surfaces and hands in the veterinary fields. ***Demonstration/Modeling***
- Lymph Nodes: Using companion animals students will locate lymph nodes and associate those nodes with possible areas of infection. ***Practicum***
- Immunology Test: In this exercise students will study a technique, Ouchterlony Double Diffusion, of immunology and apply it in a test for food purity. Immunology, the study of an organism's response to a foreign organic substance (antigen), has many medical, biochemical, and bacteriological interrelationships. Upon completion of this lab students will be able to follow basic immunology test techniques. ***Practicum***
- Gram Stain: Bacteria are convenient organisms for research in several sciences. Bacteria are relatively simple organisms. This laboratory exercise will train the students how to perform the Gram stain. This procedure is used to classify bacteria and is valuable in guiding treatment. Bacteria vary greatly in size, but their cell shapes are of three basic types: coccus, bacillus, and spirillum. Bacteria cells can be colored with a stain to provide contrast with the background and to make cellular organelles visible. Differential stains such as the Gram stain are more complex and are used to divide bacteria into groups. The Gram stain separates most bacteria into two large groups: the Gram stain positive and Gram negative bacteria. Students will follow procedure listed in lab directions to stain to complete the stain process and then will report their findings on the size, shape, grouping and staining characteristics of each bacteria. ***Dissection & General Lab Skills***
- Virtual Pathology: Students will use a virtual pathology lab to observe how a blood sample can reveal evidence of infection. Students will utilize an on-line laboratory resource in order to identify the presence of viral, fungal, and bacterial infection. Student findings will be presented through a laboratory report.

Practicum

Unit 9 Immune System: Examples of Text Incorporation

- Biology, Chapter 40: The Immune System and Disease
- Introduction to Veterinary Science, Chapter 11: The Immune System

Unit 10 Infectious Disease

Unit Overview/Objectives: A disease is a change that occurs in the body that prevents normal function. Some diseases occur as a result of other organisms invasions. Numerous organisms are necessary to keep our bodies functioning normally (ex. intestinal bacteria). Only a small percentage of microorganisms are capable of causing disease. Treating infectious diseases is a critical part of a veterinarian's life. However, the goal of the profession is to prevent disease. With prevention, the animal and owners are not faced with the losses associated with disease. Many factors must be considered in preventing disease.

As students study infectious disease they will understand and distinguish the difference between a virus, bacteria, and fungi. Students will describe the difference between infectious and contagious disease. Students will know the process for disease spread in an animal herd. Students will be able to explain the importance of sanitation in disease prevention. Students will be able to model and explain the spread of a zoonotic disease from an animal to human.

Unit 10 Infectious Disease: Elements of Topics and Skills Presented

- Disease
    - Bacterial strains and favorable environments for bacteria
    - Rates of reproduction of bacteria
    - Gram stain technique
    - Historical development and significance of gram stain
- Viruses
    - Viral infection
    - Viral reproductive cycles
    - Viral Hosts
- Fungi
    - Fungus anatomy
    - Fungal reproduction
    - Fungal disease
- Parasites – Hosts, life cycle control/eradication
    - Internal parasites
        - Heartworm
        - Tapeworm
        - Roundworm
        - Coccidiosis
    - External parasites
        - Fleas
        - Ticks
        - Mites
        - Lice
        - Biting flies
        - Bot Flies
        - Mosquitoes
- Disease effect on animal agriculture
    - E. coli
    - Salmonella
    - Foot rot
    - Shipping fever
    - Influenza

- Pseudorabies
- Disease prevention
  - Maintaining a sanitary environment
  - Sterilization procedures for equipment, surfaces, and wounds
  - Developing a vaccination protocol
  - Cost effectiveness of disease prevention
- Zoonoses
  - Transmission of zoonotic disease
    - Animal contact
    - Vector spread
    - Food contamination
- Infection control
  - Sterile technique in bacterial work
  - Transfer and isolation of strains of bacteria
  - Standard precautions for infection control
  - Sterilization procedures for equipment, surfaces, and wounds
- Microscopic agents affecting the body
  - Microscopic examination of disease
    - Various methods used in cellular identification
    - Fungal agents of disease
    - Viral agents of disease
  - Immune system's process of dealing with disease
  - Relation to prions to homeostasis and disease (immune and endocrine)

Unit 10 Infectious Disease: Examples of Empirical Instruction

- **Fecal Analysis:** Students will collect fecal samples from their pets or animals on the school farm. After physical examination of animal and gross examination of fecal material, students will hypothesize presence of parasites. Each sample will be examined for different types of bacteria and parasites. Student findings will be presented through the answering of questions and data collected during the lab.
- **Spread of Disease Lab:** Students will demonstrate the spread of disease within a given population. Given one "infected & contagious" class member, the students will predict the percentage of the population that will become infected after a set number of exchanges. Students will initiate "contact" by exchanging fluids from test tubes. Three to five exchanges will occur per class period. One "infected" tube will be given out in each class. Students will graph the results, showing the spread of disease as well as determine the disease origination. Student findings will be presented through the answering of questions and the data collected during the lab. If time permits, students will then make predictions the percent of population infected if there were 3 initial infected students at the start of the lab.

Unit 10 Infectious Disease: Examples of Key Assignments/Activities

- Sterilization Procedures: Students will demonstrate their ability to perform sterile lab procedures such as sterilization of all surfaces and effective hand washing. ***Demonstration/Modeling***
- Zoonotic Disease Research: The students will use critical thinking and problem solving to understand relationships between organisms and their environment. The students will complete a web-based research project on the spread and control of rabies. Students will have to evaluate different sources of information and construct a plan of action to stop a local epidemic of rabies in the wildlife, livestock, and pets in their community. Final product will be a PowerPoint presentation to be shared with the local City Council to explain the urgency of stopping the spread of rabies in the community. Students will take notes on each web site, book, magazine, or other resources Students will answer the following questions: Why does your community need to develop an action plan right away? What species of animals interact in this ecosystem and need to be considered? Why? What preventive measures can private citizens in your area take? What preventive measures can your local government take? Which of these should be given the highest priority? Why? ***Project & Research & Presentation & Case Study***
- Disease Prevention Protocol: Students will create a protocol for a local farm to use to prevent introduction

of/spread of a disease. Students will research common modes of transmission and provide procedures to prevent spread. ***Project & Practicum***

- Biosecurity in Production Agriculture Research and Producer Plan: A biosecurity program is like an insurance policy for the health and productivity of the herd. Biosecurity encompasses many different on-the-farm components. Cattle health, visitors, vehicles traffic, receiving replacement cattle, feedstuffs, animal identification and rendering practices all have a role in a biosecurity plan. Biosecurity management practices are designed to prevent the spread and movement of infectious diseases onto the operation. The goal of a biosecurity plan is to minimize the movement of biologic organisms and their vectors (dogs, cats, rodents, birds, etc.) onto and within your cattle operation. While developing and implementing biosecurity is difficult, it is the cheapest, most effective means of disease control available, and no disease prevention program will work without it. The possibilities of agro terrorism attacks on the U.S. livestock industry, including the introduction of foreign animal disease, are real. Beef producers need to keep informed about this threat and how to implement biosecurity plans measures into their operations to prevent the spread of disease. These same measures will protect the livestock on the operation from more common animal diseases that can impact your bottom-line. With these things in mind, students will conduct research on current biosecurity threats; their causes and resulting effects. Students will then develop a biosecurity plan for a livestock operation. A biosecurity plan has three major components. They are isolation, traffic control and sanitation. When effectively managed, these components meet the principle biosecurity objectives of preventing or minimizing cross contamination of body fluids (feces and urine) between animals, animals to feed and animals to equipment.

1. **Isolation** prevents contact between animals within a controlled environment. The most important step in disease control is to minimize commingling and movement of cattle.

2. **Traffic control** includes traffic and visitors onto your operation and traffic patterns within your operation. It is important to understand that traffic includes more than vehicles. All animals including dogs, cats, wildlife, horses, birds, rodents and people must be considered.

3. **Sanitation** is the third component of a biosecurity plan. Beware of using instruments and equipment on healthy animals following their use on sick or infected animals.

Improving an animal's disease resistance is at the heart of disease prevention and herd health programs and must be considered in the standard operating procedures of all livestock production management. However, improving disease resistance is not possible for many of the diseases that can affect livestock health and production. Therefore an understanding of biosecurity basics is essential for a properly designed disease resistance health program. ***Research & Project***

- Rabies in Your Community: Students will be given basic information on rabies and common carriers. They will then enhance this learning with their own research. Students will prepare a presentation to the city council on rabies and the potential to spread to companion animals. Student understanding/findings will be presented through case study, written report, and their presentation to the city council and other community organizations. ***Case Study, Research & Presentation***

Unit 10 Infectious Disease: Examples of Text Incorporation

- Biology, Chapter 40: The Immune System and Disease
- Introduction to Veterinary Science, Chapter 14, Principles of Infectious Disease
- Introduction to Veterinary Science, Chapter 15: Disease Prevention
- Essentials of Anatomy and Physiology, Chapter 14: Lymphatic System and Immunity
- Diversified Occupations

Unit 11 Veterinary Applications

Unit Overview/Objectives: In addition to requiring knowledge of anatomy, physiology, and disease conditions, veterinary applications require skills. Much can be taught in a classroom setting about the techniques and procedures used in a veterinary clinic. Eventually the final learning process must come with experience.

Unit 11 Veterinary Applications: Examples of Key Assignments/Activities

- Handling and Restraint of Animals: Students will learn and model appropriate techniques to correctly handle and restrain companion animals. Students will learn and model appropriate techniques to handle and restrain large livestock.
- Head to Toe Assessment: Students will learn the techniques used by Registered Veterinary Technicians to do a complete assessment and answer possible scenarios regarding a patient's condition.

How Much Medicine: Students will determine proper medicine dosage using animal weight, medicine dosage per manufacturer's directions, and veterinary math.

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- How Much Medicine: Students will determine proper medicine dosage using animal weight, medicine dosage per manufacturer's directions, and veterinary math.

Unit 12 Companion Animals and the Idustry

I.Companion Animals how they fit in Society -Why and How They changed Our World

- The human-animal bond-how it is formed
- Therapeutic uses of companion animals-how we use them for comfort and aid to individuals in our society.
- Animal assisted therapy.
- Trends in Companion Animal Populations-research on where we are going and why.

II Anatomy and Physiology of Cats and Dogs

- External anatomy-proper terms and anatomical structures.
- Major Organ Systems-the parts, how they function and how to recognize problems.
- The Integumentary system-its role in disease prevention, organization, and functions.
- The Skeletal system- it's parts and functions
- The muscular System-How muscle are structured, how they work together, and problems if injured.
- The circulatory system-parts, functions, and interaction with other living systems.
- The lymphatic System- its role and function in a living system.
- The respiratory System- its' role in life functions and chemical interactions of life.
- The Nervous System-parts, functions, and many methods of system control checks and balances.
- The Urinary System-Parts, functions, and methods of waste removal from systems.he Endocrine System- how hormones and other organs operate controling systems in our bodies.
- Organs of Special Senses- the senses how they work and why they exist.

o smell

o touch

o sight

o taste

o hearing

III. Dog and Cat Breeds and their characteristics

- Introduction/ Overview
- Breeds and characteristics of top 10 dogs-the dogs found mainly in the companion animal industry.
- American Kennel club classification of dogs-how breeds are developed
- Breeds and characteristics of top ten cat breeds-why do we select the pet we do.
- Historical perspective of cat breeds

o Pedigreed cats- what does it mean to be pedigreed.

o Cat Breeds most frequently registered by Cat Fanciers Association.

IV. Companion Animal Behavior and Social structure- how to recognize normal vs. abnormal behavior.

o socialization of domestic animals-how it's done and why?

o Social structure in the wild and how it's diifferent.

o Communicative Behavior-how do pets or animals talk to us/

o Ingestive Behavior

o Elimination Behavior

o Orientation (Navigation or Homing Behavior)-cases to prove this exists in many species.

o Agnostic(fighting or Aggressive Behavior-how to recognize it, control it.

o Sexual Behavior.

o Learning and principles of Behavioral Modification-how to treat or cure many behavior problems in pets.

o Approaches to behavior problems.

o Common Behavioral problems

o Behavioral Problems brought on by age.

o Dog temperments and training- the approach to each dog must be geared to its temperment.

V. Choosing a Cat or Dog

- Introduction/Overview
- Responsible pet ownership consequences to society, you and the law.
- Vaccinating and licenseing.
- choosing a cat or dog-what parameters need to be considered in selection

o Gender

o Breed

o Temperment

o Ease in training

o Puppy Apptitude Test

o Health Aspects-what to look for and what to avoid

o Genetic Screening-diseases and congenital defects to be aware of

o Parents and siblings- observation skills that can detect problems not readily apparent

o Where to purchase dogs or cats-safety and health

o The sales contract-what to have in it by law and for your protection

o Registratioon of animals-what breed and pedigree papers are and how to read them.

o Adoption of a pet-trials and pitfalls.

VI. Companion Birds

- Common Types of Companion Birds
- Bird anatomy and Physiology

o External Anatomy

o Feathers-structure and function

o Beaks-types and functions

o Skeletal system-hollow bones and flight structures

o Respiratory System- how the function and the process of oxygen exchange in the blood

o Digestive system-difference from mammalian species.

o Circulatory System

o Reproductive systems-maturation process and nesting needs

o Nutrition-Essentil nutrient reuirements for aviary life.

- Companion Bird Industry

o cages

o aviaries

o grooming

o Common diseases of birds-in captivity

o Common toxicological Hazards-in both wild and domestic sources

VIICompanion Reptiles and Amphibians(frogs, lizards, snakes, turtles, and tortoises)

- Common Species kept as pets
- Biology and Behavior-normal vs. abnormal
- Husbandry(care and management)

o cages-design and need

o cleaning-for disease prevention

o Water-needs

o Temperature-needed by species

o Humidity requirements

o Light requirement for health and breeding

o Feed requirements

o Handling methods-to prevent harm to the animals

o Breeding-reproduction and methods to help endangered species

o Common diseases/health concerns

o zoonoses

o Trends in the Herpetoculture Industry

VIII. Fish as Pets

- Biology of fish-how re they different from other species

- Reproduction-types, methods, and systems.
- Husbandry
- Water Quality-importance to life
- Temperature-narrow ranges for survival
- Light-its affect on fish life
- Feeding and Nutrition
- Common diseases/ Health Concerns-major diseases of fish

IX. Companion Rodents, Ferrets, And Lagomorphs

1.Chinchillas

- Historical and economic perspectives
- Domesticatioon-when and why were they domesticated by man
- Biology/Husbandry
- Breeding-methods and procedures
- Diseases-most frequent and dangerous
- Zoonoses

2.Guinea pigs

- Domestication-why and purpose yesterday and today
- Biology and Behavior
- Breeding
- Husbandry-methods of raising and caring for
- Common diseases-how to avoid or treat them
- Zoonoses

3.Hampsters

- Domestiction-when and why
- Anatomy and selected genetics-scientific applications
- Biology and behavior
- husbandry-common production techniques
- common diseases prevention and treatment
- Zoonoses-diseases that can cross over speciesthrough vectors

4.Ferrets

- Domestication where, when, Why.
- Biology
- Husbandry-common methods of production
- Common diseases recognition and prevention
- Zoonoses
- Legal perspectives of ferrets in California

5.rabbits

- Domestication-where, why
- Anatomy and Physiology of the rabbit
- Behavior-how they act and how they show stress
- Housing-requirements for health and reproduction
- Nutrition-requirements for health and growth
- Diseases-common diseases and treatments of rabbits

6.Mice and rats

- Domestication-where and why, their importance in research
- Anatomy and Physiology
- Behavior-normal vs. abnormal
- Husbandry-how to house and raise them
- Common diseases of mice and rats-recognition and treatment needed
- Records and Case Histories

7. Animal Identification Papers-how animals are registered, branded, and tracked

- brands-both chemical and heat brands
- tattooing-lip and ear
- cuts and body modification

8.Pedigrees- what are they and how to read them

9. Breeder records-their importance and legality

10. Health records on animals- how do we keep track of health issues that affect all areas

11. medical records-keeping track of individuals in an industry

12. Case Histories-studying case histories like "Domino" in the cattle industry or disease outbreaks and how we can control or eliminate them.

Unit 13 FFA

- All students enrolled will also be members of FFA
- Students will compete in various Career Development Events
- Students will have an Supervised Agriculture Experience project and completed FFA record book
- Students will develop communication and critical thinking skills

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Companion Animals: Their Biology, Care, Health, and Management	Karen L. Campbell, james E. Corbin, and John R. Campbell	Pearson Prentice Hall (Pearson Education Inc.)	first Edition	[empty]	Yes
Principles of Companion Animal Nutrition	John P. McNamara	Pearson Prentice Hall (Pearson Education Inc.)	First Edition	[empty]	No
Veterinary Science: Preparatory Training for the Veterinary Assistant	Florin C. Faries, DVM, MS	Texas Agrilife Extension service	1st	[empty]	No
Veterinay Medical Terminology	Janet Amundson Romich	Delmar	3rd	[empty]	No
Introduction to Veterinary Science	James B. Lawhead/Meecee Baker	Delmar	2nd	[empty]	No

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Mt. SAC Tech Prep Office
1100 North Grand Avenue
Walnut, California 91789

2 + 2 Articulation Agreement

1415018AGAN

1.) Mt. San Antonio College and Desert Sands USD
High School District • Regional Occupational Program • Adult Education – Please identify the agency FUNDING the course.

2.) High School • Regional Occupational Program (ROP) • Adult Education Course:

Authorized Instructors (3 Maximum– PLEASE PRINT) 1) Melissa McBride

Indio High School
Location

2) _____

3) _____

3.) Mt. San Antonio College agrees to provide students qualified under the terms of this Articulation Agreement:

☐ Project Credit (Certificate) ☐ Course Equivalency ☒ College Credit by Exam Reset Checkboxes

High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
Animal Health and Pet Care	10	AGAN 1 Animal Science	3
Veterinary Science	10		

Additional Requirements or Notes:

With instructor's recommendation, and final grade of 80% (B) or better in the secondary course, students may request articulation credit. Secondary course exams will meet the articulation exam requirement. The final grade assigned by the secondary program will be used as the college grade.

4.) It is the responsibility of the Instructor(s) named to inform students of this Articulation process and all student requests for Articulation must be submitted at the completion of all courses identified on this document.

This agreement is valid for the school year 2014-15 **only.**
Any curriculum changes at either institution involving the courses named in this document shall require this agreement to be renegotiated.

5.) To be completed by Mt. San Antonio College

	(Please sign with red or blue ink)	Date
College Professor		10/23/14
Department Chair		12/18/14
Division Dean		12/18
Mt. SAC Articulation Officer	(Please sign with red or blue ink)	Date

6.) To be completed by the High School District • Regional Occupational Program (ROP) • Adult Education department

	(Please sign with red or blue ink)	Date
Instructor		10/23/14
Authorized Administrator		1/27/15

(Please sign with red or blue ink)

Version 4.0 Revised 2010

Mt. SAC Tech Prep Office
1100 North Grand Avenue
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Companion Animal Care Management	10	AGAN 1 Animal Science	3
Veterinary Science	10		

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Instructor	(Please sign with red or blue ink)	Date 10/23/14
Authorized Administrator	(Please sign with red or blue ink)	Date 1/27/15

Version 4.0 Revised 2010

Desert Sands Unified School District

14

AGENDA CATEGORY General Function

BOARD OF EDUCATION MEETING 6/27/2000

ITEM TITLE Animal and Plant Physiology

_____ **ACTION/CONSENT**

__X__ **ACTION**

_____ **INFORMATION**

_____ **DISCUSSION**

Strategic Plan: Strategy 1 & 2

BACKGROUND:

Educational Services support the Secondary Curriculum Council recommendation to seek the approval of Animal and Plant Physiology, as a provisional* high school course for the 2000-2001 school year.

*Provisional courses are taught a maximum of two times, after which they are evaluated and reviewed by the Secondary Curriculum Council. A positive evaluation and recommendation by Curriculum Council goes to the Assistant Superintendent of Educational Services, who makes a recommendation to the Board of Education for the course to be granted permanent status.

FISCAL IMPLICATIONS:

Instructional material for this course will be purchased with 9-12 Instructional Material Funds (IMF) in quantities as determined by individual high schools.

RECOMMENDATION:

Approve the high school course outline Animal and Plant Physiology, as recommended by Educational Services and Secondary Curriculum Council for provisional status.

Submitted by:

Sabra Besley, Administrative Director
Curriculum, Instruction and Assessment

Recommended by:

Arlene Dolan, Assistant Superintendent
Educational Services

Superintendent's Recommendation to Board of Education:

Dr. Doris Wilson, Superintendent

When necessary, additional background may follow this.

Desert Sands Unified School District

Educational Services Division

HIGH SCHOOL NEW COURSE PROPOSAL

COURSE TITLE: Animal and Plant Physiology

DEPARTMENT: Science

GRADE LEVEL: 10th - 12th

COURSE LENGTH: 1 Year, 2 Semesters

PREREQUISITE(S): 1 Year Introductory Agriculture Science or Teacher Approval

CREDIT: 10 units

REQUIRED FOR GRADUATION: _____ yes ___x___ no

MEETS U.C. A-G REQUIREMENTS: _____ yes _____ no ___x___ pending

ALIGNMENT WITH ADOPTED STANDARDS and/or STATE FRAMEWORK:
This course has been developed in alignment with adopted District content standards and/or the California State Framework for the subject area.

School Submitting:_____
Submitted by:_____
Date: _____
Approval for Board Agenda, Assistant Superintendent, Educational Services,
_____
Action:_____
_____
_____

Animal and Plant Physiology
Course Syllabus

I. Course Description

Animal and Plant Physiology is a one year, laboratory science course, designed for the college bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: the molecular and cellular aspects of life; the chemical and structural basis of life; the energetics of life, growth and reproduction in plants and animals; the evolution of modern plants and domestic livestock species; plant and animal genetics; the taxonomy of plants and animals; animal behavior; ecological relationships among plants, animals, humans, and the environment; nutrition in animals; health and diseases in plants and animals; and the similarities between animals and humans. The course is centered around an laboratory component using greenhouse and other agriculture facilities to connect the the ideas of life sciences with agricultural applications, earth and physical science principles, and other curricular areas, including written and oral reporting skills.

A. Course Goals

1. Utilize agricultural applications as a relevant vehicle to teach biological science principles and to improve the scientific literacy of students.
2. Strengthen instruction in science for students pursuing professional level careers in agriculture.
3. Integrate mathematics standards, language arts standards, and career employability, including creative thinking and problem solving skills, and technological literacy related to the agriculture industry.
4. Meet a portion of the requirements for admission to the University of California and California State College Systems.
5. Develop a sense of the relationships between life, earth, and physical science and their relationships to agricultural applications.
6. Motivate underrepresentred populations to study and pursue careers in science and agriculture.

B. Prerequisite

This course is open to students in grades 10 through 12 but is primarily intended for 11th and 12th graders. Students should have completed at least one year of introductory Agriculture Science or have teacher approval.

C. Course Format

1. Fifty percent classroom instruction, including:

   Discussion
   Demonstration
   Lecture
   Examinations
   Reading assignments
   Internet Research
   Guest speakers
   Projects

2. Thirty percent laboratory and or field instruction, including:

   Science laboratory experience
   Field research projects

3. Ten percent FFA leadership experiences, including:

   Verbal and written communication exercises
   Leadership development activities

4. Ten percent supervised workplace learning

   Individually developed supervised occupational experience projects

D. Recommended Texts.

Still under consideration - Reviewing new text by Del Mar Publishing

E. Assessment

1. 40% of the grade will be based on classroom instruction, including:
   Exams
   Quizzes
   Papers
   Homework and reading assignments

2. 40% of the grade will be based on laboratory and field research exercises.

3. 20% of the grade will be based on the student portfolio, including:
   Key classroom projects
   Major field and laboratory activities
   Written summaries of individual research projects
   Ongoing Supervised Agricultural Experience Project record books

Summaries of FFA leadership / personal development achievements and activities

II. Course Outline:

A. History and use of plants in society

B. History and use of domestic livestock in society

C. Plant systems
1. Anatomy and Structures
2. Botany

D. Plant culture

E. Plant nutrition

F. Water and its importance

G. Plant pests and diseases
1. Genetic diseases
2 .Vectors

H. Plant Ecology

I. Genetics and breeding
1. Mutation
2. Trans-genetics
3 Cloning
4 Ethics

J. Biotechnology

K. The anatomy of domestic animals

L. Animal systems-Physiology
1. Integumentary
2. Skeletal
3. Nervous
4. Muscular
5. Endocrine
6. Digestive
7. Circulatory
8. Respiratory

9. Reproductive

M. Comparative Anatomy & Physiology
1. Simple vs. Complex digestive systems
2. Avian systems
3. Others

N. Pests of Animals

O. Pest Management

P. Diseases of domestic Animals
1. Recognition
2. Treatments of disease
3. Disease vectors

Q. Animal nutrition

R. Animal handling

S. Animal genetics and breeding

T. Animal behavior

U. Animal practices and management
1. Hormones
2. Cloning
3 .Feeds and additives
4. Management handling and facilities

V. Animal Ecology

W. Youth groups and society

X. Recordkeeping and journals

III. Integrated Laboratory Activities

The laboratory activities are examples of general types of laboratory and field experiments which integrate many areas of life, physical, and earth sciences and agriculture. The purpose of general, rather than specific, experiments is to give students an understanding of the interrelationships among scientific disciplines. Samples of two laboratory activities are included here.

Pollution and Ecology - Activity #1:

Students will set up a fishtank in the classroom and introduce small amounts of common pollutant chemicals, in order to increase the nutrient content of the water over a period of time. The students will regularly take and record measurements, including water temperature, Ph, water clarity, and visual observations of changes. They will apply a heat source to the water to increase algae growth. Visit a water treatment plant or irrigation site, or a local fish hatchery. A water specialist will speak to the class about his /her job and the current problems facing California related to water quality. Students write a report on water quality which includes experimental results as well as information from the guest speaker. Students will brainstorm possible solutions to common water pollution problems.

Cell Identification and Function - Activity #2

Prior to lecture and textbook readings regarding plant and animal cell similarities and differences, students will take cheek cell samples and plant cell samples from any common houseplant or vegetable. Both samples will be placed on a single slide and observed under a microscope. Students will diagram both the plant and animal cells, label each component of the cells and describe the differences between the two. Based on observations, the students will speculate why the differences in structure and function. Slides of blood, nerve, muscle, bone, and fat cells will be available for comparison. Sample cells of single cell organisms will be provided and students will compare and contrast the single cell organism to the other plant and animal cells. Another cheek cell sample will be placed in a petri dish. It will be incubated for one week and the resulting bacterial cells placed on a slide to study growth and splitting of the cells. Live organism eggs (i.e. sea urchins) will be used and both the egg and the sperm will be examined under the microscope. The two will be combined, allowing each student to observe the fertilization through the first splitting of the egg. Students will outline the process of meiosis and discuss its importanc. A small amount of antibiotic will be applied to the sample in order to observe the cell response to stimuli.

IV. Student Learning Outcomes

Upon completion of this course, the student will be able to:

1. Explain what Physioology is

2. Explain what Anatomy is

3. Describe the importance of research in agriculture

4. Describe the flow of energy throughout the biosphere

5. Develop a Supervised Agriculture Experience Project which involves the use of the scientific method.

6. Define the term "ecosystem"

7. Analyze at least three current issues in agriculture which affect the environment

8. Develop a research project to be entered in the FFA AgriScience fair

9. Compare various career areas in science

10. Explain the concept of cellular adaption.

11. Evaluate the effects of pollution on the environment

12. Describe the difference between plant and animal cells

13. Describe how cells respond to stimuli

14. Diagram plant cells and their functions

15. Diagram animal cells and their functions

16. Compare and contrast the processes of mitosis and meiosis

17. Discuss three reasons for the current use of the modern system of plant classification

18. Identify and diagram male and female gametes in both plants and animals

19. Identify blood, bone, fat, nerve, and muscle cells

20. Discuss why knowing physiology and anatomy are important concepts

21. Design and conduct experiments to show importance of soils to plant growth

22. Compare anatomy and structures of different organisms

23. Prepare a phytogenic tree for at least one domestic animal species

24. Analyze the impact of increasing populations on the environment

25. Explain how the process of natural evolution can be shown through selective adaptation

26. Design and conduct an experiment which covers the entire lifespan of a plant

27. Compare the life cycles of simple and complex plants

28. Identify the structures of the skeletal system

29. Be able to diagram and describe the function of reproductive system

30. Be able to diagram the cardiovascular system

31. Be able to discuss the function of the digestive system

32. Be able to diagram the endocrine system and the effect of hormones

33. Identify and diagram the parts of the integumentary system

34. Discuss the role genetics will have on the future

35. Grow at least 1 indoor and outdoor plant, chart their growth and record observations

36. Defend the role of green plants in the maintenance of life

37. Analyze the interrelationships among the different systems in the plant

38. Demonstrate an application of both sexual and vegetative reproduction

39. Explain the difference between sexual and asexual vegetative reproduction

40. Discuss the abiotic environmental factors that affect plant growth (wind, temperature, solar, radiation, soil conditions, humidity, pollution, etc.)

41. Discuss how sexual and asexual reproduction are used in agriculture

42. Diagram and discuss reproductive anatomy

43. Outline different breeding systems used in agriculture

44. Research on the Internet the role of plants in medicine

45. Research and report on the role of plants and animals in nutritional advancements

46. Demonstrate an understanding of diseases in plants and animals

47. Be able to diagram and discuss vectors and their role in disease transmission

48. Demonstrate basic animal handling

49. Be able to demonstrate veterinary applications of both intermuscular and subcutaneous injections.

50. Analyze the function of each mammalian body system

51. Compare the interrelationships of each system within the mammalian body

52. Compare and contrast the estruss cycles of cattle, sheep, swine, and the menstrual cycle in humans

53. Chart the process of fertilization in each species

54. Discuss proper nutrition and its effect on development

55. Discuss and diagram how nerve impulses work

56. Explain the importance of cellular reparation to living organisms

57. Develop a flow chart showing the outline of cellular respiration

58. Develop a flow chart outlining the development of an embryo from conception through parturition

59. Prepare and present a research paper on a selected physiology topic

60. Describe how animal behavioral patterns affect management the handling practices of domestic animals

61. Dissect various organisms and identify the organs and systems of each

62. Compare and contrast the organ systems of different livestock species

63. Analyze the different nutrition requirements of various domestic species

64. Analyze the nutrient content of various feeds

65. Develop a basic ration for growth and maintenance

66. Discuss the role of nutrients in different foodstuffs

67. Describe the symptoms of three common nutritional deficiencies

68. Describe the symptoms of three nutritional diseases caused by vitamin deficiencies

69. Develop a flow chart outlining the life cycle of an internal parasite

70. Develop a flow chart outlining the life cycle of an external parasite

71. Discuss parasites and their role as disease vectors

72. Management practices to control disease organisms in the agricultural environment

73. Describe the impact of parasites on livestock and plants in the agricultural industry

74. Design a disease prevention program for an agricultural operation

75. Appraise the results of human medicine in relation to livestock medicine

76. Discuss the impact of overmedicating animal feeds and its impact on the environment

77. Explain phenotype

78. Be able discuss genotype and solve simple genetic problems

79. Explain the function of each of the following: gene, allele, DNA, and RNA

80. Discus the contributions of Gregor Mendel to genetics

81. Explain the role of enzymes in chromosome replication, and the implications of biotechnology involving these enzymes

82. Conduct a simple experiment which demonstrates dominant and recessive properties

83. Discuss man's impact on the genome

84. Analyze the effects of biotechnology on modern agriculture

85. Report on the importance of natural selection as the driving force of evolution and its importance in production agriculture

86. Discuss disease-fighting methods

87. Trace the history of a disease from first discovery to eradication

88. Be able to discuss embryo transfer

89. Be able to outline three steps to finding a career

90. Be able to surf the Internet for research material

91. Be able to build a career portfolio

92. Be able to show community involvement through FFA

93. Be able to prepare and present an oral report or presentation on an assigned topic

94. Be able to complete records and or journals

95. Development of leadership abilities through involvement in FFA

96. Discuss and outline a plan of action for problem solving

97. Develop confidence through participation in FFA

98. Be able to research scholarships available through the Internet

99. Be able to set plans and goals for the future

Course Plan

Course Title: AGRICULTURE EARTH/PHYSICAL SCIENCE

Department: Agriculture

Credits: 10

Length of Course: Year

Target Group: 10^{th} – 12^{th} grade students who have an interest in pursuing a Career in agriculture and/or horticulture; any non-college prep or college-prep student to fulfill the science graduation requirement.

Course Description: This course is designed to introduce students to the three main areas of study in the physical sciences: 1) physics, 2) chemistry, and 3) astronomy as they pertain to agriculture. It is also designed to present modern earth, space, and meteorological concepts to students on an introductory basis and focuses on the interaction of the environment and the agriculture industry.

Text Books: Merrill Earth Science; Snyder, Feather & Hesser; Glencoe/McGraw Hill 1995, ISBN 0-02 826908-X. Physical Science; McLaughlin & Thompson, Glencoe/McGraw Hill, 1997 ISBN 0-02-827880-1. California Vocational Agriculture Record Book; River City Lithography, 1998.

Means of Assessing Student Learning:

1. Tests – Teachers – made
2. Evaluation of written assignments
3. Classroom/laboratory activities
4. Leadership (FFA) activities
5. Supervised Agricultural Experience Program

General Goals of the Course:

Student will be helped to:

1. Broaden student's general science background.
2. Learn and understand physics and how they relate to agriculture.
3. Learn and understand chemistry, which works with the characteristics of elements or simple substances. The changes that take place when they combine to form other substances, and the laws take place when they combine to for other substances, and the laws of their combination and behavior under various conditions as they relate to agriculture.
4. Develop systematic and logical inquiry processes.
5. Learn and understand astronomy as the science of the sun, moon, planets, stars, and heavenly bodies.
6. Develop an awareness of the physical environment and the processes that shape it.
7. To improve the students understanding of the geography of the earth by stressing the topography of the land.

Exit Learning Objectives:

At the conclusion of the course the student will be able to:

1. Describe the concept of work and its application to simple machines.
2. Describe the concept of energy and its ability to do work.
3. Distinguish between heat and temperature.
4. Understand matter and its three states – solid, liquid, and gas.
5. Describe the term element and the division of elements into three groups: metals, non-metals, and metalloids.
6. Distinguish the basic constituents and structure of all matter.
7. Distinguish between compounds and mixtures.
8. Describe the basic mechanisms of ionic and covalent bonding.
9. Define chemical reactions and describe synthesis, decomposition, and replacement reactions.
10. Recognize and list the properties of acids and bases.
11. Describe the properties of light and its uses and basic geometrical optics.
12. Distinguish between renewable and nonrenewable energy sources.
13. Discriminate between minerals and non-minerals.
14. Identify causes of temperature differences around the earth.
15. Recognize radiation as made up of wavelengths, of which viable light is a part.
16. Distinguish between different kinds of weather fronts.
17. Identify factors that affect climate.
18. Describe the water cycle.
19. Distinguish between physical and chemical weathering.
20. Distinguish layers in a soil profile.
21. Consider ways of controlling erosion.
22. Describe ocean tides, currents, and waves.
23. Consider how resent and past use of earth materials affects the earth as an environment for life.
24. Describe the process of soil formation and soil structure.
25. Describe the makeup of basic agricultural chemicals and fertilizers and how they act and interact with the soil and environment.
26. Describe the proper safety procedures when using chemical pesticides of herbicides.

Agriculture Earth/Physical Science
Course Content and Organization

I. First Semester

A. Soil

1. Geology
2. Soil Formation
3. Classification
4. Soil Structure
5. Soil Texture
6. Soil pH
7. Soil Testing
8. Soil Amendments
9. Weathering/Soil Erosion
10. Soil Conservation

B. Water

1. Properties
2. Cycle
3. Water/Soil Properties
4. Irrigation
5. Salinity
6. Oceanography
7. Quality
8. Conservation

C. Air

1. Properties
2. Atmosphere
3. Meteorology
4. Pollution
5. Astronomy

D. Temperature

1. Effects on Crops
2. Air
3. Soil
4. Temperature Control

II. Second Semester

A. Scientific Method

B. Moving Objects

1. Describing Motion
2. Contrasting Distance and Displacement
3. Comparing Speed and Velocity
4. Describing Acceleration

C. Chemistry

1. Safety in the laboratory
2. Metric Measurements and Conversions
3. Characteristics of Gases, Solids, and Liquids
4. Changes in the States of Matter
5. Elements
6. Periodic Tables
7. Compounds
8. Ions
9. Balancing Equations
10. Atomic Theory
11. Atomic Structure

D. Fertilizers

1. Sources
2. Classification
3. Analysis
4. Application/Calculation
5. Solubility

E. Agricultural Chemicals

1. Insecticides
2. Herbicides
3. Fumigants
4. Application
5. Safety
6. Labeling
7. Laws
8. Measurements
9. Metric System

F. Light

1. Properties
2. Intensity
3. Duration

Earth Science

In this present organization of the Earth Science standards students will be exposed to a larger picture of our solar system and universe at the beginning of the course providing a sense of where we are on a grander scale. Following the organization of the state standards in earth science students will then be introduced to Dynamic Earth Processes followed by the Structure and Composition of the Atmosphere. In second semester standards 4, 5 & 6 concerning the Energy in the Earth system are discussed concluding with Biogeochemical cycles and California Geology. Several of the topics related to standard 9 are relevantly discussed in other sections such as geologic hazards within standard 3, Dynamic Earth Processes.

SEMESTER ONE
Introduction to Science (Glen. Chap. 1&2)
Earth's Place in the Universe (1 & 2)
Dynamic Earth Processes (3 & 9b*)
Structure and Composition of the Atmosphere (8)
Investigation and Experimentation

SEMESTER TWO
Energy in the Earth System (4 & 5 & 6)
Biogeochemical Cycles (7 & 9a&c*)
California Geology (9)
Investigation and Experimentation

Sections in Glencoe: 1-2: 24:1-3 23:2 13:3 14:1-3 25:1,4 5:1 25:1-3 23:2,3 24:4 25:4 **3:** 10:1,2,3 19:1 11:1 3:1 4:1,2,3,4 13:2, 3 11:1,2,3 12:1,2,3 **8:** 15:1 14:2 18:1 21:2 **4-6:** 5:1,2 15:2 17:3 15:2,3 17:3 24:2 15:2,3 18:2 16:2 18:2 16:2 16:3 21:2 18:1 18:2 17:1,2,3 6:2 17:1,2,3 15:2,3 16:1 17:1 15:3 17:1 17:3 **7:** 19:2 15:2 5:1 5:2

Sections of Text not included: 3:2,3 5:3 6:1,3 7:1,2,3 8:1,2,3 9:1,2,3 13:1 ? 18:3 19:3 20 ? 21? 22? 23:1?

Earth Science Standards (1st Semester) & 2nd Sem

Earth's Place in the Universe		
1. Astronomy and planetary exploration reveal the solar system's structure, scale, and change over time. As a basis for understanding this concept: (1 a b c d e f g*)		
1a	Students know how the differences and similarities among the sun, the terrestrial planets, and the gas planets may have been established during the formation of the solar system.	
1b	Students know the evidence from Earth and moon rocks indicates that the solar system was formed from a nebular cloud of dust and gas approximately 4.6 billion years ago.	
1c	Students know the evidence from geological studies of Earth and other planets suggest that the early Earth was very different from Earth today.	
1d	Students know the evidence indicating that the planets are much closer to Earth than the stars are.	
1e	Students know the Sun is a typical star and is powered by nuclear reactions, primarily the fusion of hydrogen to form helium.	
1f	Students know the evidence for the dramatic effects that asteroid impacts have had in shaping the surface of planets and their moons and in mass extinctions of life on Earth.	
1g*	Students know the evidence for the existence of planets orbiting other stars	20% (7 weeks)
2. Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time. As a basis for understanding this concept: (2 a b c d e*f* g*)		
2a	Students know the solar system is located in an outer edge of the disc-shaped Milky Way galaxy, which spans 100,000 light years.	
2b	Students know galaxies are made of billions of stars and comprise most of the visible mass of the universe.	
2c	Students know the evidence indicating that all elements with an atomic number greater than that of lithium have been formed by nuclear fusion in stars.	
2d	Students know that stars differ in their life cycles and that visual, radio, and X-ray telescopes may be used to collect data that reveal those differences.	
2e*	Students know accelerators boost subatomic particles to energy levels that simulate conditions in the stars and in the early history of the universe before stars formed.	
2f*	Students know the evidence indicating that the color, brightness, and evolution of a star are determined by a balance between gravitational collapse and nuclear fusion.	
2g*	Students know how the red-shift from distant galaxies and the cosmic background radiation provide evidence for the "big bang" model that suggests that the universe has been expanding for 10 to 20 billion years.	
Dynamic Earth Processes		
3. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface. As the basis for understanding this concept, students know: (3 a b c d e f*)		
3a	features of the ocean floor (magnetic patterns, age and sea floor topography) provide evidence of plate tectonics.	
3b	the principal structures that form at the three different kinds of plate boundaries.	
3c	how to explain the properties of rocks based on the physical and chemical conditions in which they formed, including plate tectonics processes.	15% (6 weeks)
3d	why and how earthquakes occur and the scales used to measure their intensity and magnitude.	
3e	there are two kinds of volcanoes: one kind with violent eruptions producing steep slopes and the other kind with voluminous lava flows producing gentle slopes.	
3f*	the explanation for the location and properties of volcanoes that are due to hot spots and the explanation for those that are due to subduction.	

Structure and Composition of the Atmosphere		
8. Life has changed Earth's atmosphere , and changes in the atmosphere affect conditions for life. As a basis for understanding this concept, students know: (8a b c)		8.3% (3 weeks)
8a	the thermal structure and chemical composition of the atmosphere.	
8b	how the composition of Earth's atmosphere has evolved over geologic time and know the effect of outgassing, the variations of carbon dioxide concentration, and the origin of atmospheric oxygen.	
8c	the location of the ozone layer in the upper atmosphere, its role in absorbing ultraviolet radiation, and the way in which this layer varies both naturally and in response to human activities.	

Earth Science Standards (2nd Semester)

Energy in the Earth System		
4. Energy enters the Earth system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept, students know: (4 a b c d*)		
4a	the relative amount of incoming solar energy compared with Earth's interanal energy and the energy used by society.	
4b	the fate of incoming solar radiation in terms of reflection, absorption and photosynthesis.	
4c	the different atmospheric gases that absorb the Earth's thermal radiation and the mechanism and significance of the greenhouse effect.	
4d*	the differing greenhouse conditions on Earth, Mars, and Venus; the origins of those conditions; and the climatic consequences of each.	
5. Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents. As a basis for understanding this concept students know: (5a b c d e f* g*)		
5a	how differential heating of Earth results in circulation patterns in the atmosphere and oceans that globally distribute the heat.	
5b	the relationship between the rotation of Earth and ciruclar motions of ocean currents and air in pressure centers.	
5c	the origins and effects of temperature inversions.	30% (11 weeks)
5d	properties of ocean water, such as temperature and salinity, can be used to explain the layered structure of the oceans, the generation of horizontal and vertical ocean currents, and the geographic distribution of marine organisms.	
5e	rain forests and deserts on Earth are distributed in bands at specific latitudes.	
5f*	the interaction of wind pattern, ocean currents, and mountain ranges results in the global pattern of latitudinal bands of rain forests and deserts.	
5g*	features of the ENSO (El Nino southern oscillation) cycle in terms of sea-surface and air temperature variations across the Pacific and some climatic results of this cycle.	
6. Climate is the long-term average of a region's weather and depends on many factors. As a basis for understanding this concept, students know: (6 a b c d*)		
6a	weather (short term) and climate (long term) involve the transfer of energy into and out of the atmosphere.	
6b	the effects on climate of latitude, elevation, topography, and proximity to large bodies of water and cold or warm ocean currents.	
6c	how Earth's climate has changed over time, corresponding to changes in Earth's geography, atmospheric composition, and other factors, such as solar radiation and plate movement.	
6d*	how computer models are used to predict the effects of the increase in greenhouse gases on climate for the planet as a whole and for specific regions.	

Biogeochemical Cycles

7. Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles. As a basis for understanding this concept students know: (7 a b c d*)		
7a	the carbon cycle of photosynthesis and respiration and the nitrogen cycle.	8.3% (3 weeks)
7b	the global carbon cycle; the different physical and chemical forms of carbon in the atmosphere, oceans, biomass, fossil fuels, and the movement of carbon among these reservoirs.	
7c	the movement of matter among reservoirs is driven by Earth's internal and external sources of energy.	
7d*	the relative residence times and flow characteristics of carbon in and out of its different reservoirs.	

California Geology

9. The geology of California underlies the state's wealth of natural resources as well as its natural hazards. As a basis for understanding this concept students know: (9 a b c d*)		
9a	the resources of major economic importance in California and their relation to California's geology.	8.3% (3 weeks)
9b	the principal natural hazards in different California regions and the geologic basis of those hazards.	
9c	the importance of water to society, the origins of California's fresh water, and the relationship between supply and need.	
9d*	how to analyze published geologic hazard maps of California and know how to use the map's information to identify evidence of geologic events, of the past and predict geologic changes in the future.	

Investigation and Experimentation

Investigation and Experimentation - Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept, students should develop thier own questions and perform investigations. Students will: (IE a b c d e f g h i j k l m n)		
IE a	select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.	10% (3-4 weeks)
IE b	identify and communicate sources of unavoidable experimental error.	
IE c	identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.	
IE d	formulate explanations by using logic and evidence.	
IE e	solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.	
IE f	distinguish between hypothesis and theory as scientific terms.	
IE g	recognize the usefulness and limitations of models and theories as scientific representations of reality.	
IE h	read and interpret topographic and geologic maps	
IE i	analyze the locations, sequences or time intervals that are characteristic of natural phenomena (eg. Relative ages of rock, locations of planets over time, and succession of species in an ecosystem.)	
IE j	recognize the issues of statistical variability and the need for controlled tests.	
IE k	recognize the cumulative nature of scientific evidence.	
IE l	analyze situations and solve problems that require combining and applying concepts from more than one area of science.	
IE m	investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions of California.	
IE n	know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (eg. The Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong. (eg. Ptolemaic model of the movement of the Sun, Moon and the planets.	

Earth Science Curriculum Framework

Earth's Place in the Universe (Solar System) Introduction Glen. Ch. 1 & 2

1. Astronomy and planetary exploration reveal the solar system's structure, scale, and change over time. As a basis for understanding this concept: (1 a b c d e f g*)

Standard Component	Deconstructed Standard / Tasks	Activities / Labs	Textbook	Time
1b Students know the evidence from Earth and moon rocks indicates that the solar system was formed from a nebular cloud of dust and gas approximately 4.6 billion years ago.	• identify the components of the solar system and their orbits. (ie planets, moons, sun) • relate the process of radioactivity to a dating method. • relate the dating method to specific rocks found from the moon. • explain how the presence of heavier elements indicates that the supernova of an ancient star must have formed the nebula from which our solar system developed.	**Reading:** 23:2 The Moon: Earth's Satellite (weak) 13:3 Absolute Ages of Rocks (need extra resources) **Activities:** • Notetaking: Sun-Earth Moon System • Homework: Why does the moon seem to change shape? • Reinforcement: Exploring Earth's Moon • Chapter Test	Glen. ES 23:2 & 13:3	4 Days
Standard Component	**Deconstructed Standard / Tasks**	**Activities / Labs**	**Textbook**	**Time**
1a Students know how the differences and similarities among the sun, the terrestrial planets, and the gas planets may have been established during the formation of the solar system.	• identify the planets of our solar system. • identify the characteristics of the terrestrial planets and the gas planets. • relate the process of gravity to an attractive force between objects with mass. • relate the process of planet formation to the composition of the planets. • construct a scaled model of the solar system labelling orbital distances.	**Reading:** 24:1 The Solar System 24:2 The Inner Planets 24:3 The Outer Planets **Activities:** • Notetaking: The Solar System • Homework: What is the Solar System • Film: The Planets • Lab Activity: Solar System Distance Model • Chapter Review: The Solar System	Glen ES: 24: 1-3	4 Days

Earth's Place in the Universe (Solar System)

1. Astronomy and planetary exploration reveal the solar system's structure, scale, and change over time. As a basis for understanding this concept: (1 a b c d e f g.)

Standard Component	Deconstructed Standard / Tasks	Activities / Labs	Textbook	Time
1c Students know the evidence from geological studies of Earth and other planets suggest that the early Earth was very different from Earth today.	• recognize that the earth has been slowly cooling since it's formation and has formed layers. • recognize differences in distribution of water, atmosphere, and land masses. • identify processes in atmosphere that lead to the sustainance of life.	**Reading**: 14:1 Life and Geologic Time 14:2 Early Earth History 14:3 Middle & Recent Earth History **Activities:** • Notetaking: Geologic Time • Homework: What Have Fossils told us about life on Earth? • Directed Reading: Overview - Geologic Time • Activity: Geologic Time Line • Chapter Test	Glen ES: 14: 1 - 3	5 Days
Standard Component	**Deconstructed Standard / Tasks**	**Activities / Labs**	**Textbook**	**Time**
1d Students know the evidence indicating that the planets are much closer to Earth than the stars are. 1e Students know the Sun is a typical star and is powered by nuclear reactions, primarily the fusion of hydrogen to form helium.	• relate the concept of parallax to the calculation of distance for heavenly bodies. • recognize that through the brightness and luminosity of a star its distance can be calculated. • explain how the inverse square law describes how light intensity decreases exponentially with distance and can indirectly be used to calculate distance	**Reading:** 25:1 Stars 25:4 Galaxies (Parallax activity) **Activities:** • Notetaking Worksheet: Stars & Galaxies • Homework: How does the Sun get Energy? • Video: Our Mr. Sun • Reinforcement: Stars • Chapter Review: Stars & Galaxies • Chapter 25 Test: Stars & Galaxies	Glen ES: 25:1 & 4	5 Days

Earth's Place in the Universe (Solar System)

1. Astronomy and planetary exploration reveal the solar system's structure, scale, and change over time. As a basis for understanding this concept: (1 a b c d e f g*)

Standard Component	Deconstructed Standard / Tasks	Activities / Labs	Textbook	Time
1e Students know the Sun is a typical star and is powered by nuclear reactions, primarily the fusion of hydrogen to form helium. 2c Students know the evidence indicating that all elements with an atomic number greater than that of lithium have been formed by nuclear fusion in stars. 2e* Students know accelerators boost subatomic particles to energy levels that simulate conditions in the stars and in the early history of the universe before stars formed.	• Identify the parts of an atom including protons and neutrons and electrons. • Identify the components of the nucleus as protons and neutrons. • Define nuclear fusion • Recognize that the composition of the sun is primarily hydrogen. • Explain how fusion releases large amounts of energy.	**Reading:** 5:1 Non-renewable Energy Resources 25:1 Stars 25:2 The Sun 25:3 Evolution of Stars **Activities:** • To be taught in conjunction with previous standard.1d	Glen ES: 5:1, 25:1-3	5 Days

Standard Component	Deconstructed Standard / Tasks	Activities / Labs	Textbook	Time
1f Students know the evidence for the dramatic effects that asteroid impacts have had in shaping the surface of planets and their moons and in mass extinctions of life on Earth.	• Identify the characteristics of an asteroid. • Relate a crater to an impact from a large object. • Explain why the moon and Mercury have many more visible craters that the earth. • Predict what an asteriod would do upon impact with earth.	**Reading:** 23:2 The Moon: Earth's Satellite 23:3 Exploring Earth's Moon 24:4 Other Objects in the Solar System **Activities:** • To be taught with standard 1a	Glen ES: 23:2,3; 24:4	3 Days

1. Astronomy and planetary exploration reveal the solar system's structure, scale, and change over time. As a basis for understanding this concept: (1 a b c d e f g *)				
Standard Component	**Deconstructed Standard / Tasks**	**Activities / Labs**	**Textbook**	**Time**
1g* Students know the evidence for the existence of planets orbiting other stars	• Identify solar systems outside of our own. • Review the evidence for their existence and their characteritics. • Possible extensions could include the implications of such a solar system and the possibility of life conditions.	**Reading:** website: www.mclink.it/mclink/astro/nineplanets/other.html **Activities:** • Reading from above website • Other Activities to be developed	Glen ES: no ref	3 Days

Earth's Place in the Universe (Stars, Galaxies and the Universe)

2. Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time. As a basis for understanding this concept: (2 a b c d e*f* g*)

Standard Component	Deconstructed Standard / Tasks	Activities / Labs	Textbook	Time
2a Students know the solar system is located in an outer edge of the disc-shaped Milky Way galaxy, which spans 100,000 light years. 2b Students know galaxies are made of billions of stars and comprise most of the visible mass of the universe.	• Recognize the composition of a galaxy consists of billions of stars. • Draw the shape of a Milky Way galaxy from the side and top. • Label the edge to edge distance as 100 000 light years and locate our position.	**Reading:** 25:4 Galaxies & the Universe **Activities:** • Directed Reading 25:4	Glen ES: 25:4	2 Days

Earth's Place in the Universe (Stars, Galaxies and the Universe)

2. Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time. As a basis for understanding this concept: (2 a b c d e* f* g*)

Standard Component	Deconstructed Standard / Tasks	Activities / Labs	Textbook	Time
2c Students know the evidence indicating that all elements with an atomic number greater than that of lithium have been formed by nuclear fusion in stars.	• Relate the presence of heavier elements to the process of fusion and to supernova explosions throughout the universe.	**Reading:** 25:2 The Sun 25:3 Evolution of Stars **Activities:** • To be taught together with standard 1e	Glen ES: 25:2,3	4 Days

Standard Component	Deconstructed Standard / Tasks	Activities / Labs	Textbook	Time
2d Students know that stars differ in their life cycles and that visual, radio, and X-ray telescopes may be used to collect data that reveal those differences. See also standard 2f	• Relate a H-R diagram to the possible paths of a star's evolution. • Identify the main sequence stars and the direction that average mass stars follow. • Distinguish the information gathered from various types of telescopes including the star distance, size and temperature.	**Reading:** 25:1 Stars 25:2 The Sun 25:3 Evolution of Stars Extra resources needed since Chapter 25 has already been discussed. **Activities:** • Stars discussed earlier in the context of fusion, standard 1e.	Glen ES: 25:1-3	4 Days

Earth's Place in the Universe (Solar System)

2. Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time. As a basis for understanding this concept: (2 a b c d e*f* g*)

Standard Component	Deconstructed Standard / Tasks	Activities / Labs	Textbook	Time
2e* Students know accelerators boost subatomic particles to energy levels that simulate conditions in the stars and in the early history of the universe before stars formed.	• Recognize that small atomic particles are accelerated to near the speed of light in large accelerators such as at Stanford ie. Linear accelerator or Fermi lab • Tokomak fusion reactors also attempt to mimick the conditions in the stars in fusion reactors.	**Reading:** To be taught together with 1e & 2c within the context of nuclear fusion.	Glen ES: No reference	3 Days
Standard Component	**Deconstructed Standard / Tasks**	**Activities / Labs**	**Textbook**	**Time**
2f* Students know the evidence indicating that the color, brightness, and evolution of a star are determined by a balance between gravitational collapse and nuclear fusion.	• Recognize that a stars stability arises between balancing the outward forces of nuclear fusion within the inward forces of gravity. • Relate a stars properties to its evolution on an HR diagram.	**Reading:** 25:3 Evolution of Stars **Activities:** To be mentioned during the discussion within the context of fusion, standard 1e and also in standard	Glen ES 25:3	4 Days

Earth's Place in the Universe (Stars, Galaxies and the Universe)

2. Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time. As a basis for understanding this concept: (2 a b c d e f* g*)				
Standard Component	**Deconstructed Standard / Tasks**	**Activities / Labs**	**Textbook**	**Time**
2g* Students know how the red-shift from distant galaxies and the cosmic background radiation provide evidence for the "big bang" model that suggests that the universe has been expanding for 10 to 20 billion years.	• Relate the colors of the spectrum to energies of light. • Relate the doppler effect for sound to the same effect for light. • Recognize that a shift in the spectrum toward the red indicates that the light source is moving away.	**Reading:** 25:4 Galaxies and the Universe **Activities:** Chapter 25 is already complete. Discuss if time permits in connection with the doppler effect for sound. Relate to relate to objects moving towards or away.	Glen ES: 25:4	3 Days

Dynamic Earth Processes

3. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface. As the basis for understanding this concept, students know: (3 a b c d e f*) & 9 b d*

Standard Component	Deconstructed Standard / Tasks	Activities / Labs	Textbook	Time
3a features of the ocean floor (magnetic patterns, age and sea floor topography) provide evidence of plate tectonics. 3b the principal structures that form at the three different kinds of plate boundaries.	• Recognize the evidence for plate tectonics • Recognize the different types of plate movement • Identify the types of plate boundaries Identify the types of formations at each plate boundary.	**Reading:** 10:1 Continental Drift 10:2 Seafloor Spreading 10:3 Theory of Plate Tectonics 19:1 The Seafloor 11:1 Forces Inside the Earth **Activities:** • Notetaking: Plate Tectonics • Homework: What is the theory of continental drift? • Lab Activity: Plate Tectonics • Reading Assignment: Plate Tectonics	Glen ES: 10:1-3; 19:1	4 Days

Standard Component	Deconstructed Standard / Tasks	Activities / Labs	Textbook	Time
3b the principal structures that form at the three different kinds of plate boundaries.	• Identify the types of plate boundaries • Identify the types of formations at each plate boundary.	**Reading:** 10:2 Seafloor Spreading 10:3 Theory of Plate Tectonics 11:1 Forces Inside Earth **Activities:** • To be taught in conjunction with standard 3a.	Glen ES: 10:2, 3 11:1	4 Days

Dynamic Earth Processes

3. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface. As the basis for understanding this concept, students know: (3 a b c d e f *)				
Standard Component	**Deconstructed Standard / Tasks**	**Activities / Labs**	**Textbook**	**Time**
3c how to explain the properties of rocks based on the physical and chemical conditions in which they formed, including plate tectonics processes. _____ 9b the principal natural hazards in different California regions and the geologic basis of those hazards.	• Define mineral • Define rocks • Relate rock types to the rock cycle. • Recognize significant rock features such as the Rockies, Himalaya, Sierra, Yosemite and what types of rocks are present and how they formed. (emphasis on California.)	**Reading:** 3:1 Minerals; 4:1 The Rock Cycle; 4:2 Igneous Rocks; 4:3 Metamorphic Rocks; 4:4 Sedimentary Rocks 13:2 Relative Ages of Rocks?? 13:3 Absolute Ages of Rocks?? _____ **Activities:** • Chapter 3 Notetaking: Minerals • Lab 1: Minerals of Economic Importance • Lab 2: Minerals & Crystal systems • Video: Gems • Homework: What are some uses of Minerals? • Chapter Review: Minerals • Chapter Test: Mineral • Chapter 4 Notetaking: Rocks • Homework: What is inside the Earth? • Lab 1: Rock & Rock Forming Minerals • Lab 2: Rock Lab • Chapter Review: Rocks • Chapter Test: Rocks	Glen ES: 4:1-4 (3:1 & 13:2,3)	5 Days
Standard Component	**Deconstructed Standard / Tasks**	**Activities / Labs**	**Textbook**	**Time**
3d why and how earthquakes occur and the scales used to measure their intensity and magnitude.	• Relate tectonic plate movement to earthquake activity. • Relate the intensity of an earthquake to the Richter scale. • Relate the damage of an earthquake to the Mercalli scale.	**Reading:** 11:1 Forces Inside Earth 11:2 Features of Earthquakes 11:3 People and Earthquakes _____ **Activities:** • Notetaking: Forces Inside Earth • Homework: What are earthquakes and block mountains? • Video: Earthquakes • Directed Reading: Forces inside Earth • Lab Activity: Earthquakes • Reading Assignment: Can Animals Predict Earthquakes? • Chapter 11 Review: Earthquakes • Chapter Test: Earthquakes	Glen ES: 11:1-3	5 Days

Dynamic Earth Processes

3. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface. As the basis for understanding this concept, students know: (3 a b c d e f*)				
Standard Component	**Deconstructed Standard / Tasks**	**Activities / Labs**	**Textbook**	**Time**
3e there are two kinds of volcanoes: one kind with violent eruptions producing steep slopes and the other kind with voluminous lava flows producing gentle slopes. 3f* the explanation for the location and properties of volcanoes that are due to hot spots and the explanation for those that are due to subduction.	• Relate the lava composition (silica content) to its viscosity. • Relate the thickness of the lava to the type of volcano. • Identify volcano sites on the ring of fire ie. Plate boundary • Define subduction • Define hotspot	**Reading:** 12:1 Volcanoes and Earth's Moving Plates 12:2 Types of Volcanoes 12:3 Igneous Rock Features **Activities:** • Notetaking: Volcanoes • Homework: What are volcanic mountains and domed mountains? • Video: Volcanoes • Chapter Review: Volcanoes	Glen ES: 12:1-3	3 Days

Structure and Composition of the Atmosphere

8. Life has changed Earth's atmosphere , and changes in the atmosphere affect conditions for life. As a basis for understanding this concept, students know: (8a b c) .

Standard Component	Deconstructed Standard / Tasks	Activities / Labs	Textbook	Time
8a the thermal structure and chemical composition of the atmosphere. _____ 4b the fate of incoming solar radiation in terms of reflection, absorption and photosynthesis. _____ 4c the different atmospheric gases that absorb the Earth's thermal radiation and the mechanism and significance of the greenhouse effect.	• Identify the layers of the atmosphere. • Identify the temperature variations with increasing altitude and recognize the reasons for each temperature relationship. • Define reflection, absorption and relate to incoming radiation. • Identify the greenhouse effect and its effects on the temperature of the Earth	**Reading:** 15:1 Earth's Atmosphere 15:2 Energy Transfer in the Atmosphere 15:3 Air Movement _____ **Activities:** • Notetaking: Atmosphere • Directed Reading: Section 1 & 2 • Homework: What causes wind? • Video: Cyclone • Chapter Review: Atmosphere • Chapter Test: Atmosphere	Glen ES: 15:1-3	4 Days
Standard Component	**Deconstructed Standard / Tasks**	**Activities / Labs**	**Textbook**	**Time**
4d* the differing greenhouse conditions on Earth, Mars, and Venus; the origins of those conditions; and the climatic consequences of each.	• Relate the conditions of the planets and their atmospheric composition to differing greenhouse gas absorption and overall temperature.	**Reading:** 24:2 The Inner Planets _____ **Activities:** • Directed Reading: Section 2	Glen ES:24:2	5 Days

Structure and Composition of the Atmosphere

8. Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life. As a basis for understanding this concept, students know: (8a b c)				
Standard Component	**Deconstructed Standard / Tasks**	**Activities / Labs**	**Textbook**	**Time**
8b how the composition of Earth's atmosphere has evolved over geologic time and know the effect of outgassing, the variations of carbon dioxide concentration, and the origin of atmospheric oxygen.	• Recognize the development in the earth's atmosphere in relation to outgassing from volcanoes and effects of plant life in the advent of an oxygen atmosphere. • Recognize the importance of photosynthesis in this process.	**Reading:** 14:2 Early Earth History 18:1 Ocean Water **Activities:** • Directed Reading 14:2 & 18:1	Glen ES: 14:2; 18:1	3 Days

Structure and Composition of the Atmosphere

8. Life has changed Earth's atmosphere , and changes in the atmosphere affect conditions for life. As a basis for understanding this concept, students know: (8a b c)

Standard Component	Deconstructed Standard / Tasks	Activities / Labs	Textbook	Time
8c the location of the ozone layer in the upper atmosphere, its role in absorbing ultraviolet radiation, and the way in which this layer varies both naturally and in response to human activities. 5c the origins and effects of temperature inversions.	• Recognize the effects of an ozone rich layer of the atmosphere on incoming radiation. • Recognize the changes in the ozone layer due to pollution.	**Reading:** 15:1 Earth's Atmosphere 21:1 Water Pollution 21;2 Air Pollution **Activities:** • Notetaking: Our Impact on Water and Air • Homework: What are some other Characteristics of an ecosystem? • Lab 1: Air pollution & plant health • Lab 2: Air pollution & human health • Homework: What is ecology? • Chapter Review: Our impact on water & air • Chapter Test: Our Impact on Water and Air	Glen ES: 15:1; 21:1 21:2	3 Days

Energy in the Earth System

4. Energy enters the Earth system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept, students know: (4 a b c d*)

Standard Component	Deconstructed Standard / Tasks	Activities / Labs	Textbook	Time
4a the relative amount of incoming solar energy compared with Earth's internal energy and the energy used by society.	• Define energy and relate to how we on Earth use sources of energy (chemical & mechanical) and change them into other forms (electrical) to suit our needs. • Identify sources of energy such as solar, wind, geothermal and non renewable fossil fuels. • Relate the energy of the sun's radiation to the amount of energy used by society.	**Reading:** 5:1 Non-renewable Energy Resources 5:2 Inexhaustible and Renewable Energy Resources 15.1 Earth's Atmosphere (review) 15:2 Energy Transfer in the Atmosphere **Activities:** • Directed Reading: Section 1 & 2 • Video: Fires of Kuwait • Video: Our Mr. Sun • Homework: What are Fossil Fuels? • Chapter Review: Earth's Energy & Mineral Resources • Chapter Test: Earth's Energy & Mineral Resources	Glen ES: 5:1, 2 15:1, 2	5 Days

Energy in the Earth System

4. Energy enters the Earth system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept, students know: (4 a b c d*)

Standard Component	Deconstructed Standard / Tasks	Activities / Labs	Textbook	Time
4b the fate of incoming solar radiation in terms of reflection, absorption and photosynthesis. 4c the different atmospheric gases that absorb the Earth's thermal radiation and the mechanism and significance of the greenhouse effect.		**Reading:** **Activities:** • Already discussed in standard 8a • Extend into a discussion about climate later in Standard 5.	Glen ES:	

Standard Component	Deconstructed Standard / Tasks	Activities / Labs	Textbook	Time
4d* the differing greenhouse conditions on Earth, Mars, and Venus; the origins of those conditions; and the climatic consequences of each.		**Reading:** **Activities:** • Completed in Standard 8	Glen ES:	4 Days

Indio High School

Floral I

_____

Student's Name/ Year in Ag

_____

Class Period

_____

Grades on Notebook

Indio Agriculture Department

Floral Design
Indio High School Agriculture Department

I. Course Information

A.	Course Title:	Floral I
B.	Length of Course:	One Year – 180 hours
C.	Prerequisite	No prerequisite
D.	Grade Level:	Freshmen, Sophomores, Juniors, Seniors
E.	Credits:	UC Fine Art
F.	Text Book:	The Art of Floral Design, Second Edition Norah T. Hunter – Author Delmar Publishers 2000

II. Course Description

This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study.

III. Student Performance Objectives and Competencies

The Student will be able to:

a. Relate the importance of the floriculture industry to California agribusiness.
b. Describe career opportunities in the floriculture industry.
c. Recognize and demonstrate use of commonly used tools and supplies.
d. Demonstrate principals and elements of design.
e. Practice design procedures to increase life span of floral materials.
f. Recognize and select healthy potted plants.
g. Demonstrate how to care for plants and cut flowers.
h. Recognize and select health cut flowers and foliage.
i. Demonstrate two-dimensional layout and three dimensional design.
j. Demonstrate arrangements with use of principles of design.
k. Demonstrate the proper use of nomenclature used in floral design.
l. Demonstrate the proper care and handling of cut flowers.
m. Demonstrate the proper techniques used in oriental, wedding, sympathy and contemporary.

Floral Design

Instructional Outline

I. History of Floral Art (20 hours)

A. Cultural Floral Designs
   1. Floral Art of Ancient Civilizations
   2. Floral Art of the European Period
   3. Oriental Influences
   4. American Style
   5. Current Floral Arrangement Styles

B. Monet's Gardens
   1. Artful Background
   2. Three to Two-dimensional

C. Design Practicum
   1. Recreate Arrangements of Various Periods in Floral Art

II. Elements and Principles of Design (80 hours)

A. Textures
   1. Visual and Tactile Components
   2. Container and Materials Components
   3. Flower and Foliage Components

B. Colors
   1. Color Phenomenon
   2. Color Properties
   3. Psychological Effects

C. Shapes/Forms
   1. Triangular Designs
   2. Circular Designs
   3. Vertical Designs
   4. Horizontal Designs

D. Balance (visual & physical)
   1. Symmetrical
   2. Asymmetrical

E. Proportion

F. Scale
   1. Flower to Materials
   2. Flower to Flower
   3. Flower to Foliage
   4. Arrangement to Surrounding

G. Focal Points
   1. Local and Emphasis
   2. Size and Pattern
   3. Line Direction and Directional Facing
   4. Framing and Isolation

H. Rhythm
   1. Radiating Line, Repetition and Transitions

I. Lines
   1. Actual, Implied and Psychic
   2. Size, Color and Value

J. Depth
   1. Angling of Stems and Overlapping
   2. Size, Color and Value

K. Design Practicum
   1. Create Two-Dimensional Layouts Incorporating Elements and Principles
   2. Create Three- Dimensional Arrangements Incorporating Elements and Principles

III. Flowers and Foliage Forms (10 hours)
- A. Mass Flowers
- B. Filler Flowers
- C. Potted Flowers
- D. Dried Flowers
- E. Artificial Flowers

IV. Mechanics and Materials (5 hours)
- A. Containers and Topiaries
- B. Tools and Foams
- C. Accessories

V. Arrangement Styles and Techniques (30 hours)
- A. Art Nouveau
- B. Art Deco
- C. Free-form expression
- D. Geometric Mass
- E. Contemporary Style
- F. Oriental Style
- G. Design Practicum
  1. Create Two-Dimensional Layouts in the Various Styles and Techniques
  2. Create Two-Dimensional Arrangements in the Various Styles and Techniques

VI. Seasonal, Holiday and Occasion Designs (20 hours)
- A. Seasonal Themes
  1. Spring
  2. Summer
  3. Autumn
  4. Winter

B. Cultural Themes
    1. Religious Holidays
    2. Funeral and Wedding Themes
    3. American Themes
C. Design Practicum
    1. Create Two-Dimensional Layouts given the Theme
    2. Create Three-Dimensional Arrangements given the Theme

VII. Alternative Arrangements (10 hours)

A. Weaving and Tying Techniques
    1. Wheat and other Organic Materials
    2. Ribbons
B. Design Practicum
    1. Create Two-Dimensional Arrangements using Weaving and Tying Techniques
    2. Create Three-Dimensional Arrangements using Weaving and Tying Techniques

VIII. Career, Technologies and Leadership Skills (5 hours)

A. Historical View of Floriculture
B. Career Opportunities in Floriculture
C. Understanding and Adapt to Changing Technology
D. The FFA and Floriculture

MATERIAL SAFETY DATA SHEET

An explanation of the terms used herein may be found in OSHA 29 CFR 1910.1200, available from OSHA regional or area offices.
(Essentially similar to U.S. Department of Labor Form OSHA-20 and generally accepted in Canada for information purposes)
Do Not Duplicate This Form. Request an Original.

I. PRODUCT IDENTIFICATION

PRODUCT	Helium		
CHEMICAL NAME	Helium	**SYNONYMS**	Helium-4
FORMULA	He	**CHEMICAL FAMILY**	Rare Gas
		MOLECULAR WEIGHT	4.003
TRADE NAME	Helium		

II. HAZARDOUS INGREDIENTS

For mixtures of this product request the respective component Material Safety Data Sheets. See Section IX.

MATERIAL (CAS NO.)	Wt (%)	1984-1985 ACGIH TLV-TWA (OSHA-PEL)
Helium (7440-59-7)	100	Simple asphyxiant (None currently established)

III. PHYSICAL DATA

BOILING POINT, 760 mm. Hg	−268.9°C (−452°F)	**FREEZING POINT**	−272°C (−457.6°F @ 25 Atm)
SPECIFIC GRAVITY (H_2O = 1)	Gas	**VAPOR PRESSURE AT 20°C.**	Gas
VAPOR DENSITY (air = 1)	0.138 @ 21°C (70°F)	**SOLUBILITY IN WATER, % by wt.**	Negligible
PERCENT VOLATILES BY VOLUME	100	**EVAPORATION RATE (Butyl Acetate = 1)**	Not applicable

APPEARANCE AND ODOR Colorless gas at normal temperature and pressure; odorless.

EMERGENCY PHONE NUMBER

IN CASE OF EMERGENCIES involving this material, further information is available at all times:
In the USA 304 — 744-3487 In Canada 514—640-6400
For routine information contact your local supplier

Union Carbide requests the users of this product to study this Material Safety Data Sheet (MSDS) and become aware of product hazards and safety information. To promote safe use of this product a user should (1) notify its employees, agents and contractors of the information on this MSDS and any product hazards and safety information, (2) furnish this same information to each of its customers for the product, and (3) request such customers to notify their employees and customers for the product of the same product hazards and safety information.

UNION CARBIDE CORPORATION ☐ LINDE DIVISION
UNION CARBIDE CANADA LIMITED ☐ LINDE DIVISION

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L-4602-B

THRESHOLD LIMIT VALUE: Simple asphyxiant—ACGIH (1984-85).

EFFECTS OF A SINGLE (ACUTE) OVEREXPOSURE:

SWALLOWING — Unlikely route of exposure. This product is a gas at normal temperature and pressure.

SKIN ABSORPTION — No evidence of adverse effects from available information.

INHALATION — Asphyxiant. Moderate concentrations may cause headache, drowsiness, dizziness, excitation, excess salivation, vomiting and unconsciousness.

SKIN CONTACT — No evidence of adverse effects from available information.

EYE CONTACT — No evidence of adverse effects from available information.

EFFECTS OF REPEATED (CHRONIC) OVEREXPOSURE: No evidence of adverse effects from available information.

OTHER EFFECTS OF OVEREXPOSURE: None currently known. This product is an asphyxiant. Lack of oxygen can cause death.

MEDICAL CONDITIONS AGGRAVATED BY OVEREXPOSURE: A knowledge of the available toxicology information and of the physical and chemical properties of the material suggest that overexposure is unlikely to aggravate existing medical conditions.

SIGNIFICANT LABORATORY DATA WITH POSSIBLE RELEVANCE TO HUMAN HEALTH HAZARD EVALUATION: None currently known.

EMERGENCY AND FIRST AID PROCEDURES:

SWALLOWING — This product is a gas at normal temperature and pressure.

SKIN — Wash with soap and water.

INHALATION — Remove to fresh air. Give artificial respiration if not breathing. Give oxygen if breathing is difficult. Call a physician.

EYES — Flush with water.

NOTE TO PHYSICIAN: *There is no specific antidote. This product is inert. Treatment of overexposure should be directed at the control of symptoms and the clinical condition.*

FLASH POINT (test method)	Not applicable	AUTOIGNITION TEMPERATURE	Not applicable

FLAMMABLE LIMITS IN AIR, % by volume	LOWER Not applicable	UPPER	Not applicable

EXTINGUISHING MEDIA: Helium cannot catch fire. Use media appropriate for surrounding fire.

SPECIAL FIRE FIGHTING PROCEDURES: Evacuate all personnel from danger area. Immediately deluge containers with water spray from maximum distance until cool, then move containers away from fire area if without risk.

UNUSUAL FIRE AND EXPLOSION HAZARDS: Helium (high pressure gas) cannot catch fire. Container may rupture due to heat of fire. No part of a container should be subjected to a temperature higher than 52°C (approximately 125°F). Most containers are provided with a pressure relief device designed to vent contents when they are exposed to elevated temperature.

VI. REACTIVITY DATA

STABILITY	
UNSTABLE	STABLE
	X

CONDITIONS TO AVOID: (See Section IX).

INCOMPATIBILITY (materials to avoid): None currently known. Helium is chemically inert.

HAZARDOUS DECOMPOSITION PRODUCTS: None.

HAZARDOUS POLYMERIZATION	
May Occur	Will not Occur
	X

CONDITIONS TO AVOID: None currently known.

VII. SPILL OR LEAK PROCEDURES

STEPS TO BE TAKEN IF MATERIAL IS RELEASED OR SPILLED: Evacuate all personnel from danger area. Use self-contained breathing apparatus where needed. Shut off leak if without risk. Ventilate area of leak or move leaking container to well-ventilated area. Test area, especially confined areas, for sufficient oxygen content prior to permitting re-entry of personnel.

WASTE DISPOSAL METHOD: Slowly release into atmosphere outdoors. Discard any product, residue, disposable container or liner in an environmentally acceptable manner, in full compliance with federal, state and local regulations.

VIII. SPECIAL PROTECTION INFORMATION

RESPIRATORY PROTECTION (specify type): Select in accordance with OSHA 29 CFR 1910.134. Respirators shall be acceptable to MSHA and NIOSH.

VENTILATION	**LOCAL EXHAUST** — Preferred
	MECHANICAL (general) — Acceptable
	SPECIAL — Not applicable
	OTHER — Not applicable

PROTECTIVE GLOVES: Preferred for cylinder handling.

EYE PROTECTION: Select in accordance with OSHA 29 CFR 1910.133

OTHER PROTECTIVE EQUIPMENT: Metatarsal shoes for cylinder handling. Select in accordance with OSHA 29 CFR 1910.132 and 1910.133.

IX. SPECIAL PRECAUTIONS

CAUTION: High pressure gas. Use piping and equipment adequately designed to withstand pressures to be encountered. Can cause rapid suffocation due to oxygen deficiency. Store and use with adequate ventilation. Close valve when not in use and when empty. Do not strike arc on cylinder. Do not ground cylinder.

MIXTURES: When two or more gases, or liquefied gases are mixed, their hazardous properties may combine to create additional, unexpected hazards. Obtain and evaluate the safety information for each component before you produce the mixture. Consult an Industrial Hygienist, or other trained person when you make your safety evaluation of the end product. Remember, gases and liquids have properties which can cause serious injury or death. Be sure to read and understand all labels and other instructions supplied with all containers of this product.

When used in welding and cutting: Read and understand the manufacturer's instructions and the precautionary label on the product. See American Standard Z49.1, "Safety in Welding and Cutting" published by the American Welding Society, P.O. Box 351040, Miami, Florida 33135 and OSHA Publication 2206 (29CFR1910), U.S. Government Printing Office, Washington, D.C. 20402 for more detail. For further SAFETY AND HEALTH information, refer to Linde's free publication 52-529.

NOTE: Suitability for use as a component in underwater breathing gas mixtures is to be determined by or under the supervision of personnel experienced in the use of underwater breathing gas mixtures and familiar with the effects, methods, frequency and duration of use, hazards, side effects, and precautions to be taken. For safety information on general handling of compressed gas cylinders, obtain a copy of pamphlet P-1, "Safe Handling of Compressed Gases in Containers" from the Compressed Gas Association, Inc., 1235 Jefferson Davis Highway, Arlington, VA 22202.

OTHER HANDLING AND STORAGE CONDITIONS: Never work on a pressurized system. If there is a leak, close the cylinder valve, blow down the system by venting to a safe place, then repair the leak.

The opinions expressed herein are those of qualified experts within Union Carbide. We believe that the information contained herein is current as of the date of this Material Safety Data Sheet. Since the use of this information and these opinions and the conditions of use of the product are not within the control of Union Carbide, it is the user's obligation to determine the conditions of safe use of the product.

LINDE
UNION CARBIDE

GENERAL OFFICES

IN THE USA:
Union Carbide Corporation
Linde Division
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Danbury, CT 06817-0001

IN CANADA:
Union Carbide Canada Limited
Linde Division
123 Eglinton Avenue East
Toronto, Ontario M4P 1J3

Other offices in principal cities all over the world.

Lithographed in U.S.A.

Tool and Material Identification

1. Aqua Picks
2. Bouquet Holder
3. Boutonniere Pin
4. Bud Vase
5. Care Tag
6. Cardette
7. Casket Saddle
8. Chenille Stem
9. Clear Vinyl Liner
10. Compote
11. Corsage Bag
12. Corsage Pin
13. Crushed Styrofoam
14. Curling Ribbon
15. Enclosure Card
16. Excelsior
17. Fabric Scissors
18. Floral Foam
19. Floratape
20. Florist Easel
21. Florist Knife
22. Florist Shears/Snips
23. Foam Cage
24. Glass Gems
25. Glass Marbles
26. Glue Gun
27. Glue Stick
28. Grapevine Wreath/Garland
29. Green Enameled Florist Wire #18
30. Green Enameled Florist Wire #24
31. Green Enameled Florist Wire #30
32. Greening Pins (Fern Pin)
33. Hot Glue Pan
34. Kenzon (Pin Holder)
35. Lace Collar
36. Latex Balloon
37. Metal Pick
38. Metallic Foil
39. Mylar Balloon
40. Net
41. Orchid Tube
42. Paddle Wire
43. Pan Glue
44. Paper Mache Liner
45. Paper Twist Ribbon
46. Pearl Spray/Loop
47. Poly Foil
48. Pot Cover
49. Preserved/Dry Oak Leaves
50. Preserved/Dry Wheat Leaves
51. Raffia
52. Ribbon #1 ½,#3,#5,#9,#16,#40
53. Rose Stripper
54. Rose Vase
55. Shredded Wax Paper
56. Single Design Bowl
57. Spanish Moss
58. Sphagnum Moss
59. Square Picks
60. Stephanotis Stems
61. Steel Pick Machine
62. Stickum
63. Styrofoam
64. Tulle
65. Underwater Stem Cutter
66. Waterproof Tape
67. Wire Cutters
68. Wired Wooden Pick
69. Wreath Wrap
70. Wristlet

Aqua Picks	Bouquet Holder	Boutonniere Pin
Bud Vase	Care Tag	Cardette
Casket Saddle	Chenille Stem	Clear Vinyl Liner
Compote	Corsage Bag	Corsage Pin
Crushed Styrofoam	Curling Ribbon	Enclosure Card
Excelsior	Fabric Scissors	Floral Foam
Floratape	Florist Easel	Florist Knife

Florist Shears/Snips

Foam Cage

Glass Gems

Glass Marbles

Glue Gun

Glue Stick

Grapevine Wreath/Garland

Green Enameled Florist Wire #18

Green Enameled Florist Wire #24

Green Enameled Florist Wire #30

Greening Pins (Fern Pin)

Hot Glue Pan

Kenzon (Pin Holder)

Lace Collar

Latex Balloon

Metal Pick

Metallic Foil

Mylar Balloon

Net

Orchid Tube

Paddle Wire

Pan Glue

Paper Mache Liner

Paper Twist Ribbon

Pearl Spray/Loop

Poly Foil

Pot Cover

Preserved/Dry Oak Leaves

Preserved/Dry Wheat Leaves

Raffia

Ribbon #1 ½,#3,#5,#9,#16,#40

Rose Stripper

Rose Vase

Shredded Wax Paper

Single Design Bowl

Spanish Moss

Sphagnum Moss

Square Picks

Stephanotis Stems

Steel Pick Machine

Stickum	Styrofoam	Tulle
Underwater Stem Cutter	Waterproof Tape	Wire Cutters
Wired Wooden Pick	Wreath Wrap	Wristlet

STATE OF CALIFORNIA 7¼% SALES TAX REIMBURSEMENT

To	Tax	To	Tax	To	Tax	To	Tax
.06	.00	6.51	.50	12.96	1.00	19.41	1.50
.19	.01	6.64	.51	13.09	1.01	19.54	1.51
.32	.02	6.77	.52	13.22	1.02	19.67	1.52
.45	.03	6.90	.53	13.35	1.03	19.80	1.53
.58	.04	7.03	.54	13.48	1.04	19.93	1.54
.70	.05	7.16	.55	13.61	1.05	20.06	1.55
.83	.06	7.29	.56	13.74	1.06	20.19	1.56
.96	.07	7.41	.57	13.87	1.07	20.32	1.57
1.09	.08	7.54	.58	13.99	1.08	20.45	1.58
1.22	.09	7.67	.59	14.12	1.09	20.58	1.59
1.35	.10	7.80	.60	14.25	1.10	20.70	1.60
1.48	.11	7.93	.61	14.38	1.11	20.83	1.61
1.61	.12	8.06	.62	14.51	1.12	20.96	1.62
1.74	.13	8.19	.63	14.64	1.13	21.09	1.63
1.87	.14	8.32	.64	14.77	1.14	21.22	1.64
1.99	.15	8.45	.65	14.90	1.15	21.35	1.65
2.12	.16	8.58	.66	15.03	1.16	21.48	1.66
2.25	.17	8.70	.67	15.16	1.17	21.61	1.67
2.38	.18	8.83	.68	15.29	1.18	21.74	1.68
2.51	.19	8.96	.69	15.41	1.19	21.87	1.69
2.64	.20	9.09	.70	15.54	1.20	21.99	1.70
2.77	.21	9.22	.71	15.67	1.21	22.12	1.71
2.90	.22	9.35	.72	15.80	1.22	22.25	1.72
3.03	.23	9.48	.73	15.93	1.23	22.38	1.73
3.16	.24	9.61	.74	16.06	1.24	22.51	1.74
3.29	.25	9.74	.75	16.19	1.25	22.64	1.75
3.41	.26	9.87	.76	16.32	1.26	22.77	1.76
3.54	.27	9.99	.77	16.45	1.27	22.90	1.77
3.67	.28	10.12	.78	16.58	1.28	23.03	1.78
3.80	.29	10.25	.79	16.70	1.29	23.16	1.79
3.93	.30	10.38	.80	16.83	1.30	23.29	1.80
4.06	.31	10.51	.81	16.96	1.31	23.41	1.81
4.19	.32	10.64	.82	17.09	1.32	23.54	1.82
4.32	.33	10.77	.83	17.22	1.33	23.67	1.83
4.45	.34	10.90	.84	17.35	1.34	23.80	1.84
4.58	.35	11.03	.85	17.48	1.35	23.93	1.85
4.70	.36	11.16	.86	17.61	1.36	24.06	1.86
4.83	.37	11.29	.87	17.74	1.37	24.19	1.87
4.96	.38	11.41	.88	17.87	1.38	24.32	1.88
5.09	.39	11.54	.89	17.99	1.39	24.45	1.89
5.22	.40	11.67	.90	18.12	1.40	24.58	1.90
5.35	.41	11.80	.91	18.25	1.41	24.70	1.91
5.48	.42	11.93	.92	18.38	1.42	24.83	1.92
5.61	.43	12.06	.93	18.51	1.43	24.96	1.93
5.74	.44	12.19	.94	18.64	1.44	25.09	1.94
5.87	.45	12.32	.95	18.77	1.45	25.22	1.95
5.99	.46	12.45	.96	18.90	1.46	25.35	1.96
6.12	.47	12.58	.97	19.03	1.47	25.48	1.97
6.25	.48	12.70	.98	19.16	1.48	25.61	1.98
6.38	.49	12.83	.99	19.29	1.49	25.74	1.99

BOARD MEMBERS

WILLIAM M. BENNETT
First District
1020 N Street
Sacramento, CA 95814

BRAD SHERMAN
Second District
901 Wilshire Blvd., Suite 210
Santa Monica, CA 90401

ERNEST J. DRONENBURG, JR.
Third District
110 West C Street, Suite 1709
San Diego, CA 92101

MATTHEW K. FONG
Fourth District
4040 Paramount Blvd., Suite 100
Lakewood, CA 90712

STATE BOARD OF EQUALIZATION

BT-72-7¼% (7-91) FRONT

STATE OF CALIFORNIA 7¼% SALES TAX REIMBURSEMENT

To	Tax	To	Tax	To	Tax	To	Tax
25.87	2.00	32.96	2.55	40.06	3.10	47.16	3.65
25.99	2.01	33.09	2.56	40.19	3.11	47.29	3.66
26.12	2.02	33.22	2.57	40.32	3.12	47.41	3.67
26.25	2.03	33.35	2.58	40.45	3.13	47.54	3.68
26.38	2.04	33.48	2.59	40.58	3.14	47.67	3.69
26.51	2.05	33.61	2.60	40.70	3.15	47.80	3.70
26.64	2.06	33.74	2.61	40.83	3.16	47.93	3.71
26.77	2.07	33.87	2.62	40.96	3.17	48.06	3.72
26.90	2.08	33.99	2.63	41.09	3.18	48.19	3.73
27.03	2.09	34.12	2.64	41.22	3.19	48.32	3.74
27.16	2.10	34.25	2.65	41.35	3.20	48.45	3.75
27.29	2.11	34.38	2.66	41.48	3.21	48.58	3.76
27.41	2.12	34.51	2.67	41.61	3.22	48.70	3.77
27.54	2.13	34.64	2.68	41.74	3.23	48.83	3.78
27.67	2.14	34.77	2.69	41.87	3.24	48.96	3.79
27.80	2.15	34.90	2.70	41.99	3.25	49.09	3.80
27.93	2.16	35.03	2.71	42.12	3.26	49.22	3.81
28.06	2.17	35.16	2.72	42.25	3.27	49.35	3.82
28.19	2.18	35.29	2.73	42.38	3.28	49.48	3.83
28.32	2.19	35.41	2.74	42.51	3.29	49.61	3.84
28.45	2.20	35.54	2.75	42.64	3.30	49.74	3.85
28.58	2.21	35.67	2.76	42.77	3.31	49.87	3.86
28.70	2.22	35.80	2.77	42.90	3.32	49.99	3.87
28.83	2.23	35.93	2.78	43.03	3.33	50.12	3.88
28.96	2.24	36.06	2.79	43.16	3.34	50.25	3.89
29.09	2.25	36.19	2.80	43.29	3.35	50.38	3.90
29.22	2.26	36.32	2.81	43.41	3.36	50.51	3.91
29.35	2.27	36.45	2.82	43.54	3.37	50.64	3.92
29.48	2.28	36.58	2.83	43.67	3.38	50.77	3.93
29.61	2.29	36.70	2.84	43.80	3.39	50.90	3.94
29.74	2.30	36.83	2.85	43.93	3.40	51.03	3.95
29.87	2.31	36.96	2.86	44.06	3.41	51.16	3.96
29.99	2.32	37.09	2.87	44.19	3.42	51.29	3.97
30.12	2.33	37.22	2.88	44.32	3.43	51.41	3.98
30.25	2.34	37.35	2.89	44.45	3.44	51.54	3.99
30.38	2.35	37.48	2.90	44.58	3.45	51.67	4.00
30.51	2.36	37.61	2.91	44.70	3.46	51.80	4.01
30.64	2.37	37.74	2.92	44.83	3.47	51.93	4.02
30.77	2.38	37.87	2.93	44.96	3.48	52.06	4.03
30.90	2.39	37.99	2.94	45.09	3.49	52.19	4.04
31.03	2.40	38.12	2.95	45.22	3.50	52.32	4.05
31.16	2.41	38.25	2.96	45.35	3.51	52.45	4.06
31.29	2.42	38.38	2.97	45.48	3.52	52.58	4.07
31.41	2.43	38.51	2.98	45.61	3.53	52.70	4.08
31.54	2.44	38.64	2.99	45.74	3.54	52.83	4.09
31.67	2.45	38.77	3.00	45.87	3.55	52.96	4.10
31.80	2.46	38.90	3.01	45.99	3.56	53.09	4.11
31.93	2.47	39.03	3.02	46.12	3.57	53.22	4.12
32.06	2.48	39.16	3.03	46.25	3.58	53.35	4.13
32.19	2.49	39.29	3.04	46.38	3.59	53.48	4.14
32.32	2.50	39.41	3.05	46.51	3.60	53.61	4.15
32.45	2.51	39.54	3.06	46.64	3.61	53.74	4.16
32.58	2.52	39.67	3.07	46.77	3.62	53.87	4.17
32.70	2.53	39.80	3.08	46.90	3.63	53.99	4.18
32.83	2.54	39.93	3.09	47.03	3.64	54.12	4.19

STATE BOARD OF EQUALIZATION

BT-72-7¼% (7-91) BACK

IHS FLORAL DESIGN
81-750 AVENUE 46
INDIO, CA. 92201
(760) 342-9300

IN/OUT SHOP CODE NO.

INVOICE NO. 3061

ORDER DATE

DELIVERY DATE

A.M. | P.M.

SOLD TO

ADDRESS

CITY, STATE ZIP

PHONE ORDERED BY

PHONE IN OUT	CASH	CHARGE	C.O.D.	TAKEN BY	TELEFLORIST	F.T.D.	OTHER

CUSTOMER NO.

CARD							PRODUCT TOTAL	
BIRTHDAY	ANNIV.	BABY BOY GIRL	HOLIDAY	SYM.	SPD. REC.	OTHER	DELIVERY	
							RELAY	
MESSAGE							SERVICE	
							SUB TOTAL	
							TAX	
							TOTAL	

DELIVER TO LAST NAME

ADDRESS

CITY & STATE ZIP CODE

IHS FLORAL DESIGN
81-750 AVENUE 46
INDIO, CA. 92201
(760) 342-9300

SHOP CODE NO.

INVOICE NO. 3063

ORDER DATE

DELIVERY DATE

A.M. | P.M.

SOLD TO

ADDRESS

CITY, STATE ZIP

PHONE ORDERED BY

PHONE IN OUT	CASH	CHARGE	C.O.D.	TAKEN BY	TELEFLORIST	F.T.D.	OTHER

CUSTOMER NO.

CARD							PRODUCT TOTAL	
BIRTHDAY	ANNIV.	BABY BOY GIRL	HOLIDAY	SYM.	SPD. REC.	OTHER	DELIVERY	
							RELAY	
MESSAGE							SERVICE	
							SUB TOTAL	
							TAX	
							TOTAL	

DELIVER TO LAST NAME

ADDRESS

CITY & STATE ZIP CODE

If for any reason these flowers are unsatisfactory, kindly phone

IHS FLORAL DESIGN
81-750 AVENUE 46
INDIO, CA. 92201
(760) 342-9300

INVOICE NO. 3061

SOLD TO

ADDRESS

CITY, STATE ZIP

PHONE ORDERED BY

ORDER DATE

DELIVERY DATE

A.M. | P.M.

PHONE IN OUT	CASH	CHARGE	C.O.D.	TAKEN BY	TELEFLORIST	F.T.D.	OTHER	CUSTOMER NO.

CARD

BIRTHDAY	ANNIV.	BABY BOY GIRL	HOLIDAY	SYM.	SPD. REC.	OTHER

MESSAGE

PRODUCT TOTAL	
DELIVERY	
RELAY	
SERVICE	
SUB TOTAL	
TAX	
TOTAL	

DELIVER TO LAST NAME

ADDRESS

CITY & STATE ZIP CODE

Thank You!

If for any reason these flowers are unsatisfactory, kindly phone us immediately. No adjustment made after 24 hours.

3NCR

IHS-60

IHS FLORAL DESIGN
81-750 AVENUE 46
INDIO, CA. 92201
(760) 342-9300

IN/OUT SHOP CO.

INVOICE NO. 3063

SOLD TO

ADDRESS

CITY, STATE ZIP

PHONE ORDERED BY

ORDER DATE

DELIVERY DATE

A.M. | P.M.

PHONE IN OUT	CASH	CHARGE	C.O.D.	TAKEN BY	TELEFLORIST	F.T.D.	OTHER	CUSTOMER NO.

CARD

BIRTHDAY	ANNIV.	BABY BOY GIRL	HOLIDAY	SYM.	SPD. REC.	OTHER

MESSAGE

PRODUCT TOTAL	
DELIVERY	
RELAY	
SERVICE	
SUB TOTAL	
TAX	
TOTAL	

DELIVER TO LAST NAME

ADDRESS

CITY & STATE ZIP CODE

Thank You!

If for any reason these flowers are unsatisfactory, kindly phone

3NCR

Name_____

Floral Class Period_____

Floral Tax Worksheet

(California's sale tax is currently .0775 or 7.75%)

****Use tax Chart provided or calculator.**

*****Must Show work!**

1.	6.25+	=
2.	7.53+	=
3.	1.50+	=
4.	9.58+	=
5.	11.64+	=
6.	15.48+	=
7.	2.79+	=
8.	28.32 +	=
9.	17.09+	=
10.	4.96+	=
11.	3.85+	=
12.	8.55+	=
13.	7.50+	=
14.	18.52+	=
15.	11.56+	=
16.	6.00+	=
17.	17.10+	=
18.	25.52+	=
19.	19.32+	=
20.	13.98+	=
21.	22.51+	=
22.	13.28+	=
23.	45.35+	=
24.	48.55 +	=
25.	33.33 +	=

Floristry Self Evaluation of Floral Skills

Name_____ Phone _____

Address _____

School _____ Year in Ag. _____ Birthday _____

Social Security #_____ Year in Floral _____

Pre-Evaluation _____ Post-Evaluation _____

Please rate your level of experience/expertise in each of the following.

NE = No experience, 1 = very little experience, 5 = very experienced and proficient

1.	I can use Floratape	NE	1	2	3	4	5
2.	I can make a bow	NE	1	2	3	4	5
3.	I can make a simple corsage	NE	1	2	3	4	5
4.	I can make a 7 flower corsage	NE	1	2	3	4	5
5.	I can identify 50 tools or materials used in floral.	NE	1	2	3	4	5
6.	I can make a hair wreath	NE	1	2	3	4	5
7.	I can make a one sided bud vase	NE	1	2	3	4	5
8.	I can make a round bud vase	NE	1	2	3	4	5
9.	I can make a round center piece	NE	1	2	3	4	5
10.	I can make a symmetrical triangle arrangement	NE	1	2	3	4	5
11.	I can make a Hogarth flower arrangement	NE	1	2	3	4	5
12.	I can make Ikebana type flower arrangements	NE	1	2	3	4	5
13.	I can make a dozen rose arrangement	NE	1	2	3	4	5
	I can make a hand tied bouquet	NE	1	2	3	4	5
15	I can use various methods of basing an arrangement	NE	1	2	3	4	5
16	I can make a naturalistic flower arrangement	NE	1	2	3	4	5
17	I can make a large one sided arrangement	NE	1	2	3	4	5
18	I can make an interpretive design (high style)	NE	1	2	3	4	5
19	I can make a variety of novelty designs	NE	1	2	3	4	5
20	I can make a simple wedding bouquet	NE	1	2	3	4	5
21	I can make an elaborate wedding bouquet	NE	1	2	3	4	5
22	I can make a funeral spray	NE	1	2	3	4	5
23	I can make a formed funeral spray (wreath, cross)	NE	1	2	3	4	5
24	I can make a casket spray	NE	1	2	3	4	5
25	I understand about general flower care	NE	1	2	3	4	5
26	I know the specific care of individual flowers	NE	1	2	3	4	5
27	I can identify 50 flowers	NE	1	2	3	4	5
28	I am familiar with many floral products	NE	1	2	3	4	5
29	I have sold some of my floral creations	NE	1	2	3	4	5
30	I have filled a helium balloon	NE	1	2	3	4	5
	I have made a balloon arch	NE	1	2	3	4	5
32	I can make an evergreen wreath	NE	1	2	3	4	5

Name _____
Date_____

Helium safety test-I understand the following statements to be true and agree to follow all rules dealing with helium.

1. The name of the rare gas used to fill balloons in floral _____.

2. The formula for helium is_____.

3. The appearance and odor of helium is _____ and _____.

4. The threshold limit value or the term for overexposure to helium is _____ _____. (two words)

5. Effects of overexposure if _____ is unlikely route of exposure. This product is a gas.

6. _____- asphyxiate. Moderate concentrations may cause headache, dizziness, excess salivation, _____ and _____.

7. Other effects of overexposure. This product is an asphyxiate. Lack of _____ can cause DEATH!!! Helium will replace all oxygen in _____.

8. If overexposure occurs from inhalation remove to _____ air. Give artificial _____ if not breathing. Give _____ if breathing is difficult. Call a _____.

9. A note to physician there is no _____ treatment is directed at the control of _____.

10. If you are known to have miss used helium you will be removed from the agriculture program.

Symptoms	Helium	Swallowed	Inhalation
HE.	Odorless	Vomiting	Colorless
Fresh	Oxygen	Respiration	Asphyxiate
Simple	Physician	Oxygen	Antidote
Unconsciousness		Lungs	

SAFETY TEST
FLORAL DESIGN
NAME_____
CLASS PERIOD _____

Fill in the blank spaces with the words at the bottom of the page.

1. Keep the floor_____of debris and water. Clean up any _____before leaving class.

2. Deposit any excess plant material, wire clippings, ribbon and other debris into a large _____ beside the design table.

3. Avoid_____ broken glass, wire, picks and thorns with your bare_____.

4. Wear _____ that will not be damaged with water or that are waterproof.

5. To protect_____wear a smock or apron.

6. Handle all _____ (especially knives) and materials with _____ care.

7. Report any _____ to the_____ immediately.

8. No _____ inside the classroom. Floors can be _____ if wet.

9. Do not _____ any materials to another person. Take it to them.

10. When lifting heavy objects you must bend your _____and lift with your legs not your back.

11. The glue gun gets very hot and you can _____ your fingers even if it has been unplugged.

12. Aerosol cans should be pointed away from your _____and others.

13 Water spills should be wiped up quickly to avoid slipping and_____.

14. NEVER plug in electrical cords with _____ hands.

15. The code word_____means to get under the tables or near the tables or doorway in case of an earthquake.

(BURN, CLEAN, CLOTHING, DROP, INJURIES, INSTRUCTOR, KNEES, FACE, FALLING, EXTREME, MESSES, SHOES, SLIPPERY, THROW, TOUCHING, TOOLS, RUNNING, WASTEBASKET, WET HANDS)

Desert Sands Unified School District
2005 - 2006 SCHOOL YEAR CALENDAR

July 2005

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

August 2005

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

September 2005

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

October 2005

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

November 2005

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

December 2005

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

January 2006

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

February 2006

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

March 2006

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

April 2006

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

May 2006

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

June 2006

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

SIGNIFICANT DATES

July 4	4th of July Observance
Aug. 24, 25, 26	New Teacher Inservice
Sept. 1, 2	Teacher Preparation
Sept. 5	Labor Day
Sept. 6	Instruction Begins
Nov. 11	Veteran's Day
Nov. 23	Schools Closed
Nov. 24, 25	Thanksgiving Holiday
Dec. 19 - Jan. 2	Winter Break
Dec. 23, 26	Classified Holiday
Dec. 30, Jan. 2	Classified Holiday
Jan. 2	Schools Closed
Jan. 16	Martin Luther King Day
Feb. 13	Lincoln's Day Observance
Feb. 20	Presidents' Day
April 10-14	Spring Break
May 29	Memorial Day
June 16	Last Day of School
June 20	Summer School Begins

INSTRUCTIONAL DAYS

Grades K-5

12/2	1st Trimester Ends (60)
3/17	2nd Trimester Ends (61)
6/16	3rd Trimester Ends (59)

Grades 6-12

11/4	1st Quarter Ends (44)
1/27	2nd Quarter Ends (44)
4/7	3rd Quarter Ends (48)
6/16	4th Quarter Ends (44)

TESTING WINDOW

STAR: 4/24/06 - 5/16/06 (Gr. 2-11)
CAHSEE: 3/21/06 - 3/22/06 (Gr. 10)
CELDT: 7/1/05 - 10/31/05

MINIMUM DAYS

Elementary (9)

12/13, 12/14, 12/15, 12/16	Parent Conferences
3/21, 3/22, 3/23, 3/24	Parent Conferences
6/16	Last Day of School

Glenn Middle (4)
12/16, 4/7, 6/15, 6/16

Indio Middle (4)
Jefferson Middle (4)
Palm Desert Middle (4)
Wilson Middle (4)
11/22, 12/16, 4/7, 6/16

La Quinta Middle (4)
11/22, 12/16, 3/17, 6/16

High Schools (4)
Indio High
La Quinta High
Palm Desert High
1/26, 1/27, 6/15, 6/16

Amistad Con't. High
(No minimum days)

Horizon School
(No minimum days)

CALENDAR KEY

Teachers' Preparation Days

School Recess

Instruction Begins

Last Day of School

Holidays

△ Non-school Day for Students
Non-work Day for Certificated Staff
Non-work Day for Classified Staff
working less than a 12-month year

Adopted: April 12, 2005

FLORAL COURSE POLICIES

To **ALL** students enrolled in Indio High School's Floral Design Courses:

1. All students will be requested to pay a $20.00 Lab Fee each semester for new material and supplies taken home.
    a. If fee is not paid, students will not be allowed to take projects home.

2. If any student is known to or assist in the theft of any flowers and/or supplies they will:
    a. Be given a Referral to the Dean
        i. Suggested Action:
            1. Suspension
            2. Removal from class with "F"

3. If any student is known to Inhale or misuse Helium:
    a. Be given a Referral to the Dean:
        i. Suggested Action:
            1. Suspension from class
            2. Removal from class with "F"

Lab Fee is for this Session of Floral is **DUE** _____

Thank You for your Assistance

Floral Teachers of Indio High School
M. McBride
N. Lauritzen

Print Name of Student _____

Student Signature/Date _____

Parent Signature/Date _____

To: Parents and Students of
Ag Biology CP/HP
Ag Economics CP/HP
Ag Government CP/HP
Floral I

Mrs. McBride's Class Procedures

1. Come into class on time; Get your Class Notebook; Find your seat before the bell rings.

2. Have a notebook, paper, pencil or pen ready to start work.

3. At the beginning of class, students will read The Standards, Objectives, Activities for the day and complete the Warm-up activity, which are all located on the Board in the Classroom. The Daily Warm-ups and their Answers need to be on lined paper and handed in for a grade at the end of each week.

4. Put your Name, Date Course enrolled in and Class Period on **ALL** papers.

5. Homework or daily assignments will be placed in an assigned area.

6. My sign for you to be quiet will be me standing in the front of the class saying "Focus on me." It should not take more than three seconds before complete silence.

7. All students are expected to have their own paper, pen/pencil everyday.

8. All students will have a Class notebook for their work. These notebooks are graded quarterly and are to be left in an assigned area within the classroom.

9. If we are working in the Lab area stools will be picked up at the end of the day.

10. It is your responsibility to clean-up your area and desk when completing work on assignments or labs. Leave things cleaner than you found them.

11. If you are absent, it is your responsible to see me before school, at lunch or after school for your make-up work.

Grading Policy

Students may earn points form Daily Work, Homework, Quizzes, Tests, and Major Projects.
90%-100% = A
80%-89% = B
70%-79% = C
60%-69% =D
59% or Less = F
**Attendance Policy will also affect grades.
Any questions feel free to call me at Indio High School at 775-3550 ext. 5337
Thank you for allowing me to teach your Child.

Melissa McBride

Print: Student's Name
_____Class/Period_____

Parent's Signature _____ Date _____

Indio High School

Floral II - IV Design

Indio Agriculture Department

Table of Contents

Course Description and Outline

Instructional Outline

References

Types of Media

Floral Design Visual Art State Standards

Appendix

Floral Design II - IV
Indio High School Agriculture Department

I. Course Information

A.	Course Title:	Floral Design II - IV
B.	Length of Course:	One Year – 180 hours
C.	Prerequisite	Floral I
D.	Grade Level:	Sophomores, Juniors, Seniors
E.	Credits:	UC Fine Art
F.	Text Book:	The Art of Floral Design, Second Edition Norah T. Hunter – Author Delmar Publishers 2000

II. Course Description

This course is designed to allow students to apply an Advanced artistic approach to floral design. Students will expand the elements and principles of design learned in Floral I, create two or three dimensional designs, compare and contrast history of floral art, arrangement styles and techniques, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study.

III. Student Performance Objectives and Competencies

1. Students will be able to demonstrate round, L-shape, and symmetric arrangements.
2. Students will know 80% of all design principals.
3. Students will design their 3 projects for fair.
4. Students will work together as a group (2-5 people) and design arrangements for an activity (examples: Wedding, Birthday, Banquet, etc.).
5. Students will be able to identify and explain proper use of all tools and equipment.
6. Students will learn how to extend the life span of floral materials.
7. Students will learn about the Floral Industry and job skills to apply for level entry jobs.
8. Students will learn about flowers and plants; their identification and how to care for them.
9. Students will demonstrate how to properly take orders and make deliveries.
10. Students will price their arrangements.

Floral Design Course Description and Outline

I. **COMMUNICATION SKILLS** (hours applied throughout course)

A. Understand principles of effective communication.
   a. Communicate effectively orally and in writing.
   b. Identify non-verbal communication techniques.

B. Understand and adapt to changing technology.
   a. Understand the importance of lifelong learning in adapting to changing technology.
   b. Use Internet, Xerox, fax and other communication technology.
   c. Correctly use and care for all supplies and equipment.
   d. Understanding the importance of computers as they pertain to wire service orders and record keeping.
   e. Demonstrate basic computer knowledge, function, and skills as required by individual employers.

II. **FLOWERS AND FOLIAGE, MECHANICS AND MATERIALS** (20 hours)
Students will:

A. Identification of annual, perennial, bulbs, potted/flowering plants and tools used in floral industry.
B. Identify plant growing structures.
C. Propagate plants by separation and division.
D. Explain use of growth stimulants, retardants and rooting hormones.
E. Explain the environmental conditions required for potted/flowering plants.
F. Explain techniques used in grading, bunching and shipping cut flowers.
G. Select flowers at optimum stages of maturity.
H. Selection of marketable, healthy potted plants.
I. Practice procedures for extending the life or cut flowers and foliage.
J. Demonstrate the ability of drying flowers.
K. Demonstrate appropriated uses of different media according to theme.
L. Identify different media used in floral design.
M. Explain different uses of containers during historical periods.
N. Identify mechanics and materials used in floral design.
O. Identify career opportunities in floriculture.
P. Identify achievements, contests and awards in FFA through Floral Design.

III. **DESIGN ELEMENTS** (160 hours)

A. Explain the history of floral design
   1. Identify cultural floral designs
   2. Monet's Garden
   3. Design Practicum

B. Explain the cultural diversity and implications of different floral designs. Explain the Arrangement styles and techniques of modern floral design and their origination.

C. Explain, Identify and Evaluate the elements and principles of design.
   1. Oriental
   2. Contemporary
   3. Art Deco
   4. Art Nouveau
   5. Freeform Expression
   6. Geometric Mass
   7. Design Practicum

D. Explain, Identify and Evaluate the elements and principles of design.
   1. Textures
   2. Colors
   3. Shapes/Forms
   4. Balance
   5. Proportion
   6. Scale
   7. Focal Points
   8. Rhythm
   9. Lines
   10. Depth
   11. Design Practicum

E. Explain, Evaluate and Design Seasonal, Holiday and Occasion Designs through Elements & Principles of Design
   1. Seasonal Themes
   2. Cultural Themes
   3. Design Practicum

F. Explain, Evaluate and Design Alternative Arrangements
   1. Weaving and Tying Techniques

IV. **DESIGN PRACTICUM** (hours applied through course)

A. Demonstrate Historical Arrangements
B. Demonstrate Floral Arrangements Styles and Techniques
C. Demonstrate construction of Wedding work
D. Demonstrate construction of Sympathy work
E. Demonstrate Alternative Arrangements

V. **SPECIAL PROJECTS** (hours applied through course)

A. Develop a personal portfolio

References for Teachers and Students

Impressionist Flowers, Art of the Bouquet, Richard Whelan, First Glance Books, Cobb, California 1998

A Bouquet from the MET, Metropolitan Museum of Art, Barbara Plumb, Harry N. Abrams, Inc. 1998

The Complete Guide to Flower Arranging, Jane Packer, DK Publishing Inc. 1998

The Flower Arranging Expert, Dr. D.G. Hessayon, Transworld Publishers, 1996

Wheat Weaving and Straw Craft, Morgyn Geoffrey Owens-Celli, Larks Books, 1997

Floriculture: Designing and Merchandising, Charles Griner, Del Mar Publishers, 1995

Visual and Performing Arts Framework, California Department of Education, 1995

Appendix

Performance Indicators

Discussion:	Classroom discussions, group discussions, teacher/student discussion on judgments, opinions, reasons, issues and design.
Individual Rubrics:	Self-Assessment which students can analyze and critique their own work.
Student Rubrics:	Criterion based assessments for viewers of others works.
Two-Dimensional Layouts:	Drawing of the dimensions and elements for designing arrangements.
Three-Dimensional Arrangements:	Creating arrangements using various media that encompass all aspects of elements and principles of design based on any particular style.
Designer's Choice:	Students designs based on style, elements and principles, materials and themes.
Selection of Materials:	Rubric based criterion for selecting the appropriate materials to use in an arrangement while allowing creative expression.
Vocabulary Assessment:	Students will be responsible for maintaining a vocabulary journal that will include visual art terms and floral art terms.
Terminology Practicum:	The use of visual and floral art terms while creating arrangements.
Floral Art Evaluation:	Evaluation of floral designs based on symmetry, application of principles and elements and selection of materials. In addition, the identification of flowers, foliage and materials.
Written Assessment:	Students will maintain a portfolio with essays, tests, quizzes and evaluation rubrics.
Technology Use:	Using the Internet, CD-ROMs, art and design software and floral software for technical and visual art information.
Design Practicum:	By using various media, students will create floral art arrangements based on elements, principles, styles and cultural components of the visual arts.

Category	Framework Goal	Examples of Knowledge & Skills	Units	Topics	Performance Indicator Through:
Artistic Perception	1. Students use their senses to perceive works of art, objects in nature, events, and the environment.	Students will use their senses to perceive their surroundings and demonstrate the relationship between visual, tactile and aromatic senses to arrange original works of art.	History of Floral Art Elements and Principles of Design	Historical Periods Cultural Floral Designs Monet's Gardens Colors, Fragrances Textures	Discussion, Written Assessment, Individual Rubrics, Two Dimensional Layouts
		Students will demonstrate their knowledge of principles and elements of design through floral arrangements and various media.	Elements and Principles of Design Arrangement Styles and Techniques Flower and Foliage Forms	Evaluation of Elements and Principles and Design Shapes and Masses Symmetrical & Asymmetrical Medical Use	Two Dimensional Layout, Three Dimensional Arrangements, Selection of Materials, Individual Rubrics
		Students will create arrangements that demonstrate their observation and perceptions of visual art characteristics of floral art and floral arrangements.	History of Floral Art Elements and Principles of Design Arrangement Styles and Techniques	Visual and Floral Art Practicum	Designer's Choice, Floral Art Evaluation
	2. Students identify visual structures and functions of art using the language of visual arts.	Student will develop, comprehend and apply an extensive terminology of the visual arts and floral arts.	Elements and Principles of Design Arrangement Styles and Techniques	Vocabulary and Terms	Vocabulary Assessment, Terminology Practicum, Discussions and Written Assessment
		Students will evaluate among various floral designs, materials and purpose to identify commonalties and differences.	Seasonal and Occasional Design History of Floral Art	Evaluation of Elements and Principles of Design Historical Periods	Discussion and Written Assessment, Individual Rubric and Floral Art Evaluation
		Students will create and analyze aesthetic qualities of their own arrangements and others to refine their won works.	History of Floral Art Elements and Principles Design Arrangement Styles and Techniques Flower and Foliage Forms	Visual and Floral Art Practicum	Student Rubrics, Individual Rubrics, Floral Art Evaluation

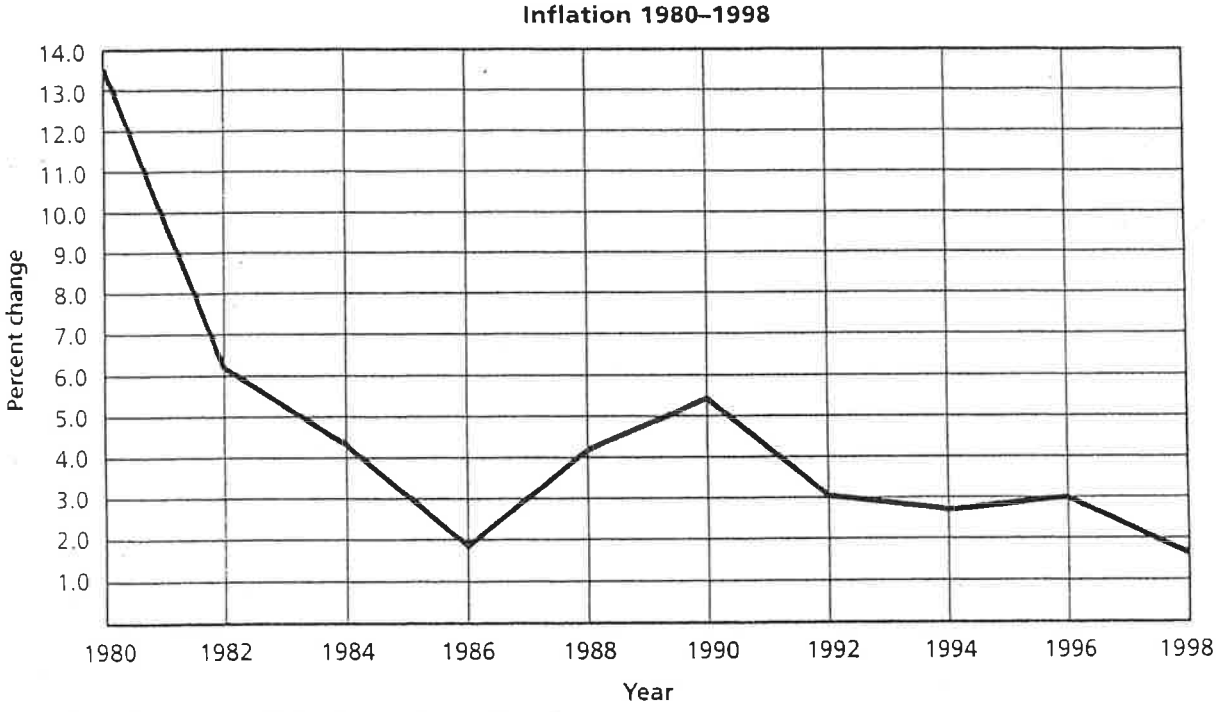
Category	Framework Goal	Examples of Knowledge & Skills	Units	Topics	Performance Indicator Through:
Creative Expression Component	3. Students develop knowledge of an artistic skills in the variety of visual arts media and technical processes.	Students create works of floral art that demonstrates a knowledge of the power of Elements and Principles of Design.	Elements and Principles of Design History of Floral Art	Evaluation of Elements and Principles of Design Cultural Floral Designs Line, Form, Mass, Filler Material	Designer's Choice, Selection of Materials and Colors
		Students will create unique arrangements using flowers, foliage and other materials while applying arrangement techniques to communication effectiveness.	Flowers and Foliage Form Arrange Styles and Techniques	Ikabena, Freeform, Abstract, Art Deco Contemporary	Designer's Choice, Individual Rubrics, Discussion, Three-Dimension Arrangements
		Students will evaluate, synthesize and analyze visual and floral art problems in two and three dimensional medial through knowledge and technical skills of elements and principles of design.	Elements and Principles of Design Arrangement Styles and Techniques	Textures, Color Shapes/Forms Art Deco, Oriental, Freeform Expression Contemporary	Student Rubrics, Two-Dimensional Layout, Three-Dimensional Arrangements Discussions, Written Assessment
	4. Students create original artworks based on personal experiences or responses.	Students will express their ideas and thoughts through a wide variety of floral medial, techniques and processes.	Arrangement Styles and Techniques History of Floral Art Mechanics and Materials Flowers and Foliage Forms	Geometric Mass, Art Nouveau, Oriental Cultural Floral Designs Containers, Topiaries Mass, Filler, Potted Dried, Artificial Flowers	Individual Rubrics, Discussions, Designer's Choice, Selection of Materials, Written Assessment, Two-Dimensional Layout, Three-Dimensional Arrangements,
		Students will analyze visual Two and Three-dimension designs and blend hem in new and original ways to create a personal statement.	History of Floral Art Floral Art Practicum Principles and Elements of Design	Cultural Designs Monet's Gardens, Floral Painting Evaluation of Elements and Principles of Design	Designer's Choice, Three-Dimensional Arrangements, Discussion
		Students will select specific media and develop a personal study of images that contain and express different meanings.	Seasonal, Holiday and Occasion Designs	Cultural Themes, Religious Themes, Seasonal Themes	Technology Use, Discussion, Design Practicum

Category	Framework Goal	Examples of Knowledge & Skills	Units	Topics	Performance Indicator Through:
	5. Students develop skills in the visual arts and appreciation for using the visual arts	Students will identify different approaches to making critical judgments and use them when reflecting on their own work and that of others.	Arrangement Styles and Techniques Elements and Principles of Design	Comparisons between Styles and Techniques Evaluation of Elements and Principles of Design	Floral Art Evaluation Student Rubrics
		Students will analyze and discuss the way their own work and others work and use of media to translate ideas, feelings and values into visual statements of aesthetic merit.	History of Floral Art Elements and Principles Design Arrangement Styles Techniques Seasonal, Occasional, Holiday Designs Alternative Arrangements	Cultural Comparison Evaluation of Elements and Principles of Design Comparisons between Styles and Techniques Cultural Themes Weaving and Tying Techniques	Discussions, Individual Rubric, Design Practicum
Historical and Cultural Context Component	6. Students explore the role of the visual arts in culture and human history.	Students will describe distinguished characteristics and identifying elements and styles of particular floral arts.	History of Floral Art Elements and Principles of Design Arrangement Styles and Techniques	Cultural Compare and Contrast Comparison between Styles and Techniques Evaluation of Elements and Principles of Design	Discussion, Written Assessment, Design Practicum
		Students will compare and contrast differences in the expression of common themes and in the se of visual elements, technical processes, and stylistic elements in the floral art of various cultures.	History of Floral Art Elements and Principles of Design Arrangement Styles and Techniques Seasonal, Holiday and Occasional Design	Historical Comparison Evaluation of Elements and Principles of Design Style and Technique Comparisons Cultural Themes	Discussion, Floral Art Evaluation, Individual Rubrics
		Students will demonstrate knowledge and uses of floral arts from a variety of cultures by describing the roles and arranging specific floral designs.	History of Floral Art Arrangement Styles and Techniques Alternative Arrangements	Historical Periods Oriental, Art Deco Contemporary Weaving and Tying	Written Assessment, Discussion, Design Practicum, Student Rubrics

Category	Framework Goal	Examples of Knowledge & Skills	Units	Topics	Performance Indicator Through:
	7. Students investigate major themes in historical and contemporary periods and styles of the visual arts throughout the world	Students will identify and discuss variation in stylistic periods and artistic expressions from different historical eras.	History of Floral Art	Historical Periods and Themes	Discussion, Written Assessment, Design Practicum
		Students will interpret specific themes and ideas through a variety of cultural and contemporary arrangements.	Arrangement Styles and Techniques Alternative Arrangements	Contemporary Periods Styles and Themes	Discussion, Written Assessment, Design Practicum, Selection of Materials
Aesthetic Valuing Component	8. Students derive meaning from artworks through analysis, interpretation and judgment.	Through research, instruction, discussion and application students will derive the meaning of specific works in the way which they are related to historical, cultural and contemporary context.	History of Floral Art Arrangement Styles and Techniques Seasonal, Holiday and Occasional Design	Historical Periods Contemporary, Art Deco, Oriental Cultural, Religious, Seasonal Themes	Technology use, Discussion, Written Assessment, Floral Art Evaluation, Design Practicum
		Students will respond to floral art works by evaluating and discussing about their own interpretation, ideas, attitudes, view and interactions with flora art works.	Arrangement Styles and Techniques History of Floral Art Alternative Arrangement	Style Themes Cultural Themes	Discussion, Individual Rubric, Floral Art Evaluation, Selection of Materials, Design Practicum
		Students will analyze and assess the way in which specific floral works are created through the evaluation of historical, cultural and contemporary floral works.	History of Floral Art Arrangement Styles and Techniques Alternative Arrangements	Historical Periods and Themes Style Themes Cultural Themes	Discussion, Student Rubric, Individual Rubric, Written Assessment, Design Practicum, Individual Rubric
Connection, Relations and Application	9. Students will connect and apply what is learned in Floral Art to learning in other art forms, subjects and careers.	Students will compare principles of floral art design between other visual art forms through the comparing and contrasting of a spectrum of art forms.	Elements and Principles of Design Arrangement Styles and Techniques	Evaluation of Floral Art and other visual art through analysis of Elements and Principles of Design	Discussion, Student Rubrics, Individual Rubrics
		Students will identify and explain careers and other subjects related to the floral art industry and industries related to the visual arts.	Careers in Floral and Visual Art	Careers and Related Occupations	Written Assessment, Discussion

Indio High School

Ag
Economics CP/HP



Source: U S. Department of Labor, Bureau of Labor Statistics

_____

Student's Name/ Year in Ag

_____

Class Period

_____

Grades on Notebook

Indio Agriculture Department

Indio High School

"A Community Dedicated to Academic and Personal Success for All"

Course Syllabus

AGRICULTURAL ECONOMICS AND GOVERNMENT CP/ HONORS

Location Offered:	Indio High School
Grade Offered:	12 (Economics and Government graduation credit for 12th grader)
Length:	Year
Prerequisite:	Enrollment in Ag Pathway
College Information:	**UC/CSU** (Agricultural Economics only)

1. Course Description:

This class will cover the American Market System and its complex structure. The business portions will concentrate on many aspects of the economy including supply and demand, macro and micro economies, and many more. Students will learn to work both independently and cooperatively. This course also meets Senior Government and Policy graduation requirements by covering the same materials and studies as American Government CP.

2. General School Rules:

All students are expected to be prepared to learn and work in a classroom setting. Students are <u>required</u> to bring their student agendas to class as part of their necessary materials, they will be used daily as an aide to learning activities and organization.

School rules are to be followed at all times. Any disruption to the learning process may result in disciplinary action, which may include parent conferences, classroom suspensions, or school suspensions. More detailed rules will be handed out and covered in class.

<u>Mrs. McBride's Class Procedures</u>

1. Come into class on time; Get your Class Notebook; Find your seat before the bell rings.
2. Have a notebook, paper, pencil or pen ready to start work.
3. At the beginning of class, students will read The Standards, Objectives, Activities for the day and complete the Warm-up activity, which are all located on the Board in the Classroom. The Daily Warm-ups and their Answers need to be on lined paper and handed in for a grade at the end of each week.
4. Put your Name, Date Course enrolled in and Class Period on **<u>ALL</u>** papers.
5. Homework or daily assignments will be placed in an assigned area.
6. My sign for you to be quiet will be me standing in the front of the class saying "Focus on me." It should not take more than three seconds before complete silence.
7. All students are expected to have their own paper, pen/pencil everyday.

8. All students will have a Class notebook for their work. These notebooks are graded quarterly and are to be left in an assigned area within the classroom.
9. If we are working in the Lab area stools will be picked up at the end of the day.
10. It is your responsibility to clean-up your area and desk when completing work on assignments or labs. Leave things cleaner than you found them.
11. If you are absent, it is your responsible to see me before school, at lunch or after school for your make-up work.
12. You may not go over to or talk to anyone on Mrs. L's side of the classroom, without permission.

3. **Attendance and Make-up Work-**
Students are expected to be in class every day to actively take part in the curriculum and our daily discussions. When students are absent, parents have 10 school days to clear those absences through the Attendance Office. Make-up work will be allowed for the amount of days equaling the days the student missed. For example, if the student was absent due to illness for 3 days, that student will be provided with make-up work for those 3 days, and will be allowed 3 days to turn it in. Failure to turn in make-up work may negatively affect students' academic standing.

Grading Policy-

The grading policy for this class correlates to that adopted by DSUSD:

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

The students will be graded on the following: Classroom assignments, Individual and Group Projects, Record Books, Class Notebook, Labs, Quizzes, and Tests. Extra Credit is given for participating in FFA Activities outside of class time. All students will be required to have an approved project outside of class time.

4. **Contact Information-**
For your parent's information, I can be reached during my prep period, which is period **2**, between the hours of 8:31-9:20am at 775-3550 ext. 5337. I may also be reached via email at **melissa.mcbride@dsusd.us**. If your parents would like access to your grades or class progress, they may do so at **www.ihsrajahs.com**. Please encourage your parents to contact me at any time.

5. By signing below, both parents and student acknowledge that they have read the course syllabus and rules and agree to abide by them every day. It is a pleasure to have you in my class, and I look forward to working with all of you.

Melissa McBride
Agriculture Instructor
Ag Department Chair
Indio High School
(760) 775-3550
(760) 342-9300 (Ag Dept. Direct line)

Grade Twelve History-Social Science Standards

Principles of Economics

12.1 Students understand common economic terms and concepts and economic reasoning.

1. Examine the causal relationship between scarcity and the need for choices.
2. Explain opportunity cost and marginal benefit and marginal cost.
3. Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.
4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.
5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).

12.2 Students analyze the elements of America's market economy in a global setting.

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.
2. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
3. Explain the roles of property rights, competition, and profit in a market economy.
4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.
5. Understand the process by which competition among buyers and sellers determines a market price.
6. Describe the effect of price controls on buyers and sellers.
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.
8. Explain the role of profit as the incentive to entrepreneurs in a market economy.
9. Describe the functions of the financial markets.
10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

12.3 Students analyze the influence of the federal government on the American economy.

1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and

Indio High School

"Dedicated To Academic Achievement and Personal Success For All"

IHS RULES AND REGULATIONS

IHS rules are based on a few simple considerations - good taste, courtesy, safety and health. Students should review these rules occasionally as they will be held responsible for following them while at school as well as during all school activities, functions, and sporting events; both at home and away.

1 **I.H.S. is a closed campus.** This means that once you arrive to school, you may not leave campus without permission. Students must check out of school through either the Attendance or Health Offices, including at lunch. Students found off campus without a pass will be assigned On Campus Suspension (OCS) or be suspended from school and parents will be contacted.

2. During the lunch period, students are not permitted in the stadium area or any of the baseball and softball fields.

3. Students are required to have a hall pass during class time. Passes are issued for emergencies only. Students found on or off campus without a pass may be suspended. ROP students must have an off campus pass or ID at all times.

4. Gang-related markings, **of any kind**, are not allowed on school grounds, and are subject to suspension or other means of discipline.

5. Students are not to be at any location where alcohol or drugs are present during school hours or during any school activity. The use, possession, sale, or distribution of any drugs and/or alcohol will lead to immediate suspension and possible expulsion from school.

6. Students may not have an unscheduled period.

7. Students may not use cellular telephones during instructional time. (Instructional time is from 7:30 a.m. to 11:32 a.m. and 12:19 p.m. to 2:15 p.m.) Cellular phones create an interference during instruction. Consequently, cellular phones may only be used during the lunch period. Cell phones are **not** to be left on during instructional times. They are to be turned off and kept out of sight. Violation of the above rule will result in confiscation of said device. Repeat offenders will be suspended and prohibited from possessing a cellular phone at school or school-related events. It is the advice of the Administration that cell phones be left at home. Indio High School will not be responsible for cellular phones that are lost or stolen.

8. The student parking lot is off limits during class time, during lunch, and between periods.

9. Student parking is permitted only in the student parking lot. (Auto Technology and Auto Body students will be unable to drive cars into the auto area during school time, as the gates to the area will be locked during school hours.) Unauthorized vehicles in this area will be towed away at the owner's expense.

18. Skateboards, rollerblades and bicycles are not to be ridden on campus at anytime (day or night).

19. Gambling is not permitted on campus and can result in suspension. Possession of dice and/or playing cards without permission may result in suspension.

20. Students are to exhibit acceptable standards of behavior at all times on campus and at all school activities, home or away from school.

21. Balloon and flower deliveries to IHS will not be accepted and students are not to bring balloons and flower bouquets to school; thus, balloons and flowers will not be delivered to students.

22. Harassment of a student is prohibited and subject to disciplinary action. Harassment includes sexual (unwelcome advances, verbal, visual or physical conduct of a sexual nature), intimidation, or threatening to cause bodily injury to another person or damage to their personal property.

23. Fighting is prohibited. Students involved in fights will be arrested by Indio Police Department and be required to attend counseling and conflict resolution sessions. Reminder – Students may be suspended to and from school and during school events.

24. Messages will be delivered for emergencies only. No messages will be delivered after the start of 6th period as we cannot guarantee its delivery at the end of the school day.

25. Candy sales are no longer permitted.

26. Exclusion lists will be posted periodically. Students who have been suspended, truant, or owe money for materials, or who have been constant discipline problems may be excluded from attending school activities or functions.

Desert Sands Unified School District
2008 - 2009 SCHOOL YEAR CALENDAR

July 2008

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

August 2008

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

September 2008

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

October 2008

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

November 2008

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

December 2008

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

January 2009

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

February 2009

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

March 2009

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

April 2009

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

May 2009

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

June 2009

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

SIGNIFICANT DATES

July 4	4th of July Observance
Aug. 20, 21	New Teacher Inservice
Aug. 28, 29	Teacher Preparation
Sept. 1	Labor Day
Sept. 2	Instruction Begins
Nov. 10	Schools Closed
Nov. 11	Veteran's Day
Nov. 26	Schools Closed
Nov. 27, 28	Thanksgiving Holiday
Dec. 22 - Jan. 2	Winter Break
Dec. 24, 25	Classified Holiday
Dec. 31, Jan. 1	Classified Holiday
Jan. 19	Martin Luther King Day
Feb. 13	Lincoln's Day Observance
Feb. 16	Presidents' Day
April 13-17	Spring Break
May 25	Memorial Day
June 12	Last Day of School
June 16	Summer School Begins

INSTRUCTIONAL DAYS (180)

Grades K-5

11/25	1st Trimester Ends (59)
3/13	2nd Trimester Ends (62)
6/12	3rd Trimester Ends (59)

Grades 6-12

10/31	1st Quarter Ends (44)
1/23	2nd Quarter Ends (44)
4/03	3rd Quarter Ends (48)
6/12	4th Quarter Ends (44)

TESTING WINDOW

CELDT: 7/1/08 - 10/31/08
CAHSEE: 3/18/09 - 03/19/09 (Gr. 10)
STAR: 4/21/09 - 5/13/09 (Gr. 2-11)

MINIMUM DAYS

Elementary (9 Days)*

To Be Determined by Sites	Parent Conferences
To Be Determined by Sites	Parent Conferences
June 12	Last Day of School

Middle (4 Days)

Col. Paige Middle
11/13, 12/19, 4/10, 6/12
Glenn Middle
11/13, 12/19, 4/10, 6/12
Indio Middle
11/25, 12/19, 4/10, 6/12
Jefferson Middle
11/25, 12/19, 4/10, 6/12
La Quinta Middle
12/19, 3/20, 4/10, 6/12
Palm Desert Middle
TBD
Wilson Middle
11/18, 12/19, 4/10, 6/12

High Schools (4)

Indio High
La Quinta High
Palm Desert High

Amistad Con't. High
Summit Con't. High
(No minimum days)

Horizon School
(No minimum days)

CALENDAR KEY

Teachers' Preparation Days

School Recess

Instruction Begins

Last Day of School

Holidays

Non-school Day for Students
Non-work Day for Certificated Staff
Non-work Day for Classified Staff
working less than a 12-month year

Adopted: April 15, 2008
Revised: June 3, 2008

Indio High Agriculture Department

This is to certify that I have read and reviewed all the information with my student and that we both understand what is expected. I also know that I may contact teachers at the mentioned phone number or email address.

Student's Name_____
Class and Period_____

Parent Signature_____

Date_____

Parents- Please have your student return this Page only to Mrs. McBride for class points. I'm looking forward to having your student this year.

Thank You for your time,
Melissa McBride

COURSE DESCRIPTION

I. COURSE TITLE AND LEVEL Agriculture Economics

Department: Agriculture

Length of Course: One Semester

Available to Students: 12th Grade

Required or Elective: Elective – Meets High School Economics graduation requirement

II. AIMS AND OBJECTIVES **Agriculture Economics covers the American market** economic system, business structures, supply and demand, macro economics, competition and business operation and personal economics. Sills will be developed in the working with percentages and calculating total cost and profit. Students will also learn to read and make graphs. Students will work with traditional economic models. Practical applications and everyday relevance will be stressed in this course.

III. Text Economics Principles and Practices, Clayton Glencoe Division, MacMillan/McGraw/Hill 1995, ISBN 0-02-823048-5

IV. COURSE GOALS

1. To develop a broad general understanding of how Economists study human behavior through formulation of economic models and know the limitations that Economists confront in developing, testing, and using their models to predict behavior.
2. To distinguish why several Economists looking at the same data may offer different explanations for that data in terms of specific economic phenomena, which might likely occur.
3. To develop an understanding of the Production Possibilities model and how this model is used to illustrate the economic problems of Scarcity and Choice and the Concept of Opportunity Cost(s).
4. To develop an appreciation of how a Market Economy works by describing the prerequisites for a smoothly functioning economy and how the forces of competition give rise to allocative and technical efficiency.
5. To be able to explain why changing profitability may led to business failures and to the entry of firms into new and existing fields.
6. To become fluent with basic economic terms and to describe how the interaction of Supply and Demand will determine Price and Quantity of goods or services available within the market.
7. To be able to identify roles for government in a Market Economy, explain why government actions may not always help the economy to achieve its goals.
8. To be able to construct and use graphs to depict selected economic concepts.
9. To understand how the actions of monopolists and oligopolists create imperfect competition and affect the number and type of firms who are willing to enter the market place.
10. To be able to identify instances when it may be desirable to institute government regulation to insure or foster competition within the Market or when Deregulation maybe necessary to prevent abuses of tacit natural monopoly's.

AG COURSES

ARCHIVED

Indio Agriculture Program

Ag. Mechanics and Construction

This class is an introductory class designed to familiarize students with tools, materials, procedures, planning, safety, and other power equipment operation. We will cover areás of instruction in wood, metal, welding, electricity, plumbing, measurements, material billings, surveying, etc., the object being to give students entry level skills.

Ag. Landscaping

A course developed to familiarize students with the landscaping industry and the opportunities available there. We will cover scales, basic drafting, landscape design, safety, kinds and types of landscapes, job placement skills, landscape procedures and products. We will work with selected plant materials, and develop irrigation systems. We will also study the eco system of landscape designs.

FFA- The Future Farmers of America

The largest youth organization in the world, it affords your student a chance to participate in a variety of programs to develop leadership, business skills, and expertise in focused areas. Many of the contests we go to are put on by various colleges and universities thus giving students the opportunity to seek out their future. There are many scholarships that are available and not all are tied to a high G.P.A.

Grading

90-100%= A
80-89% = B
70-79% =C
61-69% =D

Credit and participation in FFA Activities must be approved by the teacher

DESERT SANDS UNIFIED SCHOOL DISTRICT

COURSE TITLE

Agriculture Construction

GRADE LEVEL

9-12

COURSE LENGTH

~~30 Day Intersession~~ one year

PREREQUISITE

None.

CREDIT

5 Credits

GRADUATION REQUIREMENTS

Elective Credit

COURSE GOALS

To help students with an interest in construction or building to develop skills that will help them in pursuing a career in one of the construction fields. To promote their self esteem and preparedness for a career after High School.

COURSE DESCRIPTION

This course will cover development of building skills, measureing, using power equipment and building projects. Students will be involved in project construction. They will learn team skills and how to work in groups. They will be gradedon both group and individual projects which may be entered in the National Date Festival.

Agriculture Construction
Outline

A. Safety
    1.General shop
    2. Hand tools
    3. Power tools
B. Tool Identification
C. Measurements and equivalents
    1. Straight line
    2. Area
    3. Volume
    4. Scales
    5. Projects
    6. Cost analyses
D. Woodworking
    1. Types and sources
    2. Wood procedures
    3. Projects
    4. Equipment and operation
    5. Staining and Paints
    6. Finishing
    7.Careers
E. Gas Welding
    1. Safety
    2. Equipment and tools
    3. Welding process
    4. Welding procedures
        1)gas cutting
        2)fusion welding
        3)brazing
    5. Gas welding projects
    6. Brazing project
    7. Careers
F. Arc welding
    1. Safety
    2. Equipment and machines
    3. Arc welding processes
    4. Metalurgy
    5. Major types of welds
        1)butt welds
        2)T-weld
        3)Pipe welding
        4)Padding
    6. Careers
G. Plumbing
    1. Basic theory
    2. Tool identification
    3. Pipe and materials
    4. Sprinkler system design
    5. Troubleshooting problems
    6. Sprinkler project
    7. Careers

H. Electricity
    1. Safety
    2. Tools and equipment identification
    3. Basic wiring
    4. Other
    5. Careers
I. Masonary
    1. Safety
    2. Tools and equipment identification
    3. Laying block
    4. Setting brick
    5. Calculating costs
    6. Careers
J. Painting and finishing
    1. Tools and equipment identification
    2. Safety
    3. Paint types-water, oil base, alkyd
    4. Painting procedures
    5. Stains
    6. Other
    7. Careers
K. Cement and cement finishing
    1. Safety
    2. Tools and equipment identification
    3. Processes and procedures
    4. Uses-mixing and pouring
    5. Related cement fields and uses
    6. Finishing
    7. Careers
L. Basic Surveying and level use
M. Building Industry and Design

CLASS FORMAT

Agriculture Construction

A.Orientation to Ag. Construction
B.Shop Safety
C.Hand and Power Tools
D.Planning and Design
E.Ropework
F.Concrete Work
G.Masonry
H.Project Development
I.Basic Electricity
J.Plumbing and Irrigation
K.Supervised Projects and FFA
L.Records
M.Careers

STRAND: _____ _____ CURRICULUM

_____ LEVEL/TITLE

PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES EXPERIENCES/OPPORTUNITES	RESOURCE(S) USED	ASSESSMENT
Students will be graded on active participation in individual and group activities, projects, tests on general knowledge, and their daily journal.	Students will participate in group and individual activities. Participate in demonstrations, hear guest speakers, and take field trips related to their coursework.	No set text. Instructor generated materials using various reference texts, articles, and other data used in the industry.	Tests, Quizzes, Demonstrations, project construction or development and student journals.

Advanced Agriculture Constrtuction
Topic Outline

Introduction; Students taking the advanced classes will seek advanced training in six areas of construction and seek out advanced projects whenever possible. The course may be repeated for credit with permission of the teacher.

A. Introduction to Careers & Overview of Ag. Careers
  1. Job Applications
  2. Resumes
  3. Job Research
  4. Job rights-keys to personal success
B. Shop safety
  1.General safety
  2.Power tool safety
  3. Hand tool safety
  4. Working with tools
C. Sketching ,Drawing, and plan reading
  1.Elements of a plan
  2. Reading a plan
  3. Ordering materials
  4. Procedures for sketching and drawing
D. Wodworking and basic Carpentry
  1. Selecting building materials
  2. Using Hand woodworking tols
  3. Using power woodworking tools
  4. Mitres and other cuts
E. Metal working
  1. Identifying and selecting materials
  2. Metal working tools
  3. Drilling, and tapping
  4. Working hot metal
F. Plumbing
  1. Areas plumbing is used
  2. Plumbing system types
  3. Pressure systems
  4. Sprinkler systems
  5. Drip irrigation
G. Electricity
  1. Safety
  2. System design
  3. Symbols and terms
H. Basic Arc Welding
  1. Safety
  2. Basic principles of arc welding:machines, methods, symbols

3. Arc welding equipment
4. Flat position arc welding
5. Out of position welding
6. Special uses.
7. preparing weld joints

Ag. Construction 1 (cont.)

I. Gas welding, cutting, and heating
1. Safety
2. Gas welding equipment
3. Fusion welding
4. Braze welding
5. Soldering
6. Gas cutting
7. Heating metals
8. prepping welds

J. Tool Care
K. Painting and finishing
L. Masonary
1. Masonary as a career
2. Masonary materials
3. Masonary tools
4. Using block
5. Using brick
6. Sandsetting stone or brick
7. Laying walls and structures

M. Measurements in construction
1. Using scales
2. Figuring cost of materials
3. Estimating jobs
4. Converting fractions and percentages

N. Concrete
1. Concrete tools
2. Working concrete
3. Careers in concrete
4. Calculating materials and costs

O. Design problems in projects
P. Projects and SOE development
Q. Youth organizations-FFA, Vica, Hero
R. Surveying
S. Framing
T. Grading

Agriculture Constrtuction

Topic Outline

A. Introduction to Careers & Overview of Ag. Careers
   1. Job Applications
   2. Resumes
   3. Job Research
   4. Job rights-keys to personal success

B. Shop safety
   1.General safety
   2.Power tool safety
   3. Hand tool safety
   4. Working with tools

C. Sketching ,Drawing, and plan reading
   1.Elements of a plan
   2. Reading a plan
   3. Ordering materials
   4. Procedures for sketching and drawing

D. Wodworking and basic Carpentry
   1. Selecting building materials
   2. Using Hand woodworking tols
   3. Using power woodworking tools
   4. Mitres and other cuts

E. Metal working
   1. Identifying and selecting materials
   2. Metal working tools
   3. Drilling, and tapping
   4. Working hot metal

F. Plumbing
   1. Areas plumbing is used
   2. Plumbing system types
   3. Pressure systems
   4. Sprinkler systems
   5. Drip irrigation

G. Electricity
   1. Safety
   2. System design
   3. Symbols and terms

H. Basic Arc Welding
   1. Safety
   2. Basic principles of arc welding:machines, methods, symbols
   3. Arc welding equipment
   4. Flat position arc welding
   5. Out of position welding
   6. Special uses.
   7. preparing weld joints

I. Gas welding, cutting, and heating
   1. Safety
   2. Gas welding equipment
   3. Fusion welding
   4. Braze welding
   5. Soldering
   6. Gas cutting
   7. Heating metals
   8. prepping welds

J. Tool Care

K. Painting and finishing

L. Masonary
   1. Masonary as a career
   2. Masonary materials
   3. Masonary tools
   4. Using block
   5. Using brick
   6. Sandsetting stone or brick
   7. Laying walls and structures

M. Measurements in construction
   1. Using scales
   2. Figuring cost of materials
   3. Estimating jobs
   4. Converting fractions and percentages

N. Concrete
   1. Concrete tools
   2. Working concrete
   3. Careers in concrete
   4. Calculating materials and costs

O. Design problems in projects

P. Projects and SOE development

Q. Youth organizations-FFA, Vica, Hero

Agriculture Landscaping

Introduction; a class to aquaint students with the aspects of landscapes and landscape design.To prepare those interested in following a career in the landscape industry or related fields.

A. Introduction to Ag. related careers
   1. Job resumes
   2. Job applications
   3. Job research
   4. Job rights
   5. Personal keys to success
B. Drawing and sketching plan drawings
   1. Tools used
   2. Symbols used
   3. Elements of a plan
   4. Reading a plan
   5. Ordering materials
   6. Procedures for sketching and drawing
C. Types of Landscapes
   1. Formal
   2. Informal
   3. Theme landscapes
      a)Oriental
      b)English
      c)other
D. Color schemes and wheel
E. Landscape construction
   1. Grading
   2. Plan layout
   3. Planters
   4. Shapes and designs
   5. Redesign for age
F. Landscape irrigation
   1. Sprinkler irrigation
   2. System design
   3. drip irrigation
   4. Parts and assembly
G. Plants for landscaping
   1. Climates
   2. Area uses
   3. Special areas like pools, drought tolerant,etc..
   4. Trees
   5. Shrubs
   6. Groundcovers

7. annuals
8. perennials
9. grasses
10. focal points
11. other

H. Plants
1. Plant parts
2. Plant functions
3. Identification
4. Propagation
a)asexual
b)sexual
c) Specialized

I. Models and modeling
1. Scales in measuring
2. Scales in drawings
3. Scales in model making projects

J. Landscape Symbols
K. Flowering plants
L. Tools used in landscaping
M. Class projects
N. Youth groups
O. Careers
P. FFA and leadership
Q. Business skills
R. Personal skill development

DESERT SANDS UNIFIED SCHOOL DISTRICT

COURSE TITLE

Agriculture Landscaping

GRADE LEVEL

9-12

COURSE LENGTH

30 Day Intersession

PREREQUISITE

None.

CREDIT

5 Credits

GRADUATION REQUIREMENTS

Elective Credit

COURSE GOALS

To help students who might have an interest in the Landscaping or the Horticulture industry get experience in actual field work using principles of landscape design and placement. Students will work with models and design landscapes to be entered in the National Date Festival

COURSE DESCRIPTION

This course will cover development of landscaping areas at Indio High School. The basics of planning, design , and installation of landscaping areas will be emphasized. Students will develop skills in cement and concrete, irrigation, job preparedeness, and horticulture skills needed in the landscaping industry. Students should be preparede to work outside physically(not that hard) , we use both our hands and our minds.

CLASS FORMAT

Agriculture Landscaping

A.Orientation to landscaping
B.Planning and design
C.Cost estimation
D.Career Planning
E. Supervised Project Development
F. Irrigation Systems
G. Landscaping Plants
H. Surveying
I. Native plant materials
J. Customer Service
K.Tool and Tool use
L. Equipment operation and maintenance
M.Materials used in landscaping

STRAND: _____ _____ CURRICULUM

_____ LEVEL/TITLE

PERFORMANCE OBJECTIVES	LEARNING ACTIVITIES EXPERIENCES/OPPORTUNITES	RESOURCE(S) USED	ASSESSMENT
Students will be graded on active participation in individual and group activities, projects, tests on general knowledge, and their daily journal.	Students will participate in group and individual activities. Participate in demonstrations, hear guest speakers, and take field trips related to their coursework.	No set text. Instructor generated materials using various reference texts, articles, and other data used in the industry.	Tests, Quizzes, Demonstrations, project construction or development and student journals.

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F.
Program Completion Standards

Agricultural Academic Cord Qualifications

The Agricultural Academic Cords are reserved for students who have actively studied and committed their academic studies to the field of agriscience. The Agricultural Academic Cords consist of two twisted cords with tassels on either end. The Agricultural Academic Cords come in pairs with a knot in the middle to hold them together. One of the pair is of "national blue" and the other is of "corn gold," which are the complementary and official colors of the National FFA Organization. The FFA places a very active role in the department that modeling the Agricultural Academic Cords after the colors of the National FFA Organization seem natural. The Agricultural Academic Cords are to be worn during the graduation ceremony.

The following are the qualifications of students to be considered to wear an Agricultural Academic Cord:

- Enrolled & completed a course of study in one of the Agriscience Pathways through the Agriculture Department at Indio High School
- Student must have had an agricultural course **ALL** four years of their high school career and/or completed **both** articulated pathways
- Minimum of a 3.0 cumulative GPA within the Agriscience Pathways' Course of Study
- Minimum of a 2.0 cumulative GPA for their entire high school career
- Participated in a community service event
- Completed a Supervised Agricultural Experience Project which complements the classroom instruction **ALL** four years of their high school career (Supervised Ag Experience Project is an approved agriculturally-based project outside regular classroom instruction)
- Submit their accurate and completed California Agricultural Record Books of their Supervised Agricultural Experience Projects
    - First three record books must be closed and completed
    - Fourth record book would still be a work in progress (record book would not be complete and close until December after the student actually graduates) but must be accurate and up-to-date on the day the application is submitted
- Submit a written application for consideration to Agriculture Department Head who will review the application and qualifications and determine if the student qualifies for the recognition.

Indio High School

This is to certify that

_____

has successfully completed a training program for

ANIMAL AND PLANT PHYSIOLOGY

and has demonstrated competence in the required skills.

_____
AGRICULTURAL DEPARTMENT CHAIRPERSON

_____
COMPLETED DATE

_____
PRINCIPAL

PERFORMANCE STANDARDS

Animal and Plant Physiology

After completing a course in Animal and Plant Physiology, this student has gained knowledge and skills in the following areas:

3 = Exceeds conditions stated 2 = Meets conditions stated 1 = Exists on limited basis 0 = Does not exist

Performance Standards	3	2	1	0
Understands the importance of domestic animals and their role in society.				
Developed a basic understanding of general reproductive traits and natural selection.				
Developed a basic understanding of the structure, function, and maintenance of the major body systems.				
Developed an understanding of the theory of inheritance and genetic basis for animal selection.				
Developed an understanding of the factors involved in animal nutrition, animal feeding, and the basic feed stuff available for that purpose.				
Understands the concept of animal health. Knows how to identify unhealthy animals, treatment, preventative measures and the causal agents of common animal health problems in animals of economic significance.				
Understands the growth and development of plants, including the functions of plant parts, reproductive systems, and auxins.				
Understands the role of soil in plant production including factors which affect soil productivity.				
Understands elements of irrigation.				
Understands the importance of pest control in agricultural production and appreciation of the need of safe pesticide applications.				
Appreciates future agricultural technological advances.				
Understands how to keep accurate records of business transactions.				

Performance Standards	3	2	1	0
Understands the role of financial credit.				
Understands the functions of marketing.				
Knows the 4 business structures in agriculture.				
Developed an understanding of the world's interdependence on agriculture.				
Developed a conceptual understanding of scientific inquiry and critical thinking via participation in FFA Activities.				
Developed an appreciation for safety in the work place and the proper use of tools.				
Understands the basic applications of measurement in calculating volume and distance.				
Understands the uses of drawing and layout in planning for construction projects.				
Developed an appreciation of energy, its effects on modern agriculture.				
Developed skills in job search techniques, interpersonal communications, and interview processes.				
Developed an appreciation for the dynamic economic and technological trends which affect agricultural employment.				

FFA Letter Qualifications

1) _____ Completed 2 years of Projects with Record Books
2) _____ Been a member of a committee or an officer in the chapter
3) _____ Helped with 3 community service projects through the FFA
4) _____ Earned Chapter Degree
5) _____ Attended 3 activities about the Chapter Level
6) _____ Participated in 2 years of Chapter fundraisers

Advisor Signature:_____

Date:_____

Academic Cords Qualifications

Name_____
ID #_____

Qualifications:

Been enrolled in Agriculture Pathway for 4 years
3.0 GPA in Agriculture Pathway Course Work
a. Freshman year _____ Grade_____
b. Sophomore year_____ Grade _____
c. Junior year _____ Grade _____
d. Senior year _____ Grade _____

Cumulative Indio High School (must be 2.0) GPA: _____

Taken part in Community Service Activities
Activity: _____ Record book year: _____ Verified: ____

Had an Ag. Experience project while at Indio High School with a completed book
Project(s): _____
Record Book year(s): _____ Verified: _____

Plans after Graduation:

Future career Goal: _____
College, Trade School attending: _____
Area of Study (Major):_____ Ag Related? Yes/No
Enlisting in Military: Yes/ No What branch:_____
Starting work: Yes/No
Co. Name and Location _____ Ag Related: Yes/No

Program Completers

AG Pathway Cord Requirements

1. 4 years of Ag courses
2. Overall grade point Average 2.0
3. Community Service / Leadership
4. Project/ Judging Team Participation
5. "B" Average in Ag Classes

FFA Letter Requirements

1. Completed 3 years of projects with record Books
2. Held an office or been a committee chair person
3. 3 Community Service activities
4. Received the Chapter Degree
5. Attended and activity above the Chapter Level
6. Attended or developed a promotion activity about the FFA.

Carl Perkins Grant Completers

1. Three years in Ag
2. Completed a Capstone Ag class (Ag Econ and Government)

ROPERS Student Evaluation Form

Student Name: _____ ROP Class: _____

Assignment: _____ Date: _____

Evaluator directions: **Submit one example of each proficiency level per grading period**

All ROP students will apply academic and occupational skills to become sucessful life-long learners who are:

	Needs Improvement	*Proficient*	*Advanced*	
MAXIMUM POINT VALUE				***COMMENTS***
I. CONFIDENT				
a. Positive Attitude				
b. Initiative				
c. Effective Communicator				
II. RESPONSIBLE				
a. Time Management				
b. Work Ethics				
c. Productive Citizen				
III. KNOWLEDGEABLE				
a. Academic Standards				
b. Career Preparation/Goal Setting				
c. Job Search/Retention Skills				
d. Critical/Creative Thinker				
e. Occupational Competencies				
f. Technology				
IV. TEAM PLAYER				
a. Flexibility/Adaptibility				
b. Cooperative Learner				
c. Conflict Resolution				
d. Cultural/Social Diversity				
ROPERS EVALUATION TOTALS				

_____ UNIFIED SCHOOL DISTRICT & DESERT COMMUNITY COLLEGE DISTRICT

CAREER PATHWAY:_____ SITE: _____

	HIGH SCHOOL / ROP				DESERT COMMUNITY COLLEGE DISTRICT - ASSOCIATE DEGREE PRO						
SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12	SUM. 1	FROSH. 1	FROSH. 2	SUM. 2	SOPH. 1	SOPH. 2	SOP
English											
Math											
Social Science											
Science											
Foreign Lang.											
Fine Arts											
Phy. Educ.											
Other											
Other											
Other											
INTERSESSION											
A Block											
B Block											
C Block											

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G.
Description of Facilities and Major Equipment

Our facilities and equipment will always be modified when it is necessary based on students' needs. At the moment, the three agricultural teachers are spread out throughout the campus. The History of Floral Design and Ag Biology are being taught from a portable classroom. Environmental Horticulture Science I and Agricultural Chemistry is also taught out of a portable classroom. Both portable classrooms have made it challenging to teach the subjects, but we are struggling for two more years in anticipation of the renovation of our school.

Currently our whole campus is under construction for a complete renovation. In the new school, plans are in place for a new animal science laboratory, a new horticultural science laboratory, a new floriculture classroom/shop, two agriscience classrooms and a new ag mechanics shop. Two new greenhouses will be constructed, just outside the agriscience building. This new facility will increase involvement for the new facility will allow students to host more SAE projects on campus and as a result increase the number of State and American Degree as well as SAE and Proficiency Award applications. The facility will also lead to more community involvement for plans for a school-wide farmer's market are underway. The planned greenhouse will allow for students to focus SAEs in plant and floricultural science. Plans for this facility also include non-traditional SAE projects such as aquaculture, hydroponics and Ag communications. The new agriscience facility is expected to open in the spring semester of 2017.

Currently we do have two large cargos to store our materials, records, equipment and supplies. Because of the extreme heat in our summer, we also have a small air conditioned room to store items that are heat sensitive. In this room we store our high end floral shop products, microscopes and scrapbooking materials. In January, two of our teachers will be temporary moving into the brand new $10 million Science/Business Complex building. The two teachers will have their own lecture rooms and share a laboratory and office for the next two school year terms until the up-and-coming CTE Building is completed in 2017. There is additional storage in the new lab, office and lecture classrooms.

Currently we have an agreement with the Riverside County Fairgrounds to host our livestock barn laboratory. The school does not have the space to host the livestock facility. Our high school is surrounded by residential and business facilities which would also limit the ability to host a livestock facility on the school campus. The agreement with the County allows those students that would otherwise not be able to raise a livestock animal to have a place to house their livestock projects. In exchange for allowing our chapter to house our livestock projects, our chapter keeps the livestock barn clean, advises the County of repairs needed and assist in any way necessary to prepare the livestock barn for the opening of the County Fair. As a chapter we will continue to foster this relationship with the county to ensure our students have a space to participate in livestock projects.

Indio High Agriculture Program
Facilities and Major Equipment

Indio High Campus

Classrooms and Shops

- 1- Floral Shop/classroom
- 1- Lecture/Science Classroom
- 1- Shop/Lecture Classroom
- 1- Office space Adjacent Floral
- 1- Office Adjacent to shop
- 1- Office Adjacent to Lecture/Science Classroom

Labs/Storage

- 1- Greenhouse with potting room
- 1- Hand tool storage Shed
- 1- Storage chain linked area near floral
- 1- Tool storage Adjacent to shop

Major Equipment

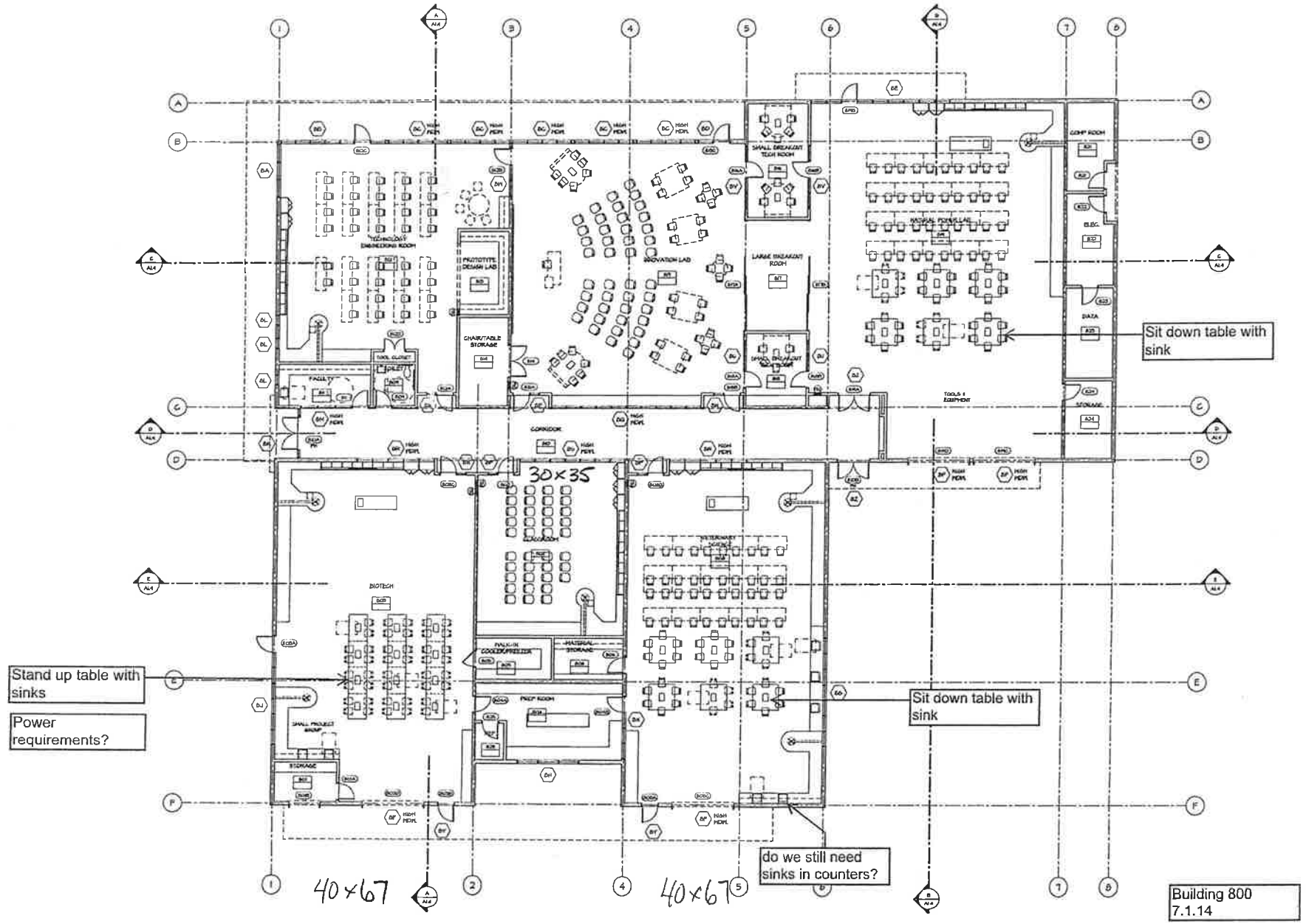
- 1- 2000 Chevy Truck crew
- 1- 2003 Chevy 10 passenger van
- 1- 91 Dodge Van
- 1- WW Livestock Trailer
- 25- PC Computers
- 1- PC Laptop "98"
- 4- Laser printers
- 3- Ink jets printer
- 1- Color laser printer
- 2- Floral Coolers
- 5- ARC Welders
- 2- Set of Oxygen/ACE tanks
- 10- Shop Power Equipment
- 1- Concrete Mixer
- 1- Portable Livestock Scale
- 10- Auto Hog Feeders
- 14- Microscopes

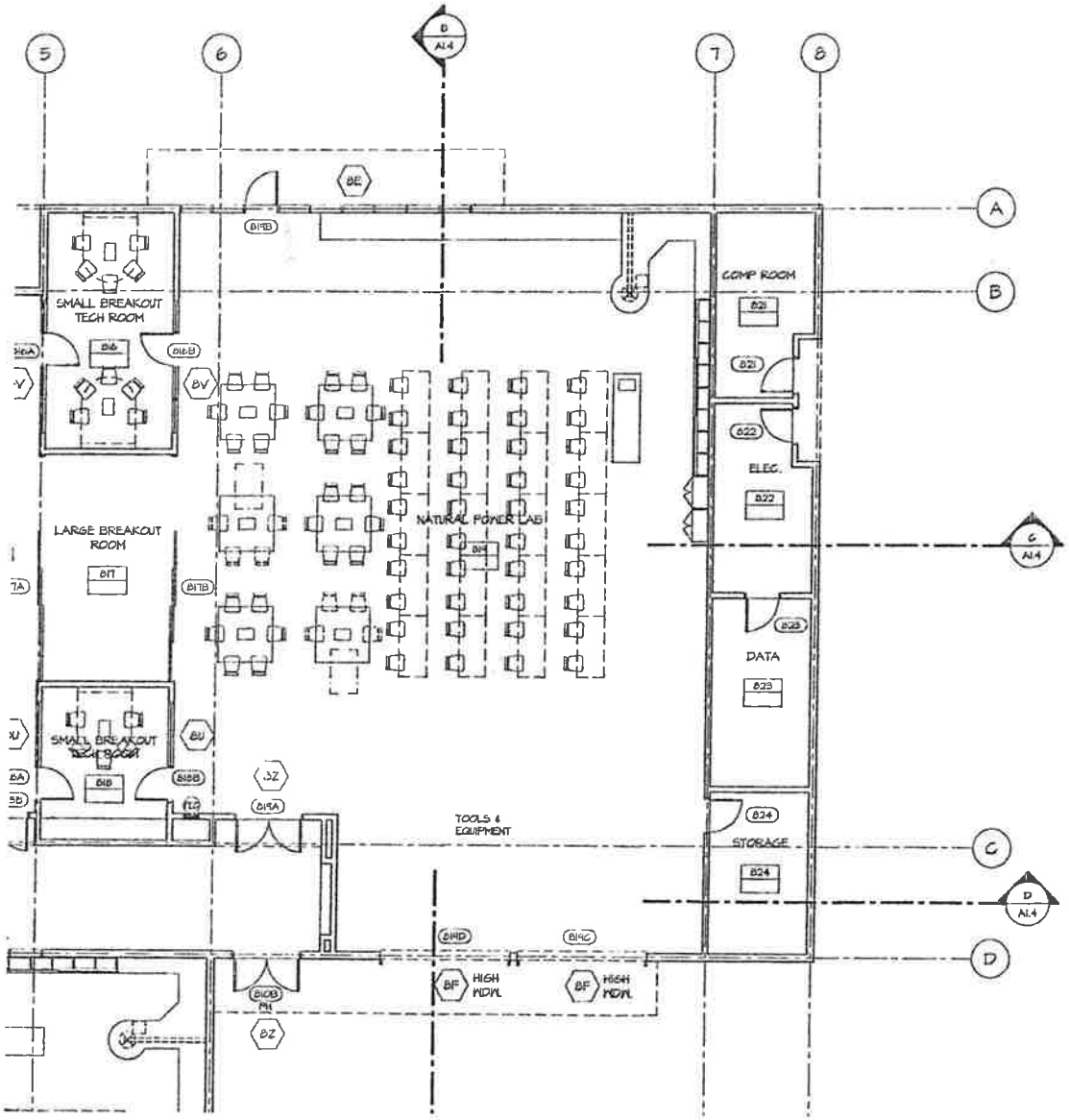
Off Campus

Location- National Date Festival Grounds

- Use of Livestock Barns
- Pen Material
- Wash racks
- Scale
- Holding Pens

Future Plans to Support Career Technical Education at Indio High School:


Sit down table with sink
Stand up table with sinks
Power requirements?
Sit down table with sink
do we still need sinks in counters?
30×35
40×67
40×67
Building 800
7.1.14



Building 800-
Natural Power Lab

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H.
Five Year Facility and Equipment Acquisition Schedule

Five Year Acquisition Schedule	
2014-15 Equipment and Supplies	**Justification**
1. Horticulture Textbooks	Textbooks for new horticulture class
2015-16 Equipment and Supplies	**Justification**
1. Animal Science Pathway textbooks	Update of texts, replace damaged text
2. Lab Equipment (glassware)	For department to have own glassware
3. Lab Materials	To increase quanity and quality of Labs
2016-17 Equipment and Supplies	**Justification**
1. Computers	To up-date in Class Labs
2. DVD Library	Classroom library and Lecture support
3. Software for Computers	Class Aides and Student Projects
2017-18 Equipment and Supplies	**Justification**
1. Laptop Computers/Chromebooks	To up-date in Class Labs
2. Microscopes	Increase class set for 12 students per micoscope
2018-19 Equipment and Supplies	**Justification**
1. Greenhouse equipment	Supplies and equipment for new Greenhouse
2. Shop textbooks	Update of texts, replace damaged text

I.

Staff Assignments

R2 Teacher Information
Indio HS,Indio
Year: 2014

Last Name	First Name	MI	Gender	Ethnicity	Total Years Teaching Ag.	Credential Type	9-Month Salary	Extended Contract Stipend	FFA Stipend	Department Head Stipend	SOE Period
Lauritzen	Nancy	H	Female	White	36	Agriculture Specialist	87354	2000	6011	0	Y
McBride	Melissa	P	Female	White	36	Agriculture Specialist	87354	2000	2104	6011	Y
Lopez-Barreras	Cesar	R	Male	Hispanic	2	Agriculture Specialist	51032	3000	3606	0	Y

Lauritzen, Nancy					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	0	0630	SAE Supervision	0	SAE
1	1	0730	Floral I	30	O.H./Floral
1	2	0904	Ag Biology CP	40	Ag Biology
1	3	1037	Prep	0	Prep
1	4	1258	Floral II-IV	21	O.H./Floral
2	0	0630	SAE Supervision	0	SAE
2	5	0730	Ag Biology CP	40	Ag Biology
2	6	0904	Prep	0	Prep
2	7	1037	Floral I	34	O.H./Floral
2	8	1258	Floral I	36	O.H./Floral

Lopez-Barreras, Cesar					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	0	0630	SAE Supervision	0	SAE
1	1	0730	Environmental Horticulture Science I CP/HP	15	O.H./Floral
1	2	0904	Prep	0	Prep
1	3	1037	Freshman Seminar	40	Non-Ag
1	4	1258	Freshman Seminar	40	Non-Ag
2	0	0630	SAE Supervision	0	SAE
2	5	0730	Freshman Seminar	36	Non-Ag
2	6	0904	Prep	0	Prep
2	7	1037	Agricultural Chemistry CP/HP	38	Agriscience II
2	8	1258	Agricultural Chemistry CP/HP	45	Agriscience II

McBride, Melissa					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	0	6:30	SAE Supervision	0	SAE

1	1	0730	Ag Biology CP	44	Ag Biology
1	2	0904	Prep	0	Prep
1	3	1037	Animal Health and Pet Care CP	32	Animal Science
1	4	1258	Ag Biology HP	43	Ag Biology
2	0	6:30	SAE Supervision	0	SAE
2	5	0730	Ag Economics CP/HP	41	Ag Bus Mgt
2	5	0730	Ag Government CP/HP	41	Ag Bus Mgt
2	6	0904	Prep	0	Prep
2	7	1037	Ag Biology HP	44	Ag Biology
2	8	1258	Veterinarian Science CP/HP	12	Animal Science
2	8	1258	Plant and Animal Physiology CP/HP	26	Animal Science

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In able to provide students with a high quality agricultural education, all three agricultural teachers at Indio High School hold a cleared Single Subject Teaching Credential and a cleared Specialist Instruction Credential in Agriculture. The following are the assignments for each teacher:

McBride, Melissa: Ag. Biology CP/HP, Veterinary Science CP/HP, Companion Animal Health Care CP and Plant and Animal Physiology CP/HP, and Ag Economics/Government CP/HP

Lauritzen, Nancy: Ag. Biology CP/HP, Special Ag Projects and History of Floral Design I/II/III and IV CP

Lopez, Cesar: Ag. Chemistry CP/HP, Environmental Horticulture Science I CP/HP and Special Ag Projects

Indio High School Ag Department's Chart of Responsibilities

Activities	Melissa	Nancy	Cesar
Department			
Department Head	*		
FFA Advisor		*	
Asst. Advisor	*		*
Supervised Ag Project Supervision	*	*	*
R-2 Report	*		*
Student Data Sheets	*	*	*
Principal Meetings	*	*	*
Articulation	*		*
Fair Board Meetings	*	*	*
Dept. Advisory Committee	*	*	*
Grant Committees			*
FFA Officers			
President		*	
Vice President		*	
Secretary		*	
Treasurer		*	
Reporter		*	
Sentinal		*	
Delegate		*	
Officer Meetings		*	*
Officer Screening	*	*	*
Officer Retreat		*	*

FFA meetings			
Sept.	*	*	*
October	*	*	*
November	*	*	*
December	*	*	*
January	*	*	*
March	*	*	*
April	*	*	*
May Banquet	*	*	*
Food	*		
Decorations			*
Awards, Program and Officers		*	
Supervised Ag Experience & Projects			
Livestock Meeting	*	*	*
Livestock Pick up		*	*
Beef			
Dairy/Market Goats		*	
Floral		*	
Landscapes	*		*
Mechanics			*
Poultry	*		
Rabbits		*	
Sheep		*	
Swine			*
Activities	**Melissa**	**Nancy**	**Cesar**
Conferences			
FFA Sectional Leadership		*	*
FFA Regional MFE/ALA		*	
FFA State/ Regional So Cal	*	*	*
FFA State		*	*
LA Field Day		*	*
FFA National Convention			*
FFA General			
Contests			
BIG			*
Co-op	*		
Creed		*	
Floriculture		*	
Nursery/Landscape Practices			*
Job Interview		*	
Opening and Closing		*	*
Public Speaking			*
Community Relations	*	*	*

CATA			
Meeting Monthly	*	*	*
Regional Meeting Fall/Spring	*	*	*
In-Services			
Sectional	*	*	*
Regional	*	*	*
State	*	*	*
Other			
State FFA Director		*	
District Curriculum Council	*		*
UC Course Approval	*	*	*
Industry Exterships	*	*	*
School Site Council			*
NAAE Convention			*
National FFA Convention			*
ACTE Convention			*
National Agriscience Teacher Ambassador Academy			*

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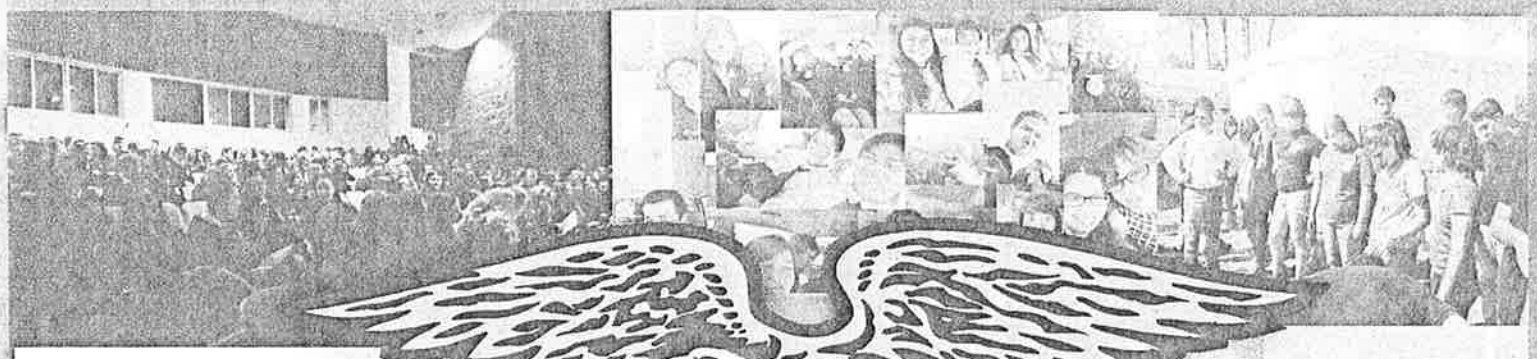
J.

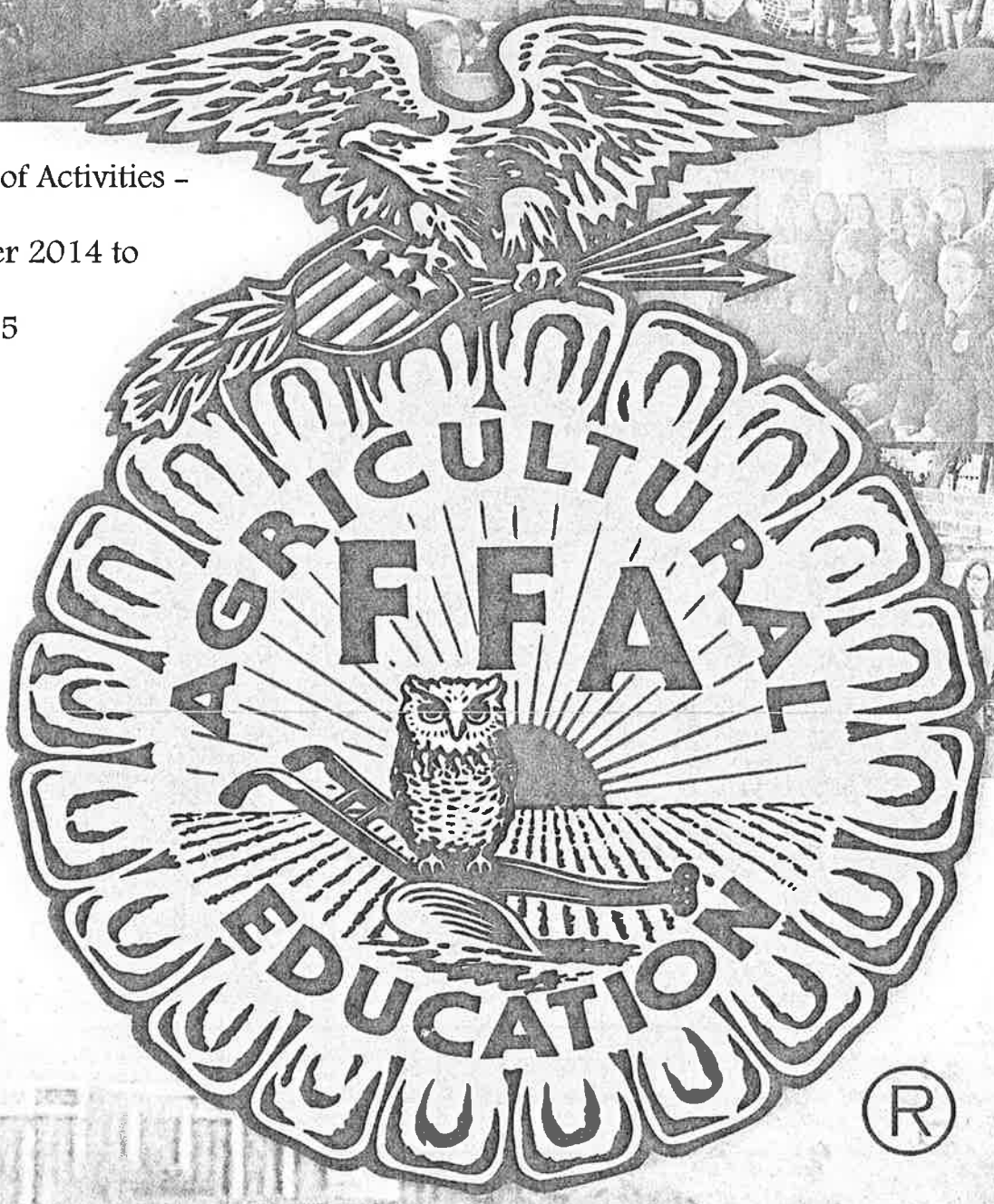
FFA Program of Activities



Program of Activities –

September 2014 to

June 2015



INDIO FFA

Table of Contents

Introduction 3

President's Message 4

Officer Messages 5

Advisors 8

Past Presidents 11

Calendar of Events 12

FFA Budget 15

Chapter committees 16

Student Goals 17

Chapter Goals 18

Community Goals 20

Livestock Projects 21

Leadership Activities 24

FFA Contests 26

Degrees 27

Point Award 28

Chapter Applications .....

a. Greenhand Degree Application 30

b. Chapter Degree Application 31

c. FFA Letter Qualification Application 32

d. Four Year Cord and FFA pin 33

e. Officer Application 35

Duties and Responsibilities of the Chapter Officers .....

a. President 37

b. Vice President 38

c. Secretary 39

d. Treasurer 40

e. Reporter 41

f. Sentinel 42

g.Delegate 43

Aims and Purposes 44

FFA Creed 45

FFA Colors and Motto 46

Constitution 47

Introduction

This is Indio FFA's 38th year of offering agriculture education, leadership and Ag industry experiences. The chapter is proud to have adopted Ag Chemistry HP and Environmental Horticulture CP/HP. This will help agriculture students enrolled in a pathway to complete courses that will award them college credit due to our articulation agreement with Mt. San Antonio Community College. The articulation agreement will only be valid if the student passed the courses with an A or B. In addition, we have earned Fine Art Credit for History of Floral Design in the UC "A-G" system. Earning Fine Art credit was a difficult fight for it was a 10 years endeavor. Lastly, our Companion Animal Health Care course has been UC approved as a lab life science course, which adds rigor and relevance to our Animal Science pathway.

The 2014-2015 Indio FFA Officers have set the following goals to accomplish:

1. To motivate 100 members to participate in various activities.
2. To encourage all livestock members to complete record book(s) before auction.
3. To have 5 members receive their State Degree
4. To have at least 3 community service activities
5. To have fundraisers to potentially raising $2000 by end of the school year.
6. To encourage new and advance members to compete in the Prepared Public Speaking CDE event.
7. To have 3 teams compete in local, state, and regional level.

Officers and Advisors

President – Cera Lopez

Vice President – Lidia Mascareno

Secretary – Seiri Samaguey

Treasurer – Alexander Paz

Reporter – Lilliana Lopez

Sentinel – Samantha Lizarraga

Delegate – Aleena Duran

Ag Department Head – Melissa McBride

Ag Advisors – Nancy Lauritzen and

Cesar Lopez-Barreras

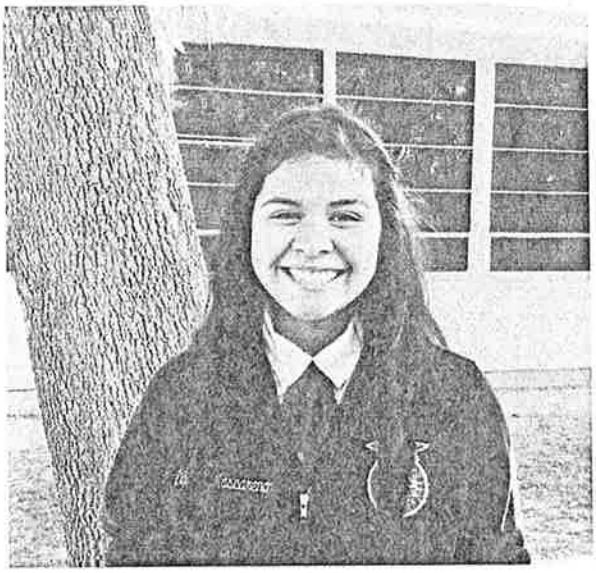
President's Message

Serving as Indio FFA's President in my senior year is personally one of my proudest accomplishments from my duration of high school so far. Being actively involved in FFA not only makes me feel that I fit somewhere but that I'm a part of something bigger than myself. All the members in the chapters are more than teenagers involved with supervised agriculture experiences but they are doers, innovators, and most importantly potential leaders of the future. FFA has helped me to become a better leader. It has opened doors, offered different opportunities, and helped me find my passion for agriculture.

As my last year in FFA the Officer team, as well as myself, have several goals for the chapter and members. I personally hope to push each member to their limits and help them reach their potential just as FFA has done for me. The Officer team hopes to keep as many members as possible actively involved in FFA continuously throughout the whole school year. We hope to have a 5 members apply for the State FFA Degree and earn it. As a chapter, the Officer team hopes to have at least 3 Career Development Event teams to participate at the sectional, regional and state competitions. Another goal for the chapter is to give back to the community by participating in community service activities.

I hope for a successful year for Indio FFA and that we achieve all of our goals. The Indio chapter has endured many different obstacles throughout the years, but as long as we continue to stay united we will continue to flourish for many years to come.

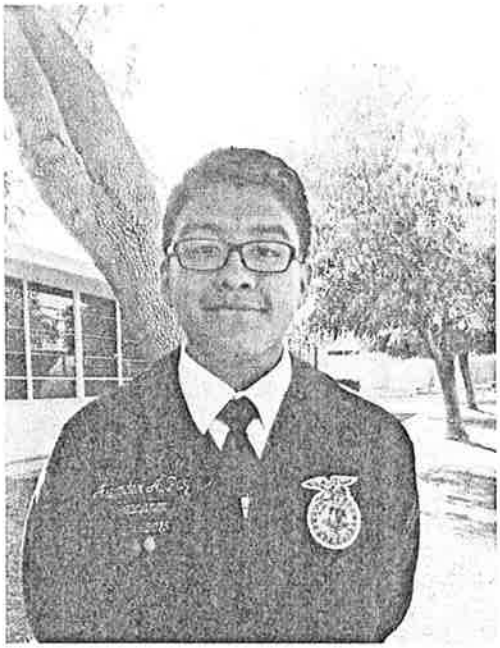
Officer Message



Hey guys! This is your 2014-2015 chapter Vice President, Lidia Mascareno. I will be serving you as one of your leaders. I am proud to be one of your leaders. This is my fourth year in FFA and time has flown by so quickly, but it was one of the best experiences. I look forward to this year's adventures and explorations . I plan on creating new memories will all of you and hope that after this year you will all become leaders. Oh, one more thing, SMILE because you're in FFA.

Good morning and good afternoon to everyone in the Indio FFA. My name is Seiri Samaguey and I am proud to say that I am your 2014-2015 Secretary for this year. This is my third year in the FFA and 3rd year on the Floral team and so far so great. Don't be afraid to approach me because I am nice and don't plan on biting you. I like helping in any way I can because if you smile, I smile and if you feel awesome, I feel awesome. FFA has brought me great happiness and has helped me see that FFA is not just someone who raises an animal at the fair, it's something bigger and better. Good bye and good day fellow FFA MEMBERS.

Officer Message



Howdy,

I am Alex Paz and I am your FFA Treasurer for this year, 2014-2015. I'm a Junior and this is my third year in Agriculture. I have raised a swine these last two years and plan to do the same this year. I hope you all strive for greatness and that FFA will help guide you to a career that you enjoy and love.

Hey guys I'm Lilliana, I'm serving as your "Flawless" 2014-2015 FFA Reporter. I'm really looking forward to being your Reporter and am looking forward to trying some new things for the chapter. We are going to have an amazing year guys!

Officer Message

Hello everyone!
I am glad to say that I will be serving as your 2014-2015 chapter Sentinel! I chose to become Sentinel because I want to encourage others the way I was encouraged. If the Sentinel wouldn't have welcomed me the first time I walked into I.E 2, I probably would have walked out after 2 minutes! FFA has helped me in so many ways possible, and I just want to be able to encourage others to do more for themselves.

Hey everyone, I am Aleena Duran and I will be serving as your chapter Delegate for 2014-2015. This is my second year in FFA and I plan to help out any member that needs it. There's a bunch of things to do like raising an animal, being on a team, creating landscapes and floral designs, and even going to conferences and meeting new people. So if you have a passion for animals and leadership come out and if you don't, come out still. We are a family and are always there for each other.

Advisors

MELISSA MCBRIDE

The people that know Mrs. McBride would say that she is an entertaining and pleasant person but can be scary at times. Everyone knows Mrs. McBride loves diet Coke and never expected to live anywhere that was hotter than Bakersfield but what some people might not know is her involvement in the FFA.

"Know how to raise an animal?" That was the question that started Mrs. McBride's journey through the FFA. As a freshman she signed up for agricultural classes and has been involved ever since. The FFA has made Mrs. McBride a strong leader by breaking her out of her shell and become not only the sentinel and treasurer of her chapter but becoming the first female president of Bakersfield Chapter. She also ran for San Joaquin region office, which was difficult for female members to succeed in since they were barely allowed in the organization a few years earlier. But being female didn't stop Mrs. McBride from achieve her dreams. She had various projects ranging from livestock to horticulture. She had a gladiolus plant project. Her knowledge in the livestock increased as she raised breeding and market lamb, market beef, and market hog. Her efforts were recognized as she was awarded the Outstanding Diversity of Livestock in the country. She was one of the first females in California to receive the Star Farmer award. Besides all her projects, she participated in several teams. These teams were livestock judging, poultry team, cotton team, parliamentary procedure, and CO-OP. By the end of high school, Mrs. McBride was, once again, one of the first females to receive their State Degree and in 1986 she received her Honorary Degree. Her involvement in agricultural continued as she entered Cal Poly San Luis Obispo with her major in agricultural business and minor in animal science. She finished her BS in 1977 and masters in 1980. She was been teaching for thirty-five years and is currently the head of the agricultural department at Indio. What makes Mrs. McBride proud of being part of the FFA is *"seeing kids reach potentials they didn't have..."*

Advisors continue...

Nancy Lauritzen

Mrs. Lauritzen can be a strict advisor, crazy driver, addictive to Starbucks, chocolate lover and every blunt woman that members mostly see in the floral room. What they might not see are her accomplishments she has done in the FFA.

She started her involvement in 1969, the first year girls were allowed in the FFA, as a sophomore at La Habra Sonora Chapter. She become her chapter secretary the following year and was her chapter reporter in her senior year. She raised a lamb, 2 swine, 11 calves, and 24 turkeys (which isn't surprising since Mrs. Lauritzen loves turkeys). She participated in the poultry team, parliamentary procedure, and project competition. She was one of the first females to receive the State Degree and received her Honorary Degree in 2008.

Mrs. Lauritzen majored in general agricultural and got her BS at Fresno State in 1976 and got her teaching credential and master at San Luis Obispo in 1980. She has been teaching since 1979, two years after Indio Chapter was established, and is currently coaching the Floral Team and supervising the livestock projects. Mrs. Lauritzen is proud of being part of the FFA because she is able to see student succeed throughout the years.

Advisors continue...

CESAR R. LOPEZ-BARRERAS

Our youngest advisor is down-to-earth and very understanding. His car rides are lively with music coming from the radio and his mouth and laughter is always beside him. Mr. Lopez is going to take over our Chapter as our more experience advisors depart, but what is more exciting is the fact that he use to be a member of the Indio Chapter.

He wanted to get experience with working with animals and was introduced to the FFA when the representatives of the Indio Chapter visited his middle school. He was hooked and looked forward to his involvement in the FFA. He was the leader of the Indio Chapter for three years starting his sophomore and junior years as the reporter and eventually became the President of 2001 -2002. His goal was accomplished by raising three market swine and one market steer for the National Date Festival located in Indio. Not only did he get experience with livestock but with horticulture. He exhibited three junior landscapes which he placed first for all three and a Best of Show. He also took orders for the floral class during lunch.

Mr. Lopez participated in various contests and was serious about them. He was in B.I.G., Parliamentary Procedure, and Floriculture. His floral team placed 2nd in the State at Cal Poly San Luis Obispo State FFA Judging Finals in 2002. The recent degree that he was received was the State Degree in 2002. Mr. Lopez attended California Polytechnic State University and San Luis Obispo and majored in Agriculture Science with a minor in Environmental Horticulture Science. He completed his Bachelors in 2007 and is currently completing his Masters in Agriculture Education. He has been teaching for two years, one being here at Indio High School. Prior to teaching, Mr. Lopez was a Preserve Ranger for a nature preserve in which he helped protect many coastal species of plants and animals. He also joined AmeriCorps and was stationed at an organic farm which he helped rehabilitate and train individuals that lived with a mental illness. He helped established a laying hen program, ran the weekly farm stand, published an informational blog website for the farm and provided educational classes during his time at the organic farm. What makes Mr. Lopez proud of FFA: *"Caring for our soil, water and natural resources for the production of food and other products for the benefits of all organisms on Earth is the purpose of the field of agriculture. FFA prepares high school students for a career in the field of agriculture. It is my personal belief that the development of agriculture allowed our human society to develop into what it is today. Without a stable food supply, humans would still be concerned about gathering their own food. Agriculturists therefore take the honorable service of providing the world with the materials and food necessary to maintain the world as we know it. The FFA trains the agriculturists of the future and I could not be happier in helping to educate the agriculturists of tomorrow."*

Indio FFA Past Presidents

1980-81 Mark Schindler

1981-82 Julie Hudson

1982-83 Dedra England

1983-84 Kristen Bowie

1984-85 Heather Tiano

1985-86 Nathan Roach/ Joe Elkins

1986-87 Joe Elkins

1987-88 Sandi Fifield

1988-89 Deanna Elmer

1989-90 Leo Reyes/Robin Wade

1990-91 Robin Wade

1991-92 Robin Wade

1992-93

1993-94

1994-95 Heidi O'Malley

1995-96 Heidi O'Malley

1996-97 Dottie McDanel

1997-98 Amy Rice

1998-99 Andrea Duckett

1999-2000 Terry Ann Sturgeon

2000-01 Alex Martinez

2001-02 Alex Martinez

2002-03 Cesar Lopez

2004-05 Yesenin Regla

2005-06 Carolyn Lauritzen

2006-07 Enrique Carrillo

2007-08 Augustine Zepeda III

2008-09 Evelyn Argandona

2009-10 Jacob Lauritzen

2010-11 Christian Gonzales

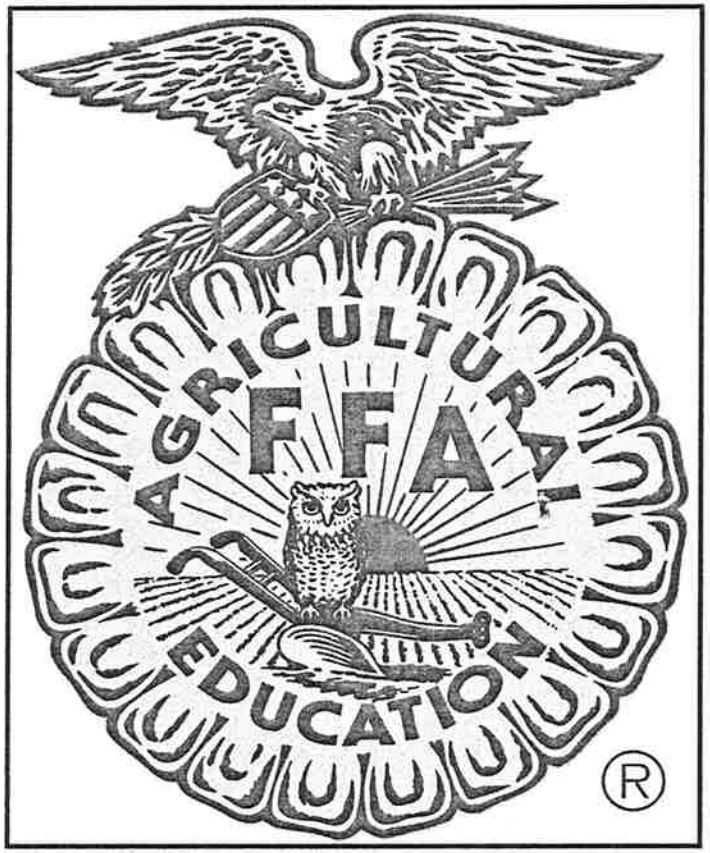
2011-12 Elizabeth Argandona

2012-13 Elizabeth Argandona

2013-14 Fernando Nunez

2014-15 Cera Lopez

Calendar of events 2014 -2015



September

Ice Cream Social	September 3
FFA Sectional Meeting	September 9
Sectional Leadership Conference	September 13
FFA Meeting (First Meeting)	September 17
L.A. Fair	September 20
Opening & Closing Ceremony Contest	September 24
Livestock Meeting	September 30

October

Lamb and Goat Workday	October 2
FFA Meeting	October 8
So Cal set-up	October 17
So Cal Leadership Conference	October 18
Record Book Workshop	October 20

November

Pig workday	November 4
FFA Meeting	November 12
Greenhand Conference	November 13
Record Book Workshop	November 17

Calendar of events 2014 -2015

December

Job interview	December 4
Fallbrook field day	December 6
Record Book Workshop	December 8
Heritage field day	December 13
FFA Meeting (Greenhand Ceremony)	December 17

January

Record book	January 5
Life stock entry	January 7
State degree	January 13
FFA Meeting	January 14
Clipping Sheep	January 17
Norte Vista Field Day	January 24
Creed Contest	January 30
MFE & ALA Conference	Jan 30-31

February

FFA Meeting (Pre-show)	February 1
Landscape	February 7-10
Floral entries	February 12
Lamb/ Goat Showmanship	February 18
Pig Showmanship	February 19
Mira Costa field day	February 20
Jr. Livestock Auction	February 21
Landscapes call up	February 23
Project Competition Banquet	February 26

Calendar of events 2014 -2015

March

Record Book	March 2
FFA Meeting	March 11
Warner Springs Field Day	March 14
B.I.G. & CO-OP	March 17
State Degree Banquet	March 21
Record Book	March 23

April

FFA Meeting	April 8
Pomona field day	April 11
Chapter Officer Screening	April 15
Fresno Field Day	April 18
Sectional FFA Screening	April 28

May

State Finals	May 2
FFA Sectional Election	May 5
2014-2015 FFA Banquet	May 13

FFA Budget 2014-2015

Expenses

Banquet

Awards.....$850.00
Arrangements.....$279.00
Food & Decorations...$1500.00
Total $2,629

Conferences

MFE- approx. 3 people.....$200.00
ALA- approx. 3 people..... $150.00
State Delegates- 2 people $400.00
Total $750.00

Degree Pins

Greenhand.....$125.00
Chapter..... $105.00
Total $230

Field days

Hotel Rooms- State Finals.....$210.00
Floral team $80.00 @ contest.....$240.00
Total $450.00

Meals

State Degree.....$105.00
Project Comp..... $90.00
Total $195.00

Miscellaneous

Sectional Dues.....$30.00
Chapter Shirt Design.....$100.00
Total $130.00

Chapter FFA Meetings

Refreshments for 8 meetings...$200.00

Grand Total: $4,584.00

Receipts

Donations

California Women of Agriculture.....$2,500.00
Ag Boosters.....$.00

Fundraisers

Hosting So Cal Leadership Conference.....$1000.00
Floral Arrangement Drawing.....$630.00
Car Wash.....$500.00

Grand Total: $4,630.00

Chapter Committees

Our Indio FFA Chapter provides two committees for the preparations of events. The two events that require work by committees are: community service and the end of year chapter banquet. These committees provide leadership opportunities for potential officers, the ability to demonstrate team work, and to enhance the member's organization skills.

Community Services Committee Responsibilities:

1. Chair person (Vice President) is in charge of organization, coordination and will utilize the Advisor's wisdom when needed
2. Planning Member: Members who will help organize the details of the community service event (what will be done, when will it start/end, organizing supplies and asking for donations when necessary)
3. Volunteers: Members who greet guest and help with the task on hand

Chapter Banquet Committee Responsibilities:

This event will take a month to plan and each of the officers will have the following responsibilities. The Vice President will ensure that each subcommittee is staying on task and ensure that they stay on point. Each officer will also recruit members to help in their endeavors and accomplishing the task of the subcommittee:

1. Decorations Subcommittee (Chapter President and Secretary, aided by Mr. Lopez): Decide on décor for the event, create centerpieces if needed, and construct all needed decorations prior to the event, pick up and display live plants from a local nursery and decorate/clean-up the banquet hall on the day of the event.
2. Food (Chapter Treasurer, aided by Mrs. McBride): Create the menu, prepare food and set the dinning set on tables
3. FFA Backdrop (Chapter Sentinel and Reporter): Using the theme and/or T-shirt design for the year, create a backdrop to add color to the stage. This area will also be utilized for pictures.
4. FFA Slide Show(Chapter Reporter): Chapter Reporter will prepare a slideshow to show the year's success, progress and recognition
5. Awards and Recognition (Chapter Secretary, aided by Mrs. Lauritzen): This subcommittee is limited to one advisor and the chapter Secretary. This subcommittee will organize all the awards and recognitions for the banquet and will limited to just these two individuals so members are surprised when they are recognized

Student Goals – Student Development

1. To have members participate in leadership activities throughout the year.
2. To have members achieve career success.
3. To have members achieve scholarships.

I. Goal 1- Ways and Means

- To have members participate in leadership activities throughout the year
  a. Officers go to Ag classes to talk and encourage students.
  b. Officers and advisor talk individually to students who have potential to be in leadership activities such as B.I.G. (Best Informed Green hand), Co-op, Floriculture, Nursery, Landscape, and Opening and Closing Ceremonies.
  c. Encourage students to participate at conferences: National Convention, State Leadership Conference, So Cal leadership Conference, Sectional Leadership Conference, Greenhand Leadership Conference and ect.

II. Goal 2- Ways and Means

- To have members achieve career success
  a) Provide members with informational help to put them in the correct career path.
  b) To have advisors check that all members are in the right path to achieve college credit through Ag classes.
  c) Encourage members to participate in college VOC-Tech Night.

III. Goal 3- Ways and Means

- To have members achieve scholarship
  a. Remind members to keep track of all activities.
  b. Have officers and advisors encourage members to apply to for scholarships, specially agriculturally related scholarships.
  c. Help members with completing and perfecting scholarships applications.

Chapter Goals

Division I - Student Development

1. To motivate 100 members to participate in various activities.
2. To encourage all livestock members to complete record book(s) before auction.
3. To encourage new and advance members to compete and prepare in Public Speaking.
4. To have 3 teams compete in local, state, and regional level.

Division II - Chapter Development

1. To have 5 members receive their State Degree
2. To have at least 3 community service for the year.
3. To have fundraisers to potentially raising $2000 by end of the school year.

Division III - Community Development

1. To have at least 25 members volunteer at the local food bank distribution center
2. To educate local elementary students on the importance of agriculture, animal care and horticulture.
3. To have members be active with environmental activities.
4. To have citizenship within the chapter and community.
5. To have the chapter promote the Indio FFA in the community

Division I - Student Development

I. Goal 1- Ways and Means

- To motivate 100 members to join and stay in the FFA.
    a) Officers go to Ag classes to talk and encourage students.
    b) Officers talk individually to students.
    c) Have an ice cream social to make the new members feel comfortable and to have them meet new people.
    d) Have entertaining meetings; provide refreshments, fun icebreakers, reward members' accomplishment, and officers should have enthusiasm when speaking.
    e) Invite members to participate in events.

II. Goal 2- Ways and Means

- To encourage all livestock members to complete record book before auction (week before).
    a) Have workshops once a month.
    b) Remind members to keep track of all activities.
    c) Reward the members that complete with goody bags.

VI. Goal 3- Ways and Means

- To encourage new and advance members to compete and prepare in Public Speaking.
    a) By giving positive feedback.

b) Telling them of past experiences.
c) Meeting new people.
d) How it's a great experiences.
e) Workshops to encourage people to participate.
f) Make a list of potential speakers.
g) Have local contest.
h) Recognize them at meetings.

VII. Goal 4- Ways and Means

- To have 3 teams compete in local, state, and regional level.
  a) Have a meeting to explain what each team does and what they will be tested on. (Preferable members with experience in these teams)
  b) Encourage members to participate in a team.
  c) Remind them to attend practices.
  d) Have practice contest.
  e) Have the teams participate in sectional contests.
  f) Recognize the team at meetings by giving an award or prize.
  g) Recognize them at the banquet.

Division II - Chapter Development

I. Goal 5- Ways and Means

- To have 5 members receive their State Degree.
  a) Potential recipients
     a. Cera López, Lidia Mascareno, Alexander Gallardo, Jessie Gutiérrez and Alex Paz
  b) Have workshops in December to have Rewords Books up to date.
  c) Officers will encourage potential recipient by reminding them to participate in FFA activities outside the Chapter.
  d) Encourage them to raising an animal or do a landscape to reach the required amount of profit to receive the degree (if needed).

II. Goal 6- Ways and Means

- To have at least 3 community service activities for the year.
  a) Have the members and officers suggest ideas for community service. Potential community service: food bank, healing horses, Coachella valley wild bird center.
  b) The members will be informed through; chapter meetings, Ag white board, and chapter website.
  c) Have visual information such as pictures and videos.

III. Goal 7- Ways and Means

- To have fundraisers to potentially raising $2000 by end of the school year.
  a) Have enough money to pay for banquet, field days, refreshments for chapter meetings, gas for traveling, conferences, and livestock expenses such as

dumpsters.

b) Some fundraiser ideas are selling tacos.
c) Have friendly competitions when selling tickets for car wash and truck tickets.
d) Keep on bringing it up. (Announcements, flyers, & posters)
e) Inform members on how it would benefit all members.

Division III – Community Development

I. Goal 8 - Ways and Means

- To have at least 25 members volunteer at the local food bank distribution center
  a) Vice President will contract FIND Food Band to determine when we could volunteer at the local food bank
  b) Promote the event, have members sign-up for the event and hand out permission slips for the event. Contract parents who might want to help with this project

II. Goal 9 - Ways and Means

- To educate local elementary students on the importance of agriculture, animal care and horticulture.
  a) Contract the local elementary school as to when we could come educate the students
  b) Promote the event, have members sign-up for the event, determine what animals to take for the petting zoo and hand out permission slips for the event.
  c) Ask for donations for plants to teach elementary students how to transplant

III. Goal 10 - Ways and Means

- To have members be active with environmental activities
  d) Inform members the benefits of having or creating an environmental project: garden, landscape, and gardening.
  e) Helping out ones house and neighborhood. Ideas are: recycling trash, panting plants, or prevent wastefulness of water.

IV. Goal 11- Ways and Means

- To have citizenship within the chapter and community.
  a) Officers remind members to be courteous when in community events.
  b) Encourage members to be helpful and hardworking.
  c) Recognize members who have great citizenship in the chapter during a chapter meeting.

V. Goal 12- Ways and Means

- To have the chapter promote the Indio FFA in the community
  a) Participate at local events or community service and introducing ourselves as a chapter.
  b) Through newspapers or social media on events that affect or benefit the community. Some ideas are through school backboards, school newscast, face book, or twitter.

Livestock Project

The livestock project is one of the most popular projects in the National FFA Organization, however there are other projects. Each Agriculture teacher will be explaining about the different projects during class time.

The most common first year project is a market lamb or market pig. On the following page you can see the budget for each of the livestock projects; all students are required to obtain a loan from Ag credit. Also, you will see the meetings for each livestock, workday to set up pens and clean the barns at the fairgrounds, and dates selecting livestock. Addition information concerning Pre-show and the fair are include as well. If you have any questions ask your FFA Officers or Agriculture teacher.

Livestock Meeting - September 30, 2014 at 6:00 P.M.

Students and parent(s) must attend. Deposits will be taken at the time.

Livestock work days

October 2, 2014 - 3:00P.M. to 5:00P.M.

October 4, 2014 - 3:00P.M. to 5:00P.M.

Livestock selection

Goats- October 8, 2014

Lambs- October 8, 2014

Pigs- November 12, 2014

Pre-Show

February 1, 2015

Fair

February 13- 22, 2015

Sheep Showmanship - February 18, 2015

Goat Showmanship - February 18, 2015

Pig Showmanship - February 19, 2015

Auction - February 21, 2015

Are you interested?

In raising a sheep, goat, or pig

And take them to the Indio Fair. The following are questions and answers that will help you to make a decision.

1. How can I pay for the animal
    - Raboank is granting student loans – students must have a GPA higher than 2.0
    - This loan does not depend on the credit of the parents.
    - You would pay back after receiving you check earned at the end of the show.
    - You do not have to get a loan, but are needed to pay the total money by October 10, 2014, unless you sign an agreement to make payments to the Department of Agriculture
2. If something happens to the animals?
    - Indio FFA assures all animals safety and won't lose you money.
3. What is the cost of the animal?
    - Estimate that
        - Sheep - $400
        - Pigs - $525
        - Goat - $300
4. Where are the animals kept?
    - At the fairgrounds in Indio.
5. Who buys the food for the animals?
    - The teachers are going to get the food for their animals.
6. What if the animal becomes sick?
    - Teachers will help you treat the animal. If there is medicine to buy, the teachers will buy the medicine.
7. How often should I care for my animal?
    - Every day after school from 3:00pm to 4:00pm
    - Weekends at 8:00am to 9:00am and 3:00pm to 4:00pm
    - Days that barns is closed: Thanksgiving, Christmas, and New Year
8. What happens if I am sick or have an appointment with the doctor?
    - All animals will be housed in pairs. Call your pen partner and let them know so they can take care of your animal.
9. Are there any other projects that we may display at fair?
    - Hens and broilers – must keep at home

- Landscapes: held in February
- Floral projects – made in the statutory class

10. What GPA must student have to show an animal?
    - Students must have an average greater than 2.0 (like athletics)
11. Who supervise students in the barn?
    - Mrs. Lauritzen or Mr. Lopez
    - When do projects begin? Work days: October 2 from 3:00pm to 4:30pm and November 4 from 3:00pm to 4:30pm.
    - Sheep and goats – begin October 8, 2014
    - Pigs – November 12, 2014
    - The money for season pass (for fair) and letters for buyers are due at the meeting of January 14 at 6:00pm in at the school.
12. Who gets the money when the project is done?
    - Usually checks come around April 1, 2015. By then the students must have completed the following: thank you letters for buyer, the fair, and the official registration. After the bills are paid, the money left will be for students.

Leadership Activities

The various judging teams offered through Indio FFA provides students an opportunity to practice in career development activities. These activities allow the students to exercise their knowledge and skills learned in the classroom. The activities are held at several different colleges and universities thought California and have included: Fresno University, Cal Poly State University, San Luis Obispo, Mt. Sac, and Cal Poly Pomona.

B.I.G. (Best Informed Greenhand)

Contest participates will be first year freshmen Vocational Agriculture students who are FFA members. The contest consists of a written examination of the FFA facts and history based on the most current and crucial information from the 2013 – 2014 FFA manual. Mr. Lopez (advisor) will be organizing and coaching this team.

Co-op

This contest consists of a written examination based on the study materials provided by the Agriculture Council of California. The contest emphasis is on subjects of general farming, banking, and farming cooperation in particular, as described in the official textbook. This team is made up of 9th through 12th graders. This team will be coached by Mrs. McBride (advisor).

Floriculture

This contest combines both judging and practical skills in the floriculture area. In the contest, you judge and give oral reasons on plants and flowers. You also show off your skills in making corsages and fresh arrangements. This team is made up of 9th through 12th graders. This team will be coached by Mrs. Lauritzen (advisor).

Nursery/Landscape

This contest combines both judging and skill in aspects of maintaining landscape plants and related products. In the contest, you evaluate equipment and services, and landscape design. This team is made up of 9th through 12th graders. This team will be coached by Mr. Lopez (advisor).

Opening and Closing Ceremonies

In this contest each chapter can have up to three teams; an officer team, advanced team and a novice team. The contestants get judged by reciting their parts of the offices, which they learn from the Official FFA Manual. As a team they can either get a Gold or Silver award and as a individual they can get a metal . This team is coached by Mrs. Lauritzen and Mr. Lopez.

Conferences

This consists of many different conferences which include: the Greenhand Conference which is only open to freshmen; the Sectional Leadership Conference which is open to grades 10th through 12th; the So Cal Leadership Conference which is held here at Indio High School but is for officers and people that would like to volunteer to help out; the MFE & ALA Conference consist of officers and 10th grade students chosen by the advisors; the State Leadership Conference which is usually held at Fresno State and guest get the chance to learn different things and meet state officers; the Sacramento Leadership Experience is open to seniors and only 40 of the best graduating senior are selected to attend; and the National Convention is the highest ranking conference in the state.

FFA Contests

Throughout the years, members of the Indio FFA Chapter participate in many judging teams and contests. These contests are an extension of skills and knowledge that is learned in a classroom. Through competition, students are able to put into practice what they have learned in the classroom and receive recognition for their efforts. The following are the teams and contest:

Teams

- Opening and Closing Ceremonies- September 24, 2014
- Job Interview- December 4,2014
- Floriculture Team
- B.I.G. Team
- Nursery Team
- Prepared Public Speaking
- Creed Speaking- January 30, 2015
- Co-op- March 17, 2015
- Project Competition
    - Local
    - Principal
    - Sectional

Degrees in FFA

Active FFA members get acknowledge through a degree program that the FFA is structured with. It rewards these members that have shown progress in all phases of leadership and occupational development. The National FFA Organization degrees are: Greenhand, Chapter, State, and American.

- Greenhand FFA Degree

The first degree in the FFA is the Greenhand and it is given upon entry into a vocational education course and satisfactory completion of plans for a supervised occupational experience program.

- Chapter FFA Degree

The highest degree given at chapter level is the Chapter Degree. To earn this degree, students must satisfactory complete one semester of instruction in vocational agriculture and must have hours of work in their supervised occupational experience programs.

- State FFA Degree

The State FFA Degree is given to the top members of a State FFA Association. To qualify, students must be a FFA member for at least three years; demonstrate leadership abilities; and have earned from their own efforts in agricultural production at least $1000.00 which they have productively invested or deposited in a bank, and completed 500 hours of work and 20 hours of community service in their supervised occupational experience programs.

- American FFA Degree

The highest degree in the FFA and is conferred only on active members. To qualify individuals must have received the State Farmer degree and earned a minimum of $7500.00 from agricultural production or in work in their supervised occupational experience programs. They must also be leaders in their communities and have records of all their agricultural endeavors, and have graduated from high school one year prior.

Point Award

Name:_____

Point Award

Put a check on the line next to each FFA Activity you have done this year. Each activity is worth one point and these points are totaled up to determine the Top 10 FFA Members for 2014-15.

	Activity	Date
_____	Ice Cream Social	September 3
_____	FFA Sectional Meeting	September 9
_____	Sectional Leadership Conference	September 13
_____	FFA Meeting (First Meeting)	September 17
_____	L.A. Fair	September 20
_____	Opening & Closing Ceremony Contest	September 24
_____	Livestock Meeting	September 30
_____	Lamb and Goat Workday	October 2
_____	FFA Meeting	October 8
_____	So Cal set-up	October 17
_____	So Cal Leadership Conference	October 18
_____	Record Book Workshop	October 20
_____	Pig workday	November 4
_____	FFA Meeting	November 12
_____	Greenhand Conference	November 13
_____	Record Book Workshop	November 17
_____	Job interview	December 4
_____	Fallbrook field day	December 6
_____	Record Book Workshop	December 8
_____	Heritage field day	December 13
_____	FFA Meeting (Greenhand Ceremony)	December 17
_____	Record book	January 5
_____	Life stock entry	January 7
_____	State degree	January 13
_____	FFA Meeting	January 14
_____	Clipping Sheep	January 17
_____	Norte Vista Field Day	January 24
_____	Creed Contest	January 30
_____	MFE & ALA Conference	Jan 30-31
_____	FFA Meeting (Pre-show)	February 1
_____	Landscape	February 7-10
_____	Floral entries	February 12
_____	Lamb/ Goat Showmanship	February 18
_____	Pig Showmanship	February 19
_____	Mira Costa field day	February 20
_____	Jr. Livestock Auction	February 21

_____Landscapes Clean-up	February 23
_____ Project Competition Banquet	February 26
_____ Record Book	March 2
_____ FFA Meeting	March 11
_____Warner Springs Field Day	March 14
_____ B.I.G. & CO-OP	March 17
_____ State Degree Banquet	March 21
_____ Record Book	March 23
_____ FFA Meeting	April 8
_____ Pomona field day	April 11
_____ Chapter Officer Screening	April 15
_____ Fresno Field Day	April 18
_____ Sectional FFA Screening	April 28
_____ State Finals	May 2
_____FFA Sectional Election	May 5
_____ 2014-2015 FFA Banquet	May 13
_____ Any other activity	....

_____ Total Points

Name:_____

Greenhand Degree Application

All students applying for this degree must meet the minimum qualifications

1) _____Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program.
2) _____Learn and explain the FFA Creed, motto, salute and FFA mission statement.
3) _____Describe and explain the meaning of the FFA emblem and colors.
4) _____Demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5) _____Demonstrate knowledge of the history of the organization, the chapter constitution and bylaws and the chapter Program of Activities.
6) _____Personally own or have access to the *Official FFA Manual* and the *Official FFA Student Handbook.*
7) _____Submit written application for the Greenhand FFA Degree.

Advisor Signature:_____ Date:_____

Student Signature:_____ Date:_____

Chapter Degree Application

All students applying for this degree must meet the minimum qualifications

1) _____ Must have taken 1 year of an agriculture class.
2) _____ Have earned $150.00 on a livestock project and/ or have hours of 85 on a home improvement project.
3) _____ Have your Greenhand Degree.
4) _____ Have participated in at least 3 FFA activities
5) _____ Led a group discussion.
6) _____ Know 5 parliamentary procedures.
7) _____ Satisfactory scholastic.
8) _____ Submitted a written application for the Chapter Degree.

Advisor Signature:_____ Date:_____

Student Signature:_____ Date:_____

FFA Letter Qualifications Application

1) _____ Completed 2 years of Projects with Record Books
2) _____ Been a member of a committee or an officer in the chapter
3) _____ Helped with 3 community service projects through the FFA
4) _____ Earned Chapter Degree
5) _____ Attended 3 activities about the Chapter Level
6) _____ Participated in 2 years of Chapter fundraisers

Advisor Signature:_____

Date:_____

Academic Cords and FFA Four Year PIN Qualifications

Academic Cords

Name_____

ID #_____

Qualifications:

Been enrolled in Agriculture Pathway for 4 years

3.0 GPA in Agriculture Pathway Course Work

a. Freshman year _____ Grade_____

b. Sophomore year_____ Grade _____

c. Junior year _____ Grade _____

d. Senior year _____ Grade _____

Cumulative Indio High School (must be 2.0) GPA: _____

Taken part in Community Service Activities

Activity: _____Record book year: _____ Verified: _____

Had an Ag. Experience project while at Indio High School with a completed book

Project(s): _____

Record Book year(s): _____ Verified: _____

Plans after Graduation:

Future career Goal: _____

College, Trade School attending: _____

Area of Study (Major):_____ Ag Related? Yes/No

Enlisting in Military: Yes/ No What branch:_____

Starting work: Yes/No

Co. Name and Location _____ Ag Related: Yes/No

FFA Four Year Pin

Qualifications:

Have competed 3 years of AG projects with Record Books

Yes or No and AG project_____

Been a member of a committee or an officer in the chapter

Yes or No Committee name _____

Or officer position _____

Helped with 3 Community Service projects through the FFA

PROJECTS: 1)_____

2)_____

3)_____

Have earned chapter degree yes or no

Attended 3 activities above the chapter level

Activities: 1)_____

2)_____

3)_____

Must have earned FFA Letter YES or NO

Chapter Officer Application

2015 / 2016 Officer Application

Name: _____
Address: _____
Phone: _____ Birth Date:___
Year in School: _____
Agriculture Class (now):_____
Agriculture Class (in fall):_____
Do you have?

A. Greenhand Degree __
B. Chapter Degree (or will have) ____

1. What office would you like to run for?
   First choice:
   Second choice:

2. What are the responsibilities for this office?

3. Why do you want to run for this office?

4. How can you be a great officer and a team player?

5. What is you GPA and why is it important to keep your grades at a 2.0 or higher as an Officer?

6. List the top 10 FFA Activities that you have been involved in?

7. What FFA and school activities do you want to do next year?

8. What have you done to help your chapter and members? (Former Officers Only)

9. As an officer, it is your responsibility to attend all Officer, Chapter meetings and activities. Some of them are the following:

A. FFA Banquet 2014 and 2015
B. Southern Cal Leadership - Nov, cost $20
C. Sectional Leadership conference - Sept. or Oct., cost $20
D. Opening and Closing Contest - Sept., Oct.
E. Officer meetings - once a month, Wednesdays after school
F. FFA meetings - once a month, Wednesdays after school
G. Have your own FFA Jacket ($55) and Full FFA Official Dress Uniform

Officer screening will be on April 15, 2015 @ 2:30 in room 20. You must wear the FFA Uniform to the screening

Student Signature: _____

Parent Signature:_____

Date:_____

Duties and Responsibilities of the

Chapter President

I. Preside over meetings according to accepted rules of the parliamentary procedures.
II. Appoint committees and serve on them as an ex- officio, non-voting members.
III. Coordinate the activities of the Chapter and evaluate the progress of each division of the POA.
IV. Represent the chapter in public relations and official functions.

Cera Lopez

2014-2015 Chapter President

Duties and Responsibilities of the

Chapter Vice President

I. Assume all duties of the President if necessary.
II. Develop the POA and serve as an ex-officio, non-voting member of the POA committees.
III. Coordinate all committee work.
IV. Work closely with the President and Advisor to assess progress towards meeting chapter goals.

Lidia Mascareno

2014-2015 Chapter Vice President

Duties and Responsibilities of the

Chapter Secretary

I. Prepare and post the agenda for each chapter meeting.
II. Prepare and present the minutes of each chapter meeting.
III. Place all committee reports in the Secretary's file.
IV. Be responsible for the chapter correspondence.
V. Maintain member attendance and activity records and issue membership cards.
VI. Have on hand for each meeting:
    a. The secretary's file
    b. Copy of the POA, including all standing and special committees
    c. *Official FFA Manual* and the *Official FFA Student Handbook, 14th* ed.
    d. Copy of the chapter constitution and bylaws

Seiri Samaguey

2014-2015 Chapter Secretary

Duties and Responsibilities of the

Chapter Treasurer

I. Receive, record, and deposit FFA funds and issue receipts.
II. Present monthly treasurer reports at chapter meetings.
III. Maintain neat and accurate treasury records.
IV. Serve as chairperson of the finance committee.

Alexander Paz

2014-2015 Chapter Treasurer

Duties and Responsibilities of the

Chapter Reporter

I. Serve as chair of the POA public relations committee.
II. Plan public information program with local radio, television, newspaper, and service clubs and make sure use of the other opportunities to tell the FFA story.
III. Release news and information to local and regional news media.
IV. Publish a chapter newsletter or website.
V. Send local stories to area, district, and state reporters and to any school publications.
VI. Send articles and photographs to FFA New Horizons and other national and regional publications and websites.
VII. Work with the local media and radio and television appearances and FFA news.
VIII. Serve as chapter photographer.

Lilliana Lopez

2014-2015 Chapter Reporter

Duties and Responsibilities of the

Chapter Sentinel

I. Assist the president in maintaining order.
II. Keep the meeting room, chapter equipment, and supplies in proper conditions.
III. Welcome guest and visitors.
IV. Keep the meeting room comfortable.
V. Take charge of candidates for degree ceremonies.
VI. Assist with special features and refreshments.

Samantha Lizarraga

2014-2015 Chapter Sentinel

Duties and responsibilities of the

Chapter Delegate

I. Represents the chapter at every regional and state FFA meeting.
II. Represents by conducting the business of the sate association.

Aleena Duran

2014-2015 Chapter Delegate

The Aims & Purposes of the FFA Organization

I. To develop competent and assertive agricultural leadership.
II. To develop an awareness of the global importance of agricultural and it contribution to our well-being.
III. To strengthen the confidence of agriculture students in themselves and their work.
IV. To promote the intelligent choice and establishment of an agriculture career.
V. To stimulate development and encourage achievement in individual agricultural experience programs.
VI. To develop economic, environmental, recreational, and human resources of the community.
VII. To develop character, train for useful citizenship, and foster patriotism.
VIII. To build cooperative attitudes among agricultural students.
IX. To encourage wise management of resources.
X. To encourage improvement in scholarship.
XI. To provide organized recreational activities for agricultural students.

The FFA Creed

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

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

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

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

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

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

The FFA Colors

As the blue field of the nation's flag and the golden field of ripened corn unity in our country, the FFA Colors of national blue and corn gold give unity to the organization. All FFA functions and paraphernalia should proudly display our colors.

FFA Motto

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

Constitution

INDIO CHAPTER CONSTITUTION

ARTICLE I. NAME AND PURPOSE

Section A

The name of this organization shall be the "Indio Chapter" of the "Future Farmers of America." Members are hereinafter referred to as "Future Farmers of America" and the letters, FFA, may be used to designate the chapter, its activities, or members thereof.

Section B

The purposes for which this chapter is formed are as follows:

1. To develop competent, aggressive agricultural leadership.
2. To create and nurture a love of country life.
3. To strengthen the confidence of students of vocational agriculture in themselves and their work.
4. To create more interest in the intelligent choice of agricultural occupations.
5. To encourage members in the development of agricultural programs and establishment in the industry.
6. To encourage members to improve the home 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 Indio Chapter of FFA is a chartered local unit of the California Association of FFA which is chartered by the National Organization of Future Farmers of America.

Section B

This chapter accepts in full the provision in the constitution and bylaws of the California Association of FFA as well as those of the National Organization of Future Farmers of America.

Article III. Membership

Section A

Membership in this chapter shall be of three kinds: (1) Active; (2) Alumni: and (3) Honorary, as defined by the National FFA Constitution.

Section B

The regular work of this chapter shall be carried on by 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 local chapter meetings with reasonable regularity.
2. They show an interest in, and take part in the affairs of the chapter.
3. They pay their dues regularly.

Section E

Names of applicants for membership shall be filed with the membership committee.

Article IV. Emblems

Section A

The emblem of the FFA shall be the emblem for the chapter.

Section B

Emblems used by the members shall be designated by the National Organization of FFA.

Article V. Membership Degrees and Privileges

Section A

There shall be four grades of active membership in this chapter. These grades are: (1) Greenhand Degree, (2) Chapter Farmer Degree, (3) State Farmer Degree, and (4) American Farmer Degree.

All "Greenhands" are entitled to wear the regulation bronze emblem pin. All members holding the Degree of Chapter Farmer are entitled to wear the silver emblem pin. All members holding the State Farmer Degree are entitled to wear the regulation gold emblem charm. All members holding the American Farmer Degree are entitled to wear the regulation gold emblem key.

Section B

Greenhand Degree – Minimum qualifications for election:

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

Section C

Chapter Farmer Degree – Minimum qualifications for election:

1. Must have the Degree of Greenhand and have a record of satisfactory participation in the activities of the local chapter.
2. Must have satisfactorily completed at least one year of instruction in vocational agriculture, have in operation an improved supervised farming, and/or other agricultural occupational experiences program, and be regularly enrolled in a vocational agriculture class.
3. Be familiar with the purposes and programs of activities of the state association and national organization.
4. Be familiar with the provisions of the constitution of the local chapter.
5. Be familiar with parliamentary procedure.
6. Be able to lead a group discussion for fifteen minutes.
7. Must have earned by his or her own efforts from his or her supervised farming and/or other agricultural occupations program and deposited in a bank or otherwise productively invested at least $50.

Section D

State Farmer Degree – Minimum qualification for election:

1. Qualifications for the State Farmer Degree are those set forth in the Constitution of the Sate Association.

Section E

American Farmer Degree – Minimum qualifications for election:

1. Qualifications for the American Farmer Degree are those set forth in the Constitution of the National Association of Future Farmers of America.

Section F

Special committee 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, Treasurer, Reporter, and Sentinel. The local Advisor shall be the teacher of vocational agriculture in the school where the chapter is located. Officers shall perform the usual duties of their respective offices.

Section B

Officers shall be elected annually by a majority vote of members present at a regular chapter meeting.

Section C

The officers of the chapter together with chairmen in charge of the major sections of the annual program of activities shall constitute the Chapter Executive Committee. The Executive Committee shall have full power to act as necessary for the chapter in accordance with actions taken at chapter meetings and various regulations by bylaws adopted from time to time.

Section D

Honorary members shall not vote nor shall they hold any office in the chapter except that of Advisor.

Section E

Chapter officers must hold the Degree of Chapter Farmer, except during the first year after the chapter is organized.

ARTICLE VII. MEETINGS

Section A

Regular chapter meetings shall be held once a month during the school year and once a month during the remaining months of the year at such time and place as are designated by the chapter executive committee. Special meetings may be called at any time.

Section B

Standard meeting paraphernalia shall be used at each meeting. All regular meetings shall open and close with the official ceremony. Parliamentary procedure shall be used in transacting all business at each meeting.

Section C

Delegates, as specified by the State Constitution, shall be elected annually from the active membership to represent the chapter at the State Convention. Other delegates may be named as necessary in order to have proper representation at various other FFA meetings within the State.

Section D

A majority of the active members listed on the secretary's membership roll shall constitute a quorum, and a quorum must be present at any meeting at which business is transacted or a vote taken committing the chapter to any proposal or action.

ARTICLE VIII. DUES

Section A

Local dues in this chapter shall be fixed annually by a majority vote of the active members.

Section B

Full local, state and national dues shall be paid by all active members.

Section C

No member shall be considered as active and in good standing unless he pays full local, state and national FFA dues

ARTICLE IX. AMENDMENTS

Section A

This constitution may be amended or changed at any regular chapter meeting by a two-thirds vote of the active members present providing it is not in conflict with the State Association Constitution or that of the National Organization of FFA.

Section B

Bylaws may be adopted to fit the needs of the chapter at any regular chapter meeting by a two-thirds vote of the active members present providing such bylaws conflict in no way with the constitution and bylaws of either the State Association or the National Organization.

HOME OF THE RAJAHS
INDIO HIGH SCHOOL
www.ihsrajahs.com
"Dedicated to academic achievement and personal success for all"
Rudy Ramirez, Principal
81-750 Ave. 46 | Indio, CA 92201 | (760) 775-3550 | FAX (760) 775-3565

K.
School and/or Department Policies

Indio High School's Agriculture Education Local Advisory Committee Bylaws

I. Name

The name of this organization shall be the Indio High School's Agriculture Education Local Advisory Committee hereafter referred to as the Advisory Committee.

II. Purpose

The purpose of the Advisory Committee is to provide recommendations regarding the goals and objectives for the program for all three integral components of an Agricultural Education program. The input provided by the Advisory Committee shall be used by the instructor(s) in planning program activities and improvement. The committee assists in identifying community resources and program strategies for achieving the goals and objectives. The advisory committee also assists with the evaluation of the program. The evaluation process is one of reflection as to if goals and objectives have been achieved, and the analysis process used in determining at what level. The Advisory Committee is authorized under Section 134(b)(4) of the Carl D. Perkins Vocational and Technical Education Act of 1998: "The eligible agency shall determine requirements for local plans, except that each local plan shall describe how parents, students, teachers, representative of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs assisted under this title, and how such individuals and entities are effectively informed about and assisted in understanding the requirements of this title." Each full-time Vocational and Technical program must have an advisory committee that is formally organized and meets at least once annually. The membership of the advisory committee must be diversified with the majority of membership representative of occupations for which the program is training.

III. Organization

A. Membership. The committee shall consist of a sufficient number of members to provide a representative cross-section of the labor market served by Indio High School. The committee shall have at least five members.

B. Terms of Appointment. Appointments shall be for three-year terms. Appointments shall be staggered so that one-third of the members' terms expires each year. At the time of the initial organization, terms shall be determined by drawing lots among the members. Members may succeed themselves for no more than two terms before

laying out a term. The term of a new Advisory Committee member shall start on August 1.

C. Officers. The committee shall elect a chairperson, vice chairperson, and secretary/recorder. The responsibilities of the officers include:

Chairperson – Shall preside at meetings, serve as the chairperson of the executive committee, direct external relations and legislative activities, and appoint standing and special committees as the need arises. The chairperson shall develop the meeting agenda in cooperation with the Agriculture Education teacher(s).

Vice Chairperson – Shall preside in the absence of the chairperson, direct committee program planning, chair the annual evaluation committee, and assist the chairperson as requested.

Secretary/Recorder – Shall direct the recording of the minutes of the meeting, the transmittal of all reports to members, and maintain a permanent record file of Advisory Committee activities. The secretary shall coordinate all correspondence on behalf of the Committee.

D. Officers shall be elected by the members annually. Other members of the executive committee shall be appointed annually by the elected committee officers. A replacement for a vacancy in a committee office shall be elected at the next regular meeting of the committee after the vacancy is created.

IV. Meetings

A. The advisory committee shall meet a minimum of 2 times annually.

B. Special meetings may be called by the chairperson.

C. The chairperson, after consultation with the advisory committee membership shall establish the schedule of advisory committee. Meetings may be postponed or canceled by the chairperson.

D. Written notices of committee meetings shall be mailed/emailed to all members at least 7 days prior to the meeting by the committee secretary.

E. Each meeting will begin at the planned time and will continue for no more than 2 hours unless a majority of the members present vote to extend the meeting.

F. A quorum shall be deemed to exist if at least 50 percent of the members of the advisory committee are present.

G. Members who are absent for 4 consecutive meetings shall lose their membership unless a majority of the members present vote to extend their membership.

V. Reporting and Dissemination

Minutes, reports, and recommendations shall be forwarded to the committee members, the Agriculture Education teacher by the secretary within 7 days following each committee meeting.

VI. Parliamentary

Authority Robert's Rules of Order shall be followed for conducting business within the committee.

VII. Working Rules

The committee shall establish a set of working rules to govern its operation. Items to be included are committee structure, meeting arrangements, annual priorities for committee work and other organizational details.

VIII. Funding

Expenditures of the committee shall be assumed by the Agriculture Education Department upon the approval of the appropriate board or committee.

XI. Amendments

Bylaws may be amended by two-thirds vote of the committee provided the following conditions have been met:

A. The proposed amendment shall have been proposed by a committee member and distributed to each committee member 7 days prior to the time of voting.

B. The proposed changes shall have been approved by the Indio's Agriculture Education department.

Supervised Agriculture Experience Program

The purpose of the SAEP (Supervised Agriculture Experience Program) is to give the student experience in an area of interest in the Agriculture field. This is their "homework" which they need to be working on each day until the project is finished, about 86 hours is required.

There are 4 areas:

1. **Ownership**- student owned project
   Examples: Fair projects- pig, sheep, goats and beef.
   All students and 1 parent who are interested in getting an animal must attend the Livestock meeting on October7 at 6:00pm in IE 2. Since there are a limited number of animals, you should come prepared to put a deposit down of $50.00. For first time students, there are loans to take care of the rest of the money for the animal.
2. **Home Improvement:** Students change and improve an area at the students' home.
   Examples: Yard maintained, garden, build a patio, build a fence, etc.
   Parents must provide the money for this project.
3. **Work Experience:** Students must be 16 years of age. They are to obtain a place to do this work experience, in an area of Agriculture (Paid or Non-Paid).
   Examples: Veterinarian office, ranch, plant nursery, gardener, landscaper, golf course, pet shop, etc.
4. **Science Project:** Students' will make their own project on an area of agriculture. Student will have to participate in the local and possible the regional level contest.

All students must decide on their project by Nov. 1st. They will have all year to complete it. Students are to take pictures of their projects for the presentation in May. A record book will be provided to the student to keep the records on their project. This project counts for 25% of their grade.

Student (print) _____

Parent signature _____

FLORAL POLICY

To **ALL** students enrolled in Indio High School's Floral Design Courses:

1. All students will be requested to pay a $20.00 Lab Fee each semester for new material and supplies taken home.
    a. If fee is not paid, students will not be allowed to take projects home.

2. If any student is known to or assist in the theft of any flowers and/or supplies they will:
    a. Be given a Referral to the Dean
        i. Suggested Action:
            1. Suspension
            2. Removal from class with "F"

3. If any student is known to Inhale or misuse Helium:
    a. Be given a Referral to the Dean:
        i. Suggested Action:
            1. Suspension from class
            2. Removal from class with "F"

Lab Fee is for this Session of Floral is **DUE** _____

Thank You for your Assistance

Floral Teachers of Indio High School
M. McBride
N. Lauritzen

Print Name of Student _____

Student Signature/Date _____

Parent Signature/Date _____

b) Advance students who have put down a deposit.
c) Any other student who's gone through the selection process.

10) All students will keep and maintain an official FFA Record Book.

11) Only students in an Agriculture class may have a Livestock, Mechanic or Landscape fair project.

12) Before the students will received their fair checks, they must do the following:
1) All bills will be paid and Record Books current.
2) Students will provide a open Thank you letter, properly addressed with postage to the Agriculture teacher for inspection and mailing.

13) Students will be required to maintain a C average.

14) If the student violates any of the rules, they will be put on contract. Any further violations may lead to removal of project and loss of their investment.

15) At the discretion of the Agriculture Teacher, students found abusing, neglecting or harming any animal will face dispensary actions which may include the loss of the animal, all investment and/or denied access to the facility.

Student_____
Parent_____
Advisor_____
Date_____

7/98
Indio High School
Agriculture Department
81-750 Ave 46
Indio, CA 92260
760-342-9300

Indio High School's

Agriculture Departmental

Policies

Indio Agriculture
Departmental Policies

1) In all Agriculture Lab classes which have a lab fee, the student will pay $15 fifteen dollars/per semester. Or the student may do the following:
   a) Floral Design classes- the student may work off a portion of the lab fee, by working the floral sales at lunch time.
   b) Shop classes- the student may choose to work off a portion of the lab fee, by working on teacher assigned projects.

2) All students in the Agriculture, will have a Agriculture project and maintain a Record Book.

3) All Agriculture students will participate in 3 FFA organized activities/yr which are graded in their Agriculture class.

4) All students in the Agriculture Program will develop and maintain a current Portfolio that will be housed in the Agriculture Department until graduation or Tranfering to another School.

Indio High School
Agriculture Department
81-750 Ave 46
Indio, CA 92260
760-342-9300

Fair Livestock Policies

1) All students who have their animals at the Indio Fair Grounds, will be part of the co-op and purchase all feed and materials through it.

2) Students will be expected to attend any work days and livestock meetings.

3) Students will only be at the Indio Fair ground facility with parental or Teacher Supervision.

4) Students will be expected to feed daily, with in the set barn hours.

5) No students or Parents will be allowed on the fair grounds after feeding hours.

6) All students will pay a $10.00 fee for use of facilities and equipment.

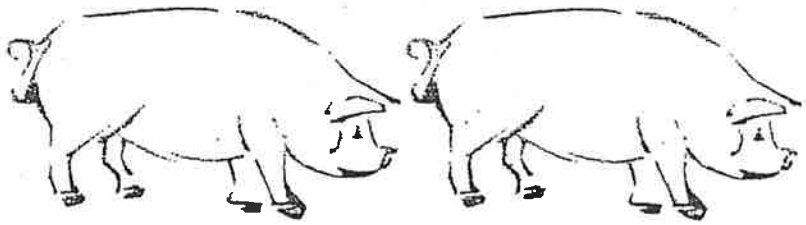
7) All animal pens will be cleaned on a regular basic:
   a) Beef - daily
   b) Sheep- every 2 days
   c) Swine- every 2 days

****The cleaner the pen the healthier the animal will be.**

8) Students will not feed or handle other projects without the owners permission or Teacher supervision.

9) Student Loans through the Agriculture Department, will be available in the following priorities:
   a) 1st year student

Market Swine Project Plan



Estimated Expenses:

Cost of Animals	$150.00
Feed	$70.00
Supplies (soap, etc.)	$15.00
Veterinary/worming	$5.00
Equipment*	+ $15.00
Total Estimated Expenses	**$255.00**

*The chapter will provide all other needed equipment.

Sale of animal
(Break even $1.50/lb.) 170 lb. Hog

Total Estimated Receipts	$255.00
Estimated Net Profit	**$0.00**

Supplies needed and other things needed for fair:

- Towels
- Rags
- Feed and water buckets
- Feed for one week
- Show uniform

Market Lamb Project Plan

Estimated Expenses:	
Cost of animal	$150.00
Feed (Grain and Hay)	$50.00
Veterinary- Worming	$3.00
Supplies*(soap, act.)	$7.00
Straw (bedding for home and fair)	+$5.00
Total estimated expenses	**$215.00**

*The chapter will provide all other needed fitting equipment.

Sale of animal (for a 123lb. lamb) (Break even $1.75/lb.)	$215.00
Total Estimated Receipts	$215.00
Estimated Net Profit	**$0.00**

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

- Towel
- Feed for a week
- Show uniform
- Halter

Livestock Policies of Indio Agriculture Department

This is a wonderful experience that your child will get to participate in. **Only Agriculture students may have an animal project.** your student will be learning about their animal, feeding, care, record keeping and life. There are student loans for first year livestock projects. The loan will be paid after the student sells their animal at eh auction in February. In order for your student to have this opportunity, they must put down a $80 dollar deposit. This will gold their animal for them. Since your student will be investing their time and money, they need your support. In order to have an animal project the following procedures must be followed:

1. All students are allowed to have their animal at the Indio Fair Grounds. But we are the guests must always treat the fair ground people with the up most respect at all times. We may not drive through the fair grounds as this could disrupt the programs that the fair puts on. All students are to help maintain the facilities, on a daily basis. When the barns are closed all students must leave the area, do not stand around outside the barns. Be picked up on time or arrange to meet somewhere away from the fair grounds.

2. We will have some workdays to get ready for the livestock. Tentative days will be informed to livestock owners, all students must attend. If any parents can help will be appreciated.

3. Indio Agriculture Department will buy all feed and medicine for the animals at the fair grounds. It will be a co-op based program, this will save cost and time (for the parents).

4. BARNS
   - A. There will be an Agriculture teacher or a designated parent to supervise the students.
   - B. The barn hours are Monday- Friday 2:45 to 4:00 P.M: Saturday- Sunday are from 8:00 to 9:00 A.M and 2:45 to 4:00 P.M.
   - C. The student is expected to clean and care for their animal everyday (even **on weekends and holidays).** Animals need to be taken out daily for exercise and sun. Weighed once a week and reported to the instructor are necessary. On warm days the pigs should be washed. The animals are to **never** be put in the barns **wet**!
   - D. If a student can't take care of the project they must get someone to feed, clean, and walk their animal.
   - E. No student or parent is allowed to be on the fair grounds after feeding hours.
   - F. Students are not to feed or handle other students' livestock without their permission.
   - G. All student will maintain a Record Book (this will be given to your student) and write 10 hand-written letter to businesses and friends.
   - H. Before a student may receive their money from the sale of the animal, they must have written an open thank you letter (stamped and addressed correctly), record book up to date and all debits are paid.
   - I. Students must maintain a **C average** in their classes.
   - J. Any student found to be abusing, neglecting or harming any animal would face dispensary actions, which can include loss of animal, all investment and or denial access to barns.

This is a wonderful opportunity for everyone to learn and have fun at the same time. However, they must follow the rules, if any student is found to violate any of the rules , they will be put on contract. Any further violations may lead to the removal of the animal, and loss of their investment.

Student_____

Student Signature_____

Parent Signature_____

Date_____

Indio High School's

Agriculture Departmental

Policies

Indio Agriculture
Departmental Policies

1) In all Agriculture Las classes which have a lab fee, the student will pay $15 dollars/ per semester. Or the student may do the following:

A. Floral Design Classes- the student ma work off a portion of the lab fee, by working the floral sales at lunch time.

B. Shop Classes- the student may choose to work off a portion of the lab fee, by working on teacher assigned projects.

2) All students in the Agriculture will have a Agriculture project and maintain a Record Book.

3) All Agriculture students will participate in 3 FFA organized activities/year which are graded in the Agriculture class.

4) All students in the Agriculture Program will develop and maintain a current portfolio that will be housed the Agriculture Department until graduation or transferring to another school.

Indio High School
Agriculture Department
81-750 Ave. 46
Indio, CA 92260
760-342-9300

Fair Livestock Policies

1) All students who have their animals at the Indio Fair Grounds, will be part of the co-op and purchase all feed and materials through it.

2) Students will be expected to attend any workdays and livestock meetings.

3) Students will only be at the Indio Fair Grounds facility with a parental or teacher supervision.

4) Students will be expected to feed daily, with in the set barn hours.

5) No students or parents will be allowed on the fair grounds after feeding hours.

6) All students will pay a $10 dollar fee for use of facilities and equipment.

7) All animal pens will be cleaned on a regular basis:

A. Beef- daily
B. Sheep- every 2 days
C. Swine- every 2 days

*****A cleaner pen= a healthier animal*****

8) Students won't feed or handle other projects without the owners permission or teacher supervision.

9) Student loans through the Agriculture Department will be available in the following priorities:

A. 1st year student
B. Advance students who have put a deposit
C. Any other student who's gone through the selection process

10) All students will keep and maintain an official FFA Record Book

11) Only students in an Agriculture class may have a livestock, mechanic or landscape fair project

12) Students will be required to maintain a C average

13) Before the students receive their fair checks, they must do the following

1) All bills will be paid and record books current
2) Students will provide a open Thank you letter, Properly addressed with a postage to the Agriculture Teacher for inspection and mailing

14) If the student violates any of the rules, they will be put on contract. Any further violations may lead to removal of the project and loss of their investment.

15) At the discretion of the Agriculture teacher, students found abusing neglecting or harming any animal will face dispensary actions which may include the loss of the animal, all investment and/or denied access to the facility.

Student_____

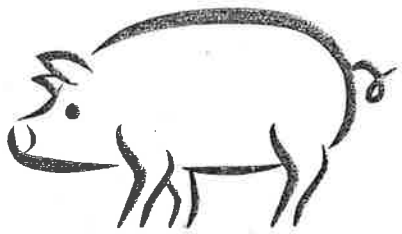
Parent_____

Advisor_____

Date_____

Indio High School
Agriculture Department
81-750 Ave. 46
Indio, CA 92260
760-342-9300

Market Swine Project Plan



Estimated Expenses:

Cost of Animal	$175.00
Feed	$80.00
Supplies (soap, etc.)	$15.00
Veterinary/Worming	$5.00
Equipment*	+$15.00
Total Estimated Expenses	**$290.00**

**The Chapter will provide all other needed equipment.

Sale of animal
(Break even $1.50/lb.) 190lb. Hog

Total Estimated Receipts	$290.00
Estimated Net Profit	**$5.00**

Supplies needed and other things needed for fair:

- Towels
- Rags
- Feed and water buckets
- Feed for one week
- Show Uniform

Market Lamb and Goats Project Plan

Estimated Expenses:	
Cost of Animal	$150.00
Feed (grain and hay)	$55.00
Veterinary/Worming	$3.00
Supplies (soap, etc)	$7.00
Straw (bedding for home/fair)	+$5.00
Total estimated expenses	**$220.00**

*The chapter will provide all other needed fitting equipment.

Sale of animal (for a 123 lb. lamb/goat)	$220.00
(Break even $1.75 lb)	$220.00
Estimated Net Profit	**$0.00**

Supplies and other things needed at the fair:

- Towel
- Feed for a week
- Show Uniform
- Halter

Indio FFA Loan Application

Student_____ Parent_____

Address_____ Work Place_____

Phone Number_____ Work Number_____

Project_____

The cost of the animal is $_____
(including insurance)
I have put down a deposit of $_____

Loan is $_____

I will follow all rules and care for my animal on a daily basis. In case I am not able, I will personally contact the Agriculture teacher_____in charge and get someone to care for my animal. I will keep and accurate record of my project in the FFA Record Book. All loans will be paid at the time of receiving the sale check, from the National Date Festival Auction (on or about March_____).

Student Signature_____

Parent Signature_____

Project Advisor_____

Date_____

WEEKLY PROGRESS REPORT

Indio High School

Name:		Date:		Grade:	Counselor:	
Teacher's Signature/Course	Attitude/ Behavior	Absences	Tardies	Assignments Missed (Please be Specific)	Grade to Date	Comments
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						
Period 7						

Additional Comments:

Las Políticas del ganado del Departamento de la Agricultura de Indio

Esto es una experiencia maravillosa que su niño conseguirá para tomar parte en. **Sólo estudiantes de Agricultura pueden tener un proyecto animal**. su estudiante estará aprendiendo acerca de su animal, alimentar, el cuidado, el registro que mantiene y la vida. Hay crédito personal para estudiantes para primero proyectos de ganado de año. El préstamo será pagado después de que el estudiante venda su animal en la subasta de eh en febrero. En la orden para su estudiante para tener esta oportunidad, ellos deben dejar un deposito de $80. Esto hace oro su animal para ellos. Desde que su estudiante estará invirtiendo su tiempo y el dinero, ellos necesitan su apoyo. Para tener un animal proyecta los procedimientos siguientes deben ser seguidos:

1. Todos estudiantes son permitidos tener su animal en el Indio el Motivo Justo. Pero somos los huéspedes siempre deben tratar a las personas justas del suelo con el arriba la mayoría de los respeto siempre. Nosotros no podemos manejar por el motivo justo como esto podría interrumpir los programas que el justo pone. Todos estudiantes son de ayudar a mantener las facilidades, diariamente. Cuándo los graneros son cerrados a todos estudiantes deben salir de el área, no se para alrededor fuera de los graneros. Es recogido a la hora o arregla para encontrar en algún lugar lejos del motivo justo.

2. Tendremos algunos día laborable para preparar para el ganado. Los días tentativos serán informados a dueños de ganado, todos estudiantes deben asistir. Si cualquier padre puede ayudar a será apreciado.

3. El Departamento de la Agricultura de Indio comprará toda comida y la medicina para los animales en el motivo justo. Será una cooperativa el programa basado, esto salvará el costo y el tiempo (para los padres).

4. Los GRANEROS
   - A. Habrá un maestro de la Agricultura o un padre designado a supervisar a los estudiantes.
   - B. Las horas del granero son el lunes- el viernes 2:45 a 4:00 P.M: El sábado- el domingo es de 8:00 a 9:00 UN.M y 2:45 a 4:00 de la tarde.
   - C. El estudiante es esperado limpiar y cuidar de su animal diario **(aún en fines de semana y vacaciones).** Los animales necesitan ser sacados diariamente para ejercicio y sol. Pesado una vez a la semana e informado al instructor son necesario. En días tibios que los puercos deben ser lavados. ¡Los animales son de **nunca** ser puesto en los graneros **mojó!**
   - D. Si un estudiante no puede cuidar del proyecto que ellos deben conseguir alguien alimentar, limpiar, y para andar su animal.
   - E. Ningún estudiante ni el padre son permitidos estar en el motivo justo después de alimentar horas.
   - F. Los estudiantes son de no alimentar ni manejar a otros estudiantes' ganado sin su permiso.
   - G. Todo estudiante mantendrá un Libro sin precedentes (esto será dado a su estudiante) y escribe 10 escriben a mano carta a negocios y amigos.
   - H. Antes un estudiante puede recibir su dinero de la venta del animal, ellos deben haber escrito un abierto gracias carta (estampados y dirigidos correctamente), registra el

libro arriba fechar y todos débitos son pagados.

Yo. Los estudiantes deben mantener un promedio C en sus clases.

J. Cualquier estudiante encontró para estar abusando, para estar descuidando o para estar dañando cualquier animal encararía las acciones de farmacia, que pueden incluir la pérdida de animal, toda inversión y o el acceso de la negación a graneros.

Esto es una oportunidad maravillosa para todos aprender y divertirse al mismo tiempo. Sin embargo, ellos deben seguir las reglas, si cualquier estudiante es encontrado para violar cualquiera de las reglas, ellos serán ponen el contrato. Más infracciones pueden llevar a la eliminación del animal, y de la pérdida de su inversión.

Nombre de estudiante_____

Estudiante Firma_____

Críe Firma_____

Feche_____

Agricultura de Instituto

de Indio Departamental

Políticas

La Agricultura de Indio
las Políticas Departamentales

1) En todas clases de la Agricultura Las que tienen un honorario del laboratorio, el estudiante pagará $15 dólares/por semestre. O el estudiante puede hacer lo Siguiente:

A. Las Clases florales del Diseño- el trabajo de ma de estudiante de una porción del honorario del laboratorio, trabajando las ventas florales en almuerza tiempo.

B. Haga de compras las Clases- el estudiante puede escoger trabajar de una porción del honorario del laboratorio, trabajando en el maestro proyectos asignados.

2) Todos estudiantes en la Agricultura tendrán un proyecto de la Agricultura y mantendrán un libro sin precedentes.

3) Todos estudiantes de la Agricultura tomarán parte en 3 FFA organizacion actividades/año que son graduados en la clase de la Agricultura.

4) Todos estudiantes en el Programa de la Agricultura desarrollarán y mantendrán una cartera actual que será albergada el Departamento de la Agricultura hasta la graduación o transferir a otra escuela.

El Departamento de la Agricultura del Instituto de Indio 81-750 Avda. 46 Indio, CA 92260 760-342-9300

Políticas justas de Ganado

1) Todos estudiantes que tienen sus animales en el Indio el Motivo Justo, formarán parte de la cooperativa y comprarán toda comida y las materias por ello.

2) Estudiantes serán esperados asistir cualquier reuniones de día laborable y ganado.

3) Estudiantes sólo estarán en la facilidad de Indio a la justa del motivo con un paternal o la supervisión de maestro.

4) Estudiantes serán esperados alimentar diario, con en las horas fijas de granero.

5) Ningun estudiante ni los padres serán permitidos en el motivo justo después de horas de alimentar.

6) Todos los estudiantes pagarán un honorario de $10 dóllares para el uso de facilidades y equipo.

7) Todas plumas animales serán limpiadas con regularidad:

A. Quéjese- diariamente
B. La oveja- cada 2 días
C. Cerdo- cada 2 días

*****A pluma más limpia = un animal más sano*****

8) Estudiantes no alimentarán ni manejarán otros proyectos sin el permiso de dueños ni supervisión de maestro.

9) Crédito personal para estudiantes por el Departamento de la Agricultura estarán disponibles en las prioridades siguientes:

A. Primer estudiante de año
B. Los estudiantes anticipados que han puesto un depósito
C. Cualquier otro estudiante que ha atravesado el proceso de selección

10) Todos estudiantes mantendrán un Libro FFA oficial y mantendrán sin precedentes

11) Sólo estudiantes en una clase de la Agricultura pueden tener un ganado, el mecánico o ajardinar proyecto justo

12) Estudiantes serán requeridos a mantener un promedio C

13) Antes los estudiantes reciben sus cheques justos, ellos deben hacer el sanguine:
    1) Todas cuentas serán pagadas y registran la corriente de libros
    2) Estudiantes proporcionarán un abierto gracias carta, Apropiadamente dirigidos con un franqueo al Maestro de la Agricultura para la inspección y enviando

14) Si el estudiante viola cualquiera de las reglas, ellos serán ponen el contrato. Más infracciones pueden llevar a la eliminación del proyecto y la pérdida de su inversión.

15) a voluntad del maestro de Agricultura, los estudiantes encontraron abusar descuidar o dañar cualquier animal encarará las acciones de farmacia que pueden incluir la pérdida del animal, toda inversión y/o el acceso negado a la facilidad.

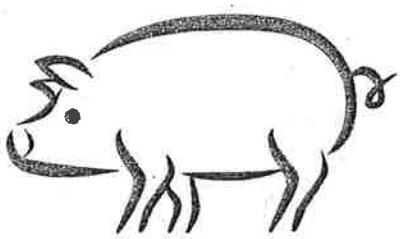
El estudiante_Padre

_____

El consejero_____

Feche_____

Plan de mercadotecnia de Proyecto de Cerdo



Los Gastos estimados:

El costo de Animal	$175.00
Comida	$80,00
Suministros (el jabón, etc.)	$15.00
Veterinario/Worming	$5.00
Equipo*	+$15.00
Total Estimó los Gastos	**$290.00**

**El Capítulo proporcionará todo el otro equipo necesitado.

La venta de animal (Interrupción aún $1.50/lb.) 190 las. Cerdo

Total Estimó Recibos $290.00

El Beneficio neto estimado $5.00

Los suministros necesitaron y otras cosas necesitaron para justo:

Tuallas
Alimantar y lavar los valdes
Alimentar por unas semana
Ensenar uniforme

El Cordero y las Cabras de mercadotecnia Proyectan el Plan

Gastos estimados:

El costo de Animal	$150.00
Alimente (grano y heno)	$55.00
Veterinario/Worming	$3.00
Suministros (el jabón, etc.)	$7.00
La paja (ropa de cama para en casa/justo)	+$5.00
Total Estimó los Gastos	**$220.00**

*El capítulo proporcionará todo el otro quedar necesitado el equipo.

La venta de animal (para una 123 cordero/cabra de l.)	$220.00
(Cubra gastos $1.75 lb)	$220.00
Beneficio neto estimado	**$0.00**

Los suministros necesitaron y otras cosas necesitaron para justo:

- Tuallas
- Alimentar por unas semana
- Ensenar uniforme
- Cabestro

Aplicación de Préstamo de Indio FFA

El estudiante_____ Padre_____

Direccion_____ Lugar del Trabajo_____

El Número de teléfono_____ Número de Trabajo_____

Proyecto_____

El costo del animal es $_____
(inclusive el seguro)
he dejado un depósito de $_____

El préstamo es $_____

Seguiré todas reglas y cuidaré de mi animal diariamente. En caso de que yo no pueda, contactaré personalmente al maestro de la Agricultura_la carga _____in y conseguiré alguien cuidar de mi animal. Mantendré y el registro exacto de mi proyecto en el FFA el Libro sin precedentes. Todos préstamos serán pagados en el tiempo de recibir el cheque de la venta, de la Fecha Nacional la Subasta Festival (en o acerca de marzo_____).

La Firma del estudiante_____

Críe Firma_____

Proyecte a Consejero_____

Feche_____

HOME OF THE RAJAHS
INDIO HIGH SCHOOL
www.ihsrajahs.com
"Dedicated to academic achievement and personal success for all"
Rudy Ramirez, Principal
81-750 Ave. 46 | Indio, CA 92201 | (760) 775-3550 | FAX (760) 775-3565

L.
Proficiency Standards for Program Completers

Since 1917, with the passage of the Smith-Hughes, federal and state legislation has provided leadership for the implementation and improvement of agricultural education programs. The California Department of Education, the Superintendent of Public Instruction, and the State Board of Education have strongly supported a comprehensive program of instruction in agriculture that integrates technical agriculture with strong academic foundations in core subjects. A successful agriculture education program must be based on three components: classroom instruction, Future Farmers of America (FFA) leadership activities, and Supervised Occupational Experience Projects. Two major federal and state programs provide support for agricultural education programs: the Carl D. Perkins Vocational and Technical Education Act of 1998 (20 U.S.C. 2301 et seq., as amended by Public Law 105-332), and the Agricultural Education Vocational Incentive Grant Program (California Senate Bill 813 [1983] and California Code of Education Chapter 9. Vocational Education, Article 7, Sections 52460-52462).

In able to support a strong comprehensive program, the foundation must strong classroom instruction and proficiency standards for students. The following are the basic learning expectations and outcomes for all courses taught through the Indio High School Agriculture Department. The department utilizes the California Career Technical Education Model Curriculum Standards with an emphasis on the Agriculture and Natural Resources Industry Sector. After this list, the pathway specific learning outcomes are presented.

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.

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.

- Recognize the elements of communication using a sender–receiver model.
- Identify barriers to accurate and appropriate communication.
- Interpret verbal and nonverbal communications and respond appropriately.
- Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

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.

- Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.
- Explore how information and communication technologies are used in career planning and decision making.
- Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- Integrate changing employment trends, societal needs, and economic conditions into career planning.
- Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- Recognize the importance of small business in the California and global economies.
- Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- Develop a career plan that reflects career interests, pathways, and postsecondary options.

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.

- Use electronic reference materials to gather information and produce products and services.
- Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
- Research past, present, and projected technological advances as they impact a particular pathway.

- 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.
- Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.

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.

- Identify and ask significant questions that clarify various points of view to solve problems.
- Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

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.

- Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
- Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- Practice personal safety when lifting, bending, or moving equipment and supplies.
- Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- Maintain a safe and healthful working environment.
- Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

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.

- Recognize how financial management impacts the economy, workforce, and community.
- Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- Understand the need to adapt to changing and varied roles and responsibilities.
- Practice time management and efficiency to fulfill responsibilities.
- Apply high-quality techniques to product or presentation design and development.
- Demonstrate knowledge and practice of responsible financial management.
- Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- Explore issues of global significance and document the impact on the Agriculture and Natural Resources sector.

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.

- Access, analyze, and implement quality assurance standards of practice.
- Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Agriculture and Natural Resources industry sector.
- Demonstrate ethical and legal practices consistent with Agriculture and Natural Resources sector workplace standards.
- Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- Analyze organizational culture and practices within the workplace environment.
- Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
- Conform to rules and regulations regarding sharing of confidential information, as determined by Agriculture and Natural Resources sector laws and practices.

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.

- Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 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.
- Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 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.
- Understand that the modern world is an international community and requires an expanded global view.
- Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- Participate in interactive teamwork to solve real Agriculture and Natural Resources sector issues and problems.
- Define the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 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.
- Understand how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- Demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- Participate in group or team activities, including those offered by the student organization, that develop skills in leadership, cooperation, collaboration, and effective decision making.

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.

- Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.
- Comply with the rules, regulations, and expectations of all aspects of the Agriculture and Natural Resources sector.
- Construct projects and products specific to the Agriculture and Natural Resources sector requirements and expectations.
- Collaborate with industry experts for specific technical knowledge and skills.
- Interpret and explain the aims, purposes, history, and structure of the FFA student organization and know the opportunities it makes available.
- Manage, and actively engage in, a career-related, supervised agricultural experience.
- Understand the importance of maintaining and completing the California Agricultural Record Book.
- Maintain and troubleshoot equipment used in the agricultural industry.

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.

- 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.
- Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
- Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
- Employ entrepreneurial practices and behaviors appropriate to Agriculture and Natural Resources sector opportunities.
- 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.

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 and Feed Nutritionist.

Evaluate the necessary elements for proper animal housing and animal-handling equipment.

- Design an animal facility focusing on appropriate space and location requirements for habitat, housing, feed, and water.
- 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.
- Interpret animal behaviors and execute protocols for safe handling of animals.
- Defend the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.

Apply principles of animal nutrition to ensure the proper growth, development, reproduction, and economic production of animals.

- Assess the flow of nutrients from the soil, through the animal, and back to the soil.
- Explore the principles for providing proper, balanced rations for a variety of production stages in ruminants and monogastrics.
- Compare the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.
- Distinguish how animal nutrition is affected by the digestive, endocrine, and circulatory systems.

Apply principles of comparative anatomy and physiology to uses within various animal systems.

- Compare and contrast animal cells, tissues, organs, and body systems.
- Develop efficient procedures to produce consistently high-quality animals that are well suited for their intended purposes.
- Relate the importance of animal organs to the health, growth, and reproduction of animals.

Demonstrate understanding of animal reproduction, including the function of reproductive organs.

- Illustrate animal conception, including estrus cycles, ovulation, and insemination.
- Research the gestation process and basic fetal development.
- Explain the parturition process, including the identification of potential problems and their solutions.
- Select animal breeding methods based on reproductive and economic efficiency.
- Select a breeding system based on the principles of genetics.

Discuss animal inheritance and selection principles, including the structure and role of deoxyribonucleic acid (DNA).

- Evaluate a group of animals for desired qualities, and discern among them for breeding selection.
- Select animals, based on quantitative breeding values, for specific characteristics.
- Research and discuss current technology used to measure desirable traits.
- Predict phenotypic and genotypic results of a dominant and recessive gene pair.
- Research the role of mutations, both naturally occurring and artificially induced, and hybrids in animal genetics.

Prescribe and implement a prevention treatment program for animal diseases, parasites, and other disorders.

- Evaluate the signs of normal health in contrast to illness and disease.
- Analyze the importance of animal behavior in diagnosing animal sickness and disease.
- Research common pathogens, vectors, and hosts that cause disease in animals.
- Evaluate preventative measures for controlling and limiting the spread of diseases, parasites, and disorders among animals.
- Discuss procedures used at the local, state, and national levels to ensure biosecurity of the animal industry.
- Explain the health risk of zoonotic diseases to humans, their historical influence, and future implications.
- 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.

Explore common pasture and rangeland management practices and their impact on a balanced ecosystem.

- Evaluate a rangeland and identify methods of rangeland improvement used in an effective animal production program.
- Summarize how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.

- Develop a management plan for rangelands, including how to calculate carrying capacity, for a variety of animal species and locations.
- Evaluate a plan to balance rangeland use for animal grazing and for wildlife habitat.

Explain challenges associated with animal waste management.

- Assess treatment and disposal management systems for animal waste.
- Compare various methods for using animal waste and the environmental impacts associated with each method.
- Research the health and safety regulations that are an integral part of properly managed animal waste systems.

Assess animal welfare concerns and management practices that support animal welfare.

- Evaluate the early warning signs of animal distress and how to rectify the problem.
- Discuss consumer concerns with animal production practices relative to human health.
- Summarize federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.
- 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.

Demonstrate understanding of the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits).

- Formulate and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.
- Develop, maintain, and use growth and management records for large or small animals to make data-driven management decisions.
- Demonstrate understanding of the production of specialty animals (e.g., fish, marine animals, llamas, and tall, flightless birds).
- Assess specialty animals' role in agriculture (e.g., fish farms, pack animals, working dogs).
- Explore the unique nutrition, health, and habitat requirements for specialty animals.
- Synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.
- Develop, maintain, and utilize growth and management records for specialty animals to make data-driven management decisions.

Understand how animal products and by-products are processed and marketed.

- 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.
- Compare the relative importance of the major meat, dairy, and egg classifications, including the per-capita consumption and nutritive value of those classifications.
- Discuss how meat-based, dairy, and egg retail products are produced.
- Describe how nonmeat products, such as wool, pelts, hides, and by-products, are harvested and processed.
- Evaluate how meat products and nonmeat products are marketed.
- Compare the value of animal by-products to nonagricultural industries.
- Apply point-of-origin safety and sanitation procedures in the production, harvest, handling, processing, and storing of meat products.

Environmental Horticulture Science Pathway

The Environmental Horticulture Science 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 and Nursery/Greenhouse Manager

Compare and contrast the hierarchical classification of plants.

- Practice how to classify and identify plants by order, family, genus, and species.
- Demonstrate how to identify plants by using a dichotomous key.
- Illustrate how common plant parts are used to classify the plants.
- Distinguish how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
- Identify and select plants for local landscape applications.

Summarize plant physiology and growth principles.

- Understand plant systems, nutrient transportation, structure, and energy storage.
- Diagram the seed's essential parts and explain the functions of each.
- Explain how primary, secondary, and trace elements are used in plant growth.
- Experiment with the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- Differentiate the tissues seen in a cross section of woody and herbaceous plants.
- Explore the factors that affect plant growth.

Demonstrate plant propagation techniques.

- Explain the different forms of sexual and asexual plant reproduction.
- Demonstrate the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
- Utilize and monitor plant reproduction for the development of a saleable product.

Develop and implement a plan for basic integrated pest management.

- Read and interpret pesticide labels and understand safe pesticide management practices.
- Research how pesticide regulations and government agencies affect agriculture.
- Identify common horticultural pests and diseases and methods of controlling them.
- Design an integrated approach to solving plant problems.

Summarize water and soil (media) management practices.

- Explain how basic soil science and water principles affect plant growth.
- Illustrate basic irrigation design and installation methods.
- Prepare and amend soils, implement soil conservation methods, and compare results.
- Research major issues related to water sources and water quality.
- Explain the components of soilless media and test the use of those media in various types of containers.

Apply ornamental plant nutrition practices.

- Analyze how primary and secondary nutrients and trace elements affect ornamental plants.
- Use basic nutrient testing procedures on soil and plant tissue.
- Analyze organic and inorganic fertilizers to understand their appropriate uses.
- Read and interpret labels to properly apply fertilizers.

Develop a plan for the selection, installation, and maintenance of turf.

- Explain the selection and management of landscape and sports field turf.
- Demonstrate how to select, install, and maintain a designated turf grass area.
- Distinguish how the use of turf benefits the environment.

Employ nursery production principles.

- Demonstrate the proper use of production facilities and common nursery equipment.
- Use common nursery production practices.
- Demonstrate how to propagate and maintain a horticultural crop to the point of sale.
- Design a marketing and merchandising strategy to use in nursery production.

Demonstrate the proper use of containers and horticultural tools, equipment, and facilities.

- Use different types of containers and demonstrate how to maintain growing containers in controlled environments.
- Operate and maintain selected hand and power equipment safely and appropriately.
- Select proper tools for specific horticultural jobs.
- Install landscape components and electrical, land, and water features.

Understand basic landscape planning, design, construction, and maintenance.

- Utilize terms associated with landscape and design in appropriate context.
- Produce a residential design, including how to render design to scale using design technology and principles.
- Use proper landscape planting and maintenance practices.
- Prune ornamental shrubs, trees, and fruit trees.
- Produce clear and concise landscape business contracts.

Understand basic floral design principles.

- Demonstrate the use of plant materials and tools.
- Apply basic design principles to products and designs.
- Handle, prepare, and arrange cut flowers appropriately.
- Develop marketing and merchandising strategies to use in the floral industry.

HOME OF THE RAJAHS
INDIO HIGH SCHOOL
www.ihsrajahs.com
"Dedicated to academic achievement and personal success for all"
Rudy Ramirez, Principal
Est. 1958
81-750 Ave. 46 | Indio, CA 92201 | (760) 775-3550 | FAX (760) 775-3565

M.
Teacher Data Sheet for Each Teacher

NANCY H. LAURITZEN
P.O. Box 784
Livingston, California 95334
(209)357-2302

CAREER GOAL:

To work with a strong and supportive administration. To establish a lasting, sound program and department. To use my experience to promote a better way for agricultural education.

EDUCATION:

M.S. Agricultural Science, CPU San Luis Obispo (June 1980).
Ryan Agriculture Specialist Credential (June 1979),San Luis Obispo.
Ryan Single Subject credential(June 1979), San Luis Obispo.
Certified Applicators License for Industrial Pesticides (June 1977).
B.S. Agricultural Education (June 1976), CSU, Fresno.
High School Graduate, Sonora High (June 1970) La Habra, California.

TEACHING AND WORK EXPERIENCE:

LIVINGSTON HIGH SCHOOL, LIVINGSTON, CA.
Agriculture Teacher: FFA Advisor, Agriculture Biology, Ag. Science 1, Ag. Science 2, Careers, Ornamental Horticulture, Floriculture, Ag. Academy classes. (6-94 to present).

ELSINORE HIGH SCHOOL , ELSINORE, CA.
Agriculture Teacher: FFA Advisor, ROP Floriculture and Plant Science, District: General Agriculture, Animal Science, Vet Science, Livestock Fitting and Showing (Summer 1982 to 6-94) .

SAN MARCOS HIGH SCHOOL, SAN MARCOS, CA.
Agriculture Teacher: FFA Advisor, General Agriculture and Ornamental Horticulture (Summer 1981 to Summer 1982).

COACHELLA VALLEY HIGH SCHOOL, THERMAL, CA.
Agriculture Teacher: FFA Advisor, General Agriculture, Ornamental Horticulture, Farm Maintenance (Summer 1979 to Summer 1981).

MONTEREY PENINSULA UNIFIED DISTRICT, MONTEREY, CA.
Student Teaching: Agriculture, Regional Occupational Program, Ornamental Horticulture.

PROFESSIONAL SEMINARS AND CONFERENCES:

Youth at risk, Debra Berndowski, Monterey, Ca., April 1997.
Discipline with Dignity, Fresno, Ca., January 1997.
Cultural Diversity Conference, Merced, November 1996.
Changing Agriculture Scene, Merced Office of Education May 1996.
CATA Summer Conferences, San Luis Obispo (Summer 1979 to Present).
CATA Regional Inservices, Fall and Spring (1980 to Present).
Member, Special Committee of Riverside Department of Education; curriculum Development (1991 to 1992).
Supervision duties at State FFA Conference, San Luis Obispo (1980 to Present).
Riverside Sectional Inservice, Fall and Spring (1980 to 1992).
Inservice, San Marcos High School (April 1982).
Inservice, Coachella High School (April 1981).

ACHIEVEMENTS AND AWARDS:

Riverside Sectional FFA Advisor (1984 -85).
Member, California Agriculture Teacher's Association (1979 to Present).
Dean's List Cal Poly, San Luis Obispo.
Dean's List CSU Fresno.
Member, California Young Farmers, Charter Presidentand Secretary (1973-76)
Soils Chairperson, Fresno Field Day.
Member, Judging Teams; Parli-Pro, Poultry, Insects, Livestock.

INTERESTS AND ACTIVITIES:

Snow Skiing, reading, paddle ball, bike riding, softball and theatre.

REFERENCES:

Please Contact: The Placement Center of California Polytechnic State University
San Luis Obispo, California 93407
(805) 756-2501

No. TC 309124

The State of California

Reg. No. 561-02-3011

Issues this

REGISTERED IN RIVERSIDE COUNTY

District RCO - 99

Credential MRAGL

Date AUG 29 1983

By Shirley Daak

Deputy

Teaching Credential

to

NANCY HORINE LAURITZEN

COPY

Type . . . . . SPECIALIST

Class . . . . . LIFE

Authorizations R-3

Renewal . . . . . ****

Grades: Preschool, Kindergarten, Grades 1 - 12 and Adult Classes

Valid . . . . . 07-01-83 - FOR LIFE

Restriction . . . . . ****

Subject or Category:
AGRICULTURE
****

Supplementary Authorization:
****

Robert T. Kelly
CHAIRMAN, COMMISSION FOR TEACHER PREPARATION AND LICENSING

John T. Brown
EXECUTIVE SECRETARY, COMMISSION FOR TEACHER PREPARATION AND LICENSING

Ann R. Leavenworth
PRESIDENT, STATE BOARD OF EDUCATION

Wilson Riles
SUPERINTENDENT OF PUBLIC INSTRUCTION
SECRETARY, STATE BOARD OF EDUCATION

SEE REVERSE FOR EXPLANATION OF CODED ITEMS

No. TC 309123

The State of California

Reg. No. 561-02-3011

issues this

Teaching Credential

to

NANCY HORINE LAURITZEN

Type . . . . . SINGLE SUBJECT

Class . . . . . LIFE

Authorizations R-1

Renewal . . . . . *****

Subject or Category:
AGRICULTURE
*****

Grades: Preschool, Kindergarten, Grades 1 – 12 and Adult Classes

Valid . . . . . 07-01-83 - FOR LIFE

Restriction . . . . . *****

Supplementary Authorization:
*****

Robert L. Selby
CHAIRMAN, COMMISSION FOR TEACHER PREPARATION AND LICENSING

John T. Brown
EXECUTIVE SECRETARY, COMMISSION FOR TEACHER PREPARATION AND LICENSING

THE GREAT SEAL OF THE STATE OF CALIFORNIA
EUREKA

Ann M. Learmonth
PRESIDENT, STATE BOARD OF EDUCATION

Wilson Riles
SUPERINTENDENT OF PUBLIC INSTRUCTION
SECRETARY, STATE BOARD OF EDUCATION

SEE REVERSE FOR EXPLANATION OF CODED ITEMS

RECEIVED
JUL 11 1994
M.U.H.S.D. PERSONNEL

Cesar R. Lopez

449 E. Arenas Rd, #407 Palm Springs, CA 92262 (760) 880-5934 cesar.lopezbarreras@desertsands.us

Education and Credentials

California Polytechnic State University, San Luis Obispo, CA
Master of Science - **Agriculture Education** Currently in Progress
Bachelor of Science - **Agriculture Science** - Concentration: **Environmental Horticulture** Dec 2008

Preliminary Single Subject Teaching Credential in Agriculture, March 2012
Specialist Instruction Credential in Agriculture, March 2012

Cuesta College, San Luis Obispo, CA Currently in Progress
Associates of Science – **Hospitality Management** GPA: 3.6
Certificates of completion from American Hotel and Lodging Association in:
Hospitality Law (Honors)
Security and Loss Prevention
Training and Development (Honors)
Front Office Operations (Honors)
Hospitality Marketing (Honors)
Hospitality Supervision
Food and Beverage Management

Related Experience

Agriculture Career Technical Education Classroom Teacher
Indio High School – Desert Sands Unified School District – Indio, CA 8/12 – Present
- Taught Agricultural Biology, Agricultural Chemistry, Environmental Horticulture Science and Freshmen Seminar
- Organized and created lesson plans and implemented hands-on classroom activities
- Served as FFA advisor for chapter meetings and activities as well as career development events and leadership guidance and training
- Conducted home and project visits to advise students in planning and maintaining Supervised Agricultural Experience projects
- Developed and maintained an Environmental Horticultural Pathway to serve the need for trained workforce

Tutoring Specialist
Indio High School – Desert Sands Unified School District – Indio, CA 2/12 – 6/12
- Tutored and counseled at risk students to encourage good behavior and attendance to classes
- Managed and monitored the learning center while making parental contact regarding at risk students
- Severed as a resource, mentor, advisor, enforcer of policy and role model to current high school students

Night Auditor and Relief Guest Services Associate
San Luis Bay Inn – Wyndham Vacation Ownership – Avila Beach, CA 3/11-2/12
- Greeted, registered, established necessary credit for and issued keys to guests appropriately to guests
- Checked departure folios; verified daily cash sheets and paper work of all reps, ensuring all totals are accurate and posted correctly
- Closed and reset credit card system; updated no shows, ran final night audit report and supplemental reports
- Interacted with site accounting regarding all aspects of daily transactions, cash drops, credit cards, etc.
- Answered telephone/PBX with proper telephone etiquette and directed call accordingly
- Received guest requests and/or complaints and ensured that appropriate actions had been taken
- Answered inquiries pertaining to the resort's amenities, services, policies, area attractions, dining and direction
- Communicated with other departments as needed via telephone and two-way radio
- Completed check-out procedures, computer bills, collected payment and made change as required

- Balanced all cash receipts and worked performed during shift and performed a bucket check on shift
- Posted charges for faxes, copies or convenience store outlet

Student Teacher
Santa Maria High School – Agriculture Department – Santa Maria, CA 8/09 – 12/09
- Taught Agricultural Mechanics, Agricultural Earth and Biological Sciences, Agricultural Economics, Welding, and Agricultural Leadership
- Organized and created lesson plans and implemented hands-on classroom activities
- Served as FFA advisor for chapter meetings and activities as well as career development events and leadership guidance and training
- Conducted home and project visits to advise students in planning and maintaining Supervised Agricultural Experience projects

Assistant Operations Manager
El Colibri Hotel and Spa – Cambria, CA 9/10-3/11
- Assisted and contributed to the company procedures in operating a unique boutique hotel, a spa, and a food & beverage outlet in their first year of operations
- Interviewed, hired and trained new employees in both housekeeping and guest services departments
- Ordered weekly supplies to ensure operations were not interrupted at the bar and food service outlet, spa and hotel
- Developed daily operational procedures for employees to follow to ensure superior and uniformed service for guests
- Monitored and directed housekeeping department as interim Head Housekeeper as we searched to fill the position
- Ensured all special requested were granted prior to guests' arrival to create customer loyalty
- Participated in weekly local wine tastings events in search of unique wines to carry at our bar
- Prepared the bar during the day to guarantee the success of the evening bar crew
- Supervised and attended to the reception which welcomed hotel and spa guests
- Scheduled spa, massage and facial appointments
- Developed a landscaping design to include California native plans in our gardens and landscaping and also to manage a riparian wildness area as requested by the Coastal Commission of San Luis Obispo

AmeriCorps Member & Organic Farm Assistant and Volunteer Coordinator
Growing Grounds Farm – Transitions Metal Health Association – Santa Maria, CA 1/10 – 11/10
- Organized and coordinated volunteers for a non-profit that used farming and horticulture therapy to help individuals dealing with schizophrenia, bipolar disorder, anxiety disorder, major depression and other mental illness
- Assisted in the organization, planning, germination, transplanting and harvest of various organic crops
- Germinated and transplanted various organically grown edible and ornamental plotted plants
- Managed and facilitated the weekly farm stand in which we sold our organic produce and plotted plants to the public
- Constructed a website/blog in which I published weekly availability list and various organic farming updates
- Organized and created lesson plans for elementary and middle school touring the farm
- Created a pilot program to educate low-income families with the knowledge of growing their own home gardens with the plants donated by our organic farm

Student Teacher
Shandon High School – Agriculture Department – Shandon, CA 8/09 – 12/09
- Taught Agriculture Science I, ROP Nursery/Greenhouse Production, ROP Landscaping and Agriculture Biology
- Organized and created lesson plans and implemented hands-on classroom activities
- Served as FFA advisor for chapter meetings and several career development events
- Conducted home and project visits to advise students in planning and maintaining Supervised Agricultural Experience projects

Preserve Ranger/Director of Habitat Restoration
Center for Natural Lands Management – Rancho Guadalupe Dunes
Preserve near Guadalupe, CA 1/08 – 6/09
- Patrolled and protected the Rancho Guadalupe Dunes Preserve so as to ensure that the sand dunes, beach, and associated plants and wildlife are protected
- Insured that the visiting public was informed, as necessary, to enjoy the dunes in a safe and appropriate manner
- Patrolled, picked up trash, provided information to the public, and provided assistance in maintaining the Preserve

and its facilities (e.g., removing undesirable vegetation, mending fences and gates, posting signs, etc.) as necessary.
- Given a leadership position of Director of Habitat Restoration to coordinate the management of vegetation to ensure and restore the habitats of various species of wildlife and native plants
- Educational liaison to represent the preserve when students visit the preserve on field trips

Front Desk Clerk/Night Auditor
Days Inn – San Luis Obispo, CA 2/07- 8/09
- Provided security for guest and the property by controlling room keys, verifying cash banks, making safe drops, preparing cash reports, following credit verifications procedures and reporting suspicious activity by guest or others
- Complete paperwork necessary for front desk operation like registration folios, credit card authorization, cashier reports, room reports, etc
- Recognized and greeted guests, checked-in and out guests, respond appropriately to information request and complaints by guests

Outreach Advisor
Upward Bound (Cal Poly) – SLO, CA 9/06 – 6/07
- Tutored low income first generation college bond high school students in science, math, English
- Managed and monitored the learning center
- Severed as a resource, mentor, advisor, enforcer of policy and role model for future college students

Assistant Manager / Delivery Driver
Papa John's Pizza – Grover Beach, CA 2/05 – 6/06
- Began as a delivery driver answering phone, and helping fill orders and delivering orders to customer's homes
- As assistant manager, I was given the store keys, safe and alarm codes and entrusted with the store's success
- Computerized system assisted in completing orders and managing the store
- Monitored and designated employee work
- At closing, I was responsible for all monetary transactions

Front Desk Personnel
Housing and Residential Life – SLO, CA 1/05 – 6/06
2/03 – 6/04
- Monitored activity at the front desk
- Small office work (answered calls, distribute mail, etc)
- Kept accurate records of all equipment and monetary transactions
- Cooperate with RAs and other Residential Faculty/Staff

Resident Advisor
Upward Bound (Cal Poly) – SLO, CA 6/09 – 8/09
Upward Bound (Cal Poly) – SLO, CA 6/07 – 8/07
Upward Bound (Cal Poly) – SLO, CA 6/06 – 8/06
Housing and Residential Life – SLO, CA 9/04 – 1/05
- Planned, organized and presented educational and social programs for a wide diverse group of residents
- Severed as a resource, mentor, advisor, enforcer of policy and role model
- Regularly walked around the building to ensure the safety and enforce policy for my residents

Florist Assistant
A Little Something - Santa Maria, CA 12/03 – 1/05
- Assisted in completing floral orders
- Offered plant knowledge to customers
- Maintained a presentable show room

Cashier/Florist Assistant 9/01 – 6/02
Indio High School Floral Shop – Indio, CA
- Attended customers while directing cash register
- Maintained accurate bookkeeping and accounting
- Assisted in completing floral orders

Enterprise Projects

Livestock Ownership Projects 9/98 – 2/02
Landscape Enterprise Projects 2/01 – 2/02
Indio High School Agriculture Department – Indio, CA

- Handled livestock (poultry, swine, sheep, goats, and beef)
- Performed health care under close supervision
- Maintained accurate bookkeeping and accounting
- Planned and designed outdoor landscape
- Installed and maintained landscape

Honors & Activities

- National Future Farmers of America Organization (FFA)
- Marching, Pep and Concert Bands
- Who's Who Among American High School honor recipient
- Governor State Scholar
- State of California FFA Degree recipient
- Best of Show Landscape, National Date Festival 2001
- Placed 13th individually and 2nd place team at the 2002 State FFA Finals in Floriculture
- California Women for Agriculture scholarship recipient
- Cal Desert Association of Realtors scholarship recipient
- Ag Credit Scholarship recipient 2014
- Indio High School's School Site Council – Chair 2014- Present
- Indio High School's Teacher of the Year 2015
- Southern California Biotechnology Center's Life Science Summer Institute Graduate 2013
- Gary Grossman scholarship recipient
- Alpha Zeta Fraternity
- Cerro Vista Community Council at Cal Poly Housing Dept
- College of Agriculture Advising Committee (Cal Poly)
- Dean's List for Cal Poly
- California Agriculture Teachers Association member
- Technology Certification, Level 1, SLO County of Educatior
- FFA State Finals Committee 2011
- AmeriCorps Member 2010; Stationed at Transitions Mental Health Association's Organic Farm in Santa Maria
- Desert Sands Unified School District Curriculum Council 2014 - Present
- DuPont National Agriscience Teacher Ambassador 2014
- California Ag Teachers Association's Agriscience Teacher of the Year – Riverside County 2015
- California Ag Teachers Association's Agriscience Teacher of the Year – Southern Region 2015

Skills

Computers:	MS Word, Excel, PowerPoint, Publisher, MS Access, ArcGIS, and the Internet
Languages:	Spanish, Conversational French
Leadership:	Future Farmers of America – Indio FFA President & Indio FFA Reporter Alpha Zeta (Honor Fraternity) – Sergeant at Arms Censor (Vice Pres.) Mustang Band – Uniform Manager Cerro Vista Community Council – Special Events Coordinator Fremont Hall – Resident Advisor AmeriCorps Member 2010 - Stationed at Transitions Mental Health Association's Organic Farm in Santa Maria Coordinator of Arrangements – FFA State Finals Committee 2011 Desert Sands Unified School District Curriculum Council 2014 – Present Indio High School's School Site Council – Chair 2014- Present
Training:	CPR / First Aid Certified

CA.GOV CTC COMMISSION ON TEACHER CREDENTIALING
Ensuring Educator Excellence

Agency User | Search

LOPEZ BARRERAS, CESAR > Document:

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

Last Name: LOPEZ BARRERAS
First Name: CESAR
Middle Name: RENE

Last Known County of Employment: RIVERSIDE COUNTY OFFICE OF EDUCATION
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	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
>	140121814	Single Subject Teaching Credential	Clear	Valid	7/2/2014	8/1/2019	2/17/2012		
>	120534261	Specialist Instruction Credential (Agriculture)	Clear	Valid	2/17/2012	3/1/2017	2/17/2012		
>	120534262	Single Subject Teaching Credential	Preliminary	Valid	2/17/2012	3/1/2017	2/17/2012		

Authorization/Subjects

1 - 2 of 2

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor	Added Authorization Date
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE			
R1S	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.	AGRI	Agriculture	MAJ	

Renewal Requirements

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

1 - 1 of 1

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

MELISSA PORTER MCBRIDE

73-015 BURSERA WAY
PALM DESERT, CALIFORNIA 92260
(619) 346-5021 (HOME) OR 347-5152 EXT 355 (WORK)

EMPLOYMENT OBJECTIVE

TEACHING AGRICULTURE AND RELATED TECHNOLOGY

EDUCATION

1973-1978	CALIFORNIA POLYTECHNIC STATE UNIVERSITY- SAN LUIS OBISPO	BACHELOR OF SCIENCE IN AGRICULTURE MANAGEMENT MINOR- AG MECHANICS AND ANIMAL PRODUCTION
1978- 1979	CALIFORNIA POLYTECHNIC STATE UNIVERSITY	CREDENTIAL IN AGRICULTURE
1978-1980	CALIFORNIA POLYTECHNIC STATE UNIVERSITY	MASTERS OF SCIENCE IN AGRICULTURE
1980- PRESENT	CALIFORNIA STATE UNIVERSITY & OTHER UNIVERSITIES	STAFF DEVELOPMENT & PROFESSIONAL DEVELOPMENT

CREDENTIALS

SINGLE SUBJECT TEACHING CREDENTIAL-AGRICULTURE (LIFE)
AGRICULTURAL SPECIALIST TEACHING CREDENTIAL (LIFE)
COMMUNITY COLLEGE CREDENTIAL-AGRICULTURAL SERVICES AND PROCESSING (LIFE)

MAJOR SUBJECTS

AGRICULTURAL ECONOMICS
COMPUTER-APPLICATION TO AG
PRINCIPLES OF ACCOUNTING
AGRICULTURAL SALES & SERVICE
AGRICULTURAL MARKETING
AGRICULTURE CO-OP ORGANIZATION
AGRICULTURE CREDIT AND FINANCE
AGRICULTURE LABOR RELATIONS

SUPPORT SUBJECTS

GENERAL ORNAMENTAL HORTICULTURE
GRAD SEMINAR IN OH (FLORAL)
PROJECT SUPERVISION & CONSTRUCTION
ORNAMENTAL HORTICULTURE PRACTICES
BIOLOGY
SOIL SCIENCE
WELDING
ECONOMICS

WORK EXPERIENCE- TEACHING

1979- PRESENT	AGRICULTURE INSTRUCTOR- ROP LANDSCAPING, AGRICULTURE MECHANICS AND INTRODUCTION TO AG AT INDIO HIGH SCHOOL & PALM DESERT HIGH SCHOOL
1986- PRESENT	AGRICULTURE INSTRUCTOR- ROP EMPLOYEE WITH DESERT SANDS UNIFIED BUYING MY TIME TO TEACH, PLANT AND ANIMAL SCIENCE I & II AT INDIO HIGH SCHOOL

No. TC 313098

The State of California

Reg. No. 555-86-6002

issues this

Teaching Credential

REGISTERED IN RIVERSIDE COUNTY
District RCO #99
Credential MRAGL
Date SEP 26 1983
By Shirley Saak
Deputy

to

MELISSA PORTER MCBRIDE

Type . . . . . SPECIALIST

Class . . . . . LIFE

Authorizations R-3

Renewal . . . . . ****

Grades: Preschool, Kindergarten, Grades 1 - 12 and Adult Classes

Valid . . . . . 08-04-83 - FOR LIFE

Restriction . . . . . ****

Subject or Category:
AGRICULTURE
****

Supplementary Authorization:
****

COPY

Robert L. Kelly
CHAIRMAN, COMMISSION FOR TEACHER PREPARATION AND LICENSING

John T. Brown
EXECUTIVE SECRETARY, COMMISSION FOR TEACHER PREPARATION AND LICENSING

THE GREAT SEAL OF THE STATE OF CALIFORNIA

Anne R. Learnworth
PRESIDENT, STATE BOARD OF EDUCATION

Wilson Riles
SUPERINTENDENT OF PUBLIC INSTRUCTION
SECRETARY, STATE BOARD OF EDUCATION

SEE REVERSE FOR EXPLANATION OF CODED ITEMS

HOME OF THE RAJAHS
INDIO HIGH SCHOOL
www.ihsrajahs.com
"Dedicated to academic achievement and personal success for all"
Rudy Ramirez, Principal
81-750 Ave. 46 | Indio, CA 92201 | (760) 775-3550 | FAX (760) 775-3565
Est. 1958

N.
Roster of Agriculture Advisory Committee

Our Indio Agricultural Advisory Committee is active and functioning. Committee members are composed of parents, former students, school site administrators, agricultural business leaders, water district members, community service organizations, local community college faculty and former parents who see the value of our program. Our advisory committee is mainly composed of agriscience business leaders in the Coachella Valley that support our Animal and Environmental Horticulture Pathways. The following is a list of our advisory committee:

President: Lisa Fierro
Past Parent

Secretary: Janell Percy
California Women for Agriculture, 4-H Leader, Past FFA Arizona State Officer

Ellen Way
California Women for Agriculture, FFA Alumni

Wendy Enright
The Living Desert Zoo and Gardens - Animal Technician

Jeff Place
College of Desert Professor - Horticulture

Mike Chedester
The Living Desert Zoo and Gardens' Curator of Education

Sharon Garcia
Owner Desert Feed Bag

Dr Bradshaw-Veterinarian
Village Park Animal Hospital

Maria Garcia Bonnell
Vet Tech/ Past Student
Valley Animal Clinic

Mike Terry
Wilbur Ellis / Past student

Laura Terry
Imperial Water District

Michael Ling Office Manager
Desert Dunes Animal Hospital

Rudy Ramirez
Indio High Principal

Tammy Sterling
General Contractor/ Past student

Kyle Hinkle
Hinkle Custom Painting/ Past Student

Norma Gonzalez
Robobank- Manager

Mary
Aladdin Florist

Bob Williams
Bob Williams Nursery

Jim Harrison
La Hacienda Nursery and Landscape Inc.

Eric Moller
Moller's Garden Center

Fernando Nunez- Past Student
"My Little Flower Shop" employee

The Indio High School Agricultural Advisory Committee meets every year at least twice a year, once during the fall months and again in the spring. Additional meetings are scheduled when necessary. Minutes for each meeting are kept in the department files and inside the Comprehensive Program Plan. When the Advisory Committee does meet, we discuss challenges faced by the program. We ask for input and guidance from our Advisory Committee in updating and creating curriculum for our courses to train, remain relevant and prepare students for the local job force and for admission into a post-secondary institution.

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Est. 1958

O.

Advisory Committee Minutes

Indio High Agriculture Department
Spring Advisory Meeting

Agenda
March 24th, 2015

Call to order

Overview of Business
- Officer Election – Mrs. McBride
- Agricultural Pathways – Mrs. McBride
  - Presentation of Ag Department Courses
- Construction Update -McBride
- Articulation - McBride
  - Mt. San Antonio
  - Mira Costa
  - College of the Desert
- District Budget – McBride
- Carl Perkins Budget – McBride
- Ag Incentive Grant Update – McBride
- Southern Region Agriculture Education Grant Consortium – McBride

Officer Election
- President –
- Secretary –

Agricultural Pathways
- Presentation of Ag Department Courses
- Presentation to Counselors / Freshman Class

Construction Update

Articulation Updates
- Mt. San Antonio Community College – Animal Science / Horticultural Science
- Mira Costa Community College – Floral
- College of the Desert – Horticulture

District Budget
- Budget Review

Carl Perkins Grant
- Gas out of Carl's Perkins
- Budget Review

Ag Incentive Grant
- Budget Review
- Update

Departmental Retirement
Update

Hiring a Replacement

Career Day at Indio High School – April 10th

Indio FFA Awards Banquet – May 13th at 6 pm

Next Advisory Meeting – Mid September 2015
Regional Supervisor will conduct an audit on the department next school year

Indio High School - Agriculture Department Course Offerings Overview

Animal Science Pathway:

9th Grade	10th Grade	11th Grade	12th Grade
Ag Biology CP/HP UC: (D-Life Lab Science)	➡ Companion Animal Health Care CP (D - Life Lab Science)	➡ Veterinary Science CP/HP (G-Elective: Life Science)	➡ Plant and Animal Physiology CP/HP (D - Life Lab Science)

Environmental Horticulture Pathway:

9th Grade	10th Grade	11th Grade	12th Grade
Ag Biology CP/HP UC: (D-Life Lab Science)	➡ Environmental Horticulture I CP/HP (G - Elective: Life Science)	➡ Art & History of Floral Design II/III (F - Fine Art)	➡ Art & History of Floral Design III or IV (F - Fine Art)
	Art & History of Floral Design I CP (F - Fine Art)		Plant and Animal Physiology CP/HP (D - Lab Science)
	Agricultural Chemistry CP/HP (D - Physical Lab Science)		**Capstone Course:** Ag Economics / Government HP/CP (G - Elective: Social Sciences)

Articulation Agreements (College Credit)

Students can earn 3 credits of Animal Science and/or Environmental Horticulture (Plant Science) by earning a B or better.

To earn 3 credits of Animal Science students must:*

- Earn a B or better in Companion Animal Health Care
- Earn a B or better in Veterinary Science
- Submit an application for Mt. San Antonio College

To earn 3 credits of Horticulture Science students must:*

Earn a B or better in Ag Chemistry
Earn a B or better in Environmental Horticulture
Submit an application for Mt. San Antonio CC

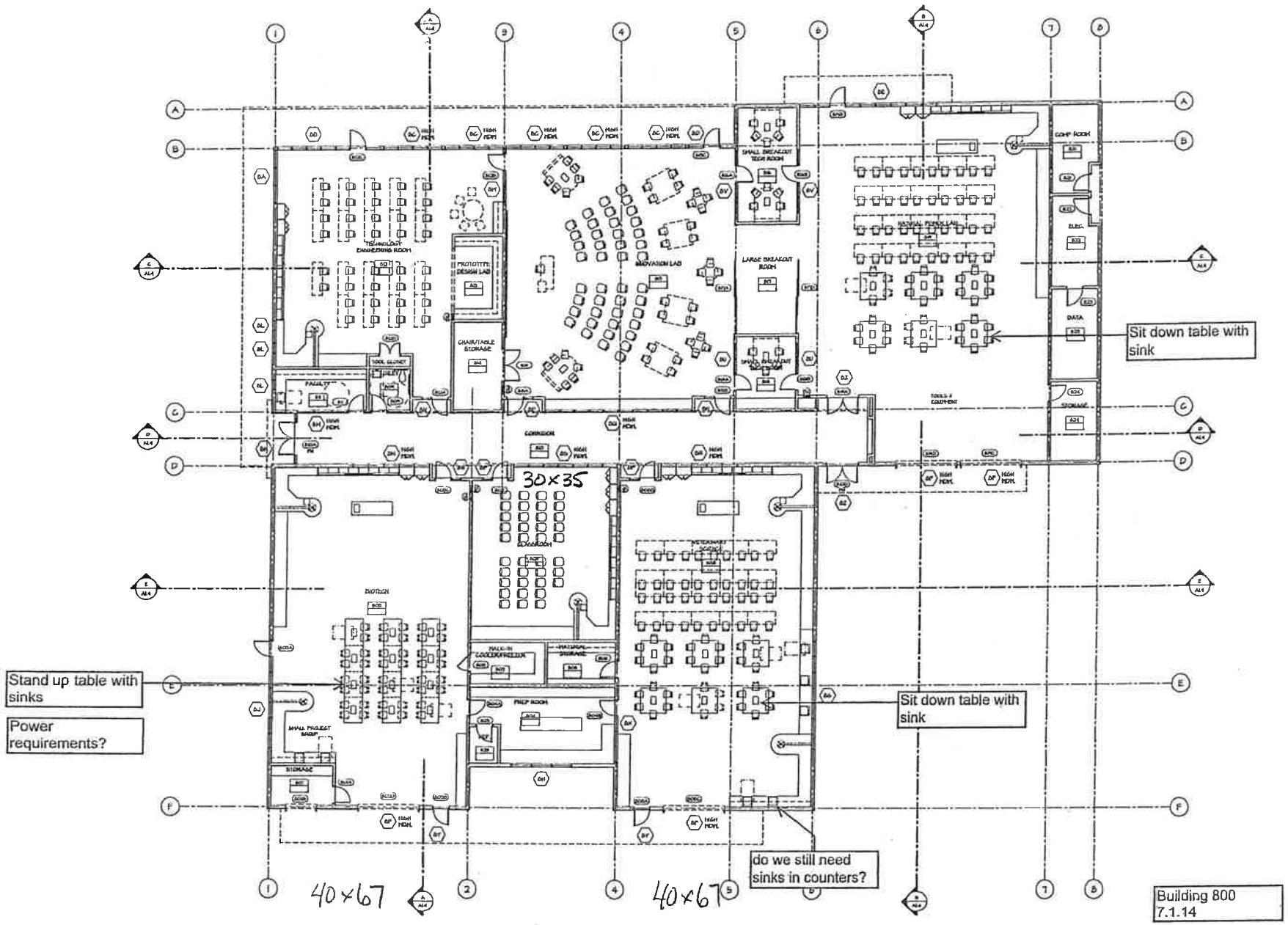
*Plant and Animal Physiology is also considered as an approved courses in either animal or horticulture science

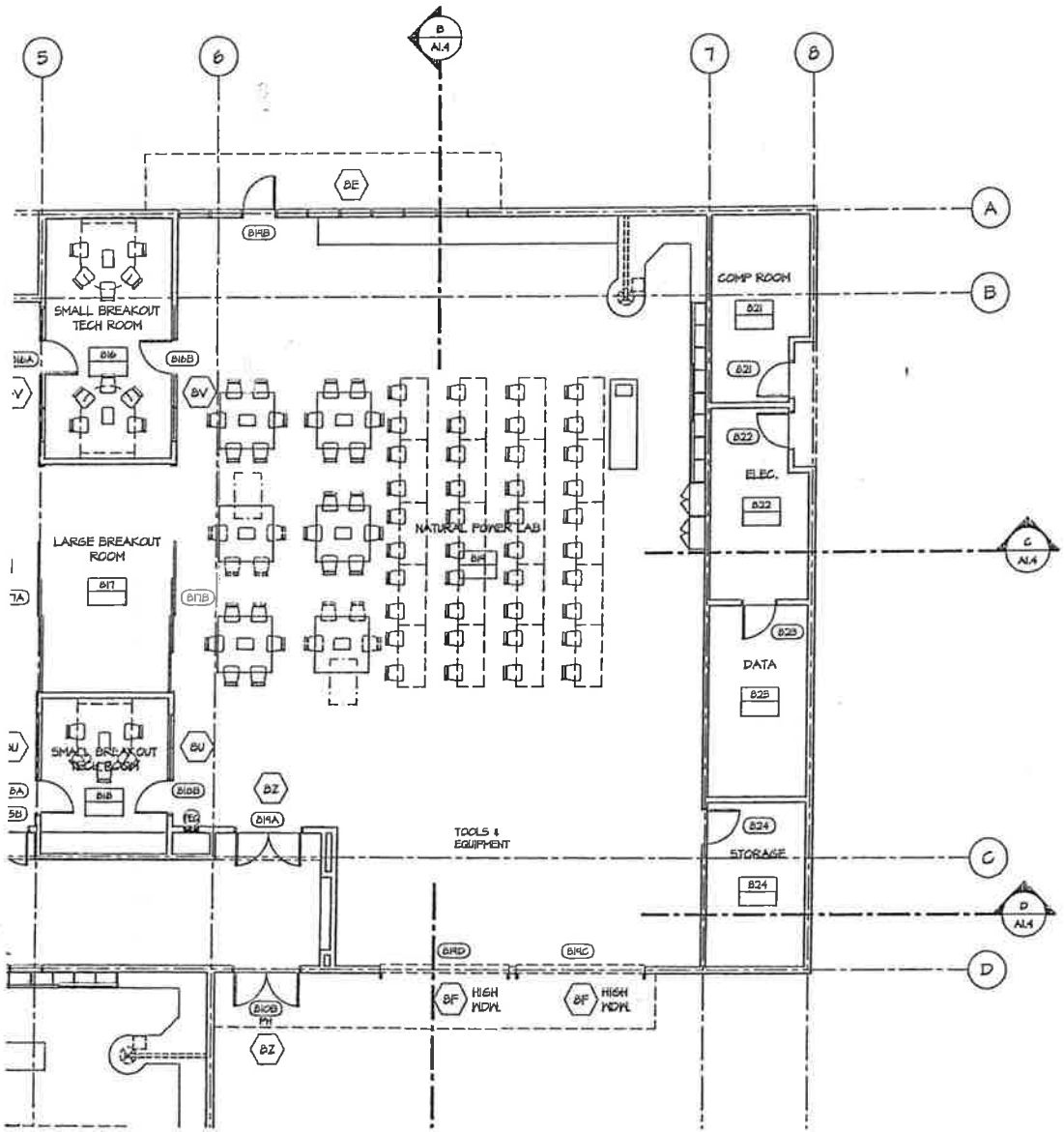
Agricultural Academic Cord Qualifications

The Agricultural Academic Cords are reserved for students who have actively studied and committed their academic studies to the field of agriscience. The Agricultural Academic Cords consist of two twisted cords with tassels on either end. The Agricultural Academic Cords come in pairs with a knot in the middle to hold them together. One of the pair is of "national blue" and the other is of "corn gold," which are the complementary and official colors of the National FFA Organization. The FFA places a very active role in the department that modeling the Agricultural Academic Cords after the colors of the National FFA Organization seem natural. The Agricultural Academic Cords are to be worn during the graduation ceremony.

The following are the qualifications of students to be considered to wear an Agricultural Academic Cord:

- Enrolled & completed a course of study in one of the Agriscience Pathways through the Agriculture Department at Indio High School
- Student must have had an agricultural course **ALL** four years of their high school career
- Minimum of a 3.0 cumulative GPA within the Agriscience Pathways' Course of Study
- Minimum of a 2.0 cumulative GPA for their entire high school career
- Participated in a community service event
- Completed a Supervised Agricultural Experience Project which compliments the classroom instruction **ALL** four years of their high school career (Supervised Ag Experience Project is an approved agriculturally-based project outside regular classroom instruction)
- Submit their accurate and completed California Agricultural Record Books of their Supervised Agricultural Experience Projects
    - First three record books must be closed and completed
    - Fourth record book would still be a work in progress (record book would not be complete and close until December after the student actually graduates) but must be accurate and up-to-date on the day the application is submitted
- Submit a written application for consideration to Agriculture Department Head who will review the application and qualifications and determine if the student qualifies for the recognition


Sit down table with sink
Stand up table with sinks
Power requirements?
Sit down table with sink
do we still need sinks in counters?
30×35
40×67
40×67
Building 800
7.1.14



Building 800-
Natural Power Lab

California Department of Education

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2014–15 APPLICATION FOR FUNDING

(Due Date: To be received in Regional Supervisor's Office by August 31, 2014)

DATES OF PROJECT DURATION - JULY 1, 2014, TO JUNE 30, 2015

Indio High	Desert Sands Unified School District
(School Site)	(District)

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	Assistant Superintendent Educational Services Title
Signature of Agriculture Teacher Responsible for the Program	Signature of Principal
	Contact Phone Number: 760-775-3550

Date of Approval of Local Agency Board: 9/2/2014

Funds Requested - Part I	$5,000.00	
Part II	$3,176.00	
Part III	$10,000.00	
Part IV	$0.00	
Total		$18,176.00

Number of Different Agriculture Teachers at Site: 3

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	x	
2. Leadership and Citizenship Development	x	
3. Practical Application of Occupational Skills	x	
4. Qualified and Competent Personnel	x	
5. Facilities, Equipment, and Materials	x	
6. Community, Business, and Industry Involvement	x	
7. Career Guidance	x	
8. Program Promotion	x	
9. Program Accountability and Planning	x	

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	$4,000	
Two Teachers	$4,500	
Three Teachers or More	$5,000	$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2013–14 R2 Number	Amount Requested
List Number from R2 Report ($8/Member)	397	$3,176.00

PART III - QUALITY CRITERIA 10–11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

* Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
* Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of $2,000 for year-round employment.
* Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site: 3

List the Names of the Agriculture Teachers:

1. Melissa McBride	4.
2. Nancy Lauritzen	5.
3. Cesar Lopez	6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio		$0.00
Criterion 11A - Year-Round Employment	2	$4,000.00
Criterion 11B - Project Supervision Period	3	$6,000.00
TOTAL FUNDS REQUESTED PART IV		$10,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list $7,500 (funds requesting) in space to the right. no

PART V - FINANCIAL SCHEDULE

Part A

			A	B	C

Line	Acct. No.	Classification	Description of Item for Which Funds Will be Expended	Incentive Grant Funds		Matching Funds
1	4000	Books & Supplies		7,176.00		7,176.00
2			Subtotal for 4000	**$7,176.00**		**$7,176.00**
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Staff travel/expenses	2,500.00		2,500.00
4			2. Student Transp.	2,000.00		2,000.00
5			3. Conference Fees	2,000.00		2,000.00
6			4.			
			5.			
7			6.			
8			Subtotal for 5000	**$6,500.00**		**$6,500.00**
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1. Computer Equipment	2,000.00		2,000.00
10			2. Lab Supplies	2,500.00		2,500.00
11			3.			
			4.			
12			5.			
13			Subtotal for 6000	$4,500.00		**$4,500.00**
14			Total for 4000–6000 Lines 2, 8, 13	**$18,176.00**		**$18,176.00**

TOTAL 2014–15 Incentive Grant Allocation: $18,176.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

			A	B		C
Line	Acct No.	Classification	Description of Item for Which Funds Were Expended	Incentive Grant Funds		Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries			
16	1000	Salaries	Teachers' Salaries for Project Supervision Period			
17	3000	Benefits	Benefits for the Above Items (1000)			
18			TOTAL			**$0.00**

TOTAL Amount of Waiver Requested:

Desert Sands Unified School District
Competitive Request for Perkins Funding • 2015-2016

Date: March 25, 2015

School Name: Indio High School

Industry Sector: Agriculture, Food and Natural Resources

Career Pathway: Ornamental Horticulture

Teacher Names: Cesar Lopez-Barreras

Melissa McBride

Other Names: CTE Ag Specialist (To Be Hired)

Date of Advisory Meeting: March 24, 2015

Please attach most recent advisory minutes

Total Amount Requested: $17,699.54

I certify that this request complies with the District's Perkins Five-Year Plan and meets the requirements of the Perkins Improvement Act of 2006.

Principal's Name: Rudy Ramirez

Principal's Signature: _____

Please return **by April 3, 2015**, to:

Deanna Keuilian
Administrator, Career Technical Education
760-238-9635 tele • 760-771-8608 fax
Deanna.Keuilian@dsusd.us

Educational Services Use	
Meets Requirements of Perkins Act of 2006	
Complies with DSUSD Perkins Five-Year Plan	
Enhances, Improves or Expands CTE Program	
Relevant to Workforce Demands	

Request for Perkins Funding: Approved Denied Other Action

Amount for Career Pathway Included in CTE Application for 2015-2016 Funding:

$_____

_____ **Date:** _____

Administrator, Career Technical Education

Carl Perkins Act 2006
Budget Narrative
Resource 3550 FY 2015-2016

Expenditure Object Codes	Description *(narrative/detail)*	Year 2015-2016
	Indio High School Ornamental Horticulture Pathway	
Series 1000 Instruction	**Certificated Salaries:**	
Prof Dev. 1130	Stipend CSTO Program Coordinator – Allows for supervision of 300 students during FFA competitions, project visitation, organization of horticultural related internship & work experience as well as develop/foster working relationships with horticultural related business and industry.	$6010
Curriculum Dev.	Substitutes for teachers to participate in professional development, CTE Conf. and articulation with local community staff and for teachers to prepare curriculum development and integration of Next Generation Science Standards, Common Core/ CTE State Standards. At the cost of $115 per day. Substitutes also needed for coverage so teachers can supervise students on FFA activities, competitions and landscaping/horticulture entries and removal to/from the Riverside County Date Festival. Total days: 16	$1840
Guidance & Counseling	Extra Duty for articulation with community college and AG instructor partner (1) teacher x 20 hours each = 20 hrs.	$824
	Total Certificated Salaries	**$8,674**
Series 2000	**Classified Salaries:** XXXX	
	Total Classified Salaries	
Series 3000	**Fixed Charges/Benefits:** Include description and method of calculation.	
	Stipend CSTO Program Coordinator	$775
	Substitutes for teachers $1840 X .0829	$152.54
	Extra Duty $824 X .1210	$98

	Total Fixed Charges/Benefits	**$1025.54**
Series 4000 Instruction	**Supplies/Instructional Materials:** List textbooks, materials, and supplies separately. If supplemental instructional materials are included, please list the supplemental materials to be purchased.	
4300	Misc. lab supplies, plant specimens for lab examination, small horticulture hand tools, fertilizers, soil, pots, propagation tools, soil testing kits, soil amendments, drafting and landscaping planning tools, irrigation system components and other instructional materials in compliance with articulation agreements with Mt San Antonio, Mira Costa and College of the Desert Community Colleges. Text book "Landscape Design" for Environmental Horticulture III	$1,500
4400	Equipment allowance for purchase of equipment to enrich the curriculum in Environmental Horticulture I	$500
Prof Dev	Equipment allowance for purchase of computer aided software for landscape design course and materials for Hydrology, Landscape and Sustainable Environmental Design (EHS III)	$1,500
	Total Supplies/Instructional Materials	**$3,500**
5000	**Other Services/Operating Expenses:** Description: *(narrative/detail)*	
5711	Field Trips - Student transportation to industry related facilities specific to CTE Such locations may include: Living Desert Zoo and Botanical Gardens, Huntington Gardens, and/ or industry greenhouse and nursery sites Fuel for supervision of Ag horticultural projects including designing/constructing horticulture and landscaping entries at the Riverside County Date Festival. Fuel will also be used to take students to FFA competitions in Nursery/Landscape Career Development Events which are held statewide.	$3,500
	Total Other Services/Operating Expenses	**$3,500**

Budget Form (Cont.)

Expenditure Object Codes	Description *(narrative/detail)*	Year 2014-2015
Series 5200	**Travel & Conferences:** Describe travel necessary to meet project objectives. *(narrative/detail)* Conferences for CTE Program Ornamental Horticulture – In an effort to stay current in industry related topics, teachers will attend the California Nursery Growers Association, the California Association of Nurseries and Garden Centers and the California Landscape Contractors Association meetings and conferences.	$1,000
	Total Travel & Conferences	$1,000
5600	**Repairs:** Description: *(narrative/detail)*	
	Total Repairs	$0.00

5800	**Consultant Services:** Description: *(narrative/detail)*	
	Total Consultant Services	$0.00
	GRAND TOTAL	$17,699.54

Desert Sands Unified School District
Competitive Request for Perkins Funding • 2015-2016

Date: March 25, 2015

School Name: Indio High School

Industry Sector: Agriculture, Food and Natural Resources

Career Pathway: Animal Science

Teacher Names: Melissa McBride

Cesar Lopez

Other Names: CTE Agricultural Specialist- (To be Hired)

Date of Advisory Meeting: March 24, 2015

Please attach most recent advisory minutes

Total Amount Requested: $29,002

I certify that this request complies with the District's Perkins Five-Year Plan and meets the requirements of the Perkins Improvement Act of 2006.

Principal's Name: Rudy Ramirez

Principal's Signature:

Please return **by April 3, 2015**, to:
Deanna Keuilian
Administrator, Career Technical Education
760-238-9635 tele • 760-771-8608 fax
Deanna.Keuilian@dsusd.us

Educational Services Use	
Meets Requirements of Perkins Act of 2006	
Complies with DSUSD Perkins Five-Year Plan	
Enhances, Improves or Expands CTE Program	
Relevant to Workforce Demands	

Request for Perkins Funding: ❑ Approved ❑ Denied ❑ Other Action

Amount for Career Pathway Included in CTE Application for 2015-2016 Funding:

$

Date:
Administrator, Career Technical Education

Carl Perkins Act 2006
Budget Narrative
Resource 3550 FY 2015-2016

Expenditure Object Codes	Description *(narrative/detail)*	Year 2015-2016
		$
	Indio High School Animal Science	
Series 1000	**Certificated Salaries:**	
Instruction 1140	Stipend CSTO Program Coordinator - Allow for supervision of 600 students during FFA competitions, project visitations, FFA meeting, FFA planning and development, and FFA Activities	6010
Prof Dev. 1130	Substitutes for teachers to participate in professional development, CTE Conf. and articulation with local community college staff and for teachers to prepare curriculum development and integration of Core Academics/CTE Standards. Sub coverage also needed for teachers to be able to supervise student on FFA activities and competitions. Total 50 days	5750
Curriculum Dev.	Extra Duty for articulation with community college and AG instructor partner (2) teacher x 30 hours each = 60 hrs.	2545
Guidance & Counseling		
	Total Certificated Salaries	**$14,305**
Series 2000	**Classified Salaries:** XXXX	
	Total Classified Salaries	
Series 3000	**Fixed Charges/Benefits:** Include description and method of calculation.	
	Stipend CSTO Program Coordinator –	775
	Substitutes for teachers	456
	Extra Duty	316

	Total Fixed Charges/Benefits	**$ 1,547**
Series 4000 Instruction 4300 4400 Prof Dev	**Supplies/Instructional Materials:** List textbooks, materials, and supplies separately. If supplemental instructional materials are included, please list the supplemental materials to be purchased. Misc. lab supplies, lab species, small hand tools, medicines, other instructional materials in compliance with articulation agreements with Mt San Antonio CC. Misc. books for Vet Science, Ag Biology, Animal Health and Pet Care and Plant and Animal Psy. Equipment allowance for purchase and replacement of equipment to enrich the curriculum in AG Biology, Animal Health and Pet Care, Vet Science and Plant and Animal Psy. **Total Supplies/Instructional Materials**	 1,000 500 1,500
5000 5711	**Other Services/Operating Expenses:** Description: *(narrative/detail)* Field Trips - Student transportation to industry related facilities specific to CTE Such locations may include: Date Festival, Vet Clinic, and/ or industry sites Fuel for Supervision of Ag Projects and FFA competitions, transportation for students to FFA Leadership Conferences and FFA Meetings **Total Other Services/Operating Expenses**	 4,500 4,500

Budget Form (Cont.)

Expenditure Object Codes	Description *(narrative/detail)*	Year 2015-20
Series 5200	**Travel & Conferences:** Describe travel necessary to meet project objectives. *(narrative/detail)* Conferences for CTE Program Animal Science- To attend mandated CATA/In-Services Meetings in an effort to stay current in industry related topics. Attend CTE National Conference	6500
	Total Travel & Conferences	6500
5600	**Repairs:** Description: *(narrative/detail)* Balancing and service of Livestock scale at Date Festival Repair and Sharing of clippers and Livestock equipment	150 500
	Total Repairs	650
5800	**Consultant Services:** Description: *(narrative/detail)*	
	Total Consultant Services	
	GRAND TOTAL	$29,002

Indio High School's Agriculture Department

Spring Advisory Committee Meeting
Minutes
March 24, 2015

Call to Order: A regular meeting of the Indio High School's Agriculture Department Advisory Committee was held at Indio High School in room 3207 on March 24, 2015. The meeting convened at 4:35 P.M.

Members Present:

Michael Chedester
Wendy Enright
Michael Terry
Margo McCormick
Melissa McBride
Nancy Lauritzen
Cesar Lopez
Lisa Fiero
Aleena Duran

Business:

Officer Elections

President - Motion from Michael Chedester nominated himself for presidency, seconded
Vote: All in favor
Resolved: Motioned carried

Secretary - Motion from Michael Chedester nominated Cesar Lopez for secretary, seconded
Vote: All in favor
Resolved: Motioned carried

Agricultural Pathways

Mrs. McBride gave an overview of the Agriculture career technical education courses offered at Indio High School and how the courses form the two pathways: Animal Science and Environmental Horticulture Science

Committee was informed that prior to the school year, Mrs. Lauritzen and Mr. Lopez presented to the counseling and administrative staff the course sequence which allows students to successfully complete the agriculture pathways at Indio High School. Course sequence was attached to the agenda.

Committee was also informed about the Agriculture Academic Cords available to students who commit to the pathways in the agriculture department. List of requirements was attached to the agenda.

The committee discussed the emerging other pathways which have largely been district driven, not industry/advisory committee led. Attention was brought to the fact that many of these teachers do not have specialized CTE credentials. Margo McCormick shared that the district recently traveled to Nashville, TN which showcased their career technical education model in which all freshmen select a pathway of study in which students gain practical skills leading to an industry recognized certification. Michael Terry recognized the importance of such programs and the reason CTE was developed. Michael Chedester shared with the committee the invaluable skills he learned from being involved in an agriculture pathway. Michael Terry asked if field days were provided by industry to the students, at which the answer was no, but the committee was informed about the IHS Career Day. Wendy Enright share her experience with CTE and how programs like Indio's are vital for they can prepare and give practical experience to students wishing to become zoo keepers, vet techs and animal handlers.

Construction Updates

Tour of the new facilities was provided to all present.

Building plans for latest Indio High School's CTE building were shared with the committee. A copy was attached to the agenda.

Building seems to have been developed by the district with no input from teachers. Concerns were raised over the functionality of the building and design aspects. The department has three teachers, but the plans only suggest two teachers.

A meeting has been scheduled for April 7th to discuss the building as well as the future of the department with the district.

Michael Chedester asked for clarification on the small rooms in the plans. Looking at the plans for the lower right, the 40' x 67' "Veterinary Science" classroom will host the animal science pathway. The small classroom to the left has been identified as the department office, yet has a teacher's workstation, suggesting a typical classroom (clarification from district will be requested). There is a small storage room from the animal science class and opposite this is the walk-in cooler which opens into the horticulture room. There is also a shared prep room between the animal science and horticulture rooms. The last 40' x 67' "Biotech" classroom will be the horticulture classroom. Question raised: where is the 3rd classroom for the 3rd agriculture specialist?

Michael Terry asked about the greenhouses and would like the teachers to ask the district about the plans for the greenhouses, which should have been at least

40' x 60'. Nancy Lauritzen also asked about the plots/growing beds for additional instruction laboratories. Melissa McBride explained that we only had the actual building to present and she would have to get clarification from the district as far as the plans for the greenhouse and surrounding outside laboratories.

The CTE building will be built where the current Performing Arts Center is housed. Construction is not anticipated on the CTE building until this upcoming summer. 18 months later, the building should be ready.

Articulation Updates

Committee was informed that the relationship with Mt. San Antonio Community College in Walnut, CA continues. Students who complete both pathways have the opportunity to earn 6 units of college credit by completing the coursework offered by the agriculture department with grade of B or better (3 units of animal science and/or 3 units of environmental horticulture science).

Thanks to Nancy Lauritzen's leadership, the department is also in negotiations with Mira Costa Community College in Oceanside, CA for an articulation agreement for the Art and History of Floral Design I CP course.

Negotiations are also in place with College of the Desert to articulate the Environmental Horticulture Science I CP/HP course.

Margo McCormick shared with the committee that SB 1070 (Career Technical Education Pathways Program) has motivated a lot of community colleges to start working with high schools and encourage articulations and dual enrollment.

District Budget

No actual monetary support is received from the district except for $300 discretionary funds, and the matching provided by the Ag Incentive Grant. Carl Perkins is provided on a competitive basis.

Local Control Formula (LCF) funding has been discussed last year to support the Ag Department, but this has not happen. At this time, LCF is not being used to fund any CTE program on IHS's campus.

Carl Perkins Grant

Committee was asked to review the two Carl D. Perkins Career and Technical Education Improvement Act Grant Application to support the two pathways within the department.

Michael Terry asked if additional support is needed from all committee members

towards the district and their allocation of Perkins funds specially to programs that do not have a credential CTE teachers instructing students, nor have a CTSO nor meet the High Quality CTE Programs requirements. At this time it was decided not to take any action towards the district on this matter. Committee is aware that the creation of additional pathways means less Perkins funds available for agriculture department's pathways since all programs must submit a written application to the district. The Career Technical Education Administrator reviews each application and decides what allotment is provided for each program every year.

The biggest cost is gas which is being taken from Perkins funding.

Ag Incentive Grant

Governor Brown decided to include the Ag Incentive Grant in his May budget revise as he decided it was not worth the fight with the strong advisory support statewide. For now the Ag Incentive Grant will continue to support the department. The department will continue to maintain the high standards required for the grant which are the basis for funding.

Department Retirement

Committee was informed of the retirement of Nancy Lauritzen from the agriculture department at the end of the current school year.

Hiring a Replacement

Committee was informed that the department will begin seeking a replacement soon and anticipate the support from both Indio High School's Administration as well as the district's

Career Day at Indio High School - April 10th

Indio High School will be hosting their annual career day on April 10th. This year the career day will be centered around the career pathways that have been developed for Indio High School. Volunteers are needed from 8 am to 12:15 pm to speak to groups of 50 students for about 10 minutes. Speakers are encouraged to bring visuals and to speak about the track they undertook to get to where they are and about their chosen career. Groups will rotate in 45 minute blocks, giving the speakers 4 different opportunities to speak on their career. If volunteers can not commit to the whole morning session, any time in between would be appreciated. Please contact cesar.lopezbarreras@desertsands.us if interested.

Indio FFA Awards Banquet - May 13th at 6 pm

All committee members were invited to attend the awards banquet on May 13th at 6:30 pm in the new IHS Dance Classroom. An invitation will be sent out to all.

Fall Advisory Meeting

Next advisory meeting was tentatively scheduled for either September 15 or September 16, 2015. Please contact cesar.lopezbarreras@desertsands.us if you have a preference on which date. Program Plan will be analize in anticipation of Regional Supervisor, Mr. Haven's audit on the department next school year.

Adjournment

Motioned by Michael Chedester, seconded
Vote: All in favor
Resolved: Motioned carried, meeting adjourned at 6:02 pm

Indio High Agriculture Department
Fall Advisory Meeting

Agenda
1/28/14

Call to order

Overview of business
- Overview of Program-McBride
- Officer Election- McBride
- Ag Incentive Grant- Cuts/Budget- McBride
- Carl Perkins Grant- Budget- McBride
- CTE Grant- Cuts/Budget/Plans- McBride

Officer Elections
- President-

Ag Incentive Grant
- Cut by State
- **Plan A:** Legislators contacts
- **Plan B:** Money sent to District Local Control Funding (LCF)
  - Public Hearing?

Carl Perkins Grant
- Up-date
- Pathways: Animal Science and Environmental Horticulture
  - Dropped Floral Funding- Last year
- Budget

CTE Grant- GONE
- Plans- Square footage Cut
- Change of Direction by District

Indio High Agriculture Department
Fall Advisory Meeting
January 28, 2014

Call to order at 3:00 pm by Melissa McBride

Overview of meeting business given by McBride. The topics covered:

Overview of Program-McBride
Officer Election- McBride
Ag Incentive Grant- Cuts/Budget- McBride
Carl Perkins Grant- Budget- McBride
CTE Grant- Cuts/Budget/Plans- McBride

Overview of the Program

McBride gave an overview of the agricultural program at Indio High School. Our current animal science program is going strong. The horticultural pathway is currently in development and the first course should be district and UC approved by the end of the school year.

Officer Election

Lisa Fierro, current Advisory Committee President, is in treatment for cancer and therefore had to resign from the position. Nominations were opened for a new President. Janell Percy was nominated and elected to become Advisory Committee President until Mrs. Fierro is able to reassume her position as Advisory Committee President

Ag Incentive Grant

Committee reviewed budget and application that was submitted last year. McBride shared with the committee how the Local Control Formula has affected the future of the Ag Incentive Grant. McBride expressed that the emergence of the LCF has triggered Governor Brown to eliminate the funding for the Ag Incentive Grant. Currently there is a statewide push to encourage parents, FFA members, community support members, teachers, politicians and others to call and request legislators to encourage the Governor to include the Ag Incentive Grant into the May budget revision. The committee suggested that we request an audience with our Assembly Members Perez. Furthermore, the committee scheduled this "rally" for the upcoming Riverside County Date Festival when our country's agricultural community is being showcased specially the youth programs that benefit from the Ag Incentive Grant. The rally will be on Feb. 14, 2014 at 3:30 pm. The Desert Sandblasters 4-H as well as the Coachella Valley FFA program will be contracted to join Indio FFA for this rally.

Carl Perkins Grant

McBride gave the committee a report on the District Plan that was written and submitted to the State Carl Perkins Evaluation. The past year's grant was evaluated and reviewed with the committee. Floral program is still not funded, but with the emerging horticultural program, we hope to return funding to the floral program. For the upcoming year, the department will submit an application for the continued Animal Science Pathway but now also request funding of the new Environmental Horticultural Science Pathway.

CTE Grant

The construction of the new agricultural science building has been delayed along with the rest of the school. Because of this delay, the Proposition 1D CTE Facilities Program Grant has been forfeited. As a result, the construction squared footage plans for the agriscience building has been reduced. The direction of the district has appears to be one away from vocation and technical training, therefore the future of our program seems uncertain. Ellen Way let the committee know that she will write a letter of support on behalf of the Coachella Valley Women for Agriculture to the Superintendent Rutherford in regards to the Agricultural Program at Indio High School. At our next meeting, we will discuss if further action is required by committee members to show their displeasement with the direction of the district.

Next meeting date in March (Date – TBA)

Meeting adjourned at 5:35 pm

Indio High Agriculture Department
Fall Advisory Meeting

Minutes
10/24/12

Call to order

Overview of business
- Overview of Program-McBride
- Officer Election- McBride
- Construction Plans-
  - Committee reviewed- Asked move in timeline Fall 2016
- Carl Perkins Grant- Budget- McBride
  - See Attached- No questions
- Ag Incentive Grant- Cuts/Budget- McBride
  - See Attached- No questions
- Department Review (Incentive Grant Checklist)
  - Committee reviewed Checklist
  - No concerns other than student turnover in Career Pathway
  - Suggested to have Industry guest speakers

Officer Elections
- President- Lisa Fierro re-elected as President
  - Mike Chedester volunteered to act as Vice President

CTE Grant
- Plans
- Grant submitted to State

Carl Perkins Grant
- Up-date
- Budget

Ag Incentive Grant
- Cuts by State
- Cuts due to not meeting Standards
- Budget Revision

Department Review-(Incentive Grant Checklist)
- Recommendations: (See above)

Next meeting date in Spring scheduled in March (Date- TBA)
Meeting Adjoined 6:10pm

4-Year Plan Agricultural Pathway

Animal Science

Freshman	Sophomore	Junior	Senior
▪ English I ▪ Math (Algebra) ▪ Ag Biology CP/HP ▪ Freshman Seminar ▪ Language I ▪ PE ▪ College Elective ▪ College Elective	▪ English II ▪ Math (Geometry) ▪ Vet Science CP/HP ▪ Ag Chemistry CP/HP ▪ World Cult ▪ Language II ▪ PE ▪ College Elective	▪ English III ▪ Math (Advance Algebra) ▪ Anatomy Psychology ▪ American Studies ▪ Plant and Animal Psychology CP/HP ▪ Language III ▪ College Elective ▪ College Elective	▪ English IV ▪ Ag Economics/Government ▪ Ag Business Math ▪ Floral I ▪ Animal Health and Pet Care ▪ Ag Leadership and Communication ▪ Ag Internship ▪ Ag Internship

Ag Business

Freshman	Sophomore	Junior	Senior
▪ English I ▪ Math (Algebra) ▪ Ag Biology CP/HP ▪ Freshman Seminar ▪ Floral 1 ▪ Language I ▪ PE ▪ Elective	▪ English II ▪ Math (Geometry) ▪ Floral 2 ▪ Ag Chemistry CP/HP ▪ World Cult ▪ Language II ▪ PE ▪ Elective	▪ English III ▪ Math (Adv. Algebra) ▪ Floral 3 ▪ American Studies ▪ Language III ▪ Environmental Science CP/HP ▪ College Elective ▪ College Elective	▪ English IV ▪ Ag Business Math ▪ Ag Leadership and Communication ▪ Ag Economics/Government ▪ Floral 4 ▪ College Elective ▪ Ag Internship ▪ Ag Internship

Ornamental Horticulture

Freshman	Sophomore	Junior	Senior
▪ English I ▪ Math (Algebra) ▪ Ag Biology CP/HP ▪ Freshman Seminar ▪ Floral 1 ▪ Language I ▪ PE ▪ Introduction to Horticulture	▪ English II ▪ Math (Geometry) ▪ Floral 2 ▪ Ag Chemistry CP/HP ▪ World Cult ▪ Language II ▪ PE ▪ Nursery Production	▪ English III ▪ Math (Adv. Algebra) ▪ American Studies ▪ Landscape Design ▪ Language III ▪ Environmental Science CP/HP ▪ College Elective ▪ Elective	▪ English IV ▪ Ag Business Math ▪ Ag Leadership and Communication ▪ Ag Economics/Government ▪ Ag Internship ▪ Ag Internship ▪ Plant and Soil Science CP/HP ▪ Elective

Animal Science Articulation Summary 10/17/12

District	Instructor	School	H.S. Course	Mt.SAC Course	Status	Next Step
Chino-Valley	L. McCormick	Chino HS	Intro to Agriculture	AGAN 1	Faculty Approved	Final Signatures
Corona-Norco	Richartz/Lindsey	Norco HS	Ag Bio & Vet Sci	AGAN 1	Faculty Approved	Final Signatures
Covina Valley	A. Seaman	Covina HS	Veterinary Science	AGAN 1	Faculty Approved	Final Signatures
Desert Sands	M. McBride	Indio HS	Animal Health/Vet	AGAN 1	Faculty Approved	Final Signatures
Escondido	Reyburn/Hoofard	Escondido HS	Ag Sci, Ag Bio, Vet	AGAN 1	Pending Curriculum	Faculty Review
Fullerton	Maxfield,Worrell	Buena Park	Ag Earth & Vet Sci	AGAN 1	Faculty Approved	Final Signatures
Fullerton	Rojas & Johnson	La Habra	Ag Earth & Vet Sci	AGAN 1	Faculty Approved	Final Signatures
Hemet	Mosqueda	Hemet HS	Ag Sci I & II	AGAN 1	Faculty Approved	Final Signatures
Hemet	Mosqueda	Hemet HS	Ag Sci II & Vet Sci	AGAN 1	Faculty Approved	Final Signatures
Hemet	Mosqueda	Hemet HS	Ag Sci I & Vet Sci	AGAN 1	Faculty Approved	Final Signatures
Jurupa	Kantner/Norwood	Jurupa Valley	Ag Bio & Vet Sci	AGAN 1	Pending Curriculum	Faculty Review
Saddleback	Ruffolo/Shook	Mission Viejo	Ag Sci & Vet Sci	AGAN 1	Faculty Approved	Final Signatures

Horse Production Articulation Summary 10/17/12

District	Instructor	School	H.S. Course	Mt.SAC Course	Status	Next Step
Corona-Norco	C. Lindsey	Norco	Equine Science	AGLI 16	Faculty Approved	Final Signatures
Jurupa	Kantner/Norwood	Jurupa Valley	Horsemanship & Adv	AGLI 16	Pending Curriculum	Faculty Review
Jurupa	Fuller/Finnicum	Rubidoux	Horsemanship & Adv	AGLI 16	Faculty Approved	Final Signatures

Hortiulture Articulation Summary 10/17/12

District	Instructor	School	H.S. Course	Mt.SAC Course	Status	Next Step
Antelope Valley	Olsen/Nelson	Littlerock	Environmental Hort	AGOR 1	Faculty Approved	Final Signatures
Antelope Valley	Olsen/Nelson	Littlerock	Ag Bio & Ag Chem	AGOR 1	Faculty Approved	Final Signatures
Corona Norco	Richartz	Norco	Ag Bio, Hort, Lands	AGOR 1	Faculty Approved	Final Signatures
Escondido	Reyburn/Hoofard	Escondido	Ag Sci II & Ag Bio	AGOR 1	Pending exams	Faculty Review
Fullerton	Maxfield	Buena Park	Ornamental Hort	AGOR 1	Faculty Approved	Final Signatures
Hemet	Recht	Hamilton	Plant & Soil Science	AGOR 1	Faculty Approved	Final Signatures
Hemet	Mosqueda	Hemet	Plant & Soil Science	AGOR 1	Faculty Approved	Final Signatures
Chino-Valley	McCormick	Chino	Landscape Design	AGOR 13	Faculty Approved	Final Signatures

Total number of Agreements in Process: 23

NOTES:
Four Agreements have Pending Status. Curriculum and/or exams must be submitted to faculty a.s.a.p. All Agreements must be Approved before faculty leave for winter break. (December 7, 2012)

Mt. SAC Tech Prep Office
1100 North Grand Avenue
Walnut, California 91789

2 + 2 Articulation Agreement

1.) **Mt. San Antonio College and** Desert Sands U.S.D.

2.) High School • Regional Occupational Program (ROP) • Adult Education Course:

Authorized Instructors (3 Maximum– PLEASE PRINT) 1) Melissa McBride

Indio High School
Location

2) _____

3) _____

3.) **Mt. San Antonio College agrees to provide students qualified under the terms of this Articulation Agreement:**

☐ Project Credit (Certificate) ☐ Course Equivalency ☒ College Credit by Exam ↓ Reset Checkboxes

High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
Animal Health and Pet Care	10	AGAN 1 Animal Science	3
Veterinary Science	10		

Additional Requirements or Notes:

With instructor's recommendation, and final grade of "B" (80%) or better in the secondary course, students may request Articulation credit. Secondary course exams will meet the Articulation exam requirement. The final grade assigned by the secondary program will be used as the college grade.

4.) **It is the responsibility of the Instructor(s) named to inform students of this Articulation process and all student requests for Articulation must be submitted at the completion of all courses identified on this document.**

This agreement is valid for the school year 2012-13 **only.**
Any curriculum changes at either institution involving the courses named in this document shall require this agreement to be renegotiated.

5.) **To be completed by Mt. San Antonio College**

	(Please sign with red or blue ink)	Date
College Professor		10/17/12
Department Chair		10/17/12
Division Dean		
Mt. SAC Articulation Officer		

6.) **To be completed by the High School District • Regional Occupational Program (ROP) • Adult Education department**

	(Please sign with red or blue ink)	Date
Instructor		10/17/12
Authorized Administrator		

ACCOUNT SNAPSHOT REPORT

Account Range: 24480-05
Date Range: 07/01/12 to 10/24/12

Account: 24480-05 FFA Club (Future Farmers Amer)
Advisor: Melissa McBride

Date	Source	Ref #	Description / Purpose		Beg Bal	Income	Expense	Transfers	Balance
			Beginning Balance						5,026.53
09/11/12	CC03-011	14968	Desert Feed Bag	Open PO for livestock feed & supplies			133.80		4,892.73
09/11/12	DP03-009	174	Receipting Sales	FFAATTIRE/FFA Attire		55.00			4,947.73
09/18/12	CC03-012	14998	Walmart	Open PO for food and supplies			27.66		4,920.07
09/25/12	CC03-013	15008	Riverside Section FFA	Section dues for 2012-2013			30.00		4,890.07
10/05/12	DP04-007	177	Receipting Sales	FFAATTIRE/FFA Attire		55.00			4,945.07
10/23/12	CC04-015	15030	California Association F	Leadership conference			545.00		4,400.07
10/23/12	CC04-015	15044	National FFA	Open PO for jackets and supplies			62.03		4,338.04
10/23/12	CC04-015	15044	National FFA	Open PO for jackets and supplies			62.03		4,276.01
10/23/12	CC04-015	15048	Smart & Final	Open PO for food for meetings			76.45		4,199.56
10/23/12	CC04-015	15048	Smart & Final	Open PO for food for meetings			22.49		4,177.07
10/23/12	CC04-015	15048	Smart & Final	Open PO for food for meetings			8.40		4,168.67
10/23/12	CC04-015	15050	State Board of Equaliz	Additional tax interest due for 1st Qtr '12			54.66		4,114.01
10/23/12	CC04-015	15052	Vincent Sola Partners	Purchase seven market goats			1,400.00		2,714.01
			Actual Closing Balance		5,026.53	110.00	2,422.52	0.00	2,714.01
			Open Purchase Orders						
08/28/12		603	Smart & Final	Open PO for food for meetings			977.51		
08/28/12		609	Desert Feed Bag	Open PO for livestock feed & supplies			4,866.20		
08/28/12		610	Walmart	Open PO for food and supplies			972.34		
08/28/12		611	National FFA	Open PO for jackets and supplies			1,937.97		
08/31/12		621	Ivory's Sharpening & S	Open PO to sharpen repair blades & clippers			500.00		
10/08/12		664	Lowe's	Open PO for irrigation & equipment			1,000.00		
10/08/12		666	Costco - La Quinta	Open PO for food & supplies			2,500.00		
10/11/12		679	Austin Ryan	Purchase of four lambs			800.00		
10/22/12		689	All Seasons Feed	Open PO for animal feed and supplies			1,500.00		
			Projected Current Balance:		5,026.53	110.00	17,476.54	0.00	(12,340.01)

ACCOUNT SNAPSHOT REPORT

Account Range: 24482-05
Date Range: 07/01/12 to 10/24/12

Date	Source	Ref #	Description / Purpose		Beg Bal	Income	Expense	Transfers	Balanc
Account:	24482-05	FFA/Floral Club							
	Advisor:								
			Beginning Balance						5,247.7
07/11/12	CC01-001	14929	State Board of Equaliz	Sales tax 2011-2012 school year			258.32		4,989.4
08/14/12	DP02-008	172	Receipting Sales	FLORALSALES/Floral Sales		453.95			5,443.3
08/30/12	DP02-009	173	Receipting Sales	FLORALSALES/Floral Sales		19.40			5,462.7
09/11/12	CC03-011	14972	Inland Wholesale Flow	Open purchase order for floral supplies			114.16		5,348.6
09/11/12	CC03-011	14972	Inland Wholesale Flow	Open purchase order for floral supplies			110.86		5,237.7
09/11/12	CC03-011	14972	Inland Wholesale Flow	Open purchase order for floral supplies			76.65		5,161.1
09/11/12	DP03-009	174	Receipting Sales	FLORALSALES/Floral Sales		2.62			5,163.7
09/19/12	DP03-010	175	Receipting Sales	FLORALSALES/Floral Sales		241.94			5,405.6
09/25/12	CC03-013	15005	Inland Wholesale Flow	Open purchase order for floral supplies			94.65		5,311.0
09/25/12	CC03-013	15005	Inland Wholesale Flow	Open purchase order for floral supplies			31.94		5,279.0
09/25/12	CC03-013	15005	Inland Wholesale Flow	Open purchase order for floral supplies			136.24		5,142.8
09/25/12	CC03-013	15005	Inland Wholesale Flow	Open purchase order for floral supplies			55.64		5,087.2
09/25/12	CC03-013	15005	Inland Wholesale Flow	Open purchase order for floral supplies			(51.72)		5,138.9
09/25/12	CC03-013	15006	Nancy Lauritzen	Reimbursement for floral containers			22.63		5,116.2
09/26/12	DP03-011	176	Receipting Sales	FLORALSALES/Floral Sales		124.32			5,240.6
10/02/12	CC04-010	15012	Desert Fountain Gas S	Open purchase order for helium			93.74		5,146.8
10/05/12	DP04-007	177	Receipting Sales	FLORALSALES/Floral Sales		534.73			5,681.6
10/09/12	CC04-012	15022	State Board of Equaliz	sales tax			27.09		5,654.5
10/12/12	DP04-008	178	Receipting Sales	FLORALSALES/Floral Sales		141.68			5,796.1
10/12/12	DP04-008	179	Receipting Sales	FLORALSALES/Floral Sales		141.68			5,937.8
10/12/12	DP04-009	180	Receipting Sales	FLORALSALES/Floral Sales		(141.68)			5,796.1
10/23/12	CC04-015	15029	Burton & Burton Inc	Open purchase order for floral supplies			205.86		5,590.3
10/23/12	CC04-015	15037	Inland Wholesale Flow	Open purchase order for floral supplies			20.74		5,569.5
10/23/12	CC04-015	15037	Inland Wholesale Flow	Open purchase order for floral supplies			9.70		5,559.8
10/23/12	CC04-015	15037	Inland Wholesale Flow	Open purchase order for floral supplies			73.42		5,486.4
10/23/12	CC04-015	15037	Inland Wholesale Flow	Open purchase order for floral supplies			94.70		5,391.7
10/23/12	CC04-015	15037	Inland Wholesale Flow	Open purchase order for floral supplies			191.14		5,200.6
10/23/12	CC04-015	15037	Inland Wholesale Flow	Open purchase order for floral supplies			101.65		5,098.9
10/23/12	CC04-015	15041	Nancy Lauritzen	Reimbursement for flowers			109.75		4,989.2
10/23/12	CC04-015	15042	Mayesh Wholesale F	Open PO for flowers and supplies			83.65		4,905.5
			Actual Closing Balance		5,247.75	1,518.64	1,860.81	0.00	4,905.5
			Open Purchase Orders						
09/19/11		190	Inland Wholesale Flow	Open purchase order for floral supplies			3,732.08		
10/10/11		223	Burton & Burton Inc	Open purchase order for floral supplies			1,876.23		
03/05/12		408	Inland Wholesale Flow	Open purchase order for floral supplies			504.09		
03/09/12		421	Desert Fountain Gas S	Open purchase order for helium			1,906.26		
08/28/12		602	Inland Wholesale Flow	Open purchase order for floral supplies			2,513.56		
09/18/12		646	Desert Fountain Gas S	Open purchase order for helium			1,906.26		
09/27/12		653	Burton & Burton Inc	Open purchase order for floral supplies			1,794.14		

Print Date: 10/24/12
Print Time: 9:31 AM

User: lhinojosa

ACCOUNT SNAPSHOT REPORT

Account Range: 24482-05
Date Range: 07/01/12 to 10/24/12

Date	Source	Ref #	Description / Purpose		Beg Bal	Income	Expense	Transfers	Balance
10/08/12		665	Mayesh Wholesale F	Open PO for flowers and supplies			1,916 35		
			Projected Current Balance:		5,247.75	1,518 64	18,009.78	0 00	(11,243 39)

Carl Perkins Act 2006
Budget Narrative
Resource 3550 FY 2012-2013

Expenditure Object Codes	Description *(narrative/detail)*	Year 2012-2013
	Indio High School Floral	$ 5,613.73
Series 1000 Instruction	**Certificated Salaries:** • Extra duty for articulation with community colleges and Ag instructor partner 1 teacher x 15 hours x $41.19	$ 630.00
Prof Dev.		
Curriculum Dev.		
Guidance & Counsel-ing		
	Total Certificated Salaries	$ 630.00
Series 2000	**Classified Salaries:** XXXX	
	Total Classified Salaries	
Series 3000	**Fixed Charges/Benefits**: *Include description and method of calculation.* • Extra duty for articulation $630 x .1329	$ 83.73
	Total Fixed Charges/Benefits	$ 83.73

Series 4000 Instruction Prof Dev.	**Supplies/Instructional Materials**: *List textbooks, materials, and supplies separately. If supplemental instructional materials are included, please list the supplemental materials to be purchased.* • Magazines and supplemental text to provide students with visuals of events, color schemes, and party themes to enhance floral arrangements. • Supplemental materials such as videos and specialty ribbons to provide students opportunity for advancement in their skills of floral arrangements and party preparation. **Total Supplies/Instructional Materials**	 $ 500.00 $ 2,400.00 $ 2,900.00
5000	**Other Services/Operating Expenses**: *Description: (narrative/detail)* **Total Other Services/Operating Expenses**	

Budget Form (Cont.)

Expenditure Object Codes	Description *(narrative/detail)*	Year 2012-2013
Series 5200	**Travel & Conferences**: *Describe travel necessary to meet project objectives. (narrative/detail)* • Conferences for CTE program Floral – to attend mandated CATA/In-Service meetings **Total Travel & Conferences**	$ 2,000.00 $ 2,000.00
5600	**Repairs**: Description: *(narrative/detail)* **Total Repairs**	
5800	**Consultant Services**: Description: *(narrative/detail)* **Total Consultant Services**	
	GRAND TOTAL	**$ 5,613.73**

Carl Perkins Act 2006
Budget Narrative
Resource 3550 FY 2012-2013

Expenditure Object Codes	Description *(narrative/detail)*	Year 2012-2013
	Indio High School Animal Science	$ 17,134.58
Series 1000	**Certificated Salaries:**	
Instruction	• Stipend for CTSO Program Coordinator – allow for supervision of 600 students during FFA competitions, project visitations, FFA meetings, FFA planning and development, and other FFA related activities.	$5,834.00
Prof Dev.	• Substitutes for teachers to participate in professional development and articulation with local community college staff, development and integration of core academics/CTE standards. Sub coverage also needed for teachers to be able to supervise students on FFA activities and competitions. 27 days x ~~$100~~ $93.35	$2,520.45
Curriculum Dev.	• Extra duty for articulation with community college and AG instructor partner. 1 teacher x 35 hours x $41.19	$ 1,441.65
Guidance & Counseling		
	Total Certificated Salaries	$ 9,796.10
Series 2000	**Classified Salaries:** XXXX	
	Total Classified Salaries	

Series 3000	**Fixed Charges/Benefits**: Include description and method of calculation. • Substitutes for teachers $2,520 x .0879 • CTSO stipend $5,834 x .1329 • Extra duty $ 1,441.65 x .1329 **Total Fixed Charges/Benefits**	$ 221.55 $775.34 $ 191.59 $ 1,188.48
Series 4000 Instruction Prof Dev.	**Supplies/Instructional Materials**: List textbooks, materials, and supplies separately. If supplemental instructional materials are included, please list the supplemental materials to be purchased. • Miscellaneous lab supplies, lab species, small hand tools, medicines, other instructional materials in compliance with articulation agreement with Mount San Antonio. • Equipment allowance for purchase and replacement of equipment to enrich the curriculum in Ag Biology, Pet care, Vet Science, and Ag Earth Science. **Total Supplies/Instructional Materials**	$1,000.00 $ 500.00 $ 1,500.00
5000	**Other Services/Operating Expenses**: Description: *(narrative/detail)* • Field trips – Student transportation to industry related facilities specific to CTE. Such locations may include: Date Festival, Vet clinics, and/or other industry related sites. **Total Other Services/Operating Expenses**	$3,000.00 $3,000.00

Budget Form (Cont.)

Expenditure Object Codes	Description *(narrative/detail)*	Year 2012-2013
Series 5200	**Travel & Conferences**: Describe travel necessary to meet project objectives. *(narrative/detail)* • Conferences for CTE Program Animal Science – to attend mandated CATA/In-Services meetings in an effort to stay current in industry related topics.	$1,500.00
	Total Travel & Conferences	$ 1,500.00
5600	**Repairs**: Description: *(narrative/detail)* • Mandatory balancing and service of Livestock scale at Date Festival for accuracy during competitions.	$150.00
	Total Repairs	$ 150.00
5800	**Consultant Services**: Description: *(narrative/detail)*	
	Total Consultant Services	
	GRAND TOTAL	**$ 17,134.58**

California Department of Education

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2012–13 APPLICATION FOR FUNDING

(Due Date: To be received in Regional Supervisor's Office by June 30, 2012)

DATES OF PROJECT DURATION - JULY 1, 2012, TO JUNE 30, 2013

Indio High	Desert Sands Unified School District
(School Site)	(District)

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.

	Assistant Superintendent, Educational Services
Signature of Authorized Agent	Title
Signature of Agriculture Teacher Responsible for the Program	Signature of Principal

Contact Phone Number: 760-342-9300

Date of Approval of Local Agency Board: 6/19/2012

Funds Requested - Part I	$4,500.00
Part II	$3,176.00
Part III	$0.00
Part IV	$8,000.00
Part V	$0.00
Total	$15,676.00

Number of Different Agriculture Teachers at Site: 2

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	x	
2. Leadership and Citizenship Development	x	
3. Practical Application of Occupational Skills	x	
4. Qualified and Competent Personnel	x	
5. Facilities, Equipment, and Materials	x	
6. Community, Business, and Industry Involvement	x	
7. Career Guidance	x	
8. Program Promotion	x	
9. Program Accountability and Planning	x	

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	$4,000	
Two Teachers	$4,500	$4,500.00
Three Teachers or More	$5,000	

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2011–12 R2 Number	Amount Requested
List Number from R2 Report ($8/Member)	397	$3,176.00

PART III - SAE AND RETENTION ALLOCATION

Number of State Degrees in 2012	2
Percent of Students (R2) Receiving State Degree	1%
SAE/Retention Standard Funds - If percentage of State Degree recipients is 5 percent or greater, then you are eligible for $200 per degree awarded with a maximum of $10,000.	FALSE

PART IV - QUALITY CRITERIA 10–11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

* Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
* Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of $2,000 for year-round employment.
* Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site: 2

List the Names of the Agriculture Teachers:

Melissa McBride	4.
Nancy Lauritzen	5.
3.	6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio	0	$0.00
Criterion 11A - Year-Round Employment	2	$4,000.00
Criterion 11B - Project Supervision Period	2	$4,000.00
TOTAL FUNDS REQUESTED PART IV		$8,000.00

PART V - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list $3,000 (funds requesting) in space to the right. $0.00

PART VI - FINANCIAL SCHEDULE

Part A

			A	B		C
Line	Acct. No.	Classification	Description of Item for Which Funds Will be Expended	Incentive Grant Funds		Matching Funds
1	4000	Books & Supplies		5,676.00		5,676.00
2			Subtotal for 4000	**$5,676.00**		**$5,676.00**
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Staff travel/expenses	2,500.00		2,500.00
4			2. Student Transp.	1,000.00		1,000.00
5			3. Conference Fees	3,000.00		3,000.00
6			4.			
			5.			
7			6.			
8			Subtotal for 5000	**$6,500.00**		**$6,500.00**
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1. Computer Equipment	2,000.00		2,000.00
10			2. Lab Supplies	1500.00		1,500.00
11			3.			
			4.			
12			5.			
13			Subtotal for 6000	**$3,500.00**		**$3,500.00**
14			Total for 4000–6000 Lines 2, 8, 13	**$15,676.00**		**$15,676.00**

TOTAL 2012–13 Incentive Grant Allocation: $15,676.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

			A	B		C
Line	Acct No.	Classification	Description of Item for Which Funds Were Expended	Incentive Grant Funds		Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries			
16	1000	Salaries	Teachers' Salaries for Project Supervision Period			
17	3000	Benefits	Benefits for the Above Items (1000)			
18			TOTAL			**$0.00**

TOTAL Amount of Waiver Requested: _____

INCENTIVE GRANT CHECKLIST

1. CURRICULUM & INSTRUCTION

Yes	No		
		1A.	The curriculum includes the components required under Section 52454 of the Education Code: organized classes in the study of agriculture science and technology; student supervised agricultural experience; and a program of leadership, organization and personal development.
		1B.	The Career Technical Education Model Curriculum Standards for the Agriculture and Natural Resources Industry Sector are the basis for content of courses offered. Curriculum addresses "Foundation" and "Pathway" standards within the program pathway(s) and course sequences.
		1C.	Career paths in agriculture have been identified and can be found on a chart or diagram in the Program Plan. (Foundation Standard 3.0)
		1D.	The school master schedule allows students to follow the recommended sequence of agriculture courses to complete the selected career path(s).
		1E.	Agriculture Career Awareness information is included in every course. (FS 3.1, 3.2)
		1F.	The agriculture department utilizes computer hardware and software as an instructional tool (FS 4.2, 4.6)
		1G.	The agriculture curriculum includes the use of computer aided instruction by utilizing at least one of the following: (FS 4.2, 4.6) * Computerized Record Book * Agriscience Fair Report * Agriculture Term Paper * Agriculture/FFA Speech Manuscript * Job Resume * Job Cover Letter * Portfolio Letter of Introduction * Other Agriculture Related Project
		1H.	Recordkeeping is taught in all agriculture classes. Every student maintains and completes (closes out) either an actual SAE Project or Mock Problem. (FS 10.3, 11.0)
		1I.	Record books of all students are maintained in the Department files until one year following graduation.
		1J.	Agriculture courses have been submitted to meet high school graduation requirements and/o University of California a-g credit.

2. LEADERSHIP & CITIZENSHIP DEVELOPMENT

Yes	No		
		2A.	An FFA Chapter has been chartered by the State Association or has been applied for.
		2B.	A Chapter Program of Work is developed annually and a copy is furnished to the Regional Supervisor by December 15th.
		2C.	Every student is given a grade based upon participation in leadership activities.
		2D.	All students enrolled in agriculture classes are affiliated with the State FFA Association.
		2E.	Based on previous year's records, the department participated in a minimum of 12 activities as listed on the FFA Activities Check Sheet. (Attached)

		2F.	A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records. Activities could include any three of the following intra-curricular activities: (FS 7.0, 9.1, 9.2, 9.3, 9.6, 10.1) * Local Best Informed Greenhand Contest * Local Creed Speaking Contest * Local Opening & Closing Contest * Local COOP Quiz Contest * Local Program of Work Committee(s) * Local Demonstration Fair * Local Agriscience Fair Exhibition * Local Public Speaking Contest * Local Parliamentary Procedure Contest * Chapter Meeting or Activity * Any Section, Region, or State Activity * Other Local Activities

3. PRACTICAL APPLICATION OF AGRICULTURAL SKILLS

Yes	No		
		3A.	Student participation in Supervised Agricultural Experience (SAE) is part of the grading criteria for every agriculture student in the program. (FS 10.2)
		3B.	First year students have either been engaged in a SAE project(s) or have a plan in place for a SAE, as verified by the Student Data-Career Plan (FS 10.2, 10.3)
		3C.	A minimum of 80% of continuing students are engaged in SAE project(s) as verified by Department records. (FS 4.0, 5.0, 6.0, 7.0, 8.0, 9.0,10.0, 11.0)
		3D.	Students with SAE projects are visited by their agriculture teacher at least twice per year as documented by Department records.
		3E.	A school vehicle is readily available to each agriculture teacher for all SAE activities associated with the program, or each teacher is adequately compensated for using their own personal vehicle.

4. QUALIFIED & PROFESSIONAL PERSONNEL

Yes	No		
		4A.	Every agriculture teacher has the appropriate credential for teaching the subject(s) assigned. Copy of authorizing credential(s) is in the Comprehensive Program Plan.
		4B.	Based on the previous year's records, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four professional development activities: (Complete attachment).
		4C.	The agriculture staff meets a minimum of twice a month. (This criteria does not apply to single person departments - mark column N/A = Not Applicable)
		4D.	A written record of minutes is kept of action taken during agriculture staff meetings and is kept in Department files or the Comprehensive Program Plan. (This criteria does not apply to single person departments - mark column N/A = Not Applicable)
		4E.	Teachers are reimbursed for personal expenses they incur while participating in all approved integral activities associated with FFA, SAE, and professional CATA in-service activities.

5. FACILITIES, EQUIPMENT & MATERIALS

Yes	No		
		5A.	Modification of facilities and equipment has occurred when necessary, based on the needs of students, including special populations.
		5B.	There is adequate storage space for materials, records, equipment and supplies.
		5C.	At least one of the below listed community or school-based laboratory facilities has been provided to accommodate students who have no place for their SAE project(s):

		* School Farm Laboratory * Growing Area	* Greenhouse * Agriculture Shop
		5D. The Agriculture Department has E-Mail capabilities.	
		5E. The reviewer verifies by visual observation that the agriculture facilities are neat, clean, and orderly.	
		5F. Facilities and equipment are regularly maintained, repaired, or replaced.	

6. COMMUNITY, BUSINESS AND INDUSTRY INVOLVEMENT

Yes	No		
		6A. The Advisory Committee is operational and reflects the committee membership as outlined in the "Agricultural Education Advisory Committee Manual".	
		6B. The Agricultural Advisory Committee meets at least twice each year. (Minutes are availabl to verify meetings.)	
		6C. The Agricultural Advisory Committee has assisted in the development or revision of the following components of the Comprehensive Program Plan, as evidenced in the Ag. Advisory Committee minutes * Job Market Description * Total Program Goals & Objectives * Course Subject Matter Outlines * 5 Year Facility & Equipment Acquisition * Graduate Follow Up	* Targeted Occupations * Program Description - Courses, SAE, FFA * Program Completion Standards * Current Year Budget * List of Active placement Sites
		6D. The contact information of the Advisory Committee Chair has been provided on the cover o this checklist	

7. CAREER GUIDANCE

Yes	No		
		7A. Students are counseled regarding: (FS 3.0) * Career opportunities in Agriculture and Agribusiness * Agriculture and academic courses necessary to complete career pathway offerings * Post-secondary education and training options.	
		7B. All students have a completed career plan (Student Data Sheet) and it is updated annually. (FS 3.3)	
		7C. Efforts have been made, or completed, to articulate with Community Colleges and/or Universities (i.e., 2+2+2 articulation agreements).	

8. PROGRAM PROMOTION

Yes	No		
		8A. An Agricultural Education program recruitment brochure or similar document is used to promote the program.	
		8B. Students have alternative means of overcoming financial barriers to participate in program activities. (Includes FFA, SAE, Leadership Activities.)	
		8C. The Agriculture Department conducts recruitment activities with local feeder schools.	

9. PROGRAM ACCOUNTABILITY & PLANNING

Yes	No		
		9A.	A Comprehensive Program Plan is on file with the Regional Supervisor and a copy is retained in the local department files.
		9B.	Updates of the Program Plan are sent to the Regional Supervisor by November 15th. These updates include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) FFA Program of Work; (4) Advisory Committee Roster; and (5) Advisory Committee Minutes.
		9C.	A follow-up system is used which gathers the following information from program * Status of employment or school enrolled within * Opinion regarding the value and relevance of the agriculture program * Suggestions for improving the agriculture program
		9D.	The Graduate Follow Up data collected was entered with the On-line R2/FFA Roster Data Entry *by October 15th*.
		9E.	The Agriculture Department analyzes their student retention numbers each year and develop strategies to help increase retention within the program.
		9F.	The R-2, AIG Expenditure Reports, and FFA Roster have been received by the Regional Supervisor and/or State FFA Financial Coordinator on or before October 15th.

QUALITY CRITERIA 10, 11and 12 MUST BE SCORED DURING THE REVIEW PROCESS. HOWEVER, SCORES WILL ONLY COUNT IF THESE CRITERIA HAVE BEEN APPLIED FOR VIA THE AGRICULTURE INCENTIVE GRANT APPLICATION.

Yes	No		
		10A.	Shop and laboratory-based classes have no more than 20 students enrolled. Classroom-based classes have no more than 25 students enrolled.
		10B.	The total number of students enrolled in agriculture classes does not exceed 75 students per teacher. First year students enrolled in agriculture courses will be counted as .5 for purpose of determining the total count only. (This does not pertain to class size.)

11. FULL YEAR EMPLOYMENT

Yes	No		
		11A.	A full-time equivalent teacher is employed year-round for each 75 students enrolled in the agriculture program and is compensated no less than $2000.
		11B.	During the school year, one teaching period for Supervision is assigned to each agriculture teacher. This project supervision period is in addition to the preparation period normally assigned to all teachers in the school. This requirement may also be met if a period is not available by financially compensating the agriculture teacher(s) at the equivalent cost of providing one period for supervision.

12. PROGRAM ACHIEVEMENT

Yes	No		
		12A.	The Agriculture Program meets the requirements of Program Achievement (attach check

AGRICULTURAL VOCATIONAL EDUCATION INCENTIVE GRANT
QUALITY CRITERIA 12

Agricultural programs meeting all of the required Quality Criteria (Criteria 1-9) and Criteria 12 may qualify for an additional $3,000. This form along with the appropriate verification must be attached to the Agricultural Vocational Education Incentive Grant Application. The Incentive Grant application is due in the Regional Supervisor's office on June 30.

Number of Students on Previous Years R-2 Report: _____

12A Curriculum and Instruction

N/A Number of students who took the ACE Test (Must be at least 15% of the R-2Number)

N/A Number of those taking the ACE Test who received Recognition Honors (Must be at least 10% of those taking the Ace Test)

12B Leadership and Citizenship Development

_____ Number of activities on the approved FFA Activity list which the local chapter participated in (Must participate in at least 80% of the activities)

12C Practical Application of Occupational Skills

_____ Number of students who received the State FFA Degree (Must be at least 5% of the R2 number)

12D Qualified and Professional Activities

_____ Number of teachers who attended a minimum of 5 professional inservice activities (Must attach approved Inservice Activities Verification Page)

12E Community, Business and Industry Involvement

_____ Number of meetings held by the local Agriculture Advisory Committee (Must be at least 3 with minutes attached)

Name of Agriculture Advisory Committee Chair: _____

Phone Number of Agriculture Advisory Committee Chair: _____

12F Retention

_____ Number of students who were in their 3rd and 4th year of agriculture instruction (Must be at least 25% of the R2 number)

12G Graduate Follow-Up

_____ Number of program completers graduating last year.

_____ Number of those who graduated who are employed in agriculture, in the military, or continuing their education (Must be at least 75% of the program completers) Attach graduate follow-up report.

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Criteria 2e Year 2011-12 School Indio High

Must meet at least 12 areas

LEADERSHIP ACTIVITY	YES	NO
Attended State Leadership Conference	x	
Attended Regional Meeting	x	
Attended Regional Leadership Conference	x	
Attended Greenhand Conference	x	
Attended Made for Excellence Conference	x	
Attended Advanced Leadership Academy	x	
Attended Sacramento Experience		
Participated in Opening-Closing Contest - Sectional	x	
Participated in Best Informed Contest - Sectional	x	
Participated in Parliamentary Pro Contests - Sectional		
Participated in Prepared Public Speaking - Sectional		
Participated in Extemporaneous Speaking - Sectional		
Participated in Creed Recitation - Sectional	x	
Participated in Job Interview Contest - Sectional		
Participated in Agricultural COOP Quiz Contest - Sectional	x	
Submitted State FFA Degree Application	x	
Submitted American FFA Degree Application		
Submitted Proficiency Application - Sectional or Regional		
Submitted Chapter Award Application - Sectional or Regional		
Participated in Project Competition - Sectional	x	
Participated in any FFA Judging Activity (other than above)	x	
Participated in any other FFA Sectional Activity	x	
Participated in Local Leadership Activities (3 maximum - list below)		
1 National Date Festival Fair	x	
2 Monthly FFA Meetings	x	
3 Community Service Projects	x	
TOTAL AREAS MET	17	

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B **School Year** 2011/12 **School** Indio High

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

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES							
	M.McBride	N. Lauritzen						
Fall Region Meeting	x	x						
Region In-service Day	x	x						
Spring Region Meeting	x	x						
Section In-service*	x	x						
Section In-service*	x	x						
Section In-service*	x							
Section In-service*	x	x						
Summer Conference	x	x						
University AgEd Skills Week								
Professional Development **								

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

** Can utilize a *maximum* of two other *"Agriculturally Related"* Professional Development activities than those listed above. Explain the Professional Development:

1 _____

2 _____

3 _____

4 _____

5 _____

EDUCATIONAL SERVICES DIVISION

CAREER TECHNICAL EDUCATION
AND CARL PERKINS
DISTRICT ADVISORY MEETING

January 28, 2010
North District Education Center
Room 203
3:30 p.m.

Agenda

I. Upcoming Conferences

- Educating for Careers: Anaheim, 2/28 - 3/2/10
- CTE Team Institute: Rancho Mirage, 3/10 - 3/12/10

II. Site-level Advisory Meetings

III. Timelines for 2010-2011 Perkins Application

IV. Budget Expenditures: Final date is March 26, 2010

V. New application process for receiving site funds:

- Program Self-Evaluation
- Perkins Requirements
- Funding Proposal
    - Title Page
    - Budget Narrative
    - Preliminary Budget

EDUCATIONAL SERVICES DIVISION

CAREER TECHNICAL EDUCATION AND CARL PERKINS DISTRICT ADVISORY MEETING

January 28, 2010
North District Education Center, Room 203
3:30 p.m.

Unapproved Minutes

Present:

David Anderson	*Coordinator, Automotive Technology, Amistad*
Valerie Celaya	*Coordinator, Medical Health CPA, IHS*
Kathy Felci	*Assistant Superintendent, Educational Services, DSUSD*
Ariel Gonzalez	*Teacher, Business Deparment, Shadow Hills High School*
Deanna Keuilian	*Project Facilitator, Educational Services*
Dan Knowlton	*Teacher, Woodworking, IHS*
Nancy Lee	*Coordinator, Business Program, IHS*
Melissa McBride	*Coordinator, Agricultural Program, IHS*
Kim McNulty	*Coachella Valley Economic Partnership*
Dan Miller	*Director, Educational Services, DSUSD*
Kathy Pedersen	*Coordinator, MHA, LQHS*
Peggy Reyes	*Director, Facilities Services, DSUSD*
Nick Rogers	*CTE Consultant, COD*
Cliff Smith	*Counselor, Shadow Hills High School*
Maria Wright	*Assistant Principal, LQHS*
Jane Yoshimura	*Administrative Assistant, Educational Services*

Meeting called to order at 3:37 p.m. by Dan Miller.

Mr. Miller welcomed everyone and led introductions around the room. He reviewed the agenda and commented that partway through the meeting the focus will turn to Carl Perkins funding and people may leave if it does not pertain to them.

I. Conferences

Educating for Careers: Anaheim, 2/28 - 3/2/10

Mr. Miller said the upcoming Educating for Careers conference has been filled and registrations are now closed. Nick Rogers interjected that the conference was mandatory for Career academies (CPAs). He added that he may be able to get key people registered if needed.

CTE Team Institute: Rancho Mirage, 3/10 - 3/12/10

Mr. Rogers discussed the upcoming CTE Team Institute, a yearly conference combined with CTE and put on by the desert consortium. The institute is held locally in Rancho Mirage and COD is paying for it; there is no cost to attendees. They are asking people to submit applications and team members by Jan. 29. The conference consists of a Wednesday evening, all day Thursday, and Friday morning. The goal is for teams to come up with a plan to improve specific plans and programs within their district. Any stakeholders are invited to be on the team, both teachers and adminstrators. Ms. Simmons and Mr. Rogers need to look at the teams, make sure they aren't all content specific, and organize the counterparts so they can facilitate specific needs during the institute. Dr. Glen W. Thomas, Secretary of Education for the state, will speak Wednesday evening. Thursday will be a working day with presenters and teams will come up with an actual template for an improvement plan for their program. "Pressure Cooker", a DVD chronicling how CTE affected tough kids in Philadelphia, will be shown on Thursday evening.

Peggy Reyes asked if the institute would accommodate architects or facilities personnel. Mr. Rogers replied that the more diverse the merrier. The instruction should drive the facilities, so if they want to come in and be a part of the team, that would be great. The institute is not designed for several disciplines, but rather to meet specific needs at the table. COD faculty will be available, and they want to have ROP, business partners, and COD teachers there to match the teams. It's all about system building.

II. Site-level Advisory Meetings

LQHS

Kathy Pedersen spoke regarding the Medical Health Academy at La Quinta High School. She holds 3 advisory meetings a year, although they are not well attended. Business partners say they want to come, but when it comes to the time of the meeting, they forget. They met in December with Dr. Reber and Dr. Lopez, who is the advisory lead and is integral to interships. The internship contract with JFK hospital is more in depth than before, so she has asked the district to look at it. Dr. Lopez brings in guest speakers, a different doctor each week for seniors, and they are looking at changing this format. During the second semester, they do their best to bring in doctors who are extremely busy with the tourist season. Their second meeting is scheduled for March 10, and the end of year meeting is through CVEP. The MHA puts on a big show of what they've done with the year with their budget, and what the kids have done, adding a curriculum aspect.

SHHS

Cliff Smith is a counselor at a brand new school who is in the exploration process. They have a supportive principal who supports CTE program. Ariel Gonzales has some experience with Perkins in the Business Industry Sector and is interested in a program, and Mr. Smith has an extensive background in CTE and CPA. Mr. Smith noted that any time there is money out there it is worth exploring.

IHS

Valerie Celaya spoke about the Medical Academy at Indio High School. They are in their first year, an implementation year, and the advisory committee is being pulled together. Dr. Linn is working as advisory, and a medical assistant will be joining them once a week to help out, too. Kathy Pedersen has been very helpful, as well as Kim McNulty from CVEP. HOSA is just starting out, which is a CTSO with great leadership opportunities. The Medical Academy attends CVEP every month for the Health Care advisory meetings which brings industry partners and schools together.

Nancy Lee said her site level advisory committee (business/media) is non-existent. The program is struggling, and she feels they don't have a pathyway with specific students. The classes are electives and kids are pulled out for CAHSEE prep. They have been talking as a department about how we can pull together and survive as a department and pathway. Mr. Miller asked Ms. Lee what are some of things they are exploring for next year.

She responded that they have Graphics and are building around the Maya program, (level 1, 2, and adding a capstone). Deanna Keuilian suggested that when they look at rebuilding, to take a look at the industry sector and careers pathway matrix.

Melissa McBride said the Ag program has been at Indio for 30 years. It went through what Nancy is going through 25 years ago. They decided to rewrite the curriculum, and saved program by getting cross-curricular credit or a-g approval. Ag Mechanics was phased out and they now focus on 2 pathways – Ag Science and Ag Business. The floral program operates well with 3 teachers and 550 kids. Her biggest issue is the advisory committee that has to meet twice a year for the Ag Incentive grant. So many members have been on it for so long, and they would rather just have an e-mail sent to them. This doesn't help the department and she is looking for new members, heavy hitters in the community now. Due to retention issues, they have a high turnover. This is one of the best years in a while with 36 kids in for 2 to 4 years. She has 36 completers, about which she is happy; but when looking at overall numbers, it isn't very significant. Turnover is one of the biggest issues.

Ms. McBride fielded questions from the floor regarding her program. She shared that what has kept the program alive is that classes meet a-g requirements.

Dan Knowlton discussed the woodworking program at IHS and said he would like to broaden it since a large part of economy deals with woodworking, from felling trees to cabinetry. His personal goal is to bring woodshop into the 21st century. Future captains of industry, college bound students, need to be able to talk the talk of woodworkers. His discussed the shop plans with the building of the new high school. The advisory committee has been able be a part of that; it brought parents and businessmen together to have input on new high school. [Note: Mr. Knowlton wants to make it a true CTE program where he can get Perkins funding.]

Mr. Miller asked about plans for next year and the future. Mr. Knowlton replied that bringing woodshop to the 21st century is a mix of C & C computors and hand tools. Ms. Lee said she is working with him to bring in business skills. Ms. Keuilian suggested bringing in core teachers to fuse standards.

Mr. Knowlton shared that one of their projects got best of show at the county fair, and that the students built a storage shed this year. Small structures are a great teaching tool. Other irons in fire are for possible curriculum changes and bringing programs into alignment with math and business industry.

Ms. McBride said they are struggling with class size.

Ms. Keuilian suggested looking at ROP – building horizons construction portion – as one way to build the pathway.

Mr. Rogers said he liked the blending of math and business with wood working. He suggested looking at published pathways and to keep to the standards and frameworks.

Kathy Felci stated that when working with CDE, it comes down to how we present our CTE programs; they have to be aligned and have justification. Alignment will become tight knit.

Amistad

Dave Anderson has been working with the auto program for 21 years and started with the schools-to-career program. He has a sequence of courses and a well-established pathway. He added ROP, and students get out with a certificate. Advisory committee is an issue. He had one meeting with ROP last fall, but as far as his site, it fell through. The problem in automotive is that people move around a lot.

He has articulation agreements with COD and Mt. San Jacinto. With the Honda Express program, students go to Mt. San Jacinto afterwards for a 4-week program and are eligible to work for Honda. Future plans include waiting for a new building.

Ms. Keuilian discussed how the district is working with Technology to identify kids in pathways. We have to report to Cal-PASS and track kids as they move through k-12 to post secondary. Through this, we can then look to see where some of the successes are. She explained that CALPADS is through the state, and has more extensive data. In an effort to show the most accurate data, we have been working with Technology so the data is accurate and live. At the beginning of the year we will work with program leads to get Excel data and do a mass update. What we are hoping is that with any new kids who enter a program, you (program leads) can enter the data yourself. It may look different at each site because your data tech may be the one who does that. The whole idea is that we have live data. When kids exit we have that data there - not as house teams, as some schools have, but as programs. Sometimes they fit under more than one program (AVID and MHA). We want kids identified with both programs, to show whatever programs

kids have been a part of, when they entered, and when they exited. As we move closer to finalizing this, we will work with you or your team lead.

III. Timelines for 2010-2011 Perkins Application

Mr. Miller went through the upcoming timelines for the Perkins funding application. Our deadlines are based on our Board of Education meeting dates. Site applications must be completed by Feb. 26 and there will be budget help sessions.

Mr. Miller stated this is a new process and we are responding to accountability issues. He asked the coordinators to be thoughtful and reflective as they build their narratives. Does your program push kids? Does it deliver certification? Does it enhance, expand improve your program? That's what we are looking at in a nutshell.

He reviewed the program evaluation form. It is a self-evaluation piece that many use already, but we are asking everyone to complete this. Be honest about it. It will help you identify where you will focus as you begin the process of completing the site application. Ms. Keuilian noted that geniuine self reflection is important so you can see where your holes are.

Mr. Miller said the applications should address the criteria for high quality programs (refer to handout). These criteria are a fusion of federal and state criteria. Combined with the quality program checklist, these two tools will help you reflect upon where your money should.

Ms. McBride said these tools are modeled after the Ag Incentive grant review. This self evaluation is an excellent document to bring before an advisory committee to show what you are focusing on and where you need help. It is a great guiding tool. This is immensely helpful, targets things that are important, compliant issues. Mr. Miller said it also gives you good language, phraseology, how to articulate ideas and perimeters.

Mr. Miller reviewed the site application title page and rubric. He also shared a sample budget narrative. The site applications are for individual pathways.

Ms. Felci said this will also be reinforced with principals.

Mr. Miller shared that principals have everything to complete a site application in their packets.

Meeting adjourned.

Fall Advisory Meeting
10/27/10
Call to Order at 2:50pm by Lisa Fierro
Overview of Business given by McBride. The topics to be covered at today's meeting were the following:

- Committee Officer Election-Fierro
- CTE Grant-Larry
- Carl Perkins Grant- Melissa
  - Budget
- Ag Incentive Grant- McBride
  - Cuts
  - Budget
- Department Review- Committee

Officer Election

Nomination for Secretary was Laura Terry since there were no other nominations, a vote was taken. Laura was voted to a three year term as Secretary.

CTE Grant- Larry

Larry gave the committee an overview of current Plans that were submitted to the State Architect for review and approval. The Agriculture Department Construction has been moved to Phase III, therefore allowing more time for any internal building changes. Committee asked if there were any major changes or new info that they be e-mailed to all committee members.

Carl Perkins Grant

Melissa gave the Committee a report on the District Plan that was written and submitted for the Department to qualify a percentage of the District's Carl Perkins Grant. The Budget for this year's money was cut due to the fact the District has more programs completing for the same amount of dollars. Committee asked that Perkins budget be put on the Agenda for Spring 2011 meeting since no real changes could be made to this year's budget.

Ag Incentive Grant

Melissa gave copies of this year's budget, stating that the Budget maybe cut by the State since the Department was not been able to meet all Incentive Grant Standards on the R-2 reported to the State Oct. 15, 2010, the Department will be Reviewed by the State Department of Ed for Ag on Nov. 5, 2010. Committee reviewed budget and asked if the Department would be applying for a grant from the Alice Lowey Grant again this year? Melissa, Answered yes to that question

Committee Review

Recommendations:

1. Locate and secure funding to reinstate Project Supervision Period for all teachers
2. Make Budget adjustments for Subs so Staff In-service Standards are continued to be met.

Next Meeting date set for April 26, 2011

Meeting Adjourned 5:10pm

Spring Advisory Meeting
5/19/10

Call to Order at 3:00pm by Melissa McBride
Overview of Meeting Business given by McBride. The topics to be covered at today's meeting were the following:

CTE Grant/ Indio High Renovation-Larry
Carl Perkins Grant- Melissa
Budget
Ag Incentive Grant- McBride
Budget
Committee Membership- Additional and new Members

CTE Grant- Larry

Larry gave the committee copies of the Renovation of Indio High Ag Dept. that will be started in 2014. Preliminary Plans were developed by the Ag Department after meeting with the District Architects. The District will be using "Measure O" dollars and State funds to Renovate Indio High. Committee asked that any major changes or new info be e-mailed to all committee members.

Carl Perkins Grant

Melissa gave the Committee a report on the District Plan that was written and submitted to the State Carl Perkins Evaluators. The Budget for this year and next year's money was given to the committee and input was asked for. Committee asked that Perkins budget be put on the Agenda for Fall 2010 meeting.

Ag Incentive Grant

Melissa gave copies of next year's Application and budget, stating that the Budget will be cut by the State. Committee reviewed budget and asked if the Department would be doing thing to offset cutbacks. Larry stated he was looking for grants to help offset cuts.

Committee Membership

Melissa stated a concern on active Committee Membership attendance at Ag Dept. Advisory Meeting. Ann Copeland stated, she would be willing to help with the development of a list to be used to invite new and additional Advisory Committee Members to the Fall Advisory Meeting.

Next Scheduled Meeting October 27, 2010

Meeting Adjourned 4:30pm

HOME OF THE RAJAHS
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P.
Current Year Budget

California Department of Education

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2014–15 APPLICATION FOR FUNDING

(Due Date: To be received in Regional Supervisor's Office by August 31, 2014)

DATES OF PROJECT DURATION - JULY 1, 2014, TO JUNE 30, 2015

Indio High	Desert Sands Unified School District
(School Site)	(District)

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	Assistant Superintendent Educational Services Title
Signature of Agriculture Teacher Responsible for the Program	Signature of Principal

Contact Phone Number: 760-775-3550

Date of Approval of Local Agency Board: 9/2/2014

Funds Requested - Part I	$5,000.00
Part II	$3,176.00
Part III	$10,000.00
Part IV	$0.00
Total	$18,176.00

Number of Different Agriculture Teachers at Site: 3

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	x	
2. Leadership and Citizenship Development	x	
3. Practical Application of Occupational Skills	x	
4. Qualified and Competent Personnel	x	
5. Facilities, Equipment, and Materials	x	
6. Community, Business, and Industry Involvement	x	
7. Career Guidance	x	
8. Program Promotion	x	
9. Program Accountability and Planning	x	

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	$4,000	
Two Teachers	$4,500	
Three Teachers or More	$5,000	$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2013–14 R2 Number	Amount Requested
List Number from R2 Report ($8/Member)	397	$3,176.00

PART III - QUALITY CRITERIA 10–11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

* Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
* Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of $2,000 for year-round employment.
* Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site: 3

List the Names of the Agriculture Teachers:

1. Melissa McBride	4.
2. Nancy Lauritzen	5.
3. Cesar Lopez	6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio		$0.00
Criterion 11A - Year-Round Employment	2	$4,000.00
Criterion 11B - Project Supervision Period	3	$6,000.00
TOTAL FUNDS REQUESTED PART IV		$10,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list $7,500 (funds requesting) in space to the right. no

PART V - FINANCIAL SCHEDULE

Part A

			A	B		C

Ag Voc Incentive 2014-2015

Discretionary (962.65)

DISTRICT 30 - DESERT SANDS UNIFIED SCHOOL DISTRICT

Categorical Summary **Current Balance**

Joyce- Voc Ag funding cannot be used for salaries.
In the past subs have been charged to Carl Perkins.

**Strictly, cupplies, conferences, (subs, yes), student transportation

Begin Date: 07/01/2014 conf reimbursements, livestock, lodging

Account Number: 06 360 7010 0 1130 1000 XXXX 3/11/15 Melissa McBride

Date	Object	Budget	Expenditures	Abatements	Encumbrances	Document Number	P.O. Number	Reference	
07/01/13	**1130**	**0.00**	**0.00**	**0.00**	**0.00**	**Cert Sub Sal**		**Adopted Budget**	
12/03/15			380.00			05B		Diaz, Rahsaan	
12/18/15		380.00				FT1084		14/15 Grant Award	
Subtotal:	**1130**	**380.00**	**380.00**	**0.00**	**0.00**	**Cert Sub Sal**			**0.00**
07/01/13	**3xxx**	**0.00**	**0.00**	**0.00**	**0.00**	**Fixed Charges**		**Adopted Budget**	
12/03/15			49.63			05B		Diaz, Rahsaan	
12/18/15		51.00				FT1084		14/15 Grant Award	
Subtotal:	**3xxx**	**51.00**	**49.63**	**0.00**	**0.00**				**1.37**
07/01/13	**4300**	**10,605.00**	**0.00**	**0.00**	**0.00**	**Materials & Supplies**		**Adopted Budget**	
10/13/14					500.00	R64396	P52156	**Lowes-Open PO 500**	
10/13/14			7,500.00			R64419	P52371	Modesto Junior College-30 Pigs	
10/22/14			3,476.00			R64555	P52258	CA FFA-396 Packets	
01/14/15						R65728	P53225	Amazon-Scanner-Mcbride/ ASB $347.75	
01/22/15			93.50			DP	X208259	CA FFA-Additional Packets 11/12,12/ 13,13/14,14/15	

Line	Acct. No.	Classification	Description of Item for Which Funds Will be Expended	Incentive Grant Funds		Matching Funds
1	4000	Books & Supplies		7,176.00		7,176.00
2			Subtotal for 4000	**$7,176.00**		**$7,176.00**
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Staff travel/expenses	2,500.00		2,500.00
4			2. Student Transp.	2,000.00		2,000.00
5			3. Conference Fees	2,000.00		2,000.00
6			4.			
			5.			
7			6.			
8			Subtotal for 5000	**$6,500.00**		**$6,500.00**
9	6000	Capital Outlay; Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1. Computer Equipment	2,000.00		2,000.00
10			2. Lab Supplies	2,500.00		2,500.00
11			3.			
			4.			
12			5.			
13			Subtotal for 6000	$4,500.00		$4,500.00
14			Total for 4000–6000 Lines 2, 8, 13	**$18,176.00**		**$18,176.00**

TOTAL 2014–15 Incentive Grant Allocation: $18,176.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

			A	B		C
Line	Acct No.	Classification	Description of Item for Which Funds Were Expended	Incentive Grant Funds		Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries			
16	1000	Salaries	Teachers' Salaries for Project Supervision Period			
17	3000	Benefits	Benefits for the Above Items (1000)			
18			TOTAL			**$0.00**

TOTAL Amount of Waiver Requested:

Ag Voc Incentive 2014-2015

DISTRICT 30 - DESERT SANDS UNIFIED SCHOOL DISTRICT

Discretionary
Categorical Summary

(962.65)
Current Balance

Joyce- Voc Ag funding cannot be used for salaries.
In the past subs have been charged to Carl Perkins.

**Strictly, cupplies, conferences, (subs, yes), student transportation

Begin Date: 07/01/2014

conf reimbursements, livestock, lodging
3/11/15

Melissa McBride

Account Number: 06 360 7010 0 1130 1000 XXXX

Date	Object	Budget	Expenditures	Abatements	Encumbrances	Document Number	P.O. Number	Reference
Subtotal:	**4300**	**10,605.00**	**11,069.50**	**0.00**	**500.00**	**Materials & Supplies**		**(964.50)**
07/01/13	**5200**	**0.00**	**0.00**	**0.00**	**0.00**	**Conference & Travel**		**Adopted Budget**
09/22/14			114.44			x205205	lodging	Best Western-Lopez-Bar to
09/29/14			94.00			x205404	conf reg	National FFA Conv-Lopez-Bar
10/01/14			734.30			x205413	lodging	Fairfield Inn-Lopez-Barreras
10/09/14			546.66			x205707		Lopez-Bar-CA Stem
10/20/14			219.39			x205999	conf	Lauritzen-Tulare livestock pickup
10/20/14			11.10			x205999	conf	Lauritzen-LA Fair Judging
10/20/14			25.02			x205999	conf	Lauritzen-FFA Board
10/20/14			45.96			X205999	conf reimb	Lauritzen-Livestock Pickup-Several places 10/3-10//4/14
10/27/14			115.87			X206239	conf reimb	Lopez-Barreras-So Region CATA
10/27/14			141.74			x206241	conf	Lauritzen-So Region CATA
10/27/14			112.04			x206242	conf	McBride-So Region CATA
11/03/14			130.00				conf reg	So Region CATA-floral Class
12/18/15		2,291.00				FT1084		14/18 Grant Award
Subtotal:	**5200**	**2,291.00**	**2,290.52**	**0.00**	**0.00**	**Conference & Travel**		**0.48**
07/01/13	**5720**	**0.00**	**0.00**	**0.00**	**0.00**	**Fuel**		**Adopted Budget**

Ag Voc Incentive 2014-2015

Discretionary

(962.65)

DISTRICT 30 - DESERT SANDS UNIFIED SCHOOL DISTRICT

Categorical Summary

Current Balance

Joyce- Voc Ag funding cannot be used for salaries.
In the past subs have been charged to Carl Perkins.

**Strictly, cupplies, conferences, (subs, yes), student transportation

conf reimbursements, livestock, lodging

Begin Date: 07/01/2014

3/11/15

Melissa McBride

Account Number: 06 360 7010 0 1130 1000 XXXX

Date	Object	Budget	Expenditures	Abatements	Encumbrances	Document Number	P.O. Number	Reference	
Subtotal:	**5720**	**0.00**	**0.00**	**0.00**	**0.00**	**Fuel**			**0.00**
07/01/13	**5803**	**0.00**	**0.00**	**0.00**	**0.00**	**Fees and Permits**		**Adopted Budget**	
09/12/14			545.00			R63793	P51737	Greenhand Conf-Lauritzen	
12/15/14			753.49		60.94	R65434	P53081	**Burrtec-Open PO 2500**	
			1,685.57						
12/15/15		3,045.00				FT1084		14/15 Grant Award	
Subtotal:	**5720**	**3,045.00**	**2,984.06**	**0.00**	**60.94**	**Fees and Permits**			**0.00**
GRAND TOTALS:		**16,372.00**	**16,773.71**	**0.00**	**560.94**	**BUDGET BALANCE:**			**(962.65)**

Desert Sands Unified School District
Carl D. Perkins Career and Technical Education
2014-2015 Funding Proposals

BACKGROUND

The Carl Perkins Career and Technical Education (CTE) Act of 2006 requires that funds used to support career and technical education programs must incorporate nine specific requirements and include a sequence of courses that provides students with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills.

The new accountability issues establish CTE programs of study that support the academic progress of students and the creation of career pathways that culminate in an industry recognized certification or to an articulation with a post-secondary institution. Focus is on current or emerging high skill, high wage or high demand occupations. This new vision requires that grant recipients think about "programs of study" rather than "materials and supplies".

REQUIREMENTS

In order to be eligible to receive Perkins funds, DSUSD was required to submit to the CDE a five-year local plan for Career and Technical Education. Collaboration, articulation, professional development, and the use of data to assess programs are all elements of enhancing, expanding and improving CTE programs in Desert Sands. To ensure that DSUSD follows the local plan, and meets state and federal guidelines, the attached forms are provided to assist teachers and administrators with meeting the requirements of the Perkins Act.

Schools are invited to request Perkins funds to support CTE programs of study. All proposals for Perkins funds should include the title page with the school's name and the individuals involved in writing the document or participating in the plan for supporting CTE programs. The name and signature of the school's principal must also be included. A preliminary budget and corresponding budget narrative are also required. Recipients and funding amounts will be determined based on the strength of the proposal, the total number of proposals received, one-time capital outlay requests, and the district's anticipated allocation awarded through the CDE upon completion of its Perkins CTE application for 2014-2015 funding.

DEADLINE

The deadline to request Perkins funds for the 2014-2015 school year is April 17, 2014.

Desert Sands Unified School District
Competitive Request for Perkins Funding • 2014-2015

Date: 4/15/2014

School Name: Indio High School

Industry Sector: Agriculture

Career Pathway: Agriculture- Animal Science

Teacher Names: Melissa McBride

Nancy Lauritzen

Other Names: Cesar Lopez- Ag Instructor

Date of Advisory Meeting: 1/28/14

Please attach most recent advisory minutes

Total Amount Requested: $27,328

I certify that this request complies with the District's Perkins Five-Year Plan and meets the requirements of the Perkins Improvement Act of 2006.

Principal's Name: Rudy Ramirez

Principal's Signature: Rudy Ramirez

Please return **by April 17, 2014**, to:

Deanna Keuilian
Administrator, Career Technical Education
760-238-9635 tele • 760-771-8608 fax
Deanna.Keuilian@dsusd.us

Educational Services Use	
Meets Requirements of Perkins Act of 2006	
Complies with DSUSD Perkins Five-Year Plan	
Enhances, Improves or Expands CTE Program	
Relevant to Workforce Demands	

Request for Perkins Funding: ❑ Approved ❑ Denied ❑ Other Action

Amount for Career Pathway Included in CTE Application for 2014-2015 Funding:

$_____

_____ **Date:** _____
Administrator, Career Technical Education

Carl Perkins Act 2006
Budget Narrative
Resource 3550 FY 2014-2015

Expenditure Object Codes	Description *(narrative/detail)*	Year 2014-2015
	Indio High School Animal Science	$
Series 1000	**Certificated Salaries:**	
Instruction 1140	Stipend CSTO Program Coordinator - Allow for supervision of 600 students during FFA competitions, project visitations, FFA meeting, FFA planning and development, and FFA Activities	6009
Prof Dev. 1130	Substitutes for teachers to participate in professional development, CTE Conf. and articulation with local community college staff and for teachers to prepare curriculum development and integration of Core Academics/CTE Standards. Sub coverage also needed for teachers to be able to supervise student on FFA activities and competitions. Total 45 days	4275
Curriculum Dev.	Extra Duty for articulation with community college and AG instructor partner (2) teacher x 30 hours each = 60 hrs.	2471
Guidance & Counseling		
	Total Certificated Salaries	**12755**
Series 2000	**Classified Salaries:** XXXX	
	Total Classified Salaries	
Series 3000	**Fixed Charges/Benefits:** Include description and method of calculation.	
	Stipend CSTO Program Coordinator – $5,834 X .1279	768
	Substitutes for teachers $4275 X .0829	355
	Extra Duty $2471 X .1210	300

	Total Fixed Charges/Benefits	$ 1,423
Series 4000 Instruction 4300	**Supplies/Instructional Materials**: List textbooks, materials, and supplies separately. If supplemental instructional materials are included, please list the supplemental materials to be purchased. Misc. lab supplies, lab species, small hand tools, medicines, other instructional materials in compliance with articulation agreements with Mt San Antonio CC. Misc. books for Vet Science, Ag Biology and Pet Care	1,000
4400 Prof Dev	Equipment allowance for purchase and replacement of equipment to enrich the curriculum in AG Biology, Pet Care, Vet Science and AG Earth Science.	500
	Total Supplies/Instructional Materials	1,500
5000 5711	**Other Services/Operating Expenses**: Description: *(narrative/detail)* Field Trips - Student transportation to industry related facilities specific to CTE Such locations may include: Date Festival, Vet Clinic, and/ or industry sites Fuel for Supervision of Ag Projects and FFA competitions, transportation for students to FFA Leadership Conferences and FFA Meetings	4,500
	Total Other Services/Operating Expenses	4,500

Budget Form (Cont.)

Expenditure Object Codes	Description *(narrative/detail)*	Year 2014-2015
Series 5200	**Travel & Conferences:** Describe travel necessary to meet project objectives. *(narrative/detail)* Conferences for CTE Program Animal Science- To attend mandated CATA/In-Services Meetings in an effort to stay current in industry related topics. Attend CTE National Conference	6500
	Total Travel & Conferences	6500
5600	**Repairs:** Description: *(narrative/detail)* Balancing and service of Livestock scale at Date Festival Repair and Sharing of clippers and Livestock equipment	150 500
	Total Repairs	650
5800	**Consultant Services:** Description: *(narrative/detail)*	
	Total Consultant Services	
	GRAND TOTAL	$27,328

Identification of the Career Technical Education (CTE) Sequence of Courses to be assisted with Perkins IV Funds

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators identify each sequence to be assisted with Perkins IV funds for the duration of this plan. Only those sequences included in the local educational agency's (LEA) approved 2008-2012 local plan are eligible for assistance with Perkins funds.

- **Identify the Industry Sector title and the Career Pathway title for each sequence.**
- **List all CTE courses in the sequence and check the appropriate course level, funding source, indicate if Perkins funds will be used in this course, and duration (in hours) for each course.**
- **Sequences culminating in a Regional Occupational Center Programs (ROCP) course should list the ROCP course name and indicate that course as the capstone class.**
- **Complete a separate "Course Sequence" form for each sequence to be assisted with Perkins IV funds.**

Industry Sector: Agriculture **Career Pathway:** Animal Science

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses	Course Level			Primary Funding Source		Perkins Funded	Total Duration
Name of Course	Intro.	Concentration	Capstone	District/COE	ROCP	Yes or No	(In hours)
Ag Biology CP/HP	☒	☐	☐	☒	☐	yes	165
Ag Chemistry CP	☐	☒	☐	☒	☐	yes	165
Vet Science CP/HP	☐	☒	☐	☒	☐	yes	165
Animal Health and Pet Care	☐	☒	☐	☒	☐	yes	165
Plant and Animal Psy CP/HP	☐	☐	☒	☒	☐	yes	165
Ag Econ/ Govt CP/HP	☐	☐	☒	☒	☐	no	165

Industry Sector: Agriculture

Pathway: Animal Science

California Sample Program of Study

Level	Grade	English Language Arts	Math	Social Studies	Science	Career Technical Education Course	Other Required Courses or Recommended Electives		Sample Occupations relating to this pathway (Including SOC Code)
MIDDLE SCHOOL	7								Occupations requiring a high school diploma ➢ ➢ ➢
	8								
SECONDARY	9	English I	Algebra I		Ag Biology	Ag Biology	Floral I (Fine Art)	PE	Occupations requiring some post-secondary ➢ ➢ ➢
	10	English II	Geometry	World History	Ag Chemistry	Ag Chemistry		PE	Occupations requiring a 2 year Degree ➢ ➢ ➢
	11	English III	Algebra II	US History		Animal Health and Pet Care	Vet Science	Plant and Animal Psy	Occupations requiring a BA/BS Degree ➢ ➢ ➢
	12	English IV	Pre-Calculus	Economics Government		Ag Econ/Government	Foreign Language I	Foreign Language II	
POSTSECONDARY		**Articulated dual credit courses must be taken/moved to the secondary level for articulation/dual credit purposes.**							Industry recognized certifications, licenses, credentials or apprenticeships related to this pathway. ➢ ➢ ➢
	13					Animal Science AGAN 1			
	14					Horticultural Science AGOR 1			
	15								
	16								

Junior High/Middle School:	**Required Courses**
High School:	**Career Technical Education Courses**
Community College:	**Other Required Courses and Recommended Electives**
College/University:	**Dual/Concurrent Enrollment – Articulated Courses**

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CTE for 2014-2015 Campus: Indio High School District: Desert Sands Unified

	Pathway	9th grade	10th grade	11th grade	12th grade
2014-2015	Nutrition	Freshmen Seminar	Biology (Nutritional)	Physiology of Digestion I	Physiology of Digestion II
	Health Science	Freshmen Seminar	Intro to Biomedical	Advanced Biomedical	Forensic Science
	Animal Science	Freshmen Seminar Ag Biology CP/HP	Animal Health and Companion Pet	Veterinary Science CP/HP	Plant and Animal Physiology CP/HP
	Horticulture/BioTech	Freshmen Seminar Ag Biology CP/HP	Horticulture I-Biotech	Horticulture II-Biotech	Landscape Design Water Mgt
	Clean Energy	Freshmen Seminar		Clean Energy I	Clean Energy II

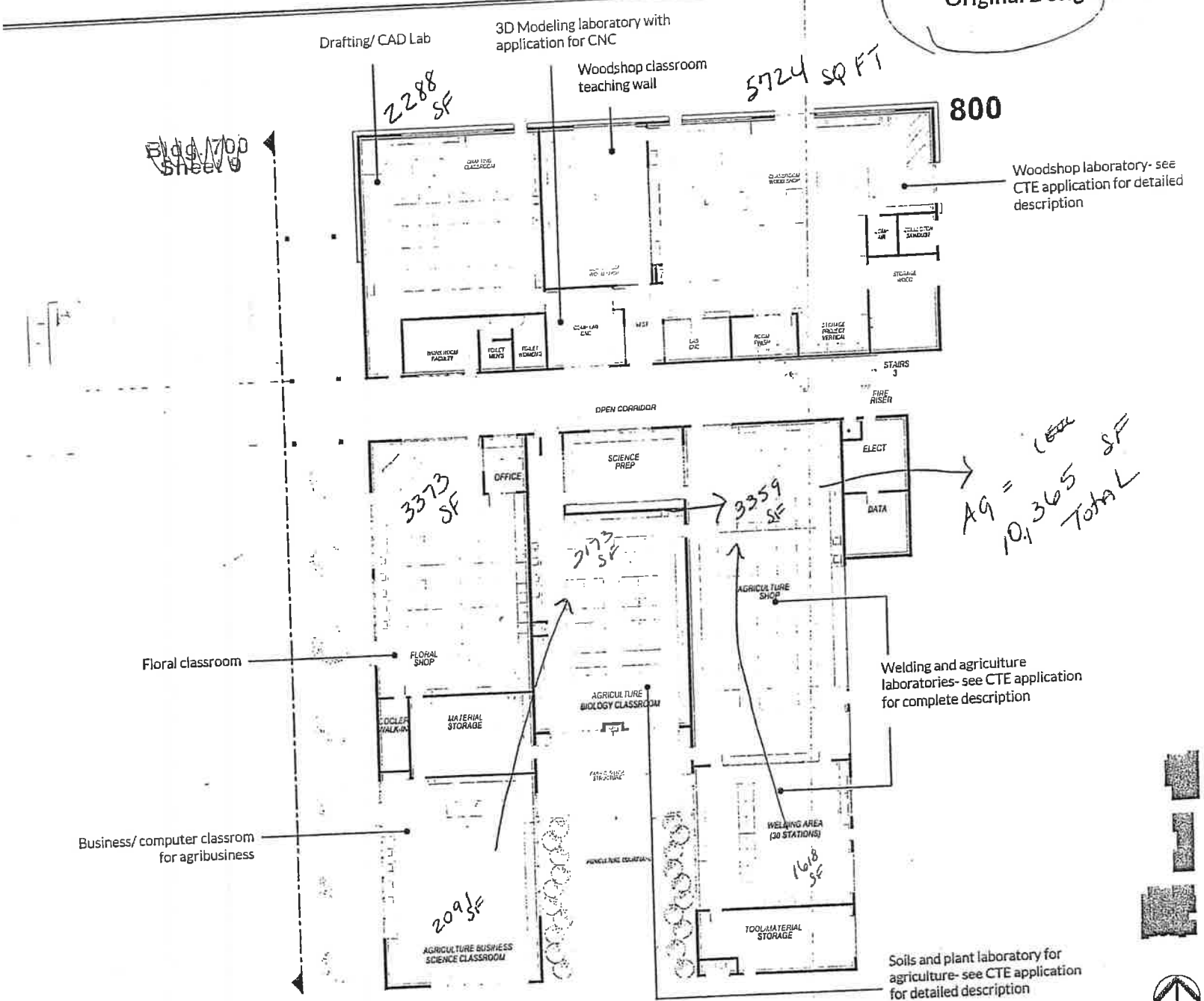
Agriculture Pathway Support Courses

Required Courses
Ag Biology CP/HP
Ag Chemistry CP/HP
Ag Earth and Soil Science
Animal Health and Companion Pet
Veterinary Science CP/HP
Plant and Animal Physiology CP/HP
Floral Design I-IV
Environmental Horticulture I &II
Landscape Design and Water Management

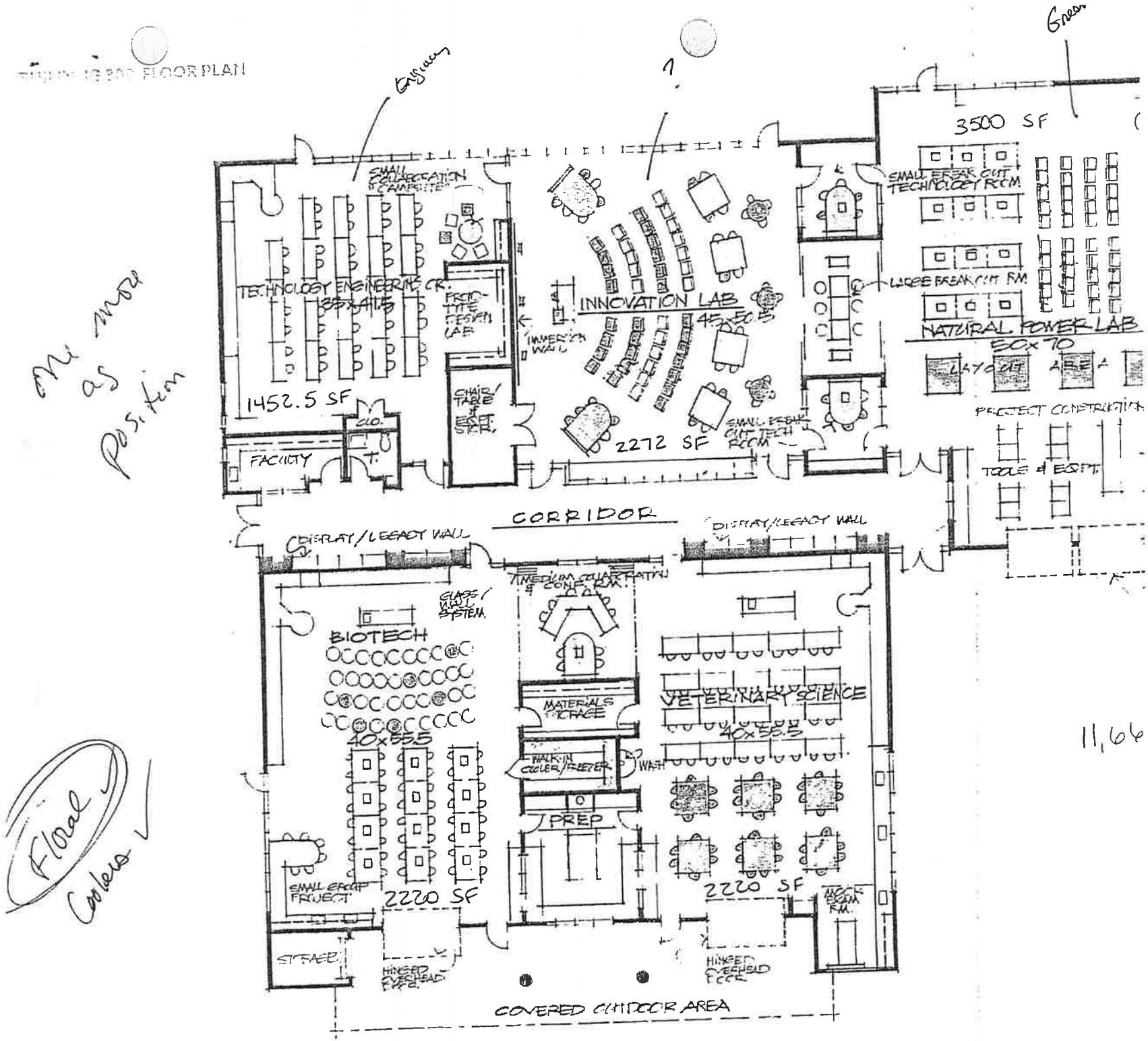
Graduation Requirement
Lab Science- Life
Physical Science- (Articulated)
Physical Science
Elective (Articulated)
Elective (Articulated)
Life Science
Fine Art
Elective
Elective

UC/Cal State Requirement
Lab Science Life
Lab Science Physical
Elective
Pending
Pending
Lab Science- Life
Fine Art
Pending
Pending

INDIO HIGH SCH
DESERT SANDS UNIFIED SCHOOL
Original Design - 1st Floor Build



FIRST FLOOR PLAN



My input as Positive

Floor Coolers

11,66

Carl Perkins Animal Science 2014-2015

Discretionary Summary 12,127.05

ISTRICT 30 - DESERT SANDS UNIFIED SCHOOL DISTRICT

Categorical Summary Current Balance

imited to - transportation, registration, lodging, no meals

Begin Date: 07/01/2014 Subs No livestock, no meals, conferences, registration only, lodging

Account Number: 06 360 3550 5 3803 1000 XXXX 3/11/15 Lauritzen, McBride, Lopez-Barreras

Date	Object	Budget	Expenditures	Abatements	Encumbrances	Document Number	P.O. Number	Reference	
07/01/13	1130	3,800.00	0.00	0.00	0.00	Cert Subs		Adopted Budget	
10/31/14			380.00			04B		Benson,Cole,Diaz,Juhola	
12/03/15			665.00			05B			
12/26/15			285.00			06B			
03/04/15			2,415.00			08B			
Subtotal:	1130	3,800.00	3,745.00	0.00	0.00	Cert Subs			55.00
07/01/13	1140	5,834.00	0.00	0.00		Teacher Stipened		Adopted Budget	
10/01/14					3,380.80	E47894	SY-Advisor	Lauritzen-1 year Stipend	
11/24/14			601.05				05M	Lauritzen-1 year Stipend	
12/25/15			601.05				06S	Lauritzen-1 year Stipend	
01/28/15			601.05				07B	Lauritzen-1 year Stipend	
02/25/15			601.05				08M	Lauritzen-1 year Stipend	
Subtotal:	1140	5,834.00	2,404.20	0.00	3,380.80	Teacher Stipened			49.00
07/01/13	3XXX	1,026.00	0.00	0.00	0.00	Fixed charges		Adopted Budget	
10/01/14					500.00	E47894	SY-Advisor	Lauritzen-1 year Stipend	
10/31/14			36.35			04B		Benson,Cole,Diaz,Juhola	
11/24/14			77.99			05M		Lauritzen-1/7th	
12/25/15			191.59				06S	Lauritzen-1 year Stipend	

Carl Perkins Animal Science 2014-2015

Discretionary Summary 12,127.05

ISTRICT 30 - DESERT SANDS UNIFIED SCHOOL DISTRICT

Categorical Summary Current Balance

imited to - transportation, registration, lodging, no meals

Begin Date: 07/01/2014 Subs No livestock, no meals, conferences, registration only, lodging

Account Number: 06 360 3550 5 3803 1000 XXXX 3/11/15 Lauritzen, McBride, Lopez-Barreras

Date	Object	Budget	Expenditures	Abatements	Encumbrances	Document Number	P.O. Number	Reference
01/28/15			191.59				07B	Lauritzen-1 year Stipend
02/25/15			191.59				08M	Lauritzen-1 year Stipend
Subtotal:	**3XXX**	**1,026.00**	**689.11**	**0.00**	**500.00**	**Fixed charges**		**(163.11)**
07/01/13	**4300**	**1,500.00**	**0.00**	**0.00**	**0.00**	**Materials & Supplies**		**Adopted Budget**
Subtotal:	**4300**	**1,500.00**	**0.00**	**0.00**	**0.00**	**Materials & Supplies**		**1,500.00**
07/01/13	**5200**	**6,500.00**	**0.00**	**0.00**	**0.00**	**Conference & Travel**		**Adopted Budget**
09/22/14			114.44			x205205	lodging	Best Western-Lopez-Bar to pick up
10/21/14			445.00			x205205	conf reg	So Region CATA-3

Carl Perkins Animal Science 2014-2015

DISTRICT 30 - DESERT SANDS UNIFIED SCHOOL DISTRICT

Discretionary Summary

Categorical Summary

12,127.05

Current Balance

limited to - transportation, registration, lodging, no meals

Begin Date: 07/01/2014 Subs No livestock, no meals, conferences, registration only, lodging

3/11/15 Lauritzen, McBride, Lopez-Barreras

Account Number: 06 360 3550 5 3803 1000 XXXX

Date	Object	Budget	Expenditures	Abatements	Encumbrances	Document Number	P.O. Number	Reference	
Subtotal:	5200	6,500.00	559.44	0.00	0.00	Conference & Travel			5,940.56
07/01/13	5630	650.00	0.00	0.00	0.00	Repairs		Adopted Budget	
					400.00	R65159	P52806	Ivorys Open PO 500	
Subtotal:	5630	650.00	0.00	0.00	400.00	Repairs			250.00
07/01/13	5711	4,500.00	0.00	0.00	0.00	Field Trips		Adopted Budget	
Subtotal:	5711	4,500.00	0.00	0.00	0.00	Field Trips			4,500.00
GRAND TOTALS:		23,810.00	7,397.75	0.00	4,280.80	Budget Balance			12,131.45

Account Number: 06 360 3550 5 3803 2130 XXXX Curriculum Dvlp

07/01/13	1120	1,697.00	0.00	0.00	0.00	Teacher Extra Duty		Adopted Budget	
10/01/14			848.40			E47895	20hrs	McBride - Articulation	
10/10/14					848.40	E47896	20hrs	Lauriten - Articulation	

Carl Perkins Animal Science 2014-2015

Discretionary Summary 12,127.05

DISTRICT 30 - DESERT SANDS UNIFIED SCHOOL DISTRICT

Categorical Summary Current Balance

limited to - transportation, registration, lodging, no meals

Begin Date: 07/01/2014 Subs No livestock, no meals, conferences, registration only, lodging

Account Number: 06 360 3550 5 3803 1000 XXXX 3/11/15 Lauritzen, McBride, Lopez-Barreras

Date	Object	Budget	Expenditures	Abatements	Encumbrances	Document Number	P.O. Number	Reference	
Subtotal:	1120	1,697.00	848.40	0.00	848.40	Teacher Extra Duty			0.20
07/01/13	3xxx	211.00	0.00	0.00	0.00	Fixed charges		Adopted Budget	
10/01/14			110.14			E47895	20hrs	McBride - Articulation	
10/10/14					105.46	E47896	20hrs	Lauriten - Articulation	
Subtotal:	3xxx	211.00	110.14	0.00	105.46	Fixed charges			(4.60)
GRAND TOTALS:		1,908.00	958.54	0.00	953.86	Budget Balance			(4.40)
GRAND TOTALS:		25,718.00	8,356.29	0.00	5,234.66	Budget Balance			12,127.05

Horticulture Science

Desert Sands Unified School District
Carl D. Perkins Career and Technical Education
2014-2015 Funding Proposals

BACKGROUND

The Carl Perkins Career and Technical Education (CTE) Act of 2006 requires that funds used to support career and technical education programs must incorporate nine specific requirements and include a sequence of courses that provides students with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills.

The new accountability issues establish CTE programs of study that support the academic progress of students and the creation of career pathways that culminate in an industry recognized certification or to an articulation with a post-secondary institution. Focus is on current or emerging high skill, high wage or high demand occupations. This new vision requires that grant recipients think about "programs of study" rather than "materials and supplies".

REQUIREMENTS

In order to be eligible to receive Perkins funds, DSUSD was required to submit to the CDE a five-year local plan for Career and Technical Education. Collaboration, articulation, professional development, and the use of data to assess programs are all elements of enhancing, expanding and improving CTE programs in Desert Sands. To ensure that DSUSD follows the local plan, and meets state and federal guidelines, the attached forms are provided to assist teachers and administrators with meeting the requirements of the Perkins Act.

Schools are invited to request Perkins funds to support CTE programs of study. All proposals for Perkins funds should include the title page with the school's name and the individuals involved in writing the document or participating in the plan for supporting CTE programs. The name and signature of the school's principal must also be included. A preliminary budget and corresponding budget narrative are also required. Recipients and funding amounts will be determined based on the strength of the proposal, the total number of proposals received, one-time capital outlay requests, and the district's anticipated allocation awarded through the CDE upon completion of its Perkins CTE application for 2014-2015 funding.

DEADLINE

The deadline to request Perkins funds for the 2014-2015 school year is April 17, 2014.

Desert Sands Unified School District
Competitive Request for Perkins Funding • 2014-2015

Date: 4/16/2014

School Name: Indio High School

Industry Sector: Agriculture, Food and Natural Resources

Career Pathway: Ornamental Horticulture

Teacher Names: Melissa McBride

Nancy Lauritzen

Other Names: Cesar Lopez- Ag Instructor

Date of Advisory Meeting: 1/28/14

Please attach most recent advisory minutes

Total Amount Requested: $6,745

I certify that this request complies with the District's Perkins Five-Year Plan and meets the requirements of the Perkins Improvement Act of 2006.

Principal's Name: Rudy Ramirez

Principal's Signature: _____

Please return **by April 17, 2014**, to:

Deanna Keuilian
Administrator, Career Technical Education
760-238-9635 tele • 760-771-8608 fax
Deanna.Keuilian@dsusd.us

Educational Services Use

Meets Requirements of Perkins Act of 2006	
Complies with DSUSD Perkins Five-Year Plan	
Enhances, Improves or Expands CTE Program	
Relevant to Workforce Demands	

Request for Perkins Funding: ❑ Approved ❑ Denied ❑ Other Action

Amount for Career Pathway Included in CTE Application for 2014-2015 Funding:

$_____

_____ **Date:** _____
Administrator, Career Technical Education

Carl Perkins Act 2006
Budget Narrative
Resource 3550 FY 2014-2015

Expenditure Object Codes	Description *(narrative/detail)*	Year 2014-2015
	Indio High School Ornamental Horticulture Pathway	
Series 1000 Instruction	**Certificated Salaries**:	
Prof Dev. 1130	Substitutes for teachers to participate in professional development, CTE Conf. and articulation with local community staff and for teachers to prepare curriculum development and integration of Common Core/CTE State Standards. Substitutes also needed for coverage so teachers can supervise students on FFA activities, competitions and landscaping/horticulture entries and removal to/from the Riverside County Date Festival. Total days: 8	$760
Curriculum Dev.	Extra Duty for articulation with community college and AG instructor partner (1) teacher x 20 hours each = 20 hrs.	$824
Guidance & Counseling		
	Total Certificated Salaries	**$1,584**
Series 2000	**Classified Salaries**: XXXX	
	Total Classified Salaries	
Series 3000	**Fixed Charges/Benefits**: Include description and method of calculation.	
	Substitutes for teachers $760 X .0829	$63
	Extra Duty $824 X .1210	$98
	Total Fixed Charges/Benefits	**$161**

Series	**Supplies/Instructional Materials**:	
4000	List textbooks, materials, and supplies separately. If supplemental instructional materials are included, please list the supplemental materials to be purchased.	
Instruction		
4300	Misc. lab supplies, plant specimens for lab examination, small horticulture hand tools, fertilizers, soil, pots, propagation tools, soil testing kits, soil amendments, drafting and landscaping planning tools, irrigation system components and other instructional materials in compliance with articulation agreements with Mt San Antonio Community college. Text book "Introduction Horticulture" for Environmental Horticulture I	$1,000
4400	Equipment allowance for purchase of equipment to enrich the curriculum in Environmental Horticulture I	$500
Prof Dev		
	Total Supplies/Instructional Materials	**$1,500**
5000	**Other Services/Operating Expenses**:	
	Description: *(narrative/detail)*	
5711	Field Trips - Student transportation to industry related facilities specific to CTE Such locations may include: Living Desert Zoo and Botanical Gardens, Huntington Gardens, and/ or industry greenhouse and nursery sites Fuel for supervision of Ag horticultural projects including designing/constructing horticulture and landscaping entries at the Riverside County Date Festival. Fuel will also be used to take students to FFA competitions in Nursery/Landscape Career Development Events which are held statewide.	$3,000
	Total Other Services/Operating Expenses	**$3,000**

Budget Form (Cont.)

Expenditure Object Codes	Description *(narrative/detail)*	Year 2014-2015
Series 5200	**Travel & Conferences**: Describe travel necessary to meet project objectives. *(narrative/detail)* Conferences for CTE Program Ornamental Horticulture – In an effort to stay current in industry related topics, teachers will attend the California Nursery Growers Association, the California Association of Nurseries and Garden Centers and the California Landscape Contractors Association meetings and conferences	$500
	Total Travel & Conferences	$500
5600	**Repairs**: Description: *(narrative/detail)*	
	Total Repairs	$0.00
5800	**Consultant Services**: Description: *(narrative/detail)*	
	Total Consultant Services	$0.00
	GRAND TOTAL	$6,745

Industry Sector: Agriculture, Food and Natural Resources

Pathway: Ornamental Horticulture

California Sample Program of Study

Level	Grade	English Language Arts	Math	Social Studies	Science	Career Technical Education Course	Other Required Courses or Recommended Electives	
MIDDLE SCHOOL	7							
	8							
SECONDARY	9	English I	Algebra I		Ag Biology	Ag Biology	Floral I (Fine Art)	PE
	10	English II	Geometry	World History	Ag Chemistry	Ag Chemistry	Foreign Language I	PE
	11	English III	Algebra II	US History	Plant and Animal Psy	Environmental Horticulture I	Foreign Language II	Animal Health and Pet Care
	12	English IV	Pre-Calculus	Economics Government		Ag Econ/Government	Vet Science	
POST SECONDARY/		**Articulated dual credit courses must be taken/moved to the secondary level for articulation/dual credit purposes.**						
	13					Animal Science AGAN 1		
	14					Horticultural Science AGOR 1		
	15							
	16							

Sample Occupations relating to this pathway (Including SOC Code)

Occupations requiring a high school diploma
- **Nursery Caretaker**
- **Cut Flower Grower**
- **Florist**

Occupations requiring some post-secondary
- **Biotechnology Lab Technician**
- **Golf Course Manager**
- **Green House Manager**

Occupations requiring a 2 year Degree
- **Turfgrass Mngmnt**
- **Irrigation Contractor**
- **Nursery Manager**

Occupations requiring a BA/BS Degree
- **Plant Breeder & Geneticist**
- **Soil & Water Specialist**
- **Plant Pathologist**
- **Botanist**

Industry recognized certifications, licenses, credentials or apprenticeships related to this pathway.
- ASHS Certified Professional Horticulturist
- ASHS Associate Professional Horticulturist
- ASHS Certified Horticulturists
- CLCA Landscape Industry Certified Technician
- CCN Pro Certification

Junior High/Middle School:
High School:
Community College:
College/University:

Required Courses
Career Technical Education Courses
Other Required Courses and Recommended Electives
Dual/Concurrent Enrollment – Articulated Courses

Identification of the Career Technical Education (CTE) Sequence of Courses to be assisted with Perkins IV Funds

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators identify each sequence to be assisted with Perkins IV funds for the duration of this plan. Only those sequences included in the local educational agency's (LEA) approved 2008-2012 local plan are eligible for assistance with Perkins funds.

- Identify the Industry Sector title and the Career Pathway title for each sequence.
- List all CTE courses in the sequence and check the appropriate course level, funding source, indicate if Perkins funds will be used in this course, and duration (in hours) for each course.
- Sequences culminating in a Regional Occupational Center Programs (ROCP) course should list the ROCP course name and indicate that course as the capstone class.
- Complete a separate "Course Sequence" form for each sequence to be assisted with Perkins IV funds.

Industry Sector: Agriculture **Career Pathway:** Ornamental Horticulture

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses	Course Level			Primary Funding Source		Perkins Funded	Total Duration
Name of Course	Intro.	Concentration	Capstone	District/COE	ROCP	Yes or No	(In hours)
Ag Biology CP/HP	☒	☐	☐	☒	☐	Yes	165
Ag Chemistry CP	☐	☒	☐	☒	☐	Yes	165
Environmental Horticulture Science I CP/HP	☐	☒	☐	☒	☐	No	165
Plant and Animal Psy CP/HP	☐	☒	☐	☒	☐	Yes	165
Ag Economics and Government CP/HP	☐	☐	☒	☒	☐	No	165
	☐	☐	☐	☐	☐		

Carl Perkins Horticulture 2014-2015

Discretionary Summary 0.15

DISTRICT 30 - DESERT SANDS UNIFIED SCHOOL DISTRICT

Categorical Summary Current Balance

Limited to - transportation, registration, lodging, no meals

Begin Date: 07/01/2014 Subs

4/1/15 Cesar Lopez Barreras

Account Number: 06 360 3550 5 3804 1000 XXXX

Date	Object	Budget	Expenditures	Abatements	Encumbrances	Document Number	P.O. Number	Reference
07/01/13	**4200**	**5,796.00**	**0.00**	**0.00**	**0.00**	**Books**		**Adopted Budget**
10/01/14			5,797.44			R64006	P51823	Cengag-Lopez-Barreras
Subtotal:	**4200**	**5,796.00**	**5,797.44**	**0.00**	**0.00**	**Books**		**(1.44)**
GRAND TOTALS:		**5,796.00**	**5,797.44**	**0.00**	**0.00**	**Budget Balance**		**(1.44)**

Account Number: 06 360 3550 4 3804 2130 XXXX In-House Staff Dvlp

07/01/13	**1120**	**849.00**	**0.00**	**0.00**	**0.00**	**Teacher Extra Duty**		**Adopted Budget**
10/01/14			848.40			E47897	20hrs	Lopez-Barreras-Articulation
Subtotal:	**1120**	**849.00**	**848.40**	**0.00**	**0.00**	**Teacher Extra Duty**		**0.60**
07/01/13	**3xxx**	**111.00**	**0.00**	**0.00**	**0.00**	**Fixed charges**		**Adopted Budget**
10/01/14			110.01			E47897	20hrs	Lopez-Barreras-Articulation
Subtotal:	**3xxx**	**111.00**	**110.01**	**0.00**	**0.00**	**Fixed charges**		**0.99**
07/01/13	**5200**	**0.00**	**0.00**	**0.00**	**0.00**	**Fixed charges**		**Adopted Budget**
10/09/14		150.00	150.00			x205707		Lopez-Bar-CA Stem

Carl Perkins Horticulture 2014-2015

Discretionary Summary 0.15

DISTRICT 30 - DESERT SANDS UNIFIED SCHOOL DISTRICT

Categorical Summary Current Balance

Limited to - transportation, registration, lodging, no meals

Begin Date: 07/01/2014 Subs

Account Number: 06 360 3550 5 3804 1000 XXXX 4/1/15 Cesar Lopez Barreras

Date	Object	Budget	Expenditures	Abatements	Encumbrances	Document Number	P.O. Number	Reference	
Subtotal:	**5200**	**150.00**	**150.00**	**0.00**	**0.00**	**Fixed charges**			**0.00**
GRAND TOTALS:		**1,110.00**	**1,108.41**	**0.00**	**0.00**	**Budget Balance**			**1.59**
GRAND TOTALS:		**6,906.00**	**6,905.85**	**0.00**	**0.00**	**Budget Balance**			**0.15**

HOME OF THE RAJAHS
INDIO HIGH SCHOOL
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Rudy Ramirez, Principal
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Est. 1958

Q.

Signed Articulation Agreements and/or Evidence of Articulation

MT. SAC
Mt. San Antonio College

1100 North Grand Avenue
Walnut, CA 91789-1399
909-274-7500 • www.mtsac.edu

February 2015

Dear Articulation Partner,

Your Articulation Agreement(s) for the 2014-15 school year have been finalized. Your copy is enclosed and will soon be posted at www.mtsactechprep.org/articulationagreements.html. The Student Articulation Request form, faculty contacts, and all transportation forms are also on the website.

MT. SAC APPLICATION
ALL students participating in the Articulation program MUST complete the Mt. SAC College Application. This year Child Development students earning articulation certificates must apply due to the transition of the database. Typically students apply for Mt. SAC's SPRING semester. High schools within Mt. SAC's defined boundary may request assistance from Outreach Services.

EXAMS
Please review the notes section of your Agreement(s) carefully. This section addresses any exams required of students seeking Articulation for college credit. If the Agreement states the exam must be given at the college, please make arrangements with faculty by April 17th.

TRANSPORTATION
Instructors requesting transportation provided by Mt. SAC for Articulation exams are asked to submit the required paperwork **a minimum of two weeks in advance and NO LATER THAN APRIL 23, 2015**. The early request date is due to budget close. If you do not have an exam date set, but know you will need transportation, ***please notify the Articulation office via email by the deadline***.

Students who ride on transportation provided by Mt. SAC must be accompanied by an adult, and have completed the Medical Release and the Standards of Behavior forms. The forms are under the download tab on the Tech Prep website listed above. *Please send the original copy of all college field trip forms to the Articulation office on or after the day of travel.*

STUDENT FORMS
Student articulation forms should be printed in color. If you do not have access to a color printer, the Articulation office will provide the forms with the instructor section preprinted for your convenience. It is recommended that students receive a copy and instructors retain a copy for their files.

Please handle student forms with care as they contain confidential information. All student forms are to be sent by U.S. Mail (preferably certified) or delivered in person to the Articulation office. **Student forms should not be given to Mt. SAC faculty.**

Sincerely,

Marie Tyra
Project Director CTE Transitions and SB1070 Grants

BOARD OF TRUSTEES
Dr. Manuel Baca • Rosanne M. Bader • Judy Chen Haggerty, *Esq.* • Fred Chyr • Dr. David K. Hall • Robert F. Hidalgo • Laura Santos
COLLEGE PRESIDENT & CEO: Dr. William T. Scroggins

Mt. SAC Tech Prep Office

1100 North Grand Avenue
Walnut, California 91789

2 + 2 Articulation Agreement

1415037AGOR

1.) Mt. San Antonio College and Desert Sands USD
High School District • Regional Occupational Program • Adult Education – Please identify the agency FUNDING the course.

2.) High School • Regional Occupational Program (ROP) • Adult Education Course:

Authorized Instructors (3 Maximum– PLEASE PRINT) 1) Cesar Lopez

Indio High School
Location

2) _____

3) _____

3.) Mt. San Antonio College agrees to provide students qualified under the terms of this Articulation Agreement:

☐ Project Credit (Certificate) ☐ Course Equivalency ☒ College Credit by Exam • Reset Checkboxes

High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
AG Chemistry	10	AGOR 1 Horticultural Science	3
Environmental Horticulture Science I	10		

Additional Requirements or Notes:

With instructor's recommendation, an final grade of 70% (C) or better in the secondary course, students may request articulation credit. Secondary course exams will meet the articulation exam requirement. The final grade assigned by the secondary program will be used as the college grade.

4.) It is the responsibility of the Instructor(s) named to inform students of this Articulation process and all student requests for Articulation must be submitted at the completion of all courses identified on this document.

This agreement is valid for the school year 2014-15 **only.**
Any curriculum changes at either institution involving the courses named in this document shall require this agreement to be renegotiated.

5.) To be completed by Mt. San Antonio College

	(Please sign with red or blue ink)	Date
College Professor	Jennifer L Hinostroza	10/23/14
Department Chair		12/18/14
Division Dean		12/18/14
Mt. SAC Articulation Officer		2/24/15

6.) To be completed by the High School District • Regional Occupational Program (ROP) • Adult Education department

	(Please sign with red or blue ink)	Date
Instructor		10/23/14
Authorized Administrator		1/27/15

Table of Required Articulation Forms
2014-15

Student paperwork MUST be submitted for all students requesting Articulation.
Paperwork MUST be submitted regardless of exam outcome.

	High School	ROP	Adult Education
Project Credit	Student Articulation Request Form Mt. SAC Student ID Recommended	Student Articulation Request Form Mt. SAC Student ID Recommended	Student Articulation Request Form Mt. SAC Student ID Recommended
College Credit	Student Articulation Request Form MUST include Mt. SAC Student ID Number Unofficial Transcript	Student Articulation Request Form MUST include Mt. SAC Student ID Number Unofficial Transcript	Student Articulation Request Form MUST include Mt. SAC Student ID Number Unofficial Transcript or Certificate of Completion (Adults)

Exams...

Articulation exams should be scheduled directly with faculty by **April 17, 2015**

Transportation

Transportation requests MUST be submitted a minimum of two weeks in advance and ***no later than April 20 due to budget close.***

Questions?

Marie Tyra 909-274-5252
or MTyra@Mtsac.edu
Marlene Ward 909-274-5405
or MWard@Mtsac.edu

Submit all paperwork to:

Mt. San Antonio College
Marie Tyra - Tech Prep 21D-103
1100 N. Grand Ave.
Walnut, CA 91789

Mt. SAC Tech Prep Office

1100 North Grand Avenue
Walnut, California 91789

2 + 2 Articulation Agreement

1415038AGOR

1.) Mt. San Antonio College and Desert Sands USD
High School District • Regional Occupational Program • Adult Education – Please identify the agency FUNDING the course.

2.) High School • Regional Occupational Program (ROP) • Adult Education Course:

Authorized Instructors (3 Maximum– PLEASE PRINT) 1) Cesar Lopez

Indio High School
Location

2) _____

3) _____

3.) Mt. San Antonio College agrees to provide students qualified under the terms of this Articulation Agreement:

☐ Project Credit (Certificate) ☐ Course Equivalency ☒ College Credit by Exam Reset Checkboxes

High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
AG Chemistry	10	AGOR 1 Horticultural Science	3
Plant and Animal Physiology	10		

Additional Requirements or Notes:

With instructor's recommendation, an final grade of 70% (C) or better in the secondary course, students may request articulation credit. Secondary course exams will meet the articulation exam requirement. The final grade assigned by the secondary program will be used as the college grade.

4.) It is the responsibility of the Instructor(s) named to inform students of this Articulation process and all student requests for Articulation must be submitted at the completion of all courses identified on this document.

This agreement is valid for the school year 2014-15 **only.**
Any curriculum changes at either institution involving the courses named in this document shall require this agreement to be renegotiated.

5.) To be completed by Mt. San Antonio College

College Professor	Jennifer L Hinastroza (Please sign with red or blue ink)	Date 10/23/14
Department Chair	(Please sign with red or blue ink)	Date 12/18/14
Division Dean	(Please sign with red or blue ink)	Date 12/18/14
Mt. SAC Articulation Officer	(Please sign with red or blue ink)	Date 2/24/15

6.) To be completed by the High School District • Regional Occupational Program (ROP) • Adult Education department

Instructor	(Please sign with red or blue ink)	Date 10/23/14
Authorized Administrator	(Please sign with red or blue ink)	Date 1/27/15

Version 4.0 Revised 2010

MT. SAC
Mt. San Antonio College

1100 North Grand Avenue
Walnut, CA 91789-1399
909-274-7500 • www.mtsac.edu

February 2015

Dear Articulation Partner,

Your Articulation Agreement(s) for the 2014-15 school year have been finalized. Your copy is enclosed and will soon be posted at www.mtsactechprep.org/articulationagreements.html. The Student Articulation Request form, faculty contacts, and all transportation forms are also on the website.

MT. SAC APPLICATION
ALL students participating in the Articulation program MUST complete the Mt. SAC College Application. This year Child Development students earning articulation certificates must apply due to the transition of the database. Typically students apply for Mt. SAC's SPRING semester. High schools within Mt. SAC's defined boundary may request assistance from Outreach Services.

EXAMS
Please review the notes section of your Agreement(s) carefully. This section addresses any exams required of students seeking Articulation for college credit. If the Agreement states the exam must be given at the college, please make arrangements with faculty by April 17th.

TRANSPORTATION
Instructors requesting transportation provided by Mt. SAC for Articulation exams are asked to submit the required paperwork **a minimum of two weeks in advance and NO LATER THAN APRIL 23, 2015**. The early request date is due to budget close. If you do not have an exam date set, but know you will need transportation, ***please notify the Articulation office via email by the deadline***.

Students who ride on transportation provided by Mt. SAC must be accompanied by an adult, and have completed the Medical Release and the Standards of Behavior forms. The forms are under the download tab on the Tech Prep website listed above. *Please send the original copy of all college field trip forms to the Articulation office on or after the day of travel.*

STUDENT FORMS
Student articulation forms should be printed in color. If you do not have access to a color printer, the Articulation office will provide the forms with the instructor section preprinted for your convenience. It is recommended that students receive a copy and instructors retain a copy for their files.

Please handle student forms with care as they contain confidential information. All student forms are to be sent by U.S. Mail (preferably certified) or delivered in person to the Articulation office. **Student forms should not be given to Mt. SAC faculty.**

Sincerely,

Marie Tyra
Project Director CTE Transitions and SB1070 Grants

BOARD OF TRUSTEES
Dr. Manuel Baca • Rosanne M. Bader • Judy Chen Haggerty, *Esq.* • Fred Chyr • Dr. David K. Hall • Robert F. Hidalgo • Laura Santos
COLLEGE PRESIDENT & CEO: Dr. William T. Scroggins

Table of Required Articulation Forms
2014-15

Student paperwork MUST be submitted for all students requesting Articulation.
Paperwork MUST be submitted regardless of exam outcome.

	High School	ROP	Adult Education
Project Credit	Student Articulation Request Form Mt. SAC Student ID Recommended	Student Articulation Request Form Mt. SAC Student ID Recommended	Student Articulation Request Form Mt. SAC Student ID Recommended
College Credit	Student Articulation Request Form MUST include Mt. SAC Student ID Number Unofficial Transcript	Student Articulation Request Form MUST include Mt. SAC Student ID Number Unofficial Transcript	Student Articulation Request Form MUST include Mt. SAC Student ID Number Unofficial Transcript or Certificate of Completion (Adults)

Exams...

Articulation exams should be scheduled directly with faculty by **April 17, 2015**

Transportation

Transportation requests MUST be submitted a minimum of two weeks in advance and ***no later than April 20 due to budget close.***

Questions?

Marie Tyra 909-274-5252
or MTyra@Mtsac.edu
Marlene Ward 909-274-5405
or MWard@Mtsac.edu

Submit all paperwork to:

Mt. San Antonio College
Marie Tyra - Tech Prep 21D-103
1100 N. Grand Ave.
Walnut, CA 91789

Mt. SAC Tech Prep Office

1100 North Grand Avenue
Walnut, California 91789

2 + 2 Articulation Agreement

1415019AGAN

1.) Mt. San Antonio College and Desert Sands USD
High School District • Regional Occupational Program • Adult Education – Please identify the agency FUNDING the course.

2.) High School • Regional Occupational Program (ROP) • Adult Education Course:

Authorized Instructors (3 Maximum– PLEASE PRINT) 1) Melissa McBride

Indio High School
Location

2) _____

3) _____

3.) Mt. San Antonio College agrees to provide students qualified under the terms of this Articulation Agreement:

☐ Project Credit (Certificate) ☐ Course Equivalency ☒ College Credit by Exam Reset Checkboxes

High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
Companion Animal Care Management	10	AGAN 1 Animal Science	3
Veterinary Science	10		

Additional Requirements or Notes:

With instructor's recommendation, and final grade of 80% (B) or better in the secondary course, students may request articulation credit. Secondary course exams will meet the articulation exam requirement. The final grade assigned by the secondary program will be used as the college grade.

4.) It is the responsibility of the Instructor(s) named to inform students of this Articulation process and all student requests for Articulation must be submitted at the completion of all courses identified on this document.

This agreement is valid for the school year 2014-15 **only.**
Any curriculum changes at either institution involving the courses named in this document shall require this agreement to be renegotiated.

5.) To be completed by Mt. San Antonio College

	(Please sign with red or blue ink)	Date
College Professor		10/23/14
Department Chair		12/18/14
Division Dean		12/18/14
Mt. SAC Articulation Officer		2/24/15

6.) To be completed by the High School District • Regional Occupational Program (ROP) • Adult Education department

	(Please sign with red or blue ink)	Date
Instructor		10/23/14
Authorized Administrator		1/27/15

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Mt. SAC Tech Prep Office
1100 North Grand Avenue
Walnut, California 91789

2 + 2 Articulation Agreement

1415018AGAN

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Authorized Instructors (3 Maximum– PLEASE PRINT) 1) Melissa McBride

Indio High School
Location

2) _____

3) _____

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☐ Project Credit (Certificate) ☐ Course Equivalency ☒ College Credit by Exam Reset Checkboxes

High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
Animal Health and Pet Care	10	AGAN 1 Animal Science	3
Veterinary Science	10		

Additional Requirements or Notes:

With instructor's recommendation, and final grade of 80% (B) or better in the secondary course, students may request articulation credit. Secondary course exams will meet the articulation exam requirement. The final grade assigned by the secondary program will be used as the college grade.

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Division Dean		12/18/14
Mt. SAC Articulation Officer		2/24/15

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Authorized Administrator		1/27/15

Version 4.0 Revised 2010

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2 + 2 Articulation Agreement

1415020AGAN

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☐ Project Credit (Certificate) ☐ Course Equivalency ☒ College Credit by Exam *Reset Checkboxes*

High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
Plant and Animal Physiology	10	AGAN 1 Animal Science	3
Veterinary Science	10		

Additional Requirements or Notes:

With instructor's recommendation, and final grade of 80% (B) or better in the secondary course, students may request articulation credit. Secondary course exams will meet the articulation exam requirement. The final grade assigned by the secondary program will be used as the college grade.

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Version 4.0 Revised 2010

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1100 N. Grand Ave.
Walnut, CA 91789

HOME OF THE RAJAHS
INDIO HIGH SCHOOL
www.ihsrajahs.com
"Dedicated to academic achievement and personal success for all"
Rudy Ramirez, Principal
81-750 Ave. 46 | Indio, CA 92201 | (760) 775-3550 | FAX (760) 775-3565

R.
Graduate Follow-up System

Graduate Follow-up

CA0053 Indio
Indio HS
81-750 Avenue 46
Indio, CA 92201

Graduates for Spring: 2014 Go

Last Name	First Name	Graduate Status
Aguilar	Arlene Meredith	Two Year College-Ag Major
Bruno	Jasmin	Two Year College-Ag Major
Carrasco	Lauren Alexandra	Two Year College-Non-Ag Major
Cortez	Veronica Antonia	Two Year College-Non-Ag Major
Cruz	Jessenia Marie	Two Year College-Ag Major
Cruz	Veronica Itzel	Two Year College-Ag Major
Deleon-Patino, Jr.	Juan Carlos	Two Year College-Non-Ag Major
Espinoza	Diana Patricia	Four Year College-Non-Ag Major
Lenos	Sofia	Two Year College-Non-Ag Major
Lopez	Ivie Keneesha	Two Year College-Ag Major
Mendoza	Mayra Ruiz	Two Year College-Non-Ag Major
Moralez	Stella Alexandra	Employed - Parttime-Ag Job
Nunez	Fernando Hernandez	Employed - Fulltime-Ag Job
Nungaray	Elizabeth	Two Year College-Non-Ag Major
Padilla	Reyna Elena	Employed - Parttime-Non-Ag Job
Romero	Carina Silva	Employed - Parttime-Non-Ag Job
Samaguey	Jennifer	Two Year College-Ag Major
Tzompantzi	Lesley T	Two Year College-Ag Major
Caballero	Alan Jeovanny	Employed - Fulltime-Non-Ag Job
Cabrera	Anel Alondra	Four Year College-Ag Major
Cebreros	Edit Guadalupe	Four Year College-Ag Major
Chavez	Gerardo Ignacio	Employed - Fulltime-Non-Ag Job
Pena	Alexia Maribel	Two Year College-Ag Major
Perales	Jessica Michelle	Four Year College-Non-Ag Major
Lopez	Matthew Steven	Employed - Fulltime-Non-Ag Job
Andrade	Maria De Lourdes	Location or Position Unknown-

Printed: 10/9/2014 2:42:48 PM
Count: 26

Graduate Follow-up Report
Filing Year=2014

CA0053 Indio
Indio HS
81-750 Avenue 46
Indio, CA 92201

Printed: 10/9/2014 2:44:43 PM

Total Seniors (Year=2013):	46
Total Seniors having completed 3 or more years of Ag Instruction:	26
Program Completer Status	
Two Year College Ag Major	8
Two Year College Non-Ag Major	6
Four Year College Ag Major	2
Four Year College Non-Ag Major	2
Employed - Parttime Ag Job	1
Employed - Parttime Non-Ag Job	2
Employed - Fulltime Ag Job	1
Employed - Fulltime Non-Ag Job	3
Location or Position Unknown	1

Site developed and maintained by the California FFA Association.

Graduate Follow-up

Student Name Carina Romero
Graduation Year: 2014
Permanent Address: 81448 Green Ave
City Indio CA Zip Code 92201

Phone Parent's (760)347-3541
Student's cell Phone (760)702-7402

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	___Floral III
✓ Ag Biology HP	___Plant and Animal Physiology HP	___Floral IV
✓ Animal Health/Pet Care	___Ag Earth and Soil	✓ Ag Projects 3 (years)
___Vet Science CP	✓ Floral I	___Ag Math
✓ Vet Science HP	___Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

✓ My Ag classes helped me get through High School
✓ My Ag classes offered projects that helped me learn more about myself
✓ My Ag classes covered basic Science Skills
✓ My Ag classes covered basic Art Skills
✓ My Ag classes helped me with public Speaking
✓ My Ag classes helped develop leadership skills
✓ My Ag teachers encouraged me to do as much as I could
✓ I think I learned something about Record Keeping (Record Book)
✓ I feel I developed my confidence through participation in FFA
___I choose not to get involved in FFA, I took classes for interest only
___I learned skills in Parliamentary Procedures
✓ We had current technology available in the Ag department; (printers, computers, equipment, etc.)
✓ Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?
   Yes, they helped me break out of my shell.
2. What things do you feel were good about your experience in the Ag Department?
   All the projects such as the livestock, and floral.
3. What things could have been done to make your experience better?
   If teachers wouldn't accept that everything we say is an excuse to not do something. People go through different issues
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For veterinarian
   B. Jr. College (Name) COD (2 years) → (Major) Veterinary Science
   C. 4 Year College (name) Fresno State (Major) vet. science
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not? because I missed the deadline and didn't get to turn it in on time.
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Nadine Tilly
Phone Parent's (760) 485-2154
Graduation Year: 2014
Student's cell Phone (760) 897 7982
Permanent Address: 29825 Desert charm
City Indio Hills Zip Code 92241

Classes completed in Agriculture: (check each class you took)

___ Ag Biology CP	___ Plant and Animal Physiology CP	___ Floral III
X Ag Biology HP	X Plant and Animal Physiology HP	___ Floral IV
___ Animal Health/Pet Care	___ Ag Earth and Soil	X Ag Projects 1 (years)
___ Vet Science CP	___ Floral I	___ Ag Math
X Vet Science HP	___ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
5 My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
4 I think I learned something about Record Keeping (Record Book)
3 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
5 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
3 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes a belive that the hours for comunity service I had acctuire, helpme ge into a 4 college
2. What things do you feel were good about your experience in the Ag Department?
   I liked how it helped me build my leadership skills.
3. What things could have been done to make your experience better?
   nothing
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) _____ (Major) _____
   C. 4 Year College (name) University of Nevada Reno (Major) Sociology
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Vidal Diaz Phone Parent's (760) 404-5766
Graduation Year: 2014 Student's cell Phone (760) 698-0385
Permanent Address: 46544 Carnation Ct.
City Indio, CA Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	____Plant and Animal Physiology CP	____Floral III
____Ag Biology HP	X Plant and Animal Physiology HP	____Floral IV
____Animal Health/Pet Care	____Ag Earth and Soil	____Ag Projects ____(years)
____Vet Science CP	____Floral I	____Ag Math
X Vet Science HP	____Floral II	____ Ag Chemistry

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
2 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
2 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes they helped. It Gave me Something to do.
2. What things do you feel were good about your experience in the Ag Department?
   I learned that I'm Responsible enough to Raise
3. What things could have been done to make your experience better?
   It was great as it was.
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) **2=good** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For ____
   B. Jr. College (Name) College of the Desert (Major) Liberal Arts
   C. 4 Year College (name) San Diego State University (Major) Criminal Justice
   D. Trade School (Name) ____
   E. Military (Branch) ____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **(No)**
   If No, Why Not?
   It is my first year in Ag. Classes
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Jessy Gonzalez Phone Parent's 760-289-7850
Graduation Year: 2014 Student's cell Phone 760(600)-2595
Permanent Address: 46200 Arabia St. Apt. BL3
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
____Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
____Vet Science CP	_____Floral I	_____Ag Math
____Vet Science HP	_____Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
3 My Ag classes offered projects that helped me learn more about myself
3 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
4 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
4 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
2 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
3 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
2 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?
   Yes because it helped me gain social skills
2. What things do you feel were good about your experience in the Ag Department?
   Me volunteering in FFA.
3. What things could have been done to make your experience better?
   raising an animal in FFA.
4. Your overall rating of the Ag Department **(circle One)**
   1=great (2=good) 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) COD (Major) Game Art / Animation
   C. 4 Year College (name) Art Institute (Major) Game Art / Animation
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not?
   only had 1 year.
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Maria Andrade Phone Parent's 760-880-5071
Graduation Year: 2014 Student's cell Phone
Permanent Address: 82165 Dr Carreon Blvd. Apt. 3D1
City Indio Zip Code [redacted] 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP
____Ag Biology HP
____Animal Health/Pet Care
____Vet Science CP
____Vet Science HP
____Plant and Animal Physiology CP
____Plant and Animal Physiology HP
____Ag Earth and Soil
✓ Floral I
✓ Floral II
✓ Floral III
✓ Floral IV
____Ag Projects ____(years)
____Ag Math

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
2 My Ag classes offered projects that helped me learn more about myself
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1 My Ag classes covered basic Art Skills
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____I feel I developed my confidence through participation in FFA
____I choose not to get involved in FFA, I took classes for interest only
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____We had current technology available in the Ag department; (printers, computers, equipment, etc.)
4 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?
   - Yes, they did, by encouraging me to do more.
2. What things do you feel were good about your experience in the Ag Department?
   - I felt like we were all in a team.
3. What things could have been done to make your experience better?
   -
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For a design major
   B. Jr. College (Name) Art Institute (Major)
   C. 4 Year College (name) (Major)
   D. Trade School (Name)
   E. Military (Branch) I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes No
   If No, Why Not? Because one ~~semester~~ year, I got a B & got an A.
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Felipe Hernandez Phone Parent's 449 - 4428
Graduation Year: 2014 Student's cell Phone
Permanent Address: 46-500 Obo. Circle
City Indio CA Zip Code 92201

Classes completed in Agriculture: (check each class you took)

✓ Ag Biology CP	___ Plant and Animal Physiology CP	___ Floral III
___ Ag Biology HP	___ Plant and Animal Physiology HP	___ Floral IV
✓ Animal Health/Pet Care	___ Ag Earth and Soil	✓ Ag Projects 1 (years)
___ Vet Science CP	___ Floral I	___ Ag Math
___ Vet Science HP	___ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
5 My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
4 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes I belive Projects helped me understand more about the real life
2. What things do you feel were good about your experience in the Ag Department?
   learning about the Pig body and leader ship
3. What things could have been done to make your experience better?
   more work put in to the Project
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For a long term job
   B. Jr. College (Name) Wyotech (Major) manager
   C. 4 Year College (name) ___ (Major) ___
   D. Trade School (Name) ___
   E. Military (Branch) ___ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not? because I didn't complete 4 years of Ag
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Jesus Herrera Phone Parent's NA
Graduation Year: 2014 Student's cell Phone NA
Permanent Address: Emerald Ave 83435
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
____Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
✓ Vet Science CP	_____Floral I	_____Ag Math
____Vet Science HP	_____Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
4 My Ag classes helped develop leadership skills
4 My Ag teachers encouraged me to do as much as I could
4 I think I learned something about Record Keeping (Record Book)
3 I feel I developed my confidence through participation in FFA
4 I choose not to get involved in FFA, I took classes for interest only
4 I learned skills in Parliamentary Procedures
3 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
3 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes.
2. What things do you feel were good about your experience in the Ag Department?
   I felt I would go effectively throughout the future.
3. What things could have been done to make your experience better?
   Team work.
4. Your overall rating of the Ag Department **(circle One)**
   1=great (2=good) 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Banking.
   B. Jr. College (Name) _____ (Major)_____
   C. 4 Year College (name) _____ (Major)_____
   D. Trade School (Name) Art institute
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? (Yes) No
   If No, Why Not? Not in classes long enough
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Jaramillo, Heaven Phone Parent's ~~0~~

Graduation Year: 2019 Student's cell Phone (760) 600-

Permanent Address: [redacted]

City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
____Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
____Vet Science CP	_____Floral I	_____Ag Math
____Vet Science HP	_____Floral II	V Ag Chem

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
2 My Ag classes offered projects that helped me learn more about myself
1 My Ag classes covered basic Science Skills
1 My Ag classes covered basic Art Skills
1 My Ag classes helped me with public Speaking
1 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
1 I think I learned something about Record Keeping (Record Book)
1 I feel I developed my confidence through participation in FFA
5 I choose not to get involved in FFA, I took classes for interest only
1 I learned skills in Parliamentary Procedures
1 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
1 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?

   No

2. What things do you feel were good about your experience in the Ag Department?

   Nothing

3. What things could have been done to make your experience better?

   Don't Know

4. Your overall rating of the Ag Department **(circle One)**

   1=great (2=good) 3=fair 4=poor 5=terrible

5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For [redacted]
   B. Jr. College (Name) [redacted] (Major) [redacted]
   C. 4 Year College (name) [redacted] (Major) [redacted]
   D. Trade School (Name) [redacted]
   E. Military (Branch) [redacted] I. Don't Know

6. Did you qualify for an Academic Cords in Agriculture? Yes (No)

   If No, Why Not?

   Don't Know

7. Any other Commits: **(Please write on back of page if needed)**

   I liked it here.

Graduate Follow-up

Student Name Matthew Lopez
Graduation Year: 2019
Permanent Address: 81-335 Coco palm Dr.
City Indio Zip Code 92201
Phone Parent's
Student's cell Phone 760-880-7458

Classes completed in Agriculture: (check each class you took)

✓ Ag Biology CP	____Plant and Animal Physiology CP	____Floral III
____Ag Biology HP	____Plant and Animal Physiology HP	____Floral IV
✓ Animal Health/Pet Care	____Ag Earth and Soil	✓ Ag Projects 3 (years)
____Vet Science CP	____Floral I	____Ag Math
____Vet Science HP	____Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

4 My Ag classes helped me get through High School
2 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
2 My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
3 My Ag classes helped develop leadership skills
4 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
2 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
4 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
3 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?
   Tabeless sly
2. What things do you feel were good about your experience in the Ag Department?
   F.F.A
3. What things could have been done to make your experience better?
4. Your overall rating of the Ag Department **(circle One)**
   1=great (2=good) 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Any Where hiring
   B. Jr. College (Name) _____ (Major) _____
   C. 4 Year College (name) _____ (Major) _____
   D. Trade School (Name) Art Institute
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not? Did not Apply
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Veronica Cortez Phone Parent's 760-775-6429
Graduation Year: 2014 Student's cell Phone 760-848-5246
Permanent Address: 46211 Jackson St.
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

✓ Ag Biology CP	___ Plant and Animal Physiology CP	___ Floral III
___ Ag Biology HP	___ Plant and Animal Physiology HP	___ Floral IV
✓ Animal Health/Pet Care	___ Ag Earth and Soil	___ Ag Projects ___ (years)
✓ Vet Science CP	✓ Floral I	✓ Ag Math
___ Vet Science HP	___ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
3 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
3 My Ag classes helped me with public Speaking
4 My Ag classes helped develop leadership skills
3 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
2 I feel I developed my confidence through participation in FFA
5 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
3 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
3 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   yes, I do feel my projects or community service helped me through hg
2. What things do you feel were good about your experience in the Ag Department?
   The support it gives you and help.
3. What things could have been done to make your experience better?
   Nothing much things are good.
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For ___
   B. Jr. College (Name) SBCC (Major) Paralegal Studies
   C. 4 Year College (name) ___ (Major) ___
   D. Trade School (Name) ___
   E. Military (Branch) ___ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not?
   I didn't invest money.
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Heidye Cortez Phone Parent's (760) 848-3077
Graduation Year: 2014 Student's cell Phone (760) 698-0927
Permanent Address: 45-793 Sutton st
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	___Floral III
___Ag Biology HP	___Plant and Animal Physiology HP	___Floral IV
___Animal Health/Pet Care	___Ag Earth and Soil	___Ag Projects ___(years)
✓ Vet Science CP	___Floral I	___Ag Math
___Vet Science HP	___Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
1 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
3 My Ag classes helped me with public Speaking
4 My Ag classes helped develop leadership skills
3 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
2 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
2 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes, I do feel projects have helped me.
2. What things do you feel were good about your experience in the Ag Department?
   It gives you enough help and support.
3. What things could have been done to make your experience better?
   Nothing. Things are already good
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For ___
   B. Jr. College (Name) COD (Major) Psychology
   C. 4 Year College (name) ___ (Major) ___
   D. Trade School (Name) ___
   E. Military (Branch) ___ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not? Didn't take 4 years of Ag.
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Lauren Carrasco Phone Parent's (760) 342-7845
Graduation Year: 2014 Student's cell Phone (760) 972-9402
Permanent Address: 81376 Palm Meadows Dr.
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

- ___ Ag Biology CP
- ✓ Ag Biology HP
- ✓ Animal Health/Pet Care
- ___ Vet Science CP
- ✓ Vet Science HP
- ✓ Plant and Animal Physiology CP
- ___ Plant and Animal Physiology HP
- ___ Ag Earth and Soil
- ✓ Floral I
- ___ Floral II
- ___ Floral III
- ___ Floral IV
- ✓ Ag Projects 4 (years)
- ___ Ag Math
- ___ Ag Chem

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
4 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes, it helped me open up to people better.
2. What things do you feel were good about your experience in the Ag Department?
   I feel like the teacher really cared about my future and well being.
3. What things could have been done to make your experience better?
   Nothing really. Great Program!
4. Your overall rating of the Ag Department **(circle ~~One~~)**
   (1=great) 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For ~~Teacher~~ _____
   B. Jr. College (Name) _____ (Major) _____
   C. 4 Year College (name) _____ (Major) _____
   D. Trade School (Name) _____
   E. Military (Branch) _____ (Don't Know)
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not? I didn't fill out the work sheet
7. Any other Commits: **(Please write on back of page if needed)**
   The Ag Program is very beneficial to many students and I'm very thankful for the Program and my Ag teachers.

Graduate Follow-up

Student Name Briana Andrade Phone Parent's (760)609-3497
Graduation Year: 2014 Student's cell Phone (442)400-7019
Permanent Address: 82435 Reata Ave. Apt#410
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
____Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
____Vet Science CP	_____Floral I	_____Ag Math
____Vet Science HP	✓ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
____My Ag classes offered projects that helped me learn more about myself
____My Ag classes covered basic Science Skills
____My Ag classes covered basic Art Skills
____My Ag classes helped me with public Speaking
2 My Ag classes helped develop leadership skills
____My Ag teachers encouraged me to do as much as I could
____I think I learned something about Record Keeping (Record Book)
____I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
____I learned skills in Parliamentary Procedures
____We had current technology available in the Ag department; (printers, computers, equipment, etc.)
____Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?
   Yes, It did.
2. What things do you feel were good about your experience in the Ag Department?
3. What things could have been done to make your experience better?
4. Your overall rating of the Ag Department **(circle One)**
   1=great (2=good) 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Cashier
   B. Jr. College (Name) COD (Major) Registered Nurse
   C. 4 Year College (name) _____ (Major) _____
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** (No)
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Brenda Pachuca Phone Parent's (760)698-3643
Graduation Year: 2014 Student's cell Phone (760)698-3643
Permanent Address: 46299 Arabia St #C41
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
____Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
____Vet Science CP	_____Floral I	_____Ag Math
____Vet Science HP	_____Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

____My Ag classes helped me get through High School
____My Ag classes offered projects that helped me learn more about myself
____My Ag classes covered basic Science Skills
__X__My Ag classes covered basic Art Skills
____My Ag classes helped me with public Speaking
____My Ag classes helped develop leadership skills
__X__My Ag teachers encouraged me to do as much as I could
____I think I learned something about Record Keeping (Record Book)
____I feel I developed my confidence through participation in FFA
____I choose not to get involved in FFA, I took classes for interest only
____I learned skills in Parliamentary Procedures
____We had current technology available in the Ag department; (printers, computers, equipment, etc.)
____Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?
   Yes, it did
2. What things do you feel were good about your experience in the Ag Department?
   Y
3. What things could have been done to make your experience better?
4. Your overall rating of the Ag Department **(circle One)**
   1=great (2=good) 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) Kaplan College (Major)_____
   C. 4 Year College (name) _____ (Major)_____
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Jennifer Samaguey Phone Parent's 760 808 7193
Graduation Year: 2014 Student's cell Phone 760 449 7849
Permanent Address: 83543 Denver Ave
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___ Ag Biology CP	___ Plant and Animal Physiology CP	___ Floral III
V Ag Biology HP	___ Plant and Animal Physiology HP	___ Floral IV
V Animal Health/Pet Care	___ Ag Earth and Soil	V Ag Projects 3 (years)
___ Vet Science CP	V Floral I	___ Ag Math
V Vet Science HP	~~V~~ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?
   yes, I got experience working w/ others
2. What things do you feel were good about your experience in the Ag Department?
   the education and SAE Projects
3. What things could have been done to make your experience better?
   had projects freshmen year
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Target
   B. Jr. College (Name) Mt SAC (Major) animal science
   C. 4 Year College (name) Pomona (Major) Vet tech
   D. Trade School (Name)
   E. Military (Branch) I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? (Yes) **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Alexia Peña Phone Parent's (760) 972-8120
Graduation Year: 2014 Student's cell Phone (760) 619-4560
Permanent Address: 82233 Lemon Grove Ave.
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	___Floral III
✓Ag Biology HP	✓Plant and Animal Physiology HP	___Floral IV
✓Animal Health/Pet Care	___Ag Earth and Soil	✓Ag Projects 3 (years)
___Vet Science CP	___Floral I	___Ag Math
___Vet Science HP	___Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
4 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
5 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes because it helped me gained alot of experience
2. What things do you feel were good about your experience in the Ag Department?
   Meeting new people, raising livestock, being in the Nursery Team, Competited in COOP. And learning about agriculture.
3. What things could have been done to make your experience better?
   Nothing really.
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) **2=good** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Cashier
   B. Jr. College (Name) COD. (Major) General Agriculture
   C. 4 Year College (name) Unknown (Major) ___
   D. Trade School (Name) ___
   E. Military (Branch) ___ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes **(No)**
   If No, Why Not? Because I was only in it For 3 years.
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Enrique Velazquez Phone Parent's (760) 393-8915
Student's cell Phone
Graduation Year:
Permanent Address: 82910 Via Venecia Indio CA 92201
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

X Ag Biology CP	____Plant and Animal Physiology CP	____Floral III
____Ag Biology HP	____Plant and Animal Physiology HP	____Floral IV
____Animal Health/Pet Care	____Ag Earth and Soil	____Ag Projects ____(years)
____Vet Science CP	____Floral I	X Ag Math
____Vet Science HP	____Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

X My Ag classes helped me get through High School
X My Ag classes offered projects that helped me learn more about myself
____My Ag classes covered basic Science Skills
____My Ag classes covered basic Art Skills
X My Ag classes helped me with public Speaking
____My Ag classes helped develop leadership skills
X My Ag teachers encouraged me to do as much as I could
X I think I learned something about Record Keeping (Record Book)
____I feel I developed my confidence through participation in FFA
____I choose not to get involved in FFA, I took classes for interest only
____I learned skills in Parliamentary Procedures
____We had current technology available in the Ag department; (printers, computers, equipment, etc.)
____Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?
   Yes
2. What things do you feel were good about your experience in the Ag Department?
   I feel great because I learn so much
3. What things could have been done to make your experience better?
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Cashier
   B. Jr. College (Name) COD (Major) Mechanic
   C. 4 Year College (name) ____ (Major) ____
   D. Trade School (Name) ____
   E. Military (Branch) ____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Wesley Frompan Ti Phone Parent's 760 775-1672
Graduation Year: 2014 Student's cell Phone 760 702 9707
Permanent Address: 82506 Crest Ave.
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

X Ag Biology CP	___ Plant and Animal Physiology CP	___ Floral III
___ Ag Biology HP	X Plant and Animal Physiology HP	___ Floral IV
X Animal Health/Pet Care	___ Ag Earth and Soil	X Ag Projects 3 (years)
___ Vet Science CP	X Floral I	___ Ag Math
X Vet Science HP	___ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

1 My Ag classes helped me get through High School
2 My Ag classes offered projects that helped me learn more about myself
___ My Ag classes covered basic Science Skills
___ My Ag classes covered basic Art Skills
3 My Ag classes helped me with public Speaking
4 My Ag classes helped develop leadership skills
___ My Ag teachers encouraged me to do as much as I could
___ I think I learned something about Record Keeping (Record Book)
___ I feel I developed my confidence through participation in FFA
___ I choose not to get involved in FFA, I took classes for interest only
___ I learned skills in Parliamentary Procedures
___ We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   actually yes all my ag classes have helped me
2. What things do you feel were good about your experience in the Ag Department?
   the skills & work experience I received from ~~high school~~ the projects I was involved
3. What things could have been done to make your experience better?
   actually if I tried harder I'd probably would of done better.
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For ___
   B. Jr. College (Name) Mt. Sac (Major) Animal Science
   C. 4 Year College (name) ___ (Major) ___
   D. Trade School (Name) ___
   E. Military (Branch) ___ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not? I don't really know?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Heidi Gamez Phone Parent's (760) 238-24-15
Graduation Year: 2014 Student's cell Phone (760) 396-6616-89
Permanent Address: 83480 Capricorn Ave
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP
____Ag Biology HP
____Animal Health/Pet Care
____Vet Science CP
____Vet Science HP
____Plant and Animal Physiology CP
____Plant and Animal Physiology HP
____Ag Earth and Soil
____Floral I
____Floral II
____Floral III
____Floral IV
____Ag Projects ____(years)
____Ag Math
✓ Ag Econ / Gov.

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

____My Ag classes helped me get through High School
____My Ag classes offered projects that helped me learn more about myself
____My Ag classes covered basic Science Skills
____My Ag classes covered basic Art Skills
✓ My Ag classes helped me with public Speaking
✓ My Ag classes helped develop leadership skills
✓ My Ag teachers encouraged me to do as much as I could
____I think I learned something about Record Keeping (Record Book)
____I feel I developed my confidence through participation in FFA
____I choose not to get involved in FFA, I took classes for interest only
____I learned skills in Parliamentary Procedures
✓ We had current technology available in the Ag department; (printers, computers, equipment, etc.)
____Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes because I has to speak in class and it help ed me w/ Public Spea
2. What things do you feel were good about your experience in the Ag Department?
   meeting a new teacher & making new friends.
3. What things could have been done to make your experience better?
   Join Agriculture class since my freshman year not senior year.
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) C.O.C (Major)_____
   C. 4 Year College (name) _____ (Major)_____
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not?
   I didn't get an A in econ & Government
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Stella Moralez Phone Parent's (760) 391-3925
Graduation Year: 2014 Student's cell Phone (760) 984-7943
Permanent Address: 91130 4th Street PO Box 548
City Mecca CA Zip Code 92254

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	✓ Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	____Floral IV
✓ Animal Health/Pet Care	_____Ag Earth and Soil	✓ Ag Projects 4 (years)
✓ Vet Science CP	✓ Floral I	____Ag Math
____Vet Science HP	✓ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
3 My Ag classes covered basic Science Skills
5 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
1 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes
2. What things do you feel were good about your experience in the Ag Department?
   I feel that my experience was very good because Ag helped become more confident with myself.
3. What things could have been done to make your experience better?
   We could have had more trips to places that would have expanded our knowledge more.
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For A job in a floral shop
   B. Jr. College (Name) COD (Major) General Ed
   C. 4 Year College (name) New Mexico Highlands (Major) Vet Medicine
   D. Trade School (Name) ——
   E. Military (Branch) —— I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes **(No)**
   If No, Why Not? Because apparently my GPA wasn't high enough.
7. Any other Commits: **(Please write on back of page if needed)**
   I still love you McBride, going to miss you a lot!

Graduate Follow-up

Student Name Fernando Nuñez Phone Parent's —
Graduation Year: 2014 Student's cell Phone 760-698-6982
Permanent Address: 48460 El Arco St
City Coachella Zip Code 92236

Classes completed in Agriculture: (check each class you took)

___ Ag Biology CP	___ Plant and Animal Physiology CP	X Floral III
X Ag Biology HP	X Plant and Animal Physiology HP	X Floral IV
X Animal Health/Pet Care	___ Ag Earth and Soil	X Ag Projects 4 (years)
___ Vet Science CP	X Floral I	X Ag Math
X Vet Science HP	X Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
1 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
10 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
5 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   yes
2. What things do you feel were good about your experience in the Ag Department?
   The environment, they look at you and see potential.
3. What things could have been done to make your experience better?
   If I could have had the chance to be here a fifth year. LoL
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) **2=good** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For florist
   B. Jr. College (Name) MT. SAC, ~~New Mexico~~ (Major) Ag Business & teaching
   C. 4 Year College (name) New mexico state (Major) —
   D. Trade School (Name) —
   E. Military (Branch) — I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **(Yes)** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**
   Never let this program shut down.

Graduate Follow-up

Student Name Monique Arellano Phone Parent's (760) 501-4691
Graduation Year: 2014 Student's cell Phone 760 399-0165
Permanent Address: 81-797 Sirocco Ave.
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
✓Animal Health/Pet Care	_____Ag Earth and Soil	✓Ag Projects 1 (years)
____Vet Science CP	_____Floral I	_____Ag Math
✓Vet Science HP	_____Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
3 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
2 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
4 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
2 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions <u>(Be Honest)</u>

1. Do you feel your projects or Community Service through Ag helped you?
   yes they did.
2. What things do you feel were good about your experience in the Ag Department?
   great people, good advisors
3. What things could have been done to make your experience better?
   better equipment
4. Your overall rating of the Ag Department **(circle One)**
   1=great (2=good) 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Vet Tech
   B. Jr. College (Name) COD (Major)_____
   C. 4 Year College (name) Cal Poly Pomona (Major) Animal Science
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not? Did not have ag for four years
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Arlenne Aguilar Phone Parent's (760) 893-7301
Graduation Year: 2014 Student's cell Phone (760) 619-0794
Permanent Address: 47624 Sunflower Street
City Indio, CA Zip Code 92201

Classes completed in Agriculture: (check each class you took)

✓ Ag Biology CP	____ Plant and Animal Physiology CP	____ Floral III
____ Ag Biology HP	____ Plant and Animal Physiology HP	____ Floral IV
✓ Animal Health/Pet Care	____ Ag Earth and Soil	✓ Ag Projects 2 (years)
____ Vet Science CP	____ Floral I	____ Ag Math
✓ Vet Science HP	____ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
2 My Ag classes covered basic Art Skills
3 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
4 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
2 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   yes, it showed me one thing I'm good at.
2. What things do you feel were good about your experience in the Ag Department?
   The people were great & the projects were amazing!
3. What things could have been done to make your experience better?
   Had the college credit since freshman year.
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) **2=good** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) _____ (Major) _____
   C. 4 Year College (name) CSU San Bernadino (Major) Biology
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **(Yes)** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**
   This program should be keept alive for a long time. This has changed my life & this program helped me graduate high school.

Graduate Follow-up

Student Name Sofia Leon Phone Parent's _____
Graduation Year: 2014 Student's cell Phone _____
Permanent Address: _____
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
_X_Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
_X_Vet Science CP	_X_Floral I	_____Ag Math
____Vet Science HP	_____Floral II	X Ag Chemistry

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

____My Ag classes helped me get through High School
____My Ag classes offered projects that helped me learn more about myself
____My Ag classes covered basic Science Skills
_X_My Ag classes covered basic Art Skills
____My Ag classes helped me with public Speaking
____My Ag classes helped develop leadership skills
_X_My Ag teachers encouraged me to do as much as I could
____I think I learned something about Record Keeping (Record Book)
____I feel I developed my confidence through participation in FFA
____I choose not to get involved in FFA, I took classes for interest only
____I learned skills in Parliamentary Procedures
_X_We had current technology available in the Ag department; (printers, computers, equipment, etc.)
____Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes, It did helped me
2. What things do you feel were good about your experience in the Ag Department?
   The teacher, Mrs. McBride, made the classes exiting
3. What things could have been done to make your experience better?
   Join the Indio FFA
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor (5=terrible)
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) C.O.D. (Major) History teacher
   C. 4 Year College (name) _____ (Major) _____
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Jenn Delean — Phone Parent's 760-863-1396
Graduation Year: 2014 — Student's cell Phone N/A
Permanent Address: Carnegie Ave.
City Indio — Zip Code 92201

Classes completed in Agriculture: (check each class you took)

✓ Ag Biology CP	✓ Plant and Animal Physiology CP	____ Floral III
____ Ag Biology HP	____ Plant and Animal Physiology HP	____ Floral IV
✓ Animal Health/Pet Care	____ Ag Earth and Soil	____ Ag Projects ____ (years)
✓ Vet Science CP	____ Floral I	✓ Ag Math
____ Vet Science HP	____ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

4 My Ag classes helped me get through High School
3 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
4 My Ag classes covered basic Art Skills
3 My Ag classes helped me with public Speaking
3 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
4 I feel I developed my confidence through participation in FFA
3 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
4 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you? yes
2. What things do you feel were good about your experience in the Ag Department?
   I met lots of new people along the way.
3. What things could have been done to make your experience better?
   more field trips and more labs.
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) **2=good** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Computers
   B. Jr. College (Name) C.O.D (Major)____
   C. 4 Year College (name) ____ (Major)____
   D. Trade School (Name)____
   E. Military (Branch)____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **(No)**
   If No, Why Not? didn't have a Record book.
7. Any other Commits: **(Please write on back of page if needed)**
   None

Graduate Follow-up

Student Name Pedro Robles Phone Parent's 760-574-1502
Graduation Year: 2014 Student's cell Phone N/A
Permanent Address: Larrea St.
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
____Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
____Vet Science CP	_____Floral I	____✓Ag Math
____Vet Science HP	_____Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
3 My Ag classes offered projects that helped me learn more about myself
1 My Ag classes covered basic Science Skills
1 My Ag classes covered basic Art Skills
2 My Ag classes helped me with public Speaking
3 My Ag classes helped develop leadership skills
3 My Ag teachers encouraged me to do as much as I could
1 I think I learned something about Record Keeping (Record Book)
2 I feel I developed my confidence through participation in FFA
4 I choose not to get involved in FFA, I took classes for interest only
1 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
4 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you? Yes
2. What things do you feel were good about your experience in the Ag Department?
   I got to meet new people, and new things.
3. What things could have been done to make your experience better?
   It was fine the way it was.
4. Your overall rating of the Ag Department **(circle One)**
   1=great **2=good** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Video games
   B. Jr. College (Name) _____ (Major)_____
   C. 4 Year College (name) _____ (Major)_____
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Mayra Mendoza Phone Parent's _____
Graduation Year: 2014 Student's cell Phone (760) 698-6670
Permanent Address: 82788 Mountain View Ave.
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

✓ Ag Biology CP	____ Plant and Animal Physiology CP	____ Floral III
____ Ag Biology HP	____ Plant and Animal Physiology HP	____ Floral IV
✓ Animal Health/Pet Care	____ Ag Earth and Soil	____ Ag Projects ____ (years)
✓ Vet Science CP	____ Floral I	____ Ag Math
____ Vet Science HP	____ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
____ My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
____ My Ag classes covered basic Art Skills
1 My Ag classes helped me with public Speaking
2 My Ag classes helped develop leadership skills
____ My Ag teachers encouraged me to do as much as I could
____ I think I learned something about Record Keeping (Record Book)
____ I feel I developed my confidence through participation in FFA
____ I choose not to get involved in FFA, I took classes for interest only
____ I learned skills in Parliamentary Procedures
____ We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Well I haven't done both
2. What things do you feel were good about your experience in the Ag Department?
   A good experience is when we went to the barns and they were telling us about what they did.
3. What things could have been done to make your experience better?
   I wish their was more things to do with Agriculture
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) COD (Major) Biology
   C. 4 Year College (name) Cal Poly Pomona (Major) Biology
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not?
   I haven't done any projects or community service
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Reyna Padilla Phone Parent's (760) 775-7044
Graduation Year: 2014 Student's cell Phone (760) 972-8996
Permanent Address: 50453 andrea lane coachella, CA
City coachella Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	____Plant and Animal Physiology CP	____Floral III
✓ Ag Biology HP	✓ Plant and Animal Physiology HP	____Floral IV
✓ Animal Health/Pet Care	____Ag Earth and Soil	✓ Ag Projects 2 (years)
____Vet Science CP	____Floral I	____Ag Math
✓ Vet Science HP	____Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

4 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
2 My Ag classes covered basic Art Skills
2 My Ag classes helped me with public Speaking
3 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
2 I think I learned something about Record Keeping (Record Book)
4 I feel I developed my confidence through participation in FFA
3 I choose not to get involved in FFA, I took classes for interest only
2 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
2 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   yes I think it did help me
2. What things do you feel were good about your experience in the Ag Department?
   that I got to experience raising a pig
3. What things could have been done to make your experience better?
   less stressful environment and more calm
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) college of the Desert (Major) _____
   C. 4 Year College (name) _____ (Major) _____
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not? Didnt apply
7. Any other Commits: **(Please write on back of page if needed)**
   High school went by too fast, nothing is impossible thanks for helping me out McBride! :)

Graduate Follow-up

Student Name Alan Caballero Phone Parent's (760) 698-1496
Graduation Year: 2014 Student's cell Phone (760) 949-9805
Permanent Address: 90521 Cerezo Ave
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

✓ Ag Biology CP	✓ Plant and Animal Physiology CP	____ Floral III
____ Ag Biology HP	____ Plant and Animal Physiology HP	____ Floral IV
✓ Animal Health/Pet Care	____ Ag Earth and Soil	____ Ag Projects ____ (years)
✓ Vet Science CP	____ Floral I	____ Ag Math
____ Vet Science HP	____ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

____ My Ag classes helped me get through High School
✓ My Ag classes offered projects that helped me learn more about myself
✓ My Ag classes covered basic Science Skills
____ My Ag classes covered basic Art Skills
✓ My Ag classes helped me with public Speaking
✓ My Ag classes helped develop leadership skills
____ My Ag teachers encouraged me to do as much as I could
____ I think I learned something about Record Keeping (Record Book)
✓ I feel I developed my confidence through participation in FFA
____ I choose not to get involved in FFA, I took classes for interest only
____ I learned skills in Parliamentary Procedures
____ We had current technology available in the Ag department; (printers, computers, equipment, etc.)
✓ Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   By learning hard work and Responsibility.
2. What things do you feel were good about your experience in the Ag Department?
   All the good memories.
3. What things could have been done to make your experience better?
   done FFA all my three years in AG
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For one that pays good
   B. Jr. College (Name) C.O.D (Major) AA
   C. 4 Year College (name) _____ (Major) _____
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** (No)
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**
   I'm Graduating!!!:D
   Whoop whoop!!!

Graduate Follow-up

Student Name Yesli Cortes Phone Parent's (760) 899-2351
Graduation Year: 2014 Student's cell Phone _____
Permanent Address: 85805 Avenida Veronica
City Coachella Zip Code 922310

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	___Floral III
___Ag Biology HP	X Plant and Animal Physiology HP	___Floral IV
___Animal Health/Pet Care	___Ag Earth and Soil	___Ag Projects ___(years)
___Vet Science CP	✓ Floral I	___Ag Math
___Vet Science HP	✓ Floral II	X Ag Chemistry

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

4 My Ag classes helped me get through High School
4 My Ag classes offered projects that helped me learn more about myself
3 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
3 My Ag classes helped me with public Speaking
3 My Ag classes helped develop leadership skills
4 My Ag teachers encouraged me to do as much as I could
2 I think I learned something about Record Keeping (Record Book)
3 I feel I developed my confidence through participation in FFA
4 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
3 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   I didn't do any community service mrough Ag.
2. What things do you feel were good about your experience in the Ag Department?
3. What things could have been done to make your experience better?
   Going FFA & raised an animal
4. Your overall rating of the Ag Department **(circle One)**
   1=great (2=good) 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) SRB College (Major) Medical
   C. 4 Year College (name) _____ (Major) _____
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not? Because I was not in Ag all four years.
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Jasmine Bruno
Phone Parent's 760-609-6718
Graduation Year: 2014
Student's cell Phone 760-972-9585
Permanent Address: _____
City _____ Zip Code _____

Classes completed in Agriculture: (check each class you took)

___ Ag Biology CP	___ Plant and Animal Physiology CP	___ Floral III
___ Ag Biology HP	___ Plant and Animal Physiology HP	___ Floral IV
X Animal Health/Pet Care	___ Ag Earth and Soil	X Ag Projects 3 (years)
___ Vet Science CP	X Floral I	___ Ag Math
X Vet Science HP	X Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

4 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
5 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
5 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes, they helped me on my communication skills
2. What things do you feel were good about your experience in the Ag Department?
   My livestock project and the great people in it.
3. What things could have been done to make your experience better?
   Everything was great no changes.
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) COD (Major) Nurse
   C. 4 Year College (name) San Bernardino (Major) Nurse
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? (Yes) **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**
   I Love Indio FFA! and I'm going to miss you McBride!

Graduate Follow-up

Student Name Ismenia Mendoza Phone Parent's (760) 347-7335
Graduation Year: 2014 Student's cell Phone (760) 698-6205
Permanent Address: 81424 Green Ave
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

- ___ Ag Biology CP
- ___ Ag Biology HP
- ✓ Animal Health/Pet Care
- ___ Vet Science CP
- ___ Vet Science HP
- ___ Plant and Animal Physiology CP
- ___ Plant and Animal Physiology HP
- ___ Ag Earth and Soil
- ✓ Floral I
- ✓ Floral II
- ✓ Floral III
- ___ Floral IV
- ✓ Ag Projects 3 (years)
- ✓ Ag Math

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

4 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
2 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
5 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   yes, they helped choose my career.
2. What things do you feel were good about your experience in the Ag Department?
   raising my market pig and my floral arrangements.
3. What things could have been done to make your experience better?
   I should have gotten an animal my whole 4 years.
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Present work (Panera Bread)
   B. Jr. College (Name) COD (Major) ___
   C. 4 Year College (name) Mt. Sac (Major) Veterinarian
   D. Trade School (Name) ___
   E. Military (Branch) ___ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not? I wasn't in ag my whole 4 years I was in ag only for 3 years.
7. Any other Commits: **(Please write on back of page if needed)**
   I'm going to miss you Mrs. Mcbride ! ♡ !!

Graduate Follow-up

Student Name Anissa Spalding Phone Parent's (760) 485-2443
Graduation Year: 2014 Student's cell Phone (760) 464-4899
Permanent Address: 46-745 Monroe St Apt 104
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

\ Ag Biology CP	____ Plant and Animal Physiology CP	____ Floral III
____ Ag Biology HP	____ Plant and Animal Physiology HP	____ Floral IV
____ Animal Health/Pet Care	____ Ag Earth and Soil	\ Ag Projects 3 (years)
\ Vet Science CP	\ Floral I	____ Ag Math
____ Vet Science HP	____ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

4 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
4 My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
4 My Ag classes helped develop leadership skills
4 My Ag teachers encouraged me to do as much as I could
4 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
4 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
3 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes, experienced responsibility
2. What things do you feel were good about your experience in the Ag Department?
   Fun, learned to get out of my shell
3. What things could have been done to make your experience better?
   If EVERYONE listened instead of talking
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) **2=good** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Corrections
   B. Jr. College (Name) COD (Major) Associate Criminal Justice
   C. 4 Year College (name) [redacted] (Major) [redacted]
   D. Trade School (Name) Santa Barbara
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **(No)**
   If No, Why Not?
   Ag 3yrs
7. Any other Commits: **(Please write on back of page if needed)**
   No

Graduate Follow-up

Student Name Elizbeth Nungaray Phone Parent's (760)774-5440
Graduation Year: 2014 Student's cell Phone (760)485 7730
Permanent Address: 81411 Palmwood drive
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

X Ag Biology CP	____Plant and Animal Physiology CP	____Floral III
____Ag Biology HP	____Plant and Animal Physiology HP	____Floral IV
X Animal Health/Pet Care	____Ag Earth and Soil	X Ag Projects 2 (years)
____Vet Science CP	X Floral I	____Ag Math
X Vet Science HP	____Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

2 My Ag classes helped me get through High School
4 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
2 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   yes
2. What things do you feel were good about your experience in the Ag Department?
   I met alot of people which helped me because I was little more shy in nineth grade. It also help me become more social.
3. What things could have been done to make your experience better?
   I wish I would've been more involved.
4. Your ~~overall rating~~ of the Ag Department **(circle One)**
   (1=great) **2=good** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For sound tech
   B. Jr. College (Name) C.O.D (Major) Music technology
   C. 4 Year College (name) _____ (Major) _____
   D. Trade School (Name) L.A Film School
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **(Yes)** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Josue Marcial Phone Parent's 760-[illegible]-6544
Graduation Year: 2014 Student's cell Phone 760-625-2383
Permanent Address: 83630 Boise Ct
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
____Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
____Vet Science CP	_____Floral I	_____Ag Math
____Vet Science HP	_____Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
1 My Ag classes offered projects that helped me learn more about myself
1 My Ag classes covered basic Science Skills
1 My Ag classes covered basic Art Skills
1 My Ag classes helped me with public Speaking
3 My Ag classes helped develop leadership skills
4 My Ag teachers encouraged me to do as much as I could
1 I think I learned something about Record Keeping (Record Book)
1 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
1 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you? ~~not~~ well it kept me informed
2. What things do you feel were good about your experience in the Ag Department? utilizing resources and working videos to keep up to date with things
3. What things could have been done to make your experience better? I don't think much because it was pretty amazing!
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good (3)=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For assistant at fuddruckers auto body shop
   B. Jr. College (Name) COD (Major) psychology
   C. 4 Year College (name) ~~none~~ (Major) ~~Physiology~~
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** (No)
   If No, Why Not? first year in ag but I got one for French!
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Timmy Reyes Phone Parent's _____
Graduation Year: 2014 Student's cell Phone 760-883-0883
Permanent Address: 85527 Stevia Lane
City Coachella Zip Code 92236

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
____Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
____Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
____Vet Science CP	_____Floral I	_____Ag Math
____Vet Science HP	_____Floral II	✓ Ag Gov. & Econ

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

2 My Ag classes helped me get through High School
2 My Ag classes offered projects that helped me learn more about myself
1 My Ag classes covered basic Science Skills
1 My Ag classes covered basic Art Skills
1 My Ag classes helped me with public Speaking
1 My Ag classes helped develop leadership skills
3 My Ag teachers encouraged me to do as much as I could
1 I think I learned something about Record Keeping (Record Book)
1 I feel I developed my confidence through participation in FFA
5 I choose not to get involved in FFA, I took classes for interest only
1 I learned skills in Parliamentary Procedures
1 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
1 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   NO
2. What things do you feel were good about your experience in the Ag Department?
   YES
3. What things could have been done to make your experience better?
   Taken more AG classes
4. Your overall rating of the Ag Department **(circle One)**
   1=great (2=good) 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) College of the desert (Major) Music
   C. 4 Year College (name) _____ (Major) _____
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** (No)
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Diana Espinoza Phone Parent's (760) 342-7503
Graduation Year: 2014 Student's cell Phone N/A
Permanent Address: 81351 Avenue 46 SPC 61
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

____Ag Biology CP	_____Plant and Animal Physiology CP	_____Floral III
✓ Ag Biology HP	_____Plant and Animal Physiology HP	_____Floral IV
✓ Animal Health/Pet Care	_____Ag Earth and Soil	_____Ag Projects _____(years)
____Vet Science CP	_____Floral I	_____Ag Math
✓ Vet Science HP	_____Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
3 My Ag classes offered projects that helped me learn more about myself
3 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
4 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
2 I think I learned something about Record Keeping (Record Book)
3 I feel I developed my confidence through participation in FFA
2 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
1 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   It opened my eyes to certain things.
2. What things do you feel were good about your experience in the Ag Department?
   The interaction w/ people + the friends I made
3. What things could have been done to make your experience better?
   Be more involved in the Ag Program
4. Your overall rating of the Ag Department **(circle One)**
   1=great **2=good** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) _____ (Major)_____
   C. 4 Year College (name) University California Santa Barbara (Major) Pre Psychology
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Jocelyn Lozano Phone Parent's 760-989-3269
Graduation Year: 2014 Student's cell Phone 760-899-0105
Permanent Address: 81-119 Pecos P
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	___Floral III
X Ag Biology HP	___Plant and Animal Physiology HP	___Floral IV
___Animal Health/Pet Care	___Ag Earth and Soil	___Ag Projects ___(years)
___Vet Science CP	___Floral I	___Ag Math
___Vet Science HP	___Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

3 My Ag classes helped me get through High School
3 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
2 My Ag classes covered basic Art Skills
2 My Ag classes helped me with public Speaking
1 My Ag classes helped develop leadership skills
4 My Ag teachers encouraged me to do as much as I could
1 I think I learned something about Record Keeping (Record Book)
1 I feel I developed my confidence through participation in FFA
5 I choose not to get involved in FFA, I took classes for interest only
3 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
3 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   I didn't participate in any Community Service.
2. What things do you feel were good about your experience in the Ag Department?
   The relaxed learning environment
3. What things could have been done to make your experience better?
   Nothing
4. Your overall rating of the Ag Department **(circle One)**
   1=great (2=good) 3=fair 4=poor 5=terrible
5. My future plans ~~after Indio~~ High School are:
   A. Go to Work, Type of Job Looking For _____
   B. Jr. College (Name) _____ (Major)_____
   C. 4 Year College (name) UC Santa Barbara (Major) English
   D. Trade School (Name)_____
   E. Military (Branch)_____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not? I only took 2 years of Agriculture
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Ariel Suarez Phone Parent's 760-534-8341
Graduation Year: 2014 Student's cell Phone
Permanent Address: 47800 Madison St. Unit #170
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	___Floral III
✓ Ag Biology HP	✓ Plant and Animal Physiology HP	___Floral IV
✓ Animal Health/Pet Care	___Ag Earth and Soil	✓ Ag Projects 2 (years)
___Vet Science CP	___Floral I	___Ag Math
✓ Vet Science HP	___Floral II	✓ Ag Chemistry

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

4 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
3 I choose not to get involved in FFA, I took classes for interest only
5 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
yes, because I seen personal growth in myself every year.
2. What things do you feel were good about your experience in the Ag Department?
The responsibility and the commitment with everyone here.
3. What things could have been done to make your experience better?
We need more experience outside the Valley, more trips
4. Your overall rating of the Ag Department **(circle One)**
1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
A. Go to Work, Type of Job Looking For Meat inspector
B. Jr. College (Name) Mt. San Antonio (Major) Pet Science
C. 4 Year College (name) UC Davis (Major) pet science
D. Trade School (Name)
E. Military (Branch) I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
If No, Why Not?
I only had 3 years in Ag.
7. Any other Commits: **(Please write on back of page if needed)**
I have none.

Graduate Follow-up

Student Name Ivie V. Lopez Phone Parent's (760) 625-6918
Graduation Year: 2014 Student's cell Phone (760) 574-1719
Permanent Address: 49900 Calle Oraso
City Coachella Zip Code 92236

Classes completed in Agriculture: (check each class you took)

~~✓~~ Ag Biology CP	____ Plant and Animal Physiology CP	____ Floral III
✓ Ag Biology HP	✓ Plant and Animal Physiology HP	____ Floral IV
✓ Animal Health/Pet Care	____ Ag Earth and Soil	✓ Ag Projects 3 (years)
____ Vet Science CP	____ Floral I	____ Ag Math
✓ Vet Science HP	____ Floral II	Ag Chemistry ✓

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
4 My Ag classes covered basic Science Skills
4 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
4 I think I learned something about Record Keeping (Record Book)
5 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
5 I learned skills in Parliamentary Procedures
4 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Encouraged me to be more open to different opportunities.
2. What things do you feel were good about your experience in the Ag Department?
   I learned to get out of my comfort zone & grow up more.
3. What things could have been done to make your experience better?
   To be more strict on new kids, younger kids.
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) **2=good** **3=fair** **4=poor** **5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Ag related or any. Doesn't really matter.
   B. Jr. College (Name) COD (Major) General Ag
   C. 4 Year College (name) Cal Poly (Major) Ag Bio??
   D. Trade School (Name) n/a
   E. Military (Branch) Marines I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

No.

Graduate Follow-up

Student Name Anel Cabrera Phone Parent's (760)775-8338
Graduation Year: 2014 Student's cell Phone (760) 348-5151
Permanent Address: 83780 Ave 49 #431
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	___Floral III
___Ag Biology HP	___Plant and Animal Physiology HP	___Floral IV
✓ Animal Health/Pet Care	___Ag Earth and Soil	✓ Ag Projects 2 (years)
___Vet Science CP	___Floral I	___Ag Math
✓ Vet Science HP	___Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
3 My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
4 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
3 I think I learned something about Record Keeping (Record Book)
4 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
2 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   yes
2. What things do you feel were good about your experience in the Ag Department?
3. What things could have been done to make your experience better?
4. Your ~~overall~~ rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Teller
   B. Jr. College (Name) _____ (Major) _____
   C. 4 Year College (name) UC Davis (Major) Animal Science
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Edit Cebreros Phone Parent's (760) 541-9562
Graduation Year: 2014 Student's cell Phone (760) 698-0449
Permanent Address: 81496 Fuchsia Avenue
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

X Ag Biology CP	____ Plant and Animal Physiology CP	____ Floral III
X Ag Biology HP	X Plant and Animal Physiology HP	____ Floral IV
X Animal Health/Pet Care	____ Ag Earth and Soil	____ Ag Projects ____ (years)
____ Vet Science CP	____ Floral I	____ Ag Math
X Vet Science HP	____ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

X5 My Ag classes helped me get through High School
____ My Ag classes offered projects that helped me learn more about myself
____ My Ag classes covered basic Science Skills
____ My Ag classes covered basic Art Skills
4 My Ag classes helped me with public Speaking
3 My Ag classes helped develop leadership skills
2 My Ag teachers encouraged me to do as much as I could
____ I think I learned something about Record Keeping (Record Book)
1 I feel I developed my confidence through participation in FFA
____ I choose not to get involved in FFA, I took classes for interest only
____ I learned skills in Parliamentary Procedures
____ We had current technology available in the Ag department; (printers, computers, equipment, etc.)
____ Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you? Yes they did and offered me opportunities.
2. What things do you feel were good about your experience in the Ag Department? I met life long friends.
3. What things could have been done to make your experience better? Be more active and participate more
4. Your overall rating of the Ag Department **(circle One)**
   1=great 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Ag teacher.
   B. Jr. College (Name) _____ (Major) _____
   C. 4 Year College (name) San Bernardino/Pomona (Major) Animal Science.
   D. Trade School (Name) _____
   E. Military (Branch) _____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **Yes** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Jesenia Cruz — Phone Parent's (760) 347-3974
Graduation Year: 2014 — Student's cell Phone (760) 609-9396
Permanent Address: 83-111 Date Ave
City Indio Zip Code 92201

Classes completed in Agriculture: (check each class you took)

✓ Ag Biology CP	____ Plant and Animal Physiology CP	____ Floral III
____ Ag Biology HP	✓ Plant and Animal Physiology HP	____ Floral IV
✓ Animal Health/Pet Care	____ Ag Earth and Soil	✓ Ag Projects 4 (years)
✓ Vet Science CP	____ Floral I	____ Ag Math
____ Vet Science HP	____ Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

5 My Ag classes helped me get through High School
5 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
5 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
5 I think I learned something about Record Keeping (Record Book)
4 I feel I developed my confidence through participation in FFA
1 I choose not to get involved in FFA, I took classes for interest only
5 I learned skills in Parliamentary Procedures
5 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   yes they did help.
2. What things do you feel were good about your experience in the Ag Department?
   I enchanced my public speaking skills.
3. What things could have been done to make your experience better?
   more activities within the class.
4. Your overall rating of the Ag Department **(circle One)**
   (1=great) 2=good 3=fair 4=poor 5=terrible
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For ____
   B. Jr. College (Name) College of Desert (Major) Biology
   C. 4 Year College (name) Cal Polytechnic (Major) Animal Science
   D. Trade School (Name) ____
   E. Military (Branch) ____ I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? **(Yes)** **No**
   If No, Why Not?
7. Any other Commits: **(Please write on back of page if needed)**

Graduate Follow-up

Student Name Gerardo Chavez Phone Parent's (760) 342-1652
Graduation Year: 2014 Student's cell Phone
Permanent Address: 81038 Helen Ave
City Indio, CA Zip Code 92201

Classes completed in Agriculture: (check each class you took)

___Ag Biology CP	___Plant and Animal Physiology CP	___Floral III
___Ag Biology HP	___Plant and Animal Physiology HP	___Floral IV
✓ Animal Health/Pet Care	___Ag Earth and Soil	___Ag Projects ___(years)
___Vet Science CP	___Floral I	___Ag Math
✓ Vet Science HP	___Floral II	

On the following questions answer with 1 to 5, with 5 being the best and 1 being the least

4 My Ag classes helped me get through High School
4 My Ag classes offered projects that helped me learn more about myself
5 My Ag classes covered basic Science Skills
5 My Ag classes covered basic Art Skills
5 My Ag classes helped me with public Speaking
5 My Ag classes helped develop leadership skills
5 My Ag teachers encouraged me to do as much as I could
3 I think I learned something about Record Keeping (Record Book)
3 I feel I developed my confidence through participation in FFA
5 I choose not to get involved in FFA, I took classes for interest only
4 I learned skills in Parliamentary Procedures
3 We had current technology available in the Ag department; (printers, computers, equipment, etc.)
5 Ag classes helped me work out career goals

Directions: On the spaces provided give a brief answer to the questions (Be Honest)

1. Do you feel your projects or Community Service through Ag helped you?
   Yes, More participation help me be confidiant
2. What things do you feel were good about your experience in the Ag Department?
   Maybe learning more about different career's.
3. What things could have been done to make your experience better?
   Paid attention more.
4. Your overall rating of the Ag Department **(circle One)**
   ~~1=great~~ **2=good 3=fair 4=poor 5=terrible**
5. My future plans after Indio High School are:
   A. Go to Work, Type of Job Looking For Army as a 68T
   B. Jr. College (Name) ~~[illegible]~~ (Major) ~~Vet~~
   C. 4 Year College (name) Army (Major)
   D. Trade School (Name)
   E. Military (Branch) Army I. Don't Know
6. Did you qualify for an Academic Cords in Agriculture? Yes (No)
   If No, Why Not? Did not take a Ag class freshma year.
7. Any other Commits: **(Please write on back of page if needed)**

They should talk more about the Ag classes in middle school.

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www.ihsrajahs.com
"Dedicated to academic achievement and personal success for all"
Est. 1958
BEST HIGH SCHOOLS U.S.News SILVER 2012
Rudy Ramirez, Principal
81-750 Ave. 46 | Indio, CA 92201 | (760) 775-3550 | FAX (760) 775-3565

S.
List of Active Placement Sites

List of Active Placement Sites

Student Name: Liliana Lopez
Placement: Desert Dunes Animal Hospital
Address: 42-430 Washington Street
Bermuda Dunes, CA 92203

Student Name: Cera Lopez
Placement: Lopez' Landscaping
Address: 45166 Bradley Way
Indio, CA 92201

Student Name: Alexander Gallardo
Placement: Valladolid and Sons Nursery
Address: 81-145 Mesa Verde Trail
Indio, CA 92201

The National Organization of Agriculture Students

INDIO HIGH FFA
81 - 750 Avenue 46
Indio, CA 92201

Indio High School Agriculture

To Whom it may concern,

We would like to thank you for allowing our students a chance to see and participate in a learning experience that will expose them to the real world. The opportunity you are giving them will have a definite impact on their life.

The Agriculture department strives to help employers, job sites, and students achieve the maximum experience. We are there to help you with any problems that might arise and answer any questions that you might have. We periodically visit with students and their sites to see what they are doing and check their progress with you.

Any visitations will be arranged with you in advanced will be brief to limit any workplace disturbance. The Agriculture teachers; Nancy Lauritzen, Larry Laurtizen, or myself will be the persons working with the students and yourself to make this experience what truly -- is a chance of a lifetime.

Once again we would like to thank you for your support and effort on behalf of our students. Your time, effort, and skills that you give could never be measured in dollars. If we can be of any service or help please feel free to contact us at any time. Indio High's Agriculture department can be contacted at: 760-342-9300.

Thank You,

Melissa McBride
Department Chair

Student Name _____

Proposed job site_____

Supervising Teacher_____

Employer_____

DESERT DUNES ANIMAL HOSPITAL

42-430 Washington Street
Bermuda Dunes, CA 92203
760-345-8227

Henry C. Randazzo, D.V.M.
Eric Jackman, D.V.M.
Byron Emewiller, D.V.M.
John Howarth, D.V.M.

Tim Connor, D.V.M.
Nicole Brockmeier, D.V.M.
Michael Bohn, D.V.M.
Dr. Scott Papas, D.V.M.

July 29, 2014

Ms. Nancy Lauritzen
Indio FFA Advisor
81-750 Ave. 46
Indio, CA 92201

Re: Lilliana Lopez

Dear Ms. Lauritzen,

Lily Lopez interned in the Treatment department at Desert Dunes Animal Hospital from 07/09/14 – 07/25/14 for 59.35 hours this summer from Indio High School through her Agriculture Projects course. Lily learned quickly and was an excellent student, following instructions well.

Below are some of the skills Lily learned:

- Animal restraint: Lily learned how to hold dogs and cats for blood draws, nail trims, anal glands, bandages, and also exams with the doctors.
- Cleaning and sterilizing: Lily learned how we sterilize cages after animals have been in them, surgical instruments, and doctors' gowns.
- Inventory: Lily learned how we keep inventory of all the supplies and making sure that we stay stocked on our supplies and not run out.
- Sterilizing Packs: Lily has also learned how to sterilize surgical instruments using the autoclave; and also, how to wrap a surgical pack for the surgeon.

We appreciate Lily's help and attitude and wish her well in her future endeavors.

Sincerely,

Michael B. Ling, Jr.
Treatment Supervisor

PET RESCUE CENTER - OPERATIONAL PROCEDURE

Wash hands before entering Pet Center. room. Sign in on the sheet on the desk.

Some animals, out of fear, may bite. Look at the animal and talk to it a minute before approaching it.

Animals are not allowed out of the center unless you are taking them for their walk, or have been told to take them elsewhere.

Upon arrival, dogs will be barking and should be taken out immediately one dog at a time. Check to see which dogs have not gone in their cage and take those out first.

They will be thirsty and hungry. Before giving any food or water check the front of the cage and see if there are any specific instructions (for instance, a red sticker, means the animal is having surgery and do not feed and/or water). Put a little water in their bowl and give them a small amount of food. They will not bark nearly so much.

If there are no towels already in the center, go to the laundry room and get them. Also get enough clean bowls from the "central kennel kitchen" for each cage to have two bowls. Fill your water can from the "dog bathing room" which is connected to our Center.

Clean each cage:

When you are putting animals in and out of their cages, always keep the door to hallway closed.

Remove the dog from its' cage to an empty cage. Do not let them run loose in the room.

Remove old bowls and towels. Soiled towels are to be put into our laundry basket and then removed to the laundry room and dumped into the hamper Return dirty bowls to the kitchen & put in dishwasher.

Clean cage thoroughly with the disinfectant spray and paper towels.

Put into each cage a fresh towel, water and

dog food (canine maintenance for mature dogs
and canine growth for young dogs).

After you have finished all dogs, then do the feline cages in the same manner (give mature cats the feline maintenance and kittens feline growth.) If the kittens are very small, ask how and what to feed them.

Straighten up the room and put things where they belong.

Sweep the floor (try to get under the furniture) and put debris in the wastebasket and then take all litter to the enclosed dumpster in the parking lot. Put fresh bags in each waste basket.

If there is old water in the mop bucket, you may carefully dump it into the drain which is in the center of the floor of the "dog bathing room." Mop any water that spills over.

Put hot water and some clorox into the bucket and mop the floors and dump the old water again.

Your work is done. Now it is playtime. Take out one pet at a time and give it attention, grooming if necessary and lots of love. You may take more than one kitten out at a time.

When you have finished, stock food and litter bins.

Wash hands when work is complete.

Don't forget to sign out.

Livestock Policies of Indio Agriculture Department

This is a wonderful experience that your child will get to participate in. **Only Agriculture students may have an animal project.** your student will be learning about their animal, feeding, care, record keeping and life. There are student loans for first year livestock projects. The loan will be paid after the student sells their animal at eh auction in February. In order for your student to have this opportunity, they must put down a $80 dollar deposit. This will gold their animal for them. Since your student will be investing their time and money, they need your support. In order to have an animal project the following procedures must be followed:

1. All students are allowed to have their animal at the Indio Fair Grounds. But we are the guests must always treat the fair ground people with the up most respect at all times. We may not drive through the fair grounds as this could disrupt the programs that the fair puts on. All students are to help maintain the facilities, on a daily basis. When the barns are closed all students must leave the area, do not stand around outside the barns. Be picked up on time or arrange to meet somewhere away from the fair grounds.

2. We will have some workdays to get ready for the livestock. Tentative days will be informed to livestock owners, all students must attend. If any parents can help will be appreciated.

3. Indio Agriculture Department will buy all feed and medicine for the animals at the fair grounds. It will be a co-op based program, this will save cost and time (for the parents).

4. BARNS
   - A. There will be an Agriculture teacher or a designated parent to supervise the students.
   - B. The barn hours are Monday- Friday 2:45 to 4:00 P.M: Saturday- Sunday are from 8:00 to 9:00 A.M and 2:45 to 4:00 P.M.
   - C. The student is expected to clean and care for their animal everyday (even **on weekends and holidays).** Animals need to be taken out daily for exercise and sun. Weighed once a week and reported to the instructor are necessary. On warm days the pigs should be washed. The animals are to **never** be put in the barns **wet**!
   - D. If a student can't take care of the project they must get someone to feed, clean, and walk their animal.
   - E. No student or parent is allowed to be on the fair grounds after feeding hours.
   - F. Students are not to feed or handle other students' livestock without their permission.
   - G. All student will maintain a Record Book (this will be given to your student) and write 10 hand-written letter to businesses and friends.
   - H. Before a student may receive their money from the sale of the animal, they must have written an open thank you letter (stamped and addressed correctly), record book up to date and all debits are paid.
   - I. Students must maintain a **C average** in their classes.
   - J. Any student found to be abusing, neglecting or harming any animal would face dispensary actions, which can include loss of animal, all investment and or denial access to barns.

This is a wonderful opportunity for everyone to learn and have fun at the same time. However, they must follow the rules, if any student is found to violate any of the rules , they will be put on contract. Any further violations may lead to the removal of the animal, and loss of their investment.

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T.
Recruitment Activities and Materials

Program promotion and recruitment is vital to the success of our agricultural department.

To recruit students to consider the agricultural department as an area of study, our Department Head will travel with the counseling staff when they are meeting with the middle schools that feed into our high school. Our Department Head explains the benefit of the program and the possibilities available to the students. Currently there is a ban on all clubs recruiting at the middle schools, for certain department felt it was unfair for clubs to recruit students prior to attending the high school. I do believe that this will change as we enter into Common Core and a reemphasis on Career Technical Education.

The greatest tool for career guidance and program recruitment/retention are the home visits. Personally, I make every effort to perform a home visit to all my Freshmen/1st year students. Home visits are also vital for retention of students in our program. During the home visits, the possibilities and opportunities available to students through the agricultural department and the FFA are presented to both the student and the parents on a more intimate basis. The sequences of courses are presented to all students and parents to prepare students for a career in agriculture. Annually, the department will also meet with the school counselors so they can also advise students interested in the field of agriculture as to what courses to enroll in while at Indio High School. The sequence of course for our agricultural department can be found on the following page.

As far as informing parents, teachers, administrators and the community about the success of our program, we utilize many resources to ensure the future support of our program. One of the resources and strategies we use is the publication of a monthly newsletter that is written by our chapter Reporter. In addition, during our annual Awards Banquet, the chapter Reporter will also compile our chapter pictures and create a sort of digital scrapbook and slideshow which is presented to the attendees. The Banquet is also an excellent opportunity to showcase our students and all the multiple skills and talents they have developed through their involvement in the agricultural department. Lastly, in able to receive continued support from our school district, our chapter officers will present a copy of our Program of Activities annually presentation to the school board. During this presentation, we update the school board members of the success our chapter has had and what we hope to accomplish in the near future.

All students are welcomed into our program including special education student. Every student is challenged to grow both personally and academically. Articulation agreements are in place with Mt. San Antonio Community College so our students can begin earning college credits for completing the coursework offered through our agricultural department. Our students will also participate in Field Days throughout the state to develop skills within a particular field of study in agriculture. All our success is then showcased for the benefit of our program to promote continued support.

Attached you will also see a PowerPoint that was used this year as the department presented to the entire freshmen class as we recruited 9th graders into our two pathways. Our school is moving towards having all students select a pathway by the end of the 9th grade year. Therefore this was our effort to have students join our program during their 10th grade year.

Indio's Agricultural Department

Mr. Lopez – Ag Teacher & Assistant FFA Advisor

Indio High School

AGRICULTURE
BY THE NUMBERS

AGRICULTURE IS THE **SINGLE LARGEST** EMPLOYER IN THE WORLD.

AGRICULTURAL LAND PROVIDES HABITAT FOR **75%** OF THE NATION'S WILDLIFE.

AMERICANS SPEND ABOUT **6%** OF THEIR INCOME ON FOOD, **AMONG THE LEAST IN THE WORLD.**

THAT'S COMPARED TO
9% IN ENGLAND,
14% IN FRANCE,
25% IN BRAZIL,
35% IN INDIA,
45% IN KENYA.

U.S. FARMERS PRODUCE
46% OF THE WORLD'S SOYBEANS
20.5% OF THE WORLD'S COTTON
41% OF THE WORLD'S CORN
13% OF THE WORLD'S WHEAT

American agriculture provides jobs – including production agriculture, farm inputs, processing and marketing, along with retail and wholesale sales – for more than 22 million of the U.S. population.

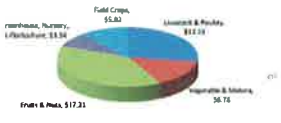
However ...

ONLY 4.6 MILLION OF THOSE PEOPLE LIVE ON FARMS – SLIGHTLY LESS THAN 2% OF THE TOTAL U.S. POPULATION.

ALMOST 98% OF U.S. FARMS ARE OPERATED BY INDIVIDUALS OR FAMILY CORPORATIONS.

FARMERS AND RANCHERS ARE PRODUCING MEAT LOWER IN FAT AND CHOLESTEROL, RESULTING IN RETAIL CUTS THAT ARE 15% LEANER. LEANER BEEF CUTS ARE BEING PRODUCED TODAY THAN 20 YEARS AGO.

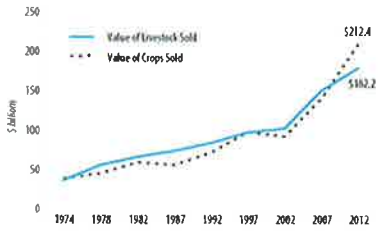
California's Gross Cash Receipts, 2012
$44.7 Billion*



*Totals may not add due to rounding.

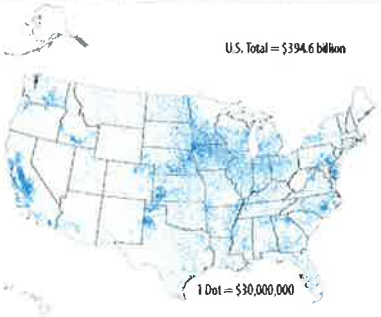
#1 California is the nation's top agricultural state

Value of U.S. Crop and Livestock Sales, 1974 - 2012



Source: USDA NASS, 2012 Census of Agriculture.

U.S. Agriculture Sales, by County, 2012

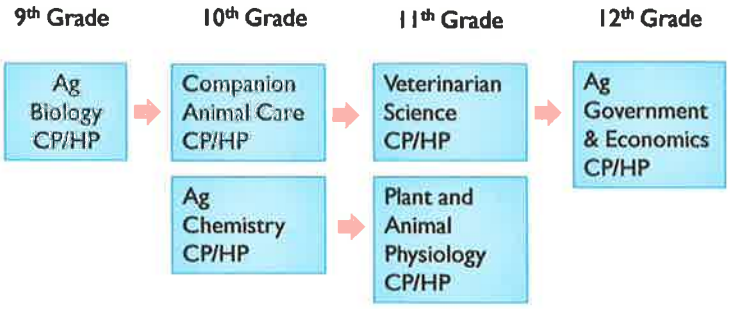


Source: USDA NASS, 2012 Census of Agriculture.

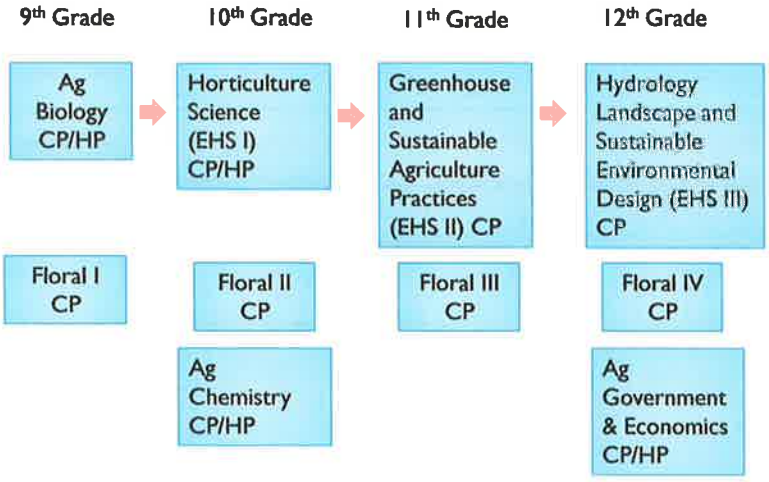
Pathways

- There are two pathways in Indio's Agricultural Department
  - Animal Science
  - Horticulture

Animal Science Pathway



Horticulture Pathway



College Credit

- By completing courses in either pathway, students are able to earn college credit at no cost to the student.

MT. SAC
Mt. San Antonio College

Hands On Learning

Practice what you learn in class in projects that requires teamwork and critical thinking

FFA

Opportunities
- Travel across the state and nation
- Participate in various contest
- Develop skills needed in the workforce
- Prepare of a rewarding career
- Feed the world while making it beautiful

Leadership Development
- Attend Conferences
- Participate in Public Speaking
- Run for office at local, county, state and national level

Questions?

- Contact:

Mr. Lopez in room 3203

cesar.lopezbarreras@desertsands.us

(760) 775-3550

March on, Rajah Report!

81750 Avenue 46, Indio CA 92201 (760) 775-3550 March 2015

Indio High School Dominates At the Riverside County Fair!

Indio FFA had an extremely successful year at the fair. Both our Animal Science and Environmental Horticultural Science Pathways within the Agriculture Department at Indio High School were featured. The rewards come from endless hours of work and dedication towards students' supervised agricultural experience projects.

Junior Landscapes Exhibits

Five days before the opening of the fair, the students in the Environmental Horticultural Science Pathway begin construction a 10' x 10' miniature display garden. The students plan and design a display garden using the elements of design, mathematics measurements, and horticultural science knowledge in creating the plans for their gardens. After consulting their Agricultural Teacher to solidify their plans, students bring their designs to life to be judged. IHS submitted 14 display gardens.

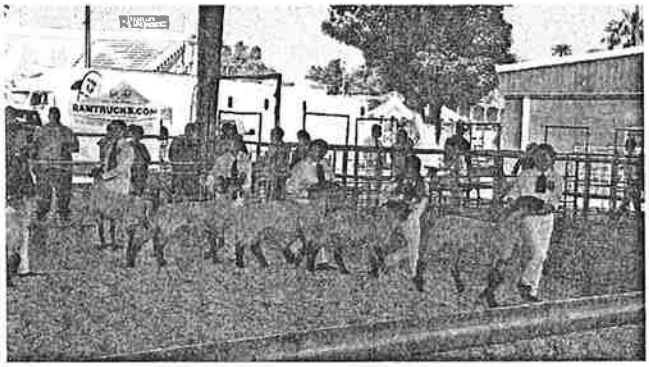
1st Place Jr. Landscape & awarded "Best of Show"
"Alice in Wonderland" by Delania Smith & Marlene Garcia

DATES TO REMEMBER:

3/6 – 10th Grade CAHSEE Pep Rally
3/9 – 9/10/11 Gr lunch meeting to run for ASB 2014-15 (3128)
3/9-3/13 Sadie Hawkins Spirit Week
3/13 – Sadie Hawkins Dance in the gym, 8-11pm
3/14 – 10th grade CAHSEE Boot Camp
3/16 – CAHSEE Dry Run
3/17 – Late Start - CAHSEE ELA
3/18 – Late Start - CAHSEE Math
3/20 – Blood Drive
3/20 – 2015-2016 ASB Elections @ lunch in the quad
3/25 – Regular Bell Schedule – No Late Start
3/27 – 2015-2016 Class Officer Elections @ lunch in the quad
3/27 – End of 3rd Quarter
3/30-31 – Spring Break

Sheep and Goat Show

On Tuesday, February 17, the fairgrounds hosted the Sheep and Goat Shows. Our students in the Animal Science Pathway have raised their sheep/goat since mid October. Every day after school and twice on weekends, our students cared for their animals by cleaning, caring, feeding and exercising their animal project; students also train and work with their animals in preparation for the Sheep and Goat Show.



SWINE SHOW

On February 18, the fairgrounds hosted the Swine Show. Students in the Animal Science Pathway have raised their sheep/goat project since mid October. Every day after school and twice on weekends, our students cared for their animals by cleaning, caring, feeding and exercising their animal. Students train and work with their animals in preparation for the Show. Our students were very proud as Principal, Mr. Ramirez, and Superintendent, Dr. Rutherford, watched the Show.

Lourdes Lopez was awarded Reserved Champion Feeder Pig (2nd Best Feeder Pig in Riverside County)

*See Page 4 for additional results

Congratulations to all of the awarded Fair projects and participants!

Junior Landscapes Exhibits

Sweepstakes Award in Horticulture and Floriculture to Indio High School for having the most 1st place entries than any other school!

- "Mystical Garden" by Rosa Amaya and Mary Rose Gonzales – 1st Place Jr. Landscape
- "Wonderful Wizard of Oz" by Rene Garcia and Isaac Perez – 2nd Place Jr. Landscape
- "Path to Willy Wonka's Factory" by Lilliana Lopez and Samantha Lizarraga – 2nd Place Jr. Landscape
- "Lover's Wish" by Miguel Torres, Esteban Medina & Jonnathan Poblano – 1st Place Jr. Landscape
- "By the Dry River Bed" by Seiri Samaguey, Andrea Luna & Lidia Mascareno – 1st Place Jr. Landscape
- "Rustic States" by Breanna Ortiz & Victoria Pecina – 1st Place Landscape
- "Simba's Garden" by Joy Castillo and Veronica Rios – 1st Place Landscape
- "The First Garden" by Emiliano De La Cerda & Joel Melgoza-Fernandez – 1st Place Jr. Landscape
- "Japanese Paradise" by Jesselyn Rosas & Maria Guerrero – 1st Place Jr. Landscape
- "Meditation and Reflection" by Alexander Gallardo, Giovanny Gutierrez & Brian Tzompantzi – 1st Place Jr. Landscapes
- "Tarzan's Garden" by Jessie Gutierrez & Martin Gordillo – 1st Place Jr. Landscape
- "Up" by Alexander Paz and Mariah Galvez – 1st Place Jr. Landscape
- "A Day at the Fair" by Cera Lopez & Aleena Duran – 2nd Place Jr. Landscape

Sheep and Goat Show

In novice Sheep Showmanship, the results were as follows:

- 3rd Place – Guadalupe Medina
- 6th Place – Jose Munguia
- 8th Place – Cindy Rivas
- 9th Place – Francelia Diaz
- 11th Place – Viridiana Robles
- 13th Place – Yaneth Garcia
- 14th Place – Adrian Amaya

In Advance Sheep Showmanship, the results were as follows:

- 7th Place – Emiliano De La Cerda
- 8th Place – Brian Tzompantzi
- 11th Place – Giovanny Gutierrez

Market Classes:

The following students placed first in their market class:

- Giovanny Gutierrez & Guadalupe Medina

The following students placed second in their market class:

- Francelia Diaz

The following students placed third in their market class:

- Angel Valdivia & Andrea Luna

Chapter Group (Pen of 3)

Indio FFA won the 2nd place team: Brian Tzompantzi, Guadalupe Medina, Giovanny Gutierrez and Francelia Diaz

Market Classes:

The following students placed first in their market class:

- Rosa Amaya, Mary Rose Gonzales & Macalen Sanchez

Chapter Group (Pen of 3)

Indio FFA won the 1st place team

FFA Champion Market Goat:

- Macalen Sanchez – Indio FFA

FFA Reserve Market Champion Goat:

- Rosa Amaya – Indio FFA

Grand Champion Market Goat:

- Macalen Sanchez – Indio FFA

Reserve Grand Champion Market Goat:

- Rosa Amaya – Indio FFA (2nd Best Market Goat in Riverside County)

Swine Show

In Novice Swine Showmanship, the results were as follows:

- 7th Place – Natalie Delgado
- 8th Place – Zafiro Vidal
- 11th Place – Rene Garcia
- 12th Place – Alexyah Duran

In Advance Swine Showmanship, the results were as follows:

- 2nd Place – Alexander Gallardo
- 3rd Place – Sabrina Segoviano
- 4th Place – Alexander Paz
- 7th – Breanna Ortiz
- 8th – Sheldon Solis

Market Classes:

The following students placed first in their market class:

- Mariah Galvez, Breanna Ortiz, Sabrina Segoviano, Zafiro Vidal and Felicity Lopez

The following students placed second in their market class:

- Sheldon Solis, Kayla Adkins, Isaac Perez, Hector Aldaz & Rene Garcia

The following students placed third in their market class:

- Ricardo Paredes, Joel Melgoza, & Natalie Martin

Chapter Group (Pen of 3)

- Indio FFA won the 2nd place team

Reserved Champion Feeder Pig (2nd Best Feeder Pig in Riverside County):

- Lourdes Lopez

IHS had 11 Magic Carpet Scholarship Candidates whom the Fair Board awarded scholarships to on Saturday, Feb. 21. These students were interviewed on Thursday, Feb. 19:

Rosa Amaya
Aleena Duran
Martin Gordillo
Cera Lopez
Lilliana Lopez
Andrea Luna
Alexander Gallardo
Alexander Paz
Maria Guerrero
Jesselyn Rosas
Delania Smith

HOME OF THE RAJAHS
INDIO HIGH SCHOOL
www.ihsrajahs.com
"Dedicated to academic achievement and personal success for all"
Rudy Ramirez, Principal
81-750 Ave. 46 | Indio, CA 92201 | (760) 775-3550 | FAX (760) 775-3565

Est. 1958

U.
Staff In-Service Record

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B **School Year** 2013-14 **School** Indio High School

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

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES							
	McBride	Lauritzen	Lopez					
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 **			X					

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

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

1	National Agriscience Ambassador Academy - Learn about inquiry based agriscience lab, sponsored by Dupot and NAAE
2	New Proffesionals Conference in Fresno, Ca
3	
4	
5	

CALIFORNIA ASSOCIATION FUTURE FARMERS OF AMERICA

CALIFORNIA DEPARTMENT OF EDUCATION
AGRICULTURAL EDUCATION
1430 N STREET, SUITE 4503
SACRAMENTO, CA 95814
www.calaged.org

March 16, 2015

Indio High School
Cesar Lopez
81-750 Avenue 46
Indio, CA 92201

Dear Mr. Lopez:

I would like to compliment you on your achievements in the Agriscience Teacher Recognition Program. You have been named as a state finalist in this year's competition. The state winner will be named at the State FFA Leadership Conference in Fresno in April.

Interviews of the state finalists will be conducted on Sunday, April 19, 2015, at approximately 9:00 a.m. You will need to check in with Dr. Lloyd McCabe, by 8:00 a.m. in the Valdez Hall.

The awards program will be held during the afternoon session on Sunday, April 19. You must check in at the Information Booth in Selland Arena by 3:15 p.m.

There is some seating available for family who wish to come and observe the ceremonies. This seating is available on a first-come, first-served basis. Guests may attend this session at no cost. Special guests should pick up a guest pass from the FFA Financial Services Office located in the Ticket Windows inside Valdez Hall. However, if they will be attending other parts of the convention they must be registered to attend.

Again, congratulations on your accomplishment and best of luck in your quest for selection as the State Agriscience Teacher of the Year.

Sincerely,

Josiah Mayfield
Assistant State FFA Advisor
(916) 319-0486
jmayfield@cde.ca.gov

cc: Indio High School Principal

Contact: Jane Bachmann
1-515-535-4923
jane.bachmann@dupont.com

Corporate News

Indio Teacher Named "AgriScience Ambassador"

Innovative Learning Techniques Coming to Local Science Classrooms

WILMINGTON, Del., July 30, 2014 – Cesar Lopez Barreras, agriscience teacher at Indio High School, Indio, Calif., successfully completed the 12th annual DuPont National AgriScience Teachers Ambassador Academy (NATAA) at the company's Chesapeake Farms in Chestertown, Md. Upon receiving the certificate of completion, Mr. Barreras became an "Ag Ambassador," joining the other 250 outstanding teachers from across the country having attended NATAA and earned that designation.

The NATAA "Ag Academy" is a professional development institute sponsored by DuPont and a special project of the National FFA Foundation and the National Association of Agricultural Educators (NAAE). This year, 49 highly recommended agriscience teachers were selected to engage in inquiry-based activities, where they explore state-of-the-art teaching concepts, with a majority of their training time in hands-on activities on Chesapeake Farms 3,300-acre working farm. The dual farm and classroom approach is designed to invigorate teachers and to infuse that learning experience in the classroom with their students.

"The Ag Academy has been an eye-opening and energizing experience," said Mr. Barreras. "Inquiry-based learning is not a cookie-cutter process. I'm very excited to start integrating this year's classroom curriculum with new techniques and tools and to be able to share them with my students and other teachers."

With the Ag Academy training, teachers are able to instill in their students a better grasp of scientific concepts and open the door for new horizons to pursue careers in STEM (science, technology, engineering, and mathematics) and related fields such as agriculture. Each class of Ag Ambassadors impacts approximately 10,000 students. Combined with multiple workshop presentations to their peers, in the last eleven years approximately 12,000 teachers across the U.S. including Puerto Rico and Alaska have participated, having a direct impact on over a million students since inception.

"By understanding global initiatives such as feeding the world and sustainability, teachers learn how to engage their students in real 21st century issues and finding real solutions," said Rik Miller, president, DuPont Crop Protection. "The Ag Academy embodies the professional development component and boosts the enthusiasm necessary to help students flourish in agriscience-related fields."

DuPont – one of the first companies to publicly establish environmental goals more than 20 years ago – has broadened its sustainability commitments beyond internal footprint reduction to include market-driven targets for both revenue and research and development investment. The goals are tied directly to business growth, specifically to the development of safer and environmentally improved new products for key global markets.

DuPont (NYSE: DD) has been bringing world-class science and engineering to the global marketplace

in the form of innovative products, materials, and services since 1802. The company believes that by collaborating with customers, governments, NGOs, and thought leaders we can help find solutions to such global challenges as providing enough healthy food for people everywhere, decreasing dependence on fossil fuels, and protecting life and the environment. For additional information about DuPont and its commitment to inclusive innovation, please visit http://www.dupont.com.

# # #

7/30/14

CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Agriculture and Home Economics Education
College and Career Transition Division
3801 West Temple Ave, Bldg 2-203
Pomona, CA. 91768
Telephone (909) 869-4496 FAX (909) 869-4196

Date: April 22, 2014

To: Southern Region Agriculture Teachers

From: Jack Havens, Southern Region Supervisor
California Department of Education
909-869-4496
jhavens@csupomona.edu

Ralph Mosqueda, Southern Region CATA President

Re: **2015 Spring Regional Meeting**

It is our pleasure to invite you to the Spring Regional Meeting of the Southern Region California Agricultural Teachers Association. This meeting is co-sponsored by the California Department of Education, Agricultural Education Unit and the College of Agriculture, California State Polytechnic University, Pomona. The meeting will be held on April 4, 2015 from 8:30 am to 12:00 noon at Cal Poly Pomona.

There will be a $15.00 registration fee for CATA members and $30 for non-members.

The Southern Region has many important matters to discuss and we look forward to seeing at this meeting!

CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
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Agriculture and Home Economics Education
College and Career Transition Division
3801 West Temple Ave, Bldg 2-203
Pomona, CA. 91768
Telephone (909) 869-4496 FAX (909) 869-4196

Date: April 22, 2014

To: Southern Region Agriculture Teachers

From: Jack Havens, Regional Supervisor
California Department of Education
909-869-4496
jhavens@csupomona.edu

Re: **Curriculum In-Service – State and National Instructional Initiatives in Agricultural Education**

New directions for Agricultural Education in the 21st Century include dynamic changes that will challenge students and create career pathways to success. It is therefore critical that we develop an understanding of these initiatives and concepts in order to incorporate these instructional activities into our agricultural programs.

- You are invited to attend a one-day in-service on **Tuesday, December 9, 2014** at the **Kellogg Lodge and Conference Center** on the campus of California State Polytechnic University, Pomona starting at 8:30 a.m. and ending by 3:30 p.m. This in-service is designed to provide the participant with the opportunity to become familiar with integrating state-of-art instructional strategies into your agricultural program.

There will be a registration fee of **$100.00 per department.**

These workshops are sponsored by the California Department of Education, the College of Agriculture - California State Polytechnic University, Pomona, and the California Agricultural Teachers Association.

You may register for the workshop by filling out the "Southern Region In-service Registration Form" available at the Southern Region website http://www.srffa.org/cata/ **No Purchase orders for individual in-services will be accepted.** If you choose to pay for just this one in-service school checks, personal checks, or cash only will be accepted. Return the registration to me no later than **November 24, 2014.**

We look forward to seeing you at this exciting educational activity.

2006
Southern Region
Outstanding Agriculture Program

•

Indio

2-3 Person Dept.

California Agricultural Teacher's Association

2015
Riverside Section
Outstanding Young Member

•

Cesar Lopez

California Agricultural Teacher's Association, Inc

Southern Region CATA President

Regional Supervisor

2015
Riverside Section
Outstanding Agriscience Teacher

•

Cesar Lopez

California Agricultural Teacher's Association, Inc

Southern Region CATA President

Regional Supervisor

2015
Southern Region
Outstanding Agriscience Teacher

•

Cesar Lopez

Regional Winner

California Agriculture Teacher's Association, Inc.

RIVERSIDE COUNTY OFFICE OF EDUCATION
KENNETH M. YOUNG
Riverside County Superintendent of Schools

CERTIFICATE OF COMPLETION

THIS IS TO CERTIFY

Cesar Lopez

HAS COMPLETED THE CTE MODEL CURRICULUM STANDARDS 2.0 CONTENT AND CURRICULUM PROFESSIONAL DEVELOPMENT WORKSHOP (MODULE 2)

Presented on October 30, 2013

Diana Asseier
Assistant Superintendent
Educational Services

Ron Vito
Executive Director
Career Technical Education

Supporting California's Common Core State Standards

CTE™
Learning that works for California

LIFE SCIENCES SUMMER INSTITUTE

Certificate of Completion

Teacher Externship Program
July 11 - July 26, 2013

Presented to:

Cesar Lopez

Peter Callstrom
President & CEO
San Diego Workforce Partnership, Inc.

SAN DIEGO WORKFORCE PARTNERSHIP

Sandra Slivka, PhD
Director
Southern CA Biotechnology Center at Miramar College

SOUTHERN CALIFORNIA CENTER

Part of the DUPONT Agriscience Institute

Featuring inquiry-based activities from SEPUP Issue-Oriented *and* LAB-AIDS Experiencing Science

LAB-AIDS®
Experiencing Science

2014 National NAAE Convention
The DuPont Agriscience Institute
Interactive Workshops

Nashville, Tennessee
November 18th - November 22nd, 2014

The DuPont Agriscience Institute will focus on the enhancement of science as a part of the agriculture classroom, using inquiry-based learning. Topics change hourly, and participants will have the opportunity to conduct lab experiments, observe teachers model effective inquiry-based instruction, and see how to put the "experience" back into experiential learning. Agricultural Pathways are indicated for each session.

DuPont Agriscience Institute Classroom • Sponsored by DuPont and supported by LAB-AIDS, Inc.

Wednesday, November 19 – Idea Labs Session I: 2:15-3:30 p.m.

Hermitage A

Deadliest Catch: Making it to the Next Season

Animal Systems, Environmental & Natural Resource Systems

Farrah Johnson, Deltona High School; Janna Volkers, Columbia High School; Josh Dahlem, Stanley High School; and Laura Priest, Lawrence Freestate High School

Cast your line, set your hook, and prepare for an activity guaranteed to catch your student's attention! Natural resource use and abuse is something that occurs on a daily basis. Attend this workshop and experience an inquiry-based approach to teaching your students about the importance of sustainability.

Hermitage B

The Livestock Dating Game

Animal Systems

Mark Anderson, Elizabethtown Area High School; Sara Conner, Prophetstown Lyndon Tampico High School; Gena Lilienthal, St. Peter High School; and Jill Kelley, South High School

"Breed" more life into your livestock breed lessons with this fun interactive activity. Have students select the perfect mate based on their desires. Bring your thinking caps and plan to be engaged.

Hermitage E

Photosynthesis & Respiration -It's a Plant's Life!

Plant, Environmental & Natural Resource Systems

Dan Tedor, Rochester High School; Troy Talford, Sauk Prairie School District; Michael Anthony, Coahoma Agricultural High School; Jason Gore, Crestwood High School; and Theresa Sikinyi, Southside Middle School

Help your students sprout and grow with a different approach to teaching photosynthesis and respiration. Learn how to captivate students through inquiry activities that will challenge and excite them. Easily implement activities into your current horticulture or plant science class.

Wednesday, November 19 – Idea Labs Session II: 3:45-5:00 p.m.

Hermitage A

Adding Some Color to Plant Science

Plant Systems

Rachel Sauvola, New Richmond High School; Paul Larson, Freedom High School; Cesar Lopez, Indio High School; and Jennifer Cushman, Glastonbury High School

Come discover pH is where it is at when it comes to flower color. A great hands-on activity that quickly demonstrates this awesome color change! Your students will love getting to the down and dirty of soil pH.

Hermitage B

Take the "Subway" to Nutrient Station

Food Product Systems

Krista Pontius, Greenwood High School; Tedra Bean, Belleville Henderson Central School; and David Wilson, Uintah High School

"Dissect" your fast food meal with this hands-on activity and discover the nutritional value of your favorite sandwich components. Your students will love to learn about the food they eat. Fill up your plate and discover what nutrients lie in your lunch.

Hermitage E

Chicken Little…Chicken Big

Animal Systems & Food Product Systems

Seely Daniels, Pawnee High School; Keith Hocutt, Goshen High School; Tara Berescik, Tri-Valley Central School;and Jeff Maierhofer, Seneca High School

Come discover how to help your students gain a better understanding of how the amount of supplements is determined in growing livestock. This interactive lab puts the learning in the hands of the students using chicken production as the main concept, although it can be related

Thursday, November 20 – Idea Labs Session III: 2:45-4:00 p.m.

Hermitage A

Adding Some Color to Plant Science

Plant Systems

JaMonica Marion, Chicago High School for Agricultural Sciences; Tiffany Kaufmann, Seymour High School; Will Currey, Lake Forest High School; and Leann Turner, Daniel Boone High School

Come discover pH is where it is at when it comes to flower color. A great hands-on activity that quickly demonstrates this awesome color change! Your students will love getting to the down and dirty of soil pH.

Hermitage B

The Livestock Dating Game

Animal Systems

Beth Dickenson, Heppner High School; Trisha Hunter, Sioux County High School; Kara Kochis, Sussex Central High School; and Ardy Tiner, Industrial High School

"Breed" more life into your livestock breed lessons with this fun interactive activity. Have students select the perfect mate based on their desires. Bring your thinking caps and plan to be engaged.

Hermitage E

Tree CSI: Dendrochronology

Environmental & Natural Resource Systems

Yvonne Tarbet, Hobbs High School; Bailey Garwood, Oakland Schools Technical Campus Southwest; and Bridget Hoffman, Tecumseh Jr. Sr. High School

Trees have secret past that can be discovered using dendrochronology. Attend this workshop and become a tree detective and learn how you can get your students engaged in an inquiry based activity that is sure to dig.

Friday, November 21 – Idea Lab Session IV: 2:30-3:45 p.m.

Hermitage A

Vet Detective: Tracking the Spread

Animal Systems

Troy Helms, Buford High School; Tamra Herschbach, Yerington High School; and David Ruvarac, W.B. Saul High School for the Agricultural Sciences

Get your students up and moseying around to help them understand the spread of diseases in livestock using this engaging hands-on lab. Students must determine who the culprit is in this activity that uses the scenario of a sick horse that has been in contact with others. While this may focus on livestock, it is certainly applicable to plant science, wildlife, and other ag content areas.

Hermitage B

Food Science: Keeping It Fresh

Food Product Systems

Brandon Braaten, St Regis High School; Wende Dallian, Chicago High School for Agricultural Sciences; Angel White, Pequimans County High School; and Jennifeur Wilson, North Warren Regional School District

Discover how food additives make your food safe and preserved. Get your students first- hand experience in analyzing and determining the best method for food preservation. A great activity that mirrors a real-world challenge food scientists tackle.

Hermitage E

Photosynthesis & Respiration -It's a Plant's Life!

Plant, Environmental & Natural Resource Systems

Jill Wagner, Newton County Career and Technical Center; Keely Weinberger-DiTizio, SalemCounty Career and Technical High School; and Deb Stevens, Sugar River Valley Regional Technical Center

Trees have secret past that can be discovered using dendrochronology. Attend this workshop and become a tree detective and learn how you can get your students engaged in an inquiry based activity that is sure to dig.

National Association
of Agricultural Educators
300 Garrigus Building • Lexington, KY 40546-0215
Voice: (859) 257-2224 or (800) 509-0204
Fax: (859) 323-3919 E-mail: NAAE@uky.edu
Web Site: http://www.naae.org

MEMORANDUM

January 16, 2015

TO: 2013 NAAE Convention Workshop Participants

FROM: Alissa F. Smith, Associate Executive Director AFS

RE: Professional Development Certificate

Congratulations on being a part of the professional development workshops at the 2014 NAAE Convention in Nashville, Tennessee. By attending these workshops, you made the decision to continually learn and grow, which exemplifies your dedication to agricultural education. We salute you for your enthusiasm! This year we offered a very diverse selection of workshops that we hope provided you with several opportunities to earn professional development credit and take something new home to use in your classes.

Enclosed you will find the Professional Development Certificate(s) that you requested. I am sure it will be beneficial in illustrating to your administration the importance of being involved in your professional organization.

Although this convention is just getting over with, I hope that you are making plans to be a part of the 2015 NAAE Convention in New Orleans, Louisiana on November 17-21, 2015. We are sure to have a wonderful convention planned in New Orleans with a ton of new and exciting professional development opportunities!

Please feel free to contact me if you have any questions regarding professional development credits or available professional development provided by NAAE.

Enclosures

2014 NAAE Convention
Nashville, Tennessee

Professional Development Documentation

Workshop Title: Enough!: A Great Food Security Curriculum for Agricultural Education Sponsored by Elanco Animal Health

Presenter: Brady Revels, Elanco Animal Health, Omaha, NE

Date: Friday, November 21, 2014

Time: 2:30-3:45 p.m.

Location: Presidential Chamber A, Gaylord Opryland Resort & Convention Center

Amount of Time: 75 minutes

Workshop Description: Will we have enough food to feed a growing world? Will we have enough solutions to keep agriculture sustainable economically and environmentally? Learn how to join the Enough movement and bring back curriculum to your classroom. Great resources for teaching animal and plant sciences and how they relate to food security!

Name of Participating Educator: **Cesar Lopez**

I certify that the educator identified herein participated in the above named professional development activity for the indicated amount of time while attending the 2014 NAAE Convention.

Alissa F. Smith

Alissa F. Smith
NAAE Associate Executive Director

2014 NAAE Convention
Nashville, Tennessee

Professional Development Documentation

Workshop Title: Turfgrass Science Curriculum for Secondary Agriculture Education Programs

Presenter: Kristen Althouse, Sports Turf Managers Association, Boalsburg, PA; Mr. Jeff Fowler, Pennsylvania State University Cooperative Extension, Franklin, PA; and Marc Moran, Atlee High School, Mechanicsville, VA

Date: Thursday, November 20, 2014

Time: 2:45- 4:00 p.m.

Location: Cheekwood A, Gaylord Opryland Hotel & Convention Center

Amount of Time: 75 minutes

Workshop Description: A turfgrass science curriculum for secondary agriculture education programs was developed to introduce students to the turfgrass science field, increase awareness of job opportunities, and provide appreciation of the science and skills necessary to care for turfgrass surfaces. The curriculum focuses on the foundational information required for basic turfgrass management. Science based facts, inquiry, and practical application provide the foundation for students to begin learning about turfgrass science. The information can be utilized to care for turfgrass surfaces encountered in daily life, or as foundational knowledge should students choose to pursue a higher degree in turfgrass science. This presentation will outline the curriculum to agriculture educators and provide the information necessary to successfully implement it in the classroom.

Name of Participating Educator: **Cesar Lopez**

I certify that the educator identified herein participated in the above named professional development activity for the indicated amount of time while attending the 2014 NAAE Convention.

Alissa F. Smith

Alissa F. Smith
NAAE Associate Executive Director

2014 NAAE Convention
Nashville, Tennessee

Professional Development Documentation

Workshop Title: Pallet Gardening in Small Spaces

Presenter: Kari Robers, Union County High School, Liberty, IN

Date: Friday, November 21, 2014
Time: 4:00- 4:30 p.m.
Location: Belle Meade CD, Gaylord Opryland Hotel & Convention Center
Amount of Time: 30 minutes

Workshop Description: Have you ever wondered what to do with the old pallets in the Agriculture Shop? In this workshop you will learn how to recycle those pallets to make a pallet garden! Pallet gardening is a way to garden in small spaces raising many of your favorite cool and warm season crops. This horticulture lab can be completed on a low budget with just a few supplies. My students have learned how to become food sustainable through this lab and your students can too!

Name of Participating Educator: **Cesar Lopez**

I certify that the educator identified herein participated in the above named professional development activity for the indicated amount of time while attending the 2014 NAAE Convention.

Alissa F. Smith
NAAE Associate Executive Director

2014 NAAE Convention
Nashville, Tennessee

Professional Development Documentation

Workshop Title: Incorporating Vertical Farming in Your Ag Class

Presenter: Robert Bollier, Lexington Technolgy Center, Lexington, SC

Date: Thursday, November 20, 2014
Time: 4:14- 4:45 p.m.
Location: Cheekwood H, Gaylord Opryland Hotel & Convention Center
Amount of Time: 30 minutes
Workshop Description: Learn how to incorporate vertical farming into your curriculum and allow students the opportunity to run their own business with the school lunch program. This may be incorporated on a small scale or large scale depends on the sources available through your local school district.

Name of Participating Educator: **Cesar Lopez**

I certify that the educator identified herein participated in the above named professional development activity for the indicated amount of time while attending the 2014 NAAE Convention.

Alissa F. Smith
NAAE Associate Executive Director

2014 NAAE Convention
Nashville, Tennessee

Professional Development Documentation

Workshop Title: Growing a Grant: Cultivating Seeds of Funding Success

Presenter: Dr. Rusti Berent, Ward's Science, Rochester, NY

Date: Wednesday, November 19, 2014
Time: 2:15- 3:30 p.m.
Location: Cheekwood B, Gaylord Opryland Hotel & Convention Center
Amount of Time: 75 minutes

Workshop Description: If you need equipment and supplies for your classroom or lab but don't have the funds and other resources to make it happen, this workshop can help. Did you know that you can learn about grants and funding in a hands-on, inquiry-based workshop? Come to this interactive, professional development workshop and practice the skills that can help you turn your material needs into a project that will convince funders to help you grow your garden of student success. You will learn the skills of finding funding, designing a project to maximize and showcase student achievement, and identifying and building the industry partnerships that can insure and support your project's sustainability.

Name of Participating Educator: **Cesar Lopez**

I certify that the educator identified herein participated in the above named professional development activity for the indicated amount of time while attending the 2014 NAAE Convention.

Alissa F. Smith
NAAE Associate Executive Director

2014 NAAE Convention
Nashville, Tennessee

Professional Development Documentation

Workshop Title: Grant Writing 101: In Search of the Money Tree

Presenter: Michele Sullivan, Stefonie Sebastian, and Kayla Lumpford-Mitchell, National FFA Organization, Indianapolis, IN

Date: Wednesday, November 19, 2014

Time: 5:15- 5:45 p.m.

Location: Cheekwood A, Gaylord Opryland Hotel & Convention Center

Amount of Time: 30 minutes

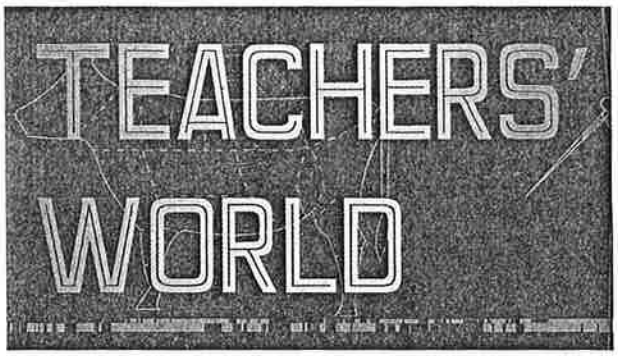
Workshop Description: In an age of shrinking budgets, securing grant funds may help ensure your program's future and expansion. Participate in this interactive session that will demystify the grant writing process. National FFA staff will examine steps to locate grant funding as well as the steps to prepare and write a successful grant. You will leave this workshop with tips and tricks to aid you in your search of the money tree.

Name of Participating Educator: **Cesar Lopez**

I certify that the educator identified herein participated in the above named professional development activity for the indicated amount of time while attending the 2014 NAAE Convention.

Alissa F. Smith

Alissa F. Smith
NAAE Associate Executive Director



INTERACTIVE TEACHER WORKSHOPS

Attend professional development that will help your classroom come to life. Discover new ideas and activities, receive free instructional materials and learn strategies to increase student engagement. Topics range from agriscience to leadership. The workshops are located in the East Hall of KEC, Rooms EH 2, EH 3 and EH 4.

Room EH 3: The DuPont Agriscience Institute will focus on the enhancement of science as a part of the agriculture classroom, using inquiry-based learning. Topics change hourly, and participants will have the opportunity to conduct lab experiments, observe teachers model effective inquiry-based instruction, and see how to put the "experience" back into experiential learning.

Room EH 2 and EH 4: Teacher Professional Development Classrooms will include a variety of subjects that will help teachers increase student engagement and improve their knowledge of specific agricultural content.
Don't forget to check http://www.naae.org/profdevelopment/teachers_world.cfm for the most up-to-date schedule for the Interactive Teacher Workshops or snap the QR code to get the schedule on your phone.

For each teacher workshop you attend, you will be entered for a chance to receive a Fit Bit, Apple TV or Mini iPad. The more workshops you attend, the more chances you have to win.

Internet Lounge For Teachers Only
Thanks to the generous support of Deacero, teachers can take a break in the Internet Lounge, located in Room E1, in the East Hall of KEC, next to the interactive teacher classrooms. Check your email, charge your phone and network with other ag teachers from across the nation while you rest your feet and gear up for the next general session or event. Also come get an advisor's name badge for ease of use in the expo and to be entered to win a Mini iPad or a free member registration for 2015.

Room EH 3 – DuPont Agriscience Institute Classroom

Take the "Subway" to Nutrient Station
DuPont Agriscience Institute
Wednesday, Oct. 29, 1:30 - 2:45 p.m.
"Dissect" your fast food meal with this hands-on activity and discover the nutritional value of your favorite sandwich components. Your students will love to learn about the food they eat. Fill up your plate and discover what nutrients lie in your lunch.

Tree CSI: Dendrochronology
DuPont Agriscience Institute
Wednesday, Oct. 29, 3 - 4:15 p.m.
Trees have secret pasts that can be discovered using dendrochronology. Attend this workshop and become a tree detective and learn how you can get your students engaged in an inquiry-based activity that is sure to dig up some dirty tree secrets!

Photosynthesis & Respiration It's a Plant's Life!
DuPont Agriscience Institute
Thursday, Oct. 30, 9 - 10:15 a.m. and Friday, Oct. 31, 3 - 4:15 p.m.
Help your students sprout and grow with a different approach to teaching photosynthesis and respiration. Learn how to captivate students through inquiry activities that will challenge and excite them. Easily implement activities into your current horticulture or plant science class.

Food Science: Keeping It Fresh
DuPont Agriscience Institute
Thursday, Oct. 30, 10:30 - 11:45 a.m.
Discover how food additives make your food safe and preserved. Get your students firsthand experience in analyzing and determining the best method for food preservation. A great activity that mirrors a real-world challenge food scientists tackle.

The Livestock Dating Game
DuPont Agriscience Institute
Thursday, Oct. 30, Noon - 1:15 p.m. and Friday, Oct. 31, 9 - 10:15 a.m.
"Breed" more life into your livestock breed lessons with this fun interactive activity. Have students select the perfect mate based on their desires. Bring your thinking caps and plan to be engaged.

Chicken Little…Chicken Big
DuPont Agriscience Institute
Thursday, Oct. 30, 1:30 - 2:45 p.m.
Discover how to help your students gain a better understanding of how the amount of supplements is determined in growing livestock. This interactive lab puts the learning in the hands of the students, using chicken production as the main concept, although it can be related to both animals and plants.

Room EH 3 Workshops (continued)

Adding Some Color to Plant Science
DuPont Agriscience Institute
Thursday, Oct. 30, 3 - 4:15 p.m. and Friday, Oct. 31, 10:30 - 11:45 a.m.
Discover pH is where it's at when it comes to flower color. This is a great hands-on activity that quickly demonstrates this awesome color change! Your students will love getting to the down-and-dirty of soil pH.

Vet Detective: Tracking the Spread
DuPont Agriscience Institute
Friday, Oct. 31, Noon - 1:15 p.m.
Get your students up and moseying around to help them understand the spread of diseases in livestock using this engaging hands-on lab. Students must determine who the culprit is in this activity that uses the scenario of a sick horse that has been in contact with others. While this may focus on livestock, it is certainly applicable to plant science, wildlife and other areas of agriculture.

Deadliest Catch: Making It to the Next Season
DuPont Agriscience Institute
Friday, Oct. 31, 1:30 - 2:45 p.m.
Cast your line, set your hook and prepare for an activity guaranteed to catch your student's attention! Natural resource use and abuse is something that occurs on a daily basis. Attend this workshop and experience an inquiry-based approach to teaching your students about the importance of sustainability.

Room EH 4 – Teacher Professional Development Classroom

The Bison Advantage — Tips and Tools to Introduce Students to a Growing Ag Opportunity
Sponsored by National Bison Association
Thursday, Oct. 30, 9 - 10 a.m.
With growing consumer demand for bison meat, the National Bison Association is actively educating the next generation of producers to meet this burgeoning demand. This workshop will highlight the opportunities available in bison production and marketing and will introduce teachers to the curriculum and educational tools available through the National Bison Association that will allow them to integrate bison education into their current animal science classes.

Teach Pest Ed: Pest Management and Pesticide Safety Education for Your Classroom
Sponsored by Penn State Pesticide Education
Thursday, Oct. 30, 10:30 - 11:30 a.m.
Learn about a variety of pest management and pesticide safety lessons including hands-on activities, web-based modules, and multi-media resources you can use in your classroom. Content consists of pest management steps from identification of pests to the safe application of pesticides when needed. Workshop will also include information about free online training modules for instructors.

Dogs in the Classroom!
Sponsored by the Continental Kennel Club
Thursday, Oct. 30, Noon - 1 p.m.
Classwork has gone to the dogs! Learn about CKC's exciting and fun Canine Care and Training Program. This program prepares students for a career with dogs. The program can be taught as a stand-alone curriculum or as a supplement to your small animal/pre-vet courses.

The Pillars of Agricultural Literacy: Creating a Great Ag Literacy Program in Your FFA Chapter
Sponsored by American Farm Bureau Foundation for Agriculture
Thursday, Oct. 30, 1:30 - 2:30 p.m.
You have a passion for educating others about agriculture. But finding the time to develop practical resources is tough! Join us for a hands-on experience as we help make your job easier. You'll leave with a guide to cultivating ag literacy, links to free online games and great giveaways!

Keeping Students Safe!: The CareerSafe Online OSHA General Safety Training Program for Agriculture
Sponsored by CareerSafe Online
Thursday, Oct. 30, 3 - 4 p.m.
This workshop will focus on the opportunity for teachers and students to earn an OSHA card, create individualized classroom safety checklists and engage students in interactive safety education all while creating a safety community within their classroom. The CareerSafe Online OSHA General Safety Training for Agriculture program will illustrate the need for teacher advocacy and education with regards to youth safety in agriculture. The program is geared toward young workers in agriculture and helps to educate these youth on their rights, hazard recognition, and safety strategies. This workshop is a must for all ag teachers.

Building Equine Anatomy in Clay: One Body System at a Time
Sponsored by ANATOMY IN CLAY® Learning System
Friday, Oct. 31, 10:30 - 11:30 a.m.
Participants will learn comprehensive equine musculature by applying muscles built in clay onto an accurate, realistic scale horse model. The act of building from the inside-out enhances traditional methods of learning anatomy. This approach provides a unique alternative to an active, hands-on experience that reinforces learning and empowers participants with a strong sense of accomplishment. Perfect for small and large animal science, equine science and veterinary science educators. "The Mind Cannot Forget What The Hands Have Learned."™

Room EH 2 – Teacher Professional Development Classroom

Leading Your Students on Their Path of Premier Leadership, Personal Growth and Career Success
Sponsored by the National FFA Foundation
Thursday, Oct. 30, 10:30 - 11:30 a.m.
Would you like to have a system designed to give students a personalized experience for career exploration and preparation? Discover how My Journey can be utilized as a tool to lead students through their journeys toward career success. Presenters will demonstrate how to navigate through My Journey and will showcase new advisor resources.

STEM: Fueling the Future for Ag Education
Sponsored by the Universal Technical Institute
Thursday, Oct. 30, Noon - 1 p.m.
Are students taking enough science, technology, engineering and math? CTE and ag students are! But do they know it? Build the crosswalk between rigorous STEM academic classes and the STEM embedded in your ag and CTE curriculum; the bridge between STEM and future career pathways. Rebrand your program and add problem-solving and critical thinking into your curriculum. Free resources will be available.

Fact Not Fiction: Learn Vet Science Career Lessons Firsthand
Sponsored by the American Veterinary Medical Association (AVMA)
Thursday, Oct. 30, 1:30 - 2:30 p.m. and Friday, Oct. 31, Noon - 1 p.m.
Learn practical tips to give your students as they evaluate a potential career as a vet. This is great information to use in a careers unit or within an animal science or vet science class. Find out firsthand the answers to questions regarding vet school, including the chances on being admitted and how much math is required. Gain insights into the academic preparation and admissions process for veterinary school. Take advantage of this great chance to learn about veterinary medicine from the experts.

Empowered to Lead. Inspired to Serve — Lead2Feed Student Leadership Program
Sponsored by Lift a Life Foundation, USA TODAY Charitable Foundation and Yum! Brands Foundation
Friday, Oct. 31, 10:30 - 11:30 a.m.
Learn about this program for middle and high school students to create service-minded leaders. Lead2Feed provides teachers with free project-based lessons aligned to Common Core. Each lesson includes leadership-driven activities centered on the challenge of solving a hunger issue on a local or global level. Student teams can enter the Lead2Feed Hunger Leadership Challenge for $500,000 in donation prize money to non-profit hunger organizations. Register your chapter now and receive a free leadership book.

Teaching about Ethanol - Past, Present, Future
Sponsored by Growth Energy
Friday, Oct. 31, 1:30-2:30 p.m.
In this workshop, learn about the changing landscape of the ethanol industry. Attendees will discover how ethanol is playing a vital role in all of agriculture and the economy. We will discuss how ethanol is poised to support our global needs for food, feed, energy, cleaner air and fuel. Great information and resources on ethanol will be provided for teachers to take back to their classes.

CALAGED_eLearning

CA Ag Ed Record Book Course

Certificate of Completion

is hereby granted to:

Nancy Lauritzen

Indio High

For successful completion of the California Agricultural Education Record Book eLearning Course.

Completed: Oct 12,2012

Signature: Nancy Lauritzen

**Please send signed copy to your Regional Supervisor.*

CA Ag Ed Record Book Course

Certificate of Completion

is hereby granted to:

Melissa McBride

Indio High School

For successful completion of the California Agricultural Education Record Book eLearning Course.

Completed: 12/4/12

Signature: Melissa McBride

**Please send signed copy to your Regional Supervisor.*

CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Agriculture and Home Economics Education
College and Career Transition Division
3801 West Temple Ave, Bldg 2-203
Pomona, CA. 91768
Telephone (909) 869-4496 FAX (909) 869-4196

November 8, 2012

Melissa McBride
Agriculture Department
Indio High School
81-750 Avenue 46
Indio, CA 92201

Dear Melissa,

On behalf of the Southern Region FFA and the California Department of Education I would like to express my sincere gratitude for your efforts in hosting the Southern California FFA Leadership Conference (SOCAL). I have received many compliments on the success of the day. This accomplishment is in large part due to you, your staff, and the Indio FFA students' efforts. The use of the Performing Arts Center was a major factor in providing an environment that was conducive for the conference. Please express my gratitude to Terry who was very cooperative and easy to work with.

The future of the FFA has never looked brighter. This success would not be possible without the support of individuals like you.

FFA makes a positive difference in the lives of students by developing their potential for ***premier leadership, personal growth,*** and ***career success*** through agricultural education. We appreciate your continuing help in carrying out this mission.

Sincerely,

Jack Havens

Jack Havens, Consultant
California Department of Education
Agricultural Education Department
jhavens@csupomona.edu

DSUSD

Desert Sands Unified School District
State/Federal Projects & Testing Office
47-950 Dune Palms Road
La Quinta, California

Phone: 760-771-8661
Fax: 760-771-8672

S/FPTO

November 3, 2004

To Whom It May Concern:

I was the instructor of the SB 395 / Hughes class in August. SB 395/ Hughes offers certification for working with English learners in a SDAIE setting. This letter is to verify that Nancy Lauritzen attended the 45 hours of class and completed the portfolio of work. The attached agendas are verification that Nancy also completed a total of 18 hours of training which deals with working with English learners.

Master Plan for English Learners
March 22 (1 hour)
August 30 (2 hours)

Differentiating Instruction in the Diverse Classroom
August 30 and 31 (5 hours)

Sandra Lopez, Project Facilitator
State/Federal Projects & Testing Office

DSUSD

Desert Sands Unified School District
State/Federal Projects & Testing Office
47-950 Dune Palms Road
La Quinta, California

Phone: 760-771-8661
Fax: 760-771-8672

S/FPTO

November 3, 2004

To Whom It May Concern:

I was the instructor of the SB 395 / Hughes class in August. SB 395/ Hughes offers certification for working with English learners in a SDAIE setting. This letter is to verify that Larry Lauritzen attended the 45 hours of class and completed the portfolio of work. The attached agendas are verification that Nancy also completed a total of 18 hours of training which deals with working with English learners.

Master Plan for English Learners
March 23 (1 hour)
August 30 (2 hours)

Differentiating Instruction in the Diverse Classroom
August 30 and 31 (5 hours)

Sandra Lopez, Project Facilitator
State/Federal Projects & Testing Office

HUGHES TRAINING

Certificate of Completion

This certifies that:

Melissa McBride

has completed all Desert Sands Unified School District and AB 1969 requirements and is authorized for SDAIE and ELD in a self-contained classroom.

Amy Swan-Draper
DSUSD Board of Education, Pres.

April 1, 1997
Date

DESERT SANDS UNIFIED SCHOOL DISTRICT

29730

HOME OF THE RAJAHS
INDIO HIGH SCHOOL
www.ihsrajahs.com
"Dedicated to academic achievement and personal success for all"
Rudy Ramirez, Principal
Est. 1958
81-750 Ave. 46 | Indio, CA 92201 | (760) 775-3550 | FAX (760) 775-3565

V.
Staff Minutes

AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: _____

In Attendance: _____

_____

Activities for the Week:

Monday: _____

_____

Tuesday: _____

_____

Wednesday: _____

_____

Thursday: _____

_____

Friday: _____

_____

Saturday: _____

_____

Sunday: _____

_____

Important Dates During the Month:

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:

PLEASE PUT YOUR CLASS AGENDAS ON THE BACK!!!!!

HOME OF THE RAJAHS
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Est. 1958

W.
Department Inventory

Indio High Agriculture Program
Facilities and Major Equipment

Indio High Campus

Classrooms and Shops

- 1- Floral Shop/classroom
- 1- Lecture/Science Classroom
- 1- Shop/Lecture Classroom
- 1- Office space Adjacent Floral
- 1- Office Adjacent to shop
- 1- Office Adjacent to Lecture/Science Classroom

Labs/Storage

- 1- Greenhouse with potting room
- 1- Hand tool storage Shed
- 1- Storage chain linked area near floral
- 1- Tool storage Adjacent to shop

Major Equipment

- 1- 2000 Chevy Truck crew
- 1- 2003 Chevy 10 passenger van
- 1- 91 Dodge Van
- 1- WW Livestock Trailer
- 25- PC Computers
- 1- PC Laptop "98"
- 4- Laser printers
- 3- Ink jets printer
- 1- Color laser printer
- 2- Floral Coolers
- 5- ARC Welders
- 2- Set of Oxygen/ACE tanks
- 10- Shop Power Equipment
- 1- Concrete Mixer
- 1- Portable Livestock Scale
- 10- Auto Hog Feeders
- 14- Microscopes

Off Campus

Location- National Date Festival Grounds

- Use of Livestock Barns
- Pen Material
- Wash racks
- Scale
- Holding Pens

DSUSD Technology Inventory 2013-2014

Teacher: Mr. Lopez-Barreras Room: IE 33

	Model/Make	Serial #	DSUSD Asset #	Location
Teacher's Computer	HP Compaq	MXL1311XRL	105396	SW corner
Teacher's Monitor	HP Compaq LA1751g	CNC127RK3M	N/A	SW corner
Teacher's Printer	HP LaserJet 1320	CNHC61Z04C	XDSTX00014071	SW corner
Television	Sharp	640553	N/A	NW corner
VCR/DVD Player	Samsung - V5500	6RAY636840A	N/A	NW corner

Indio High School
Classroom Electronic Inventory

Name: Melissa McBride

Room #: IE 2

Example:

	Brand/Model	Serial Number	DSUSD Asset #
Instructor's Computer	HP Compaq Pentium 4	2UA6140Q5G	
Instructor's Monitor	HP L1506	CNK5320KST	
Instructor's Printer	HP LaserJet 1320	CNHC630036	
Other Peripherals	HP ScanJet 6200C	SG94L110YK	215

	Brand/Model	Serial Number	DSUSD Asset #	Location
Instructor's Computer	HP	2UB54603RL		IE 2
Instructor's Monitor	HP	CNC5392S1N		IE 2
Instructor's Printer	HP LASER JET		1245	IE 2
Other Peripherals				
Other Peripherals				
Other Peripherals				
Television		613095		IE 2

	Brand/Model	Serial Number	DSUSD Asset #	Location
Other Computer	MICROLINK	ML61907-4		IE2
Other Monitor		9178S02019	Voc Ag 1177	IE2
Other Printer				
Other Peripherals				
Other Peripherals				

	Brand/Model	Serial Number	DSUSD Asset #	Location
Other Computer	MICROLINK	ML61907-3		IE 2
Other Monitor	ACER	9171602007	Voc Ag 033	IE 2
Other Printer				
Other Peripherals				
Other Peripherals				

	Brand/Model	Serial Number	DSUSD Asset #	Location
Other Computer	MICROLINK	ML62070-1		IE 2
Other Monitor		9171602007	Voc Ag 553	IE 2
Other Printer				
Other Peripherals				
Other Peripherals				

	Brand/Model	Serial Number	DSUSD Asset #	Location
Other Computer	MICROLINK	ML61907-2		IE 2
Other Monitor	COMPAQ	834BF17B176	Voc Ag 711	IE 2
Other Printer				
Other Peripherals				
Other Peripherals				

Indio High School
Classroom Electronic Inventory

Name: Melissa McBride

Room #: IE 2

Example:

	Brand/Model	Serial Number	DSUSD Asset #
Instructor's Computer	HP Compaq Pentium 4	2UA6140Q5G	
Instructor's Monitor	HP L1506	CNK5320KST	
Instructor's Printer	HP LaserJet 1320	CNHC630036	
Other Peripherals	HP ScanJet 6200C	SG94L110YK	215

	Brand/Model	Serial Number	DSUSD Asset #	Location
Instructor's Computer				
Instructor's Monitor				
Instructor's Printer				
Other Peripherals	Scan Jet 4500	CN29HS70HD		IE 2
Other Peripherals	HP LASER JET243on		60447	IE 2
Other Peripherals	HP LASER JET1320	xdstx00140422		IE 2
Television				

	Brand/Model	Serial Number	DSUSD Asset #	Location
Other Computer	LG		VOC AG 002	IE 2
Other Monitor	VIEW SONIC	40S030202990		IE 2
Other Printer				
Other Peripherals				
Other Peripherals				

	Brand/Model	Serial Number	DSUSD Asset #	Location
Other Computer	LG		VOC AG 004	IE 2
Other Monitor	VIEW SONIC	4.0503E+11		IE 2
Other Printer				
Other Peripherals				
Other Peripherals				

	Brand/Model	Serial Number	DSUSD Asset #	Location
Other Computer	MICRO LINK	ML62060-1	48	IE 2
Other Monitor	PRIMIO	GC1830245		IE 2
Other Printer				
Other Peripherals				
Other Peripherals				

	Brand/Model	Serial Number	DSUSD Asset #	Location
Other Computer	MICROLINK	ML61909-25		IE 2
Other Monitor	ACER VIEW	4191602007	VOC AG 031	IE 2
Other Printer				
Other Peripherals				
Other Peripherals				

Indio High School
Classroom Electronic Inventory

Name: Melissa McBride

Room #: IE 2

Example:

	Brand/Model	Serial Number	DSUSD Asset #
Instructor's Computer	HP Compaq Pentium 4	2UA6140Q5G	
Instructor's Monitor	HP L1506	CNK5320KST	
Instructor's Printer	HP LaserJet 1320	CNHC630036	
Other Peripherals	HP ScanJet 6200C	SG94L110YK	215

	Brand/Model	Serial Number	DSUSD Asset #	Location
Instructor's Computer	HP	2UB54603RL		IE 2
Instructor's Monitor	HP	CNC5392S1N		IE 2
Instructor's Printer	HP LASER JET		1245	IE 2
Other Peripherals				
Other Peripherals				
Other Peripherals				
Television		613095		IE 2

	Brand/Model	Serial Number	DSUSD Asset #	Location
Other Computer	MICROLINK	ML61907-4		IE2
Other Monitor		9178S02019	Voc Ag 1177	IE2
Other Printer				
Other Peripherals				
Other Peripherals				

	Brand/Model	Serial Number	DSUSD Asset #	Location
Other Computer	MICROLINK	ML61907-3		IE 2
Other Monitor	ACER	9171602007	Voc Ag 033	IE 2
Other Printer				
Other Peripherals				
Other Peripherals				

	Brand/Model	Serial Number	DSUSD Asset #	Location
Other Computer	MICROLINK	ML62070-1		IE 2
Other Monitor		9171602007	Voc Ag 553	IE 2
Other Printer				
Other Peripherals				
Other Peripherals				

	Brand/Model	Serial Number	DSUSD Asset #	Location
Other Computer	MICROLINK	ML61907-2		IE 2
Other Monitor	COMPAQ	834BF17B176	Voc Ag 711	IE 2
Other Printer				
Other Peripherals				
Other Peripherals				

Pri Grant: 7010 - 7010

Asset Number	Emp ID	Description	Site	Bldg	Room	Dept	Qty	Mfg	Model	Serial No.	Life	Acq Date	Acq Cost	Replacement Cost
AGRIC 00001		AIIE 128K SYSTEM W/ 2 5.25 DRIVES AND MONITOR	360	36032	IE2	1130	1	APPLE	A2S2128	E7131TC	5	06/26/1987	998.68	998.68
AGRIC 0001		HOG SCALE W/SORTING GALE	360	36032	IE2	1130	1	THOMPSON & GILL INC	#51		15	05/23/1985	847.90	0.00
AGRIC 001		MOWER RIDING W/ REAR ENGINE WITH GRASS CATCHER 230-443-2 (213.49) INCL	360	36032	IE2	1130	1		MTD-230-439-2		15	04/04/1990	1,067.48	1,067.48
VEH## 508	DP	2002 CHEVROLET EXP VAN W/TOW PACKAGE 8PASS (Costs reflects DMV fees reimbursement $233.00)	V360	V36001	T/O	1130	1	CHEVROLET	893512	1GAHG39RX21129130	8	03/14/2002	28,943.42	28,943.42
VEH## 513		1997 WW STOCK TRAILER	V360	V36001	T/O	1130	1	WW	E953159	11WHS1621VW233662	8	09/24/1997	3,947.96	0.00
VOCAG 001	DP	ATX DESKTOP MID TOWER COMPUTER BID 02/03-006	360	36032	IE2	1130	1	ATX	DESKTOP MID TOWER	9037824	5	06/30/2003	570.00	570.00
VOCAG 002	DP	ATX DESKTOP MID TOWER COMPUTER BID 02/03-006	360	36032	IE2	1130	1	ATX	DESKTOP MID TOWER	9037825	5	06/30/2003	570.00	570.00
VOCAG 003	DP	ATX DESKTOP MID TOWER COMPUTER BID 02/03-006	360	36032	IE2	1130	1	ATX	DESKTOP MID TOWER	9037823	5	06/30/2003	570.00	570.00
VOCAG 0032	DP	MONITOR INCLUDED WITH COMPUTER	360	36032	IE2	1130	1				5	11/04/1998	0.00	0.00
VOCAG 0033	DP	MONITOR INCLUDED WITH COMPUTER	360	36032	IE2	1130	1				5	11/04/1998	0.00	0.00
VOCAG 0034	DP	MONITOR INCLUDED WITH COMPUTER	360	36032	IE2	1130	1				5	11/04/1998	0.00	0.00
VOCAG 0035	DP	MONITOR INCLUDED WITH COMPUTER	360	36032	IE2	1130	1				5	11/04/1998	0.00	0.00
VOCAG 0036	DP	KEYBOARD INCLUDED WITH COMPUTER	360	36032	IE2	1130	1				5	11/04/1998	0.00	0.00
VOCAG 0037	DP	KEYBOARD INCLUDED WITH COMPUTER	360	36032	IE2	1130	1				5	11/04/1998	0.00	0.00
VOCAG 0038	DP	KEYBOARD INCLUDED WITH COMPUTER	360	36032	IE2	1130	1				5	11/04/1998	0.00	0.00

Pri Grant: 7010 - 7010

Asset Number	Emp ID	Description / Site	Bldg	Room	Dept	Qty	Mfg	Model	Serial No.	Life	Acq Date	Acq Cost	Replacement Cost
VOCAG 0039	DP	KEYBOARD INCLUDED WITH COMPUTER 360	36032	IE2	1130	1				5	11/04/1998	0.00	0.00
VOCAG 004	DP	ATX DESKTOP MID TOWER COMPUTER BID 02/03-006 360	36032	IE2	1130	1	ATX	DESKTOP MID TOWER	9037822	5	06/30/2003	570.00	570.00
VOCAG 005	DP	ATX DESKTOP MID TOWER COMPUTER BID 02/03-006 360	36032	IE2	1130	1	ATX	DESKTOP MID TOWER	9037820	5	06/30/2003	570.00	570.00
VOCAG 006	DP	ATX DESKTOP MID TOWER COMPUTER BID 02/03-006 360	36032	IE2	1130	1	ATX	DESKTOP MID TOWER	9037826	5	06/30/2003	570.00	570.00
VOCAG 007	DP	ATX DESKTOP MID TOWER COMPUTER BID 02/03-006 360	36032	IE2	1130	1	ATX	DESKTOP MID TOWER	9037821	5	06/30/2003	570.00	570.00
VOCAG 010		FLOWER COOLER 360	36032	IE2	1130	1	FLOT-AIRE PORTA	USED		15	08/15/1991	1,493.54	0.00
VOCAG 011		PERSONAL LASERWRITER 300 360	36032	IE2	1130	1	APPLE	M1675LL/A	CA324C9W109	5	06/06/1993	615.08	0.00
VOCAG 012		POWERBOOK 145B 4/80 SYSTEM 360	36032	IE2	1130	1	APPLE	B2125LL/A	EE3511M220C	5	06/20/1994	1,942.47	0.00
VOCAG 013	DP	REFRIGERATOR AVANTI ($182.74) 360	36032	IE2	1130	1	AVANTI		G95002875	15	06/01/1996	0.00	0.00
VOCAG 014	DP	COPIER XEROX - SOLD AT SURPLUS SALE 4/04 360	36032	IE2	1130	1	XEROX		035136	15	06/01/1996	720.24	720.24
VOCAG 015	DP	BLOWER CIRCUITEER II ($311.70) 360	36032	IE2	1130	1	ELECTRIC CLEANER CO		2261	15	12/06/1996	0.00	0.00
VOCAG 016	DP	UPRIGHT GALVANIZED ($268.75) 360	36032	IE2	1130	1	SHOWTIME			20	01/10/1997	0.00	0.00
VOCAG 017	DP	SMALL GALVANIZED ($176.55) 360	36032	IE2	1130	1	SHOWTIME			20	01/10/1997	0.00	0.00
VOCAG 018	DP	LARGE GALVANIZED ($252.63) 360	36032	IE2	1130	1	SHOWTIME			20	01/10/1997	0.00	0.00
VOCAG 019	DP	BLOCKING STANDS ($160.71) 360	36032	IE2	1130	1	SYDELL			20	01/14/1997	0.00	0.00

Pri Grant: 7010 - 7010

Asset Number	Emp ID	Description / Site	Bldg	Room	Dept	Qty	Mfg	Model	Serial No.	Life	Acq Date	Acq Cost	Replacement Cost
VOCAG 020	DP	BLOCKING STANDS ($160.71)											
		360	36032	IE2	1130	1	SYDELL			20	01/14/1997	0.00	0.00
VOCAG 027		HP SCANJET 6200											
		360	36032	IE2	1130	1	HEWLETT PACKARD	6200 C6273A	SG8701103V	5	10/14/1998	562.47	0.00
VOCAG 028		300MHZ PENTIUM COMPUTER SYSTEM											
		360	36032	IE2	1130	1	INTEL PENTIUM	PENTIUM 300MHZ	ML61907-4	5	11/04/1998	930.82	930.82
VOCAG 029		300MHZ PENTIUM COMPUTER SYSTEM											
		360	36032	IE2	1130	1	INTEL PENTIUM	PENTIUM 300MHZ	ML61907-2	5	11/04/1998	930.82	930.82
VOCAG 030		300MHZ PENTIUM COMPUTER SYSTEM											
		360	36032	IE2	1130	1	INTEL PENTIUM	PENTIUM 300MHZ	ML61907-3	5	11/04/1998	930.82	930.82
VOCAG 031		300MHZ PENTIUM COMPUTER SYSTEM											
		360	36032	IE2	1130	1	INTEL PENTIUM	PENTIUM 300MHZ	ML61907-1	5	11/04/1998	930.82	930.82
VOCAG 040	DP	MICROSCOPE #38153 $203.18											
		360	36032	IE2	1130	1	MILO INC	38153		10	11/17/1998	0.00	0.00
VOCAG 041	DP	MICROSCOPE #38153 $203.18											
		360	36032	IE2	1130	1	MILO INC	38153		10	11/17/1998	0.00	0.00
VOCAG 042	DP	MICROSCOPE #38153 $203.18											
		360	36032	IE2	1130	1	MILO INC	38153		10	11/17/1998	0.00	0.00
VOCAG 043	DP	MICROSCOPE #38153 $203.18											
		360	36032	IE2	1130	1	MILO INC	38153		10	11/17/1998	0.00	0.00
VOCAG 044	DP	MICROSCOPE #38153 $203.18											
		360	36032	IE2	1130	1	MILO INC	38153		10	11/17/1998	0.00	0.00
VOCAG 045	DP	MICROSCOPE #38153 $203.18											
		360	36032	IE2	1130	1	MILO INC	38153		10	11/17/1998	0.00	0.00
VOCAG 046	DP	MICROSCOPE #38153 $203.18											
		360	36032	IE2	1130	1	MILO INC	38153		10	11/17/1998	0.00	0.00
VOCAG 047		CPU 333MHZ PENTIUM SYSTEM											
		360	36032	IE2	1130	1	INTEL PENTIUM	PENTIUM 333MHZ	ML62068-2	5	12/15/1998	930.82	930.82
VOCAG 048		CPU 333MHZ PENTIUM SYSTEM											
		360	36032	IE2	1130	1	INTEL PENTIUM	PENTIUM 333MHZ	ML62060-1	5	12/15/1998	930.82	930.82
VOCAG 049	DP	MONITOR FOR COMPUTER - INCLUDED											
		360	36032	IE2	1130	1			502019746134215S5H1A 1	5	12/15/1998	0.00	0.00

Pri Grant: 7010 - 7010

Asset Number / Emp ID	Description / Site	Bldg	Room	Dept	Qty	Mfg	Model	Serial No.	Life	Acq Date	Acq Cost	Replacement Cost
VOCAG 050	MONITOR FOR COMPUTER - INCLUDED											
DP	360	36032	IE2	1130	1			50201974613240S5H1A 1	5	12/15/1998	0.00	0.00
VOCAG 051	KEYBOARD FOR COMPUTER - INCLUED											
DP	360	36032	IE2	1130	1			Q983513834	5	12/15/1998	0.00	0.00
VOCAG 052	KEYBOARD FOR COMPUTER - INCLUDED											
DP	360	36032	IE2	1130	1			Q983513838	5	12/15/1998	0.00	0.00
VOCAG 053	LAPTOP COMPUTER LAGER											
	360	36032	IE2	1130	1	SAGER	NP66044	NC6608470112	5	12/17/1998	1,865.15	0.00
VOCAG 054	DIGITAL CAMERA											
	360	36032	IE2	1130	1			168172	10	10/25/1999	709.00	0.00
VOCAG-021	PRINTER HEWLETT PACKARD 692C $215.49											
DP	360	36032	IE2	1130	1	HEWLETT PACKARD	692C	SG831102H2	5	09/10/1998	0.00	0.00
VOCAG-022	PRINTER HEWLETT PACKARD 692C $215.49											
DP	360	36032	IE2	1130	1	HEWLETT PACKARD	692C	SG831102GS	5	09/10/1998	0.00	0.00
VOCAG-023	PRINTER HEWLETT PACKARD 692C $215.49											
DP	360	36032	IE2	1130	1	HEWLETT PACKARD	692C	SG831102DH	5	09/10/1998	0.00	0.00
VOCAG-024	PRINTER HEWLETT PACKARD 692C $215.49											
DP	360	36032	IE2	1130	1	HEWLETT PACKARD	692C	CN862110JV	5	09/10/1998	0.00	0.00
VOCAG-025	PRINTER HEWLETT PACKARD 692C $215.49											
DP	360	36032	IE2	1130	1	HEWLETT PACKARD	692C	SG831102DV	5	09/10/1998	0.00	0.00
VOCAG-026	PRINTER HEWLETT PACKARD 693C $215.49											
DP	360	36032	IE2	1130	1	HEWLETT PACKARD	692C	SG831102HM	5	09/10/1998	0.00	0.00
								Totals Asset Count		57	53,288.31	41,304.74

7010 **Inventory Tagging Form** VOC AG

Completed by Inventory Control Clerk | To be completed by Receiver

Location	Description	P.O #	Manufacturer	Cost	Serial #	Tag #	Date
H.S.	Computer	16565	Syslink	529.00	9037824	001	6-30-03
					9037825	002	
					9037823	003	
					9037822	004	
					9037820	005	
					9037826	006	
HS	Computer	16565	Syslink	529.00	9037821	007	6-30-03

Purchasing 93-0002 7010 VOC AG Tagged by: _____

VOCATIONAL AGRICULTURE 250 78000 00

WAREHOUSE INVENTORY LOG

LOCATION	DESCRIPTION	P.O.#	MANUFACTURER	SERIAL #	ORIGINAL COST	TAG #	PURCH. DATE	
V.HS.	PORTA FLUVIAL COOLER	28498			1492.54	010	9-84	
VHS	LAZER WRITER 300	41193	APPLE CA3243GW109		563.00	011	6-94	
VHS.	DOUBLE DESK 145R	41109	APPLE EE	3511M220C	1,218.00	012	6-94	
VHS.	AVANTI REFRIGERATOR	61350	AVANTI	3R5002805	169.99	013	6-96	182.74
VHS.	XEROX COPIER	61350	XEROX	035136	699.99	014	6-96	720.24
VHS	BLOWER CIRCUITEER II	64346	ELECTRIC CLEANER CO	2261	289.95	015	12-6-96	
VHS	UPRIGHT GALVANIZED	64755	SHOWTIME	—	250.50	016		268.75
VHS	SMALL GALVANIZED	64755		—	165.66	017	1-14-97	176.55
VHS	LARGE GALVANIZED	64755		—	235.66	018		252.63
VHS	BLOCKING STANDS	64755	SYDELL	—	149.50	019	1-14	160.71
VHS	BLOCKING STANDS	64755	SYDELL	—	149.50	020	97	160.71
V.HS.	692 C. Printer	80050	OFFICE DEPOT	SG831102H2	199.99	021	9-10-98	214.99
				SG831102GS		022		
				SG831102DH		023		
				SG831102JV		024		
				SG831102DV		025		
V.HS.	692C. Printer	800.50	Office Depot	SG831102Him	199.99	026	9-10-98	
V.H.S.	C6273A HP SCANJET 6200	80789	SEHI Computer	SG8701103V	362.00	027	10-9-98	389.15
VHS	300 MHZ COMPUTER SYSTEM	80100	MICROLINK	ML61907-4	888.—	028	11-4-98	
VHS	" "	80100	MICROLINK	ML61907-2	888.—	029	11-4-98	
VHS	" "	" "	" "	ML61907-3	888.—	030	" "	
VHS	" "	" "	" "	ML61907-1	"	031	"	
VHS	300MHZ COMPUTER MONITOR	80100	MICROLINK	93702578P50141	"	032	11-4-98	
VHS	300 MHZ COMPUTER MONITOR	80100	MICROLINK	93702578P50141	"	033	"	
VHS	300 MHZ COMPUTER MONITOR	80100	MICROLINK	93702578P50141		034		
VHS	" "	80100	MICROLINK	93702578P50141	"	035	"	
VHS	300 MHZ COMPUTER, KEYBOARD	80100	MICRLINK	0983512691	"	036	11-4-98	
VHS	300 MHZ COMPUTER, KEYBOARD	80100	MICRLINK	0983512690	"	037	11-4-98	
VHS		80100	" "	0983512689		038		

Agricultural Grant

WAREHOUSE INVENTORY LOG

25078000 = 7010 FUSCAL 203.18

LOCATION	DESCRIPTION	P.O.#	MANUFACTURER	SERIAL #	ORIGINAL COST	TAG #	PURCH. DATE
LHS.	Microscope # 38153	81198	Milo inc	—	189.00	040	11-17-98
				—		041	11-17-98
				—		042	
				—		043	
				—		044	
				—		045	
LHS	Microscope # 38153	81198	Milo inc	—	189.00	046	11-17-98
LHS	CPU	81328	MicroLink	ML62068-2	888.00	047	12-98
				ML62060-1		048	
	Monitor 12/15/98	9178502	0197461342155HAI			049	
		9178502	0197461324055HAI			050	
	KEY		0983513834			051	
			0983513838			052	
LHS.	Sager Lap Top Computer	EC101	Neri Technologies	NC6600847 0112	1231.00	053	12-17-98
LHS.	Digital Camera Sony Mvc-FD83	2926	Best Buy	168172	658.00	054	11-25-99

X.

FFA Roster

Indio High School

		Check One
*Request for Pricing	☐ Purchase Request ☑	Outside Vendor ☑
*Authorizing Signatures Not Required Until Order is Being Submitted for Processing		Warehouse Stock Items ☐

FOR REQUISITIONER USE ONLY:

Date 10/14/14	Dept: Agriculture	Dept Head: M. McBride
Vendor California Association Future Farmers of America		Requestor: M. McBride
Address PO Box 460, Galt, CA 95632		Room Number: 20
Phone (209) 744-1601		Date Needed: ASAP
Fax (209) 744-1602		Code: 06-360-7010-0-1130-1000-4300

Line	Item, ISBN, Catalog No.	Description Including brand, color and size	Qty	UM	Unit Price	Extended Price
1		Leadership Packets	396		$ 8.50	$3,366.00
2						$0.00
3						$0.00
4						$0.00
5						$0.00
6						$0.00
7						$0.00
8						$0.00
9						$0.00
10						$0.00
11						$0.00
12						$0.00
13						$0.00
14						$0.00
15						$0.00
16						$0.00
17						$0.00
18						$0.00
19						$0.00
20						$0.00
21						$0.00
22						$0.00
23						$0.00
24						$0.00
25						$0.00
26						$0.00
27						$0.00
28						$0.00
29						$0.00
30						$0.00

Subtotal	$3,366.00
Discount	$0.00
Sales Tax	$0.00
Freight	$110.00
Grand Total	$3,476.00

Instructions for Using Requisition Form:

1. After filling out entire form, print out and submit to Department Head for approval.
2. Dept Head will submit approved requisition to Principal.
3. Principal will submit approved requisition to Accounting Technician.
4. Acct Tech will verify funding and submit order.
5. Requisitioner will be notified when order is placed.

Requisitioner Notes	Vendor Notes/Comments:
Ag Incentive and Discr. Fund	

Authorizing Signatures:

Melissa McBride 10/14/14

Department Head *Date* **Principal** *Date*

For Accounting Technician Use Only:

	Received in Fiscal Services	Requisition Number Assigned	
	Verified Available Funding Source(s)	Purchase Order Number Assigned	

CALIFORNIA ASSOCIATION FFA

AFFILIATION MATERIAL ORDER FORM

The **Indio Chapter** of FFA is requesting **396** Leadership Packets in order to facilitate instruction at the start of school. Ship materials to:

CA0053
Indio HS
81-750 Avenue 46
Indio, CA 92201

Please sign below indicating you understand that your chapter **must affiliate at least** as many students as you have ordered packets for, **and at least** as many students as will be reported on your **R-2**, regardless of what your enrollment might be at a later date.

Advisor signature: _____

Please allow for two weeks delivery from the date your order is received in our office.

Description	Qty	Rate	Amount
Student	396	8.50	3,366.00
Others		7.00	0.00
Shipping	396		110.00
TOTAL			$3,476.00
Less "Early Order" Amount			0
Net Payment			$ 3,476.00

A Purchase Order addressed to California Association, Future Farmers of America - Vo Ag Student Leadership Program **must accompany this form** and mailed to:

California Association, Future Farmers of America
Jennifer Stockton, Membership Services
PO Box 460 Galt, CA 95632
(209)744-1601 phone
(209)744-1602 fax
jstockton@californiaFFA.org

Printed:10/14/2014 9:56:14 AM

Print Student List

Site developed and maintained by the California FFA Association.

FFA Roster

CA0053 Indio
Indio HS
81-750 Avenue 46
Indio, CA 92201
Year: 2014 Go

FFA #	Last Name	First Name	Address	City	St	Zip	Year	Grade	Gender	Hispanic	Race	Program
600981103	Aceves-Ortiz	Perla	81750 Ave 46	Indio	CA	92201	2	11	F	X	2 or More	An. Science
0	Acosta	Ana Leticia	81750 Ave 46	Indio	CA	92201	1	12	F	X	2 or More	O.H.
600981104	Acosta	Luz Maria	81750 Ave 46	Indio	CA	92201	2	10	F	X	2 or More	Agriscience
0	Acosta	Miguel Angel	81750 Ave 46	Indio	CA	92201	1	12	M	X	2 or More	Agriscience
0	Adkins	Kayla Alea	81750 Ave 46	Indio	CA	92262	1	09	F	X	2 or More	Agriscience
600981105	Aguilar	Miguel	81750 Ave 46	Indio	CA	92201	2	10	M	X	2 or More	Agriscience
600615483	Aguirre	Jailene Lizeth	81750 Ave 46	Indio	CA	92201	2	11	F	X	2 or More	O.H.
600981108	Alcantar	Alma Susana Ramirez	81750 Ave 46	Indio	CA	92201	2	10	F	X	2 or More	Agriscience
0	Aldaz-Hernandez	Hector Manuel	81750 Ave 46	Indio	CA	92262	1	11	M	X	2 or More	Agriscience
0	Alonso-Barrera	Victor Hugo	81750 Ave 46	Indio	CA	92262	1	09	M	X	2 or More	Agriscience
600616040	Alonzo	Adrian Alexis	81750 Ave 46	Indio	CA	92201	3	11	M	X	2 or More	Agriscience
0	Alvarado Blanco	Ana Graciela	81750 Ave 46	Indio	CA	92201	1	12	F	X	2 or More	O.H.
600981112	Alvarez	Denisse Yacqueline	81750 Ave 46	Indio	CA	92201	2	10	F	X	2 or More	Agriscience
0	Alvarez	Tony Garcia, III	81750 Ave 46	Indio	CA	92201	1	09	M	X	2 or More	Agriscience
0	Amaya	Gomecindo Adrian	81750 Ave 46	Indio	CA	92201	1	09	M	X	2 or More	Agriscience
600060943	Amaya	Rosa Leticia	81750 Ave 46	Indio	CA	92201	4	12	F	X	2 or More	An. Science
0	Angulo	Lucero	81750 Ave 46	Indio	CA	92201	1	09	F	X	2 or More	Agriscience
0	Arballo	Alexis Destiney	81750 Ave 46	Indio	CA	92201	1	09	F	X	2 or More	O.H.
0	Arciniega	Arianna Alissa	81750 Ave 46	Indio	CA	92201	1	09	F	X	2 or More	O.H.
600615541	Arroyo	Ruby	81750 Ave 46	Indio	CA	92201	3	11	F	X	2 or More	O.H.
0	Arteaga Ponce	Zaida Itzel	81750 Ave 46	Indio	CA	92201	1	10	F	X	2 or More	O.H.
0	Astorga	Cibeli Dalahiti	81750 Ave 46	Indio	CA	92201	1	10	F	X	2 or More	O.H.
0	Avila	Jennifer	81750 Ave 46	Indio	CA	92262	1	09	F	X	2 or	Agriscience

FFA Roster

CA0053 Indio
Indio HS
81-750 Avenue 46
Indio, CA 92201

Year: 2014 Go

FFA #	Last Name	First Name	Address	City	St	Zip	Year	Grade	Gender	Hispanic	Race	Program
600981103	Aceves-Ortiz	Perla	81750 Ave 46	Indio	CA	92201	2	11	F	X	2 or More	An. Science
0	Acosta	Ana Leticia	81750 Ave 46	Indio	CA	92201	1	12	F	X	2 or More	O.H.
600981104	Acosta	Luz Maria	81750 Ave 46	Indio	CA	92201	2	10	F	X	2 or More	Agriscience
0	Acosta	Miguel Angel	81750 Ave 46	Indio	CA	92201	1	12	M	X	2 or More	Agriscience
0	Adkins	Kayla Alea	81750 Ave 46	Indio	CA	92262	1	09	F	X	2 or More	Agriscience
600981105	Aguilar	Miguel	81750 Ave 46	Indio	CA	92201	2	10	M	X	2 or More	Agriscience
600615483	Aguirre	Jailene Lizeth	81750 Ave 46	Indio	CA	92201	2	11	F	X	2 or More	O.H.
600981108	Alcantar	Alma Susana Ramirez	81750 Ave 46	Indio	CA	92201	2	10	F	X	2 or More	Agriscience
0	Aldaz-Hernandez	Hector Manuel	81750 Ave 46	Indio	CA	92262	1	11	M	X	2 or More	Agriscience
0	Alonso-Barrera	Victor Hugo	81750 Ave 46	Indio	CA	92262	1	09	M	X	2 or More	Agriscience
600616040	Alonzo	Adrian Alexis	81750 Ave 46	Indio	CA	92201	3	11	M	X	2 or More	Agriscience
0	Alvarado Blanco	Ana Graciela	81750 Ave 46	Indio	CA	92201	1	12	F	X	2 or More	O.H.
600981112	Alvarez	Denisse Yacqueline	81750 Ave 46	Indio	CA	92201	2	10	F	X	2 or More	Agriscience
0	Alvarez	Tony Garcia, III	81750 Ave 46	Indio	CA	92201	1	09	M	X	2 or More	Agriscience
0	Amaya	Gomecindo Adrian	81750 Ave 46	Indio	CA	92201	1	09	M	X	2 or More	Agriscience
600060943	Amaya	Rosa Leticia	81750 Ave 46	Indio	CA	92201	4	12	F	X	2 or More	An. Science
0	Angulo	Lucero	81750 Ave 46	Indio	CA	92201	1	09	F	X	2 or More	Agriscience
0	Arballo	Alexis Destiney	81750 Ave 46	Indio	CA	92201	1	09	F	X	2 or More	O.H.
0	Arciniega	Arianna Alissa	81750 Ave 46	Indio	CA	92201	1	09	F	X	2 or More	O.H.
600615541	Arroyo	Ruby	81750 Ave 46	Indio	CA	92201	3	11	F	X	2 or More	O.H.
0	Arteaga Ponce	Zaida Itzel	81750 Ave 46	Indio	CA	92201	1	10	F	X	2 or More	O.H.
0	Astorga	Cibeli Dalahiti	81750 Ave 46	Indio	CA	92201	1	10	F	X	2 or More	O.H.
0	Avila	Jennifer	81750 Ave 46	Indio	CA	92262	1	09	F	X	2 or	Agriscience

0	Ayala	Jesus Mahonry	81750 Ave 46 Indio CA 92201	1	10	M	X	2 or More	O.H.
600981119	Ayon	Paul Daniel	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Baltierra	Nicole Rubby	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	O.H.
600615238	Barajas	Lizbeth Flores	81750 Ave 46 Indio CA 92201	3	11	M	X	2 or More	Agriscience
0	Barajas	Samantha Marianne	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	O.H.
0	Barba	Eduardo, JR	81750 Ave 46 Indio CA 92201	1	11	M	X	2 or More	An. Science
0	Barboza Pulido	Aylin Marlene	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
600981122	Barkley	Arianna Lou	81750 Ave 46 Indio CA 92201	2	10	M		2 or More	Agriscience
600981125	Bautista	Anthony	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
600981127	Bautista	Natalie	81750 Ave 46 Indio CA 92201	2	11	F	X	2 or More	Agriscience
600981130	Beltran Garcia	Junior Jesus	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Beltran-Beltran	Alicia	81750 Ave 46 Indio CA 92262	1	12	F	X	2 or More	An. Science
0	Benavidez	Joseph Noelle	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Bernal	Jennifer Itzel	81750 Ave 46 Indio CA 92201	1	10	F	X	2 or More	O.H.
600981131	Blanco	Jorge Luis	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Botello	Narely	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	O.H.
0	Botello	Narely	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Bracamontes	Melissa	81750 Ave 46 Indio CA 92262	1	10	F	X	2 or More	An. Science
600615926	Bravo	Jaquelin	81750 Ave 46 Indio CA 92201	3	11	F		2 or More	Agriscience
0	Bravo	Kevin Ethan	81750 Ave 46 Indio CA 92262	1	11	M	X	2 or More	Agriscience
600981132	Briseno	Alvaro Jose G.	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
600981133	Burns	Claire Elizabeth Christine	81750 Ave 46 Indio CA 92201	2	10	M		2 or More	Agriscience
0	Cabrera-Rojas	Jocelyn	81750 Ave 46 Indio CA 92262	1	09	F	X	2 or More	Agriscience
0	Calderon	Julian	81750 Ave 46 Indio CA 92201	1	11	M	X	2 or More	An. Science
600981134	Calderon	Maria Jacqueline	81750 Ave 46 Indio CA 92201	2	11	F	X	2 or More	An. Science
0	Calleja-Rodriguez	Marisol	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Candelario Msemaji	Ricardo	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
600615763	Canseco-Reyes	Josie Alicia	81750 Ave 46 Indio CA 92201	3	11	F	X	2 or More	Agriscience
600980525	Cardenas	Alexandro	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Cardona	Sylma Marie	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience

0	Ayala	Jesus Mahonry	81750 Ave 46 Indio CA 92201	1	10	M	X	2 or More	O.H.
600981119	Ayon	Paul Daniel	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Baltierra	Nicole Rubby	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	O.H.
600615238	Barajas	Lizbeth Flores	81750 Ave 46 Indio CA 92201	3	11	M	X	2 or More	Agriscience
0	Barajas	Samantha Marianne	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	O.H.
0	Barba	Eduardo, JR	81750 Ave 46 Indio CA 92201	1	11	M	X	2 or More	An. Science
0	Barboza Pulido	Aylin Marlene	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
600981122	Barkley	Arianna Lou	81750 Ave 46 Indio CA 92201	2	10	M		2 or More	Agriscience
600981125	Bautista	Anthony	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
600981127	Bautista	Natalie	81750 Ave 46 Indio CA 92201	2	11	F	X	2 or More	Agriscience
600981130	Beltran Garcia	Junior Jesus	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Beltran-Beltran	Alicia	81750 Ave 46 Indio CA 92262	1	12	F	X	2 or More	An. Science
0	Benavidez	Joseph Noelle	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Bernal	Jennifer Itzel	81750 Ave 46 Indio CA 92201	1	10	F	X	2 or More	O.H.
600981131	Blanco	Jorge Luis	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Botello	Narely	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	O.H.
0	Botello	Narely	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Bracamontes	Melissa	81750 Ave 46 Indio CA 92262	1	10	F	X	2 or More	An. Science
600615926	Bravo	Jaquelin	81750 Ave 46 Indio CA 92201	3	11	F		2 or More	Agriscience
0	Bravo	Kevin Ethan	81750 Ave 46 Indio CA 92262	1	11	M	X	2 or More	Agriscience
600981132	Briseno	Alvaro Jose G.	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
600981133	Burns	Claire Elizabeth Christine	81750 Ave 46 Indio CA 92201	2	10	M		2 or More	Agriscience
0	Cabrera-Rojas	Jocelyn	81750 Ave 46 Indio CA 92262	1	09	F	X	2 or More	Agriscience
0	Calderon	Julian	81750 Ave 46 Indio CA 92201	1	11	M	X	2 or More	An. Science
600981134	Calderon	Maria Jacqueline	81750 Ave 46 Indio CA 92201	2	11	F	X	2 or More	An. Science
0	Calleja-Rodriguez	Marisol	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Candelario Msemaji	Ricardo	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
600615763	Canseco-Reyes	Josie Alicia	81750 Ave 46 Indio CA 92201	3	11	F	X	2 or More	Agriscience
600980525	Cardenas	Alexandro	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Cardona	Sylma Marie	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience

600980526	Cardoso	Jaeden Anthony	81750 Ave 46	Indio CA	92201	2	10	M		2 or More	Agriscience
600980527	Carmona	Justin Thomas	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
600060985	Caro	Kendy Yanira	81750 Ave 46	Indio CA	92201	4	12	F		2 or More	O.H.
600980529	Carranza	Christian Robert	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
600060986	Carrasco	Sylvia Marissa	81750 Ave 46	Indio CA	92201	3	12	F	X	2 or More	Agriscience
0	Casas	Regina Mi Vida Amor	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600980535	Casas	Selena Monique	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600980536	Casillas	Nathalia Denise	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Castellanos	Mariana Jacqueline	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Castillo	Carlos Humberto	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Castillo	Jesus Alberto	81750 Ave 46	Indio CA	92201	1	12	M	X	2 or More	O.H.
600980538	Castillo	Joy	81750 Ave 46	Indio CA	92201	2	11	F	X	2 or More	An. Science
0	Castro	Aileen	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Castro	Josue	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600980540	Castro	Reyna Alejandra	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Cea-Barron	Paulo Sergio, JR	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600980542	Cebreros-Murillo	Danniela	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600615963	Cecena-Delamora	Noemi	81750 Ave 46	Indio CA	92201	3	12	F	X	2 or More	O.H.
600980543	Ceja	Deisi	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Cendejas	Cindy Gabriela	81750 Ave 46	Indio CA	92201	1	11	F	X	2 or More	Agriscience
600980544	Chavera-Mesa	Jesse Gabriel	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Chavez	Aubriana Nicole	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
0	Chavira	Monica Aracelli	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600980546	Cobian	Kayla	81750 Ave 46	Indio CA	92201	2	11	F		2 or More	An. Science
553634208	Cortez	Veronica Antonia	81750 Ave 46	Indio CA	92201	5	13	F	X	2 or More	Ag Bus Mgt
553634211	Cruz	Jessenia Marie	81750 Ave 46	Indio CA	92201	5	13	F	X	2 or More	Ag Bus Mgt
0	Cruz	Maria Guadalupe Pricilia	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	O.H.
600980553	Cruz	Steve Lawerence	81750 Ave 46	Indio CA	92201	2	10	M		2 or More	Agriscience
553634213	Cruz	Veronica Itzel	81750 Ave 46	Indio CA	92201	5	13	F	X	2 or More	Ag Bus Mgt
600615440	Cunanan Jr.	Espiridion Dugenia	81750 Ave 46	Indio CA	92201	3	11	M		2 or More	Agriscience
0	Dalipagic	Benjamin Aaron	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or	Agriscience

600980526	Cardoso	Jaeden Anthony	81750 Ave 46	Indio CA	92201	2	10	M	2 or More	Agriscience
600980527	Carmona	Justin Thomas	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
600060985	Caro	Kendy Yanira	81750 Ave 46	Indio CA	92201	4	12	F	2 or More	O.H.
600980529	Carranza	Christian Robert	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
600060986	Carrasco	Sylvia Marissa	81750 Ave 46	Indio CA	92201	3	12	F	X	2 or More	Agriscience
0	Casas	Regina Mi Vida Amor	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600980535	Casas	Selena Monique	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600980536	Casillas	Nathalia Denise	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Castellanos	Mariana Jacqueline	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Castillo	Carlos Humberto	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Castillo	Jesus Alberto	81750 Ave 46	Indio CA	92201	1	12	M	X	2 or More	O.H.
600980538	Castillo	Joy	81750 Ave 46	Indio CA	92201	2	11	F	X	2 or More	An. Science
0	Castro	Aileen	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Castro	Josue	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600980540	Castro	Reyna Alejandra	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Cea-Barron	Paulo Sergio, JR	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600980542	Cebreros-Murillo	Danniela	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600615963	Cecena-Delamora	Noemi	81750 Ave 46	Indio CA	92201	3	12	F	X	2 or More	O.H.
600980543	Ceja	Deisi	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Cendejas	Cindy Gabriela	81750 Ave 46	Indio CA	92201	1	11	F	X	2 or More	Agriscience
600980544	Chavera-Mesa	Jesse Gabriel	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Chavez	Aubriana Nicole	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
0	Chavira	Monica Aracelli	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600980546	Cobian	Kayla	81750 Ave 46	Indio CA	92201	2	11	F	2 or More	An. Science
553634208	Cortez	Veronica Antonia	81750 Ave 46	Indio CA	92201	5	13	F	X	2 or More	Ag Bus Mgt
553634211	Cruz	Jessenia Marie	81750 Ave 46	Indio CA	92201	5	13	F	X	2 or More	Ag Bus Mgt
0	Cruz	Maria Guadalupe Pricilia	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	O.H.
600980553	Cruz	Steve Lawerence	81750 Ave 46	Indio CA	92201	2	10	M	2 or More	Agriscience
553634213	Cruz	Veronica Itzel	81750 Ave 46	Indio CA	92201	5	13	F	X	2 or More	Ag Bus Mgt
600615440	Cunanan Jr.	Espiridion Dugenia	81750 Ave 46	Indio CA	92201	3	11	M	2 or More	Agriscience
0	Dalipagic	Benjamin Aaron	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or	Agriscience

0	De Andra	Mark Anthony	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
600980555	De La Cerda	Emiliano Sebastian	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	De La Herran	Yesenia	81750 Ave 46 Indio CA 92262	1	11	F	X	2 or More	Agriscience
600061008	De La Torre	Dominic Angel	81750 Ave 46 Indio CA 92201	2	12	M	X	2 or More	Agriscience
0	Delgado	Ana Lucia	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	O.H.
0	Delgado	Natalie	81750 Ave 46 Indio CA 92262	1	09	F	X	2 or More	Agriscience
600615450	Dewitt	Jade Kali	81750 Ave 46 Indio CA 92201	4	12	F		2 or More	An. Science
0	Diaz	Francelia	81750 Ave 46 Indio CA 92201	2	12	F	X	2 or More	O.H.
600981160	Diaz	Isaac Israel	81750 Ave 46 Indio CA 92201	2	12	M	X	2 or More	O.H.
600981161	Diaz	Lesly A.	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Diaz	Santiago Julian Andres	81750 Ave 46 Indio CA 92262	1	11	M	X	2 or More	An. Science
0	Diaz-Reyes	Julissa	81750 Ave 46 Indio CA 92262	1	12	F	X	2 or More	An. Science
600981163	Dimas	Chris	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Dominguez	Benjamin JR	81750 Ave 46 Indio CA 92262	1	11	M	X	2 or More	Agriscience
600615805	Duran	Aleena Alicia	81750 Ave 46 Indio CA 92201	2	11	F	X	2 or More	O.H.
0	Duran	Alexyah Nadine	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	O.H.
0	Escobedo	Reyna Juliza	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Espinoza	Alexis Nicole	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Espinoza	Jessica Jesany	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Espinoza	Miguel Moreno	81750 Ave 46 Indio CA 92262	1	09	M	X	2 or More	Agriscience
600061024	Esquivel	Adrianna Huerta	81750 Ave 46 Indio CA 92201	4	12	M	X	2 or More	Agriscience
0	Fain	Jacob Alexander	81750 Ave 46 Indio CA 92262	1	09	M	X	2 or More	Agriscience
0	Fernandez	Jazper Luis	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
600061029	Flores	Iliana	81750 Ave 46 Indio CA 92201	4	12	F	X	2 or More	O.H.
0	Flores	Jazmine	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
600061030	Flores	Riciana	81750 Ave 46 Indio CA 92201	4	12	F	X	2 or More	Agriscience
600615142	Flores Jr.	Rodolfo Castillo	81750 Ave 46 Indio CA 92201	3	12	M	X	2 or More	O.H.
600981173	Flores-Cruz	Jose Alfredo	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Florez-Ruiz	Raul	81750 Ave 46 Indio CA 92201	1	12	M	X	2 or More	Agriscience
600615718	Fraga	Dannelly Michael	81750 Ave 46 Indio CA 92201	3	11	M		2 or More	Agriscience

0	De Andra	Mark Anthony	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600980555	De La Cerda	Emiliano Sebastian	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	De La Herran	Yesenia	81750 Ave 46	Indio CA	92262	1	11	F	X	2 or More	Agriscience
600061008	De La Torre	Dominic Angel	81750 Ave 46	Indio CA	92201	2	12	M	X	2 or More	Agriscience
0	Delgado	Ana Lucia	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	O.H.
0	Delgado	Natalie	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
600615450	Dewitt	Jade Kali	81750 Ave 46	Indio CA	92201	4	12	F		2 or More	An. Science
0	Diaz	Francelia	81750 Ave 46	Indio CA	92201	2	12	F	X	2 or More	O.H.
600981160	Diaz	Isaac Israel	81750 Ave 46	Indio CA	92201	2	12	M	X	2 or More	O.H.
600981161	Diaz	Lesly A.	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Diaz	Santiago Julian Andres	81750 Ave 46	Indio CA	92262	1	11	M	X	2 or More	An. Science
0	Diaz-Reyes	Julissa	81750 Ave 46	Indio CA	92262	1	12	F	X	2 or More	An. Science
600981163	Dimas	Chris	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Dominguez	Benjamin JR	81750 Ave 46	Indio CA	92262	1	11	M	X	2 or More	Agriscience
600615805	Duran	Aleena Alicia	81750 Ave 46	Indio CA	92201	2	11	F	X	2 or More	O.H.
0	Duran	Alexyah Nadine	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	O.H.
0	Escobedo	Reyna Juliza	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Espinoza	Alexis Nicole	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Espinoza	Jessica Jesany	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Espinoza	Miguel Moreno	81750 Ave 46	Indio CA	92262	1	09	M	X	2 or More	Agriscience
600061024	Esquivel	Adrianna Huerta	81750 Ave 46	Indio CA	92201	4	12	M	X	2 or More	Agriscience
0	Fain	Jacob Alexander	81750 Ave 46	Indio CA	92262	1	09	M	X	2 or More	Agriscience
0	Fernandez	Jazper Luis	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600061029	Flores	Iliana	81750 Ave 46	Indio CA	92201	4	12	F	X	2 or More	O.H.
0	Flores	Jazmine	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600061030	Flores	Riciana	81750 Ave 46	Indio CA	92201	4	12	F	X	2 or More	Agriscience
600615142	Flores Jr.	Rodolfo Castillo	81750 Ave 46	Indio CA	92201	3	12	M	X	2 or More	O.H.
600981173	Flores-Cruz	Jose Alfredo	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Florez-Ruiz	Raul	81750 Ave 46	Indio CA	92201	1	12	M	X	2 or More	Agriscience
600615718	Fraga	Dannelly Michael	81750 Ave 46	Indio CA	92201	3	11	M		2 or More	Agriscience

600615313	Gallardo	Alexander	81750 Ave 46	Indio CA	92201	3	11	M	X	2 or More	An. Science
600981175	Gallegos	Samantha	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	O.H.
0	Galvan	David JR	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600981176	Galvez	Mariah Maria	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Gamboa	Jesus Aldair	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Gamino	Liliana Minnie	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Garcia	Andrea Soledad	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	O.H.
600981177	Garcia	Antonio	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
600981178	Garcia	Damaris	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Garcia	Guadalupe Del Carmen	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	O.H.
0	Garcia	Laura Priscilla	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600981180	Garcia	Maria Dejesus	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Garcia	Marlene	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
0	Garcia	Mercadez Marie	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Garcia	Mike Anthony	81750 Ave 46	Indio CA	92262	1	11	M	X	2 or More	Agriscience
600981182	Garcia	Nanette Zavala	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600981183	Garcia	Osbin Renee	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Garcia	Rene	81750 Ave 46	Indio CA	92262	1	09	M	X	2 or More	Agriscience
600981184	Garcia	Rosa Maria	81750 Ave 46	Indio CA	92201	2	11	F	X	2 or More	Agriscience
600981185	Garcia	Yaneth	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600981186	Garcia-Aguilar	Angel Arturo	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Garcia-Rodriguez	Ivan Daniel	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Garduno	Jesus Muniz	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600981188	Garduno	Leslie	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Gomez	Crystal Renee	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
0	Gomez	Edza Mariana	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Gomez	Esmeralda	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	O.H.
600981193	Gomez	Veronica Guadalupe	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Gomez-Becerra	America	81750 Ave 46	Indio CA	92262	1	11	F	X	2 or More	Agriscience
0	Gomez-Flores	Andrew Jacob	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience

600615313	Gallardo	Alexander	81750 Ave 46	Indio CA	92201	3	11	M	X	2 or More	An. Science
600981175	Gallegos	Samantha	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	O.H.
0	Galvan	David JR	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600981176	Galvez	Mariah Maria	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Gamboa	Jesus Aldair	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Gamino	Liliana Minnie	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Garcia	Andrea Soledad	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	O.H.
600981177	Garcia	Antonio	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
600981178	Garcia	Damaris	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Garcia	Guadalupe Del Carmen	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	O.H.
0	Garcia	Laura Priscilla	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600981180	Garcia	Maria Dejesus	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Garcia	Marlene	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
0	Garcia	Mercadez Marie	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Garcia	Mike Anthony	81750 Ave 46	Indio CA	92262	1	11	M	X	2 or More	Agriscience
600981182	Garcia	Nanette Zavala	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600981183	Garcia	Osbin Renee	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Garcia	Rene	81750 Ave 46	Indio CA	92262	1	09	M	X	2 or More	Agriscience
600981184	Garcia	Rosa Maria	81750 Ave 46	Indio CA	92201	2	11	F	X	2 or More	Agriscience
600981185	Garcia	Yaneth	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600981186	Garcia-Aguilar	Angel Arturo	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Garcia-Rodriguez	Ivan Daniel	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Garduno	Jesus Muniz	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600981188	Garduno	Leslie	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Gomez	Crystal Renee	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
0	Gomez	Edza Mariana	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Gomez	Esmeralda	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	O.H.
600981193	Gomez	Veronica Guadalupe	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Gomez-Becerra	America	81750 Ave 46	Indio CA	92262	1	11	F	X	2 or More	Agriscience
0	Gomez-Flores	Andrew Jacob	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience

0	Gonzales	Mary Rose	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
600981195	Gonzales	Ricardo Thomas	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Gonzalez	Alexia	81-750 Ave 46	Indio Ca	92201	2	11	F	X	2 or More	An. Science
0	Gonzalez	Amy	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
0	Gonzalez	Daniel	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600981197	Gonzalez	Miranda Nicole	81750 Ave 46	Indio CA	92201	2	11	F	X	2 or More	Agriscience
600981199	Gonzalez	Yolanda Maytorena	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Gordillo	Martin Isaiah	81750 Ave 46	Indio CA	92262	1	12	M	X	2 or More	Agriscience
0	Gorostieta-Chaidez	Fabian Angel	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600981299	Gorostieta-Chaidez	Francisco	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
600981300	Guerra	Benjamin	81750 Ave 46	Indio CA	92201	2	11	M	X	2 or More	An. Science
0	Guerrero	Maria Magdalena	81750 Ave 46	Indio CA	92262	1	12	F	X	2 or More	O.H.
0	Gutierrez	Andy	81750 Ave 46	Indio CA	92262	1	11	M	X	2 or More	Agriscience
600615425	Gutierrez	Giovanny	81750 Ave 46	Indio CA	92201	3	11	F	X	2 or More	O.H.
600061060	Gutierrez	Jessie Patricia	81750 Ave 46	Indio CA	92201	4	12	F	X	2 or More	O.H.
0	Guzman	Brittany	81750 Ave 46	Indio CA	92201	1	10	F	X	2 or More	O.H.
600981305	Guzman	Brittany Darlene	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Guzman	Veanka Duarte	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600615813	Hernandez	Alex Thomas	81750 Ave 46	Indio CA	92201	2	11	M	X	2 or More	O.H.
600061065	Hernandez	Ariana Teresa	81750 Ave 46	Indio CA	92201	3	12	F	X	2 or More	O.H.
0	Hernandez	Hector Manuel, JR	81750 Ave 46	Indio CA	92201	1	11	M	X	2 or More	Agriscience
0	Hernandez	Lauralise Ariana	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Hernandez	Marcela	81-750 Ave 46	Indio Ca	92201	1	11	F	X	2 or More	An. Science
0	Hernandez Cossio	Francisco Javier	81750 Ave 46	Indio CA	92201	1	11	M	X	2 or More	Agriscience
600981312	Hernandez-Flores	Dennisse Yovanna	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Hernandez-Galvan	Javier, JR	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600616006	Hernandez-Herrera	Stephany	81750 Ave 46	Indio CA	92201	3	11	F	X	2 or More	An. Science
0	Hernandez-Ocegueda	Emily Melissa	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600615104	Hernandez-Ocegueda	Tania Michelle	81750 Ave 46	Indio CA	92201	3	11	F	X	2 or More	An. Science
600981313	Herrera	Leah Marie	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600981314	Herrera	Melissa	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or	Agriscience

0	Gonzales	Mary Rose	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
600981195	Gonzales	Ricardo Thomas	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Gonzalez	Alexia	81-750 Ave 46	Indio Ca	92201	2	11	F	X	2 or More	An. Science
0	Gonzalez	Amy	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
0	Gonzalez	Daniel	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600981197	Gonzalez	Miranda Nicole	81750 Ave 46	Indio CA	92201	2	11	F	X	2 or More	Agriscience
600981199	Gonzalez	Yolanda Maytorena	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Gordillo	Martin Isaiah	81750 Ave 46	Indio CA	92262	1	12	M	X	2 or More	Agriscience
0	Gorostieta-Chaidez	Fabian Angel	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600981299	Gorostieta-Chaidez	Francisco	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
600981300	Guerra	Benjamin	81750 Ave 46	Indio CA	92201	2	11	M	X	2 or More	An. Science
0	Guerrero	Maria Magdalena	81750 Ave 46	Indio CA	92262	1	12	F	X	2 or More	O.H.
0	Gutierrez	Andy	81750 Ave 46	Indio CA	92262	1	11	M	X	2 or More	Agriscience
600615425	Gutierrez	Giovanny	81750 Ave 46	Indio CA	92201	3	11	F	X	2 or More	O.H.
600061060	Gutierrez	Jessie Patricia	81750 Ave 46	Indio CA	92201	4	12	F	X	2 or More	O.H.
0	Guzman	Brittany	81750 Ave 46	Indio CA	92201	1	10	F	X	2 or More	O.H.
600981305	Guzman	Brittany Darlene	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Guzman	Veanka Duarte	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600615813	Hernandez	Alex Thomas	81750 Ave 46	Indio CA	92201	2	11	M	X	2 or More	O.H.
600061065	Hernandez	Ariana Teresa	81750 Ave 46	Indio CA	92201	3	12	F	X	2 or More	O.H.
0	Hernandez	Hector Manuel, JR	81750 Ave 46	Indio CA	92201	1	11	M	X	2 or More	Agriscience
0	Hernandez	Lauralise Ariana	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Hernandez	Marcela	81-750 Ave 46	Indio Ca	92201	1	11	F	X	2 or More	An. Science
0	Hernandez Cossio	Francisco Javier	81750 Ave 46	Indio CA	92201	1	11	M	X	2 or More	Agriscience
600981312	Hernandez-Flores	Dennisse Yovanna	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Hernandez-Galvan	Javier, JR	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600616006	Hernandez-Herrera	Stephany	81750 Ave 46	Indio CA	92201	3	11	F	X	2 or More	An. Science
0	Hernandez-Ocegueda	Emily Melissa	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600615104	Hernandez-Ocegueda	Tania Michelle	81750 Ave 46	Indio CA	92201	3	11	F	X	2 or More	An. Science
600981313	Herrera	Leah Marie	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600981314	Herrera	Melissa	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or	Agriscience

600981315	Herrera	Sierra Eulalia	81750 Ave 46	Indio CA	92201	2	12	F	X	More 2 or More	Agriscience
0	Herrera Lopez	Angelica Marie	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600981318	Hinojosa	Bryan Alexander	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Holguin	Anissa Marie	81750 Ave 46	Indio CA	92201	1	10	F	X	2 or More	Agriscience
0	Horta	Mariah Ilene	81750 Ave 46	Indio CA	92201	1	10	M	X	2 or More	O.H.
0	Hurtado	Octavio	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Hurtado-Comunidad	Maria Celeste	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
0	Jacobo	Kevin	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Jaimez	Christopher	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600615447	Jimenez	Alejandra Viridiana	81750 Ave 46	Indio CA	92201	3	11	F	X	2 or More	O.H.
0	Jimenez	Jonathan	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Jimenez Gutierrez	Kassandra	81750 Ave 46	Indio CA	92201	1	12	F	X	2 or More	O.H.
600981324	Lefebre	Cruz Angel	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Lenos	Mauro Santiago	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Leyva-Beltran	Maria Christina	81750 Ave 46	Indio CA	92262	1	11	F	X	2 or More	An. Science
600981325	Leyva-Vargas	Adriana	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600981326	Lezama Flores	Dulce Yoalhi	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	O.H.
600981327	Lira-Vasquez	Erika Rubi	81750 Ave 46	Indio CA	92201	2	10	F		2 or More	Agriscience
600981329	Lizarraga	Samantha	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600981330	Lizarraga	Vanessa	81750 Ave 46	Indio CA	92201	2	11	F	X	2 or More	O.H.
0	Loaiza	Juliana	81750 Ave 46	Indio CA	92201	1	10	F	X	2 or More	O.H.
600061089	Lopez	Cera Abigail	81750 Ave 46	Indio CA	92201	4	12	F	X	2 or More	Agriscience
600981331	Lopez	Damian Epigmenio	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Lopez	Delilah	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600061090	Lopez	Eileen	81750 Ave 46	Indio CA	92201	3	12	F	X	2 or More	O.H.
600981354	Lopez	Esperanza	81750 Ave 46	Indio CA	92201	2	12	F	X	2 or More	O.H.
0	Lopez	Felicity Ann	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
0	Lopez	Fernando	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
553634275	Lopez	Ivie Keneesha	81750 Ave 46	Indio CA	92201	5	13	F	X	2 or More	Ag Bus Mgt
0	Lopez	Jasmine Carissa	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or	Agriscience

600981315	Herrera	Sierra Eulalia	81750 Ave 46	Indio CA	92201	2	12	F	X	More 2 or More	Agriscience
0	Herrera Lopez	Angelica Marie	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600981318	Hinojosa	Bryan Alexander	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Holguin	Anissa Marie	81750 Ave 46	Indio CA	92201	1	10	F	X	2 or More	Agriscience
0	Horta	Mariah Ilene	81750 Ave 46	Indio CA	92201	1	10	M	X	2 or More	O.H.
0	Hurtado	Octavio	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Hurtado-Comunidad	Maria Celeste	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
0	Jacobo	Kevin	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Jaimez	Christopher	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600615447	Jimenez	Alejandra Viridiana	81750 Ave 46	Indio CA	92201	3	11	F	X	2 or More	O.H.
0	Jimenez	Jonathan	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Jimenez Gutierrez	Kassandra	81750 Ave 46	Indio CA	92201	1	12	F	X	2 or More	O.H.
600981324	Lefebre	Cruz Angel	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Lenos	Mauro Santiago	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Leyva-Beltran	Maria Christina	81750 Ave 46	Indio CA	92262	1	11	F	X	2 or More	An. Science
600981325	Leyva-Vargas	Adriana	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600981326	Lezama Flores	Dulce Yoalhi	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	O.H.
600981327	Lira-Vasquez	Erika Rubi	81750 Ave 46	Indio CA	92201	2	10	F		2 or More	Agriscience
600981329	Lizarraga	Samantha	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600981330	Lizarraga	Vanessa	81750 Ave 46	Indio CA	92201	2	11	F	X	2 or More	O.H.
0	Loaiza	Juliana	81750 Ave 46	Indio CA	92201	1	10	F	X	2 or More	O.H.
600061089	Lopez	Cera Abigail	81750 Ave 46	Indio CA	92201	4	12	F	X	2 or More	Agriscience
600981331	Lopez	Damian Epigmenio	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Lopez	Delilah	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600061090	Lopez	Eileen	81750 Ave 46	Indio CA	92201	3	12	F	X	2 or More	O.H.
600981354	Lopez	Esperanza	81750 Ave 46	Indio CA	92201	2	12	F	X	2 or More	O.H.
0	Lopez	Felicity Ann	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
0	Lopez	Fernando	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
553634275	Lopez	Ivie Keneesha	81750 Ave 46	Indio CA	92201	5	13	F	X	2 or More	Ag Bus Mgt
0	Lopez	Jasmine Carissa	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or	Agriscience

0	Lopez	Jennifer	81750 Ave 46	Indio CA	92262	1	12	F	X	2 or More	An. Science
0	Lopez	Joshlyn Sky	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Lopez	Joshua	81750 Ave 46	Indio CA	92262	1	10	M	X	2 or More	An. Science
600981355	Lopez	Juliana Lizeth	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600615594	Lopez	Liliana	81750 Ave 46	Indio CA	92201	3	11	F	X	2 or More	An. Science
600981357	Lopez	Litzulli Sitlaly	81750 Ave 46	Indio CA	92201	3	12	F	X	2 or More	O.H.
600615356	Lopez	Lourdes Ernestina	81750 Ave 46	Indio CA	92201	3	12	F	X	2 or More	Agriscience
600615349	Lopez	Marco Antonio L	81750 Ave 46	Indio CA	92201	3	11	M	X	2 or More	Agriscience
0	Lopez	Roberto Concepcion, III	81750 Ave 46	Indio CA	92201	1	12	M	X	2 or More	Agriscience
0	Lopez Silva	Kimberly	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Lozano	Valeria	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Lua	Elian Andres	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Luna	Andrew Ismael	81750 Ave 46	Indio CA	92201	1	11	M	X	2 or More	Agriscience
600615632	Luna Rivas	Andrea Maria	81750 Ave 46	Indio CA	92201	3	12	F	X	2 or More	Agriscience
0	Machuca-Botello	Cesar Manuel	81750 Ave 46	Indio CA	92201	1	11	M	X	2 or More	Agriscience
0	Macias-Rodriguez	Michelle	81750 Ave 46	Indio CA	92201	2	12	F	X	2 or More	O.H.
600061100	Madrigal	Alejandra Guadalupe	81750 Ave 46	Indio CA	92201	3	12	F	X	2 or More	Agriscience
0	Madrigal-Segura	Cesilia Yuliana	81750 Ave 46	Indio CA	92201	1	10	F	X	2 or More	O.H.
600061102	Magana	Adriana	81750 Ave 46	Indio CA	92201	2	12	F	X	2 or More	O.H.
0	Marquez	Alessa	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Martinez	Enrique	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Martinez	Julisa	81-750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	O.H.
600981365	Martinez	Natalie Esperanza	81750 Ave 46	Indio CA	92201	2	11	F	X	2 or More	Agriscience
0	Martinez Reyes	Magdalena Judith	81750 Ave 46	Indio CA	92201	1	10	F	X	2 or More	O.H.
0	Martin-Lozano	Natalie	81-750 Ave 46	Indio CA	92262	2	10	M	X	2 or More	O.H.
600061113	Mascareno	Lidia Daniela	81750 Ave 46	Indio CA	92201	4	12	F	X	2 or More	Agriscience
0	Mata	Melissa Sesca	81750 Ave 46	Indio CA	92262	1	11	F	X	2 or More	Agriscience
0	Medina	Esteban	81750 Ave 46	Indio CA	92262	1	11	M	X	2 or More	O.H.
0	Medina	Guadalupe Monica	81750 Ave 46	Indio CA	92201	1	10	F	X	2 or More	O.H.
0	Mejia-Castro	Ayla	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience

0	Lopez	Jennifer	81750 Ave 46	Indio CA	92262	1	12	F	X	More 2 or More	An. Science
0	Lopez	Joshlyn Sky	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Lopez	Joshua	81750 Ave 46	Indio CA	92262	1	10	M	X	2 or More	An. Science
600981355	Lopez	Juliana Lizeth	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600615594	Lopez	Liliana	81750 Ave 46	Indio CA	92201	3	11	F	X	2 or More	An. Science
600981357	Lopez	Litzulli Sitlaly	81750 Ave 46	Indio CA	92201	3	12	F	X	2 or More	O.H.
600615356	Lopez	Lourdes Ernestina	81750 Ave 46	Indio CA	92201	3	12	F	X	2 or More	Agriscience
600615349	Lopez	Marco Antonio L	81750 Ave 46	Indio CA	92201	3	11	M	X	2 or More	Agriscience
0	Lopez	Roberto Concepcion, III	81750 Ave 46	Indio CA	92201	1	12	M	X	2 or More	Agriscience
0	Lopez Silva	Kimberly	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Lozano	Valeria	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Lua	Elian Andres	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Luna	Andrew Ismael	81750 Ave 46	Indio CA	92201	1	11	M	X	2 or More	Agriscience
600615632	Luna Rivas	Andrea Maria	81750 Ave 46	Indio CA	92201	3	12	F	X	2 or More	Agriscience
0	Machuca-Botello	Cesar Manuel	81750 Ave 46	Indio CA	92201	1	11	M	X	2 or More	Agriscience
0	Macias-Rodriguez	Michelle	81750 Ave 46	Indio CA	92201	2	12	F	X	2 or More	O.H.
600061100	Madrigal	Alejandra Guadalupe	81750 Ave 46	Indio CA	92201	3	12	F	X	2 or More	Agriscience
0	Madrigal-Segura	Cesilia Yuliana	81750 Ave 46	Indio CA	92201	1	10	F	X	2 or More	O.H.
600061102	Magana	Adriana	81750 Ave 46	Indio CA	92201	2	12	F	X	2 or More	O.H.
0	Marquez	Alessa	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Martinez	Enrique	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Martinez	Julisa	81-750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	O.H.
600981365	Martinez	Natalie Esperanza	81750 Ave 46	Indio CA	92201	2	11	F	X	2 or More	Agriscience
0	Martinez Reyes	Magdalena Judith	81750 Ave 46	Indio CA	92201	1	10	F	X	2 or More	O.H.
0	Martin-Lozano	Natalie	81-750 Ave 46	Indio CA	92262	2	10	M	X	2 or More	O.H.
600061113	Mascareno	Lidia Daniela	81750 Ave 46	Indio CA	92201	4	12	F	X	2 or More	Agriscience
0	Mata	Melissa Sesca	81750 Ave 46	Indio CA	92262	1	11	F	X	2 or More	Agriscience
0	Medina	Esteban	81750 Ave 46	Indio CA	92262	1	11	M	X	2 or More	O.H.
0	Medina	Guadalupe Monica	81750 Ave 46	Indio CA	92201	1	10	F	X	2 or More	O.H.
0	Mejia-Castro	Ayla	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience

600061123	Mendoza	Evelin	81750 Ave 46	Indio CA	92201	2	12	F	X	2 or More	Agriscience
0	Mendoza	Francisco Leonel	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Meza	Cynthia	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600981370	Molinar	Julia Ariel	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Mora	Adrianna	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	O.H.
0	Morales	Jose Alberto	81750 Ave 46	Indio CA	92262	1	09	M	X	2 or More	Agriscience
0	Moran-Sanchez	Jesus Said	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600061130	Moreno	Ashley Raquel	81750 Ave 46	Indio CA	92201	4	12	F	X	2 or More	O.H.
0	Moreno	Cytlali Jacqueline	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600615829	Moreno	Mya Andrea	81750 Ave 46	Indio CA	92201	2	11	F	X	2 or More	O.H.
600615337	Moya	Bobby Edward	81750 Ave 46	Indio CA	92201	2	11	M		2 or More	Agriscience
0	Munguia	Jose Abraham	81750 Ave 46	Indio CA	92262	1	09	M	X	2 or More	Agriscience
600981378	Murillo	Christian Manriquez	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
600981381	Navarro	Lizeth	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Navarro-Garcia	America Teresa	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600981384	Nunez	Andrea	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600615774	Nunez	Erick Flores	81750 Ave 46	Indio CA	92201	2	11	M	X	2 or More	O.H.
553634316	Nunez	Fernando Hernandez	81750 Ave 46	Indio CA	92201	5	13	M	X	2 or More	Ag Bus Mgt
0	Nunez	Francisco Leon	81750 Ave 46	Indio CA	92262	1	09	M	X	2 or More	Agriscience
0	Oakley	Ashley Aileen	81750 Ave 46	Indio CA	92201	1	12	F	X	2 or More	O.H.
0	Orosco	Emmanuel	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Orozco	Angel Isaiah	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600981482	Orozco	Desiree Isela	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600615130	Orozco	Jacqueline	81750 Ave 46	Indio CA	92201	3	11	F	X	2 or More	Agriscience
0	Ortiz	Astrid Airam	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
600615812	Ortiz	Breanna	81750 Ave 46	Indio CA	92201	3	11	F	X	2 or More	An. Science
0	Ortiz	Luis Angel	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600615132	Ortiz	Mathew	81750 Ave 46	Indio CA	92201	3	11	M	X	2 or More	An. Science
600615561	Pachuca	Brenda	81750 Ave 46	Indio CA	92201	3	13	F	X	2 or More	Ag Bus Mgt
0	Padilla	Jazmine Andronica	81750 Ave 46	Indio CA	92262	1	11	F	X	2 or More	Agriscience

600061123	Mendoza	Evelin	81750 Ave 46	Indio CA	92201	2	12	F	X	2 or More	Agriscience
0	Mendoza	Francisco Leonel	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Meza	Cynthia	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600981370	Molinar	Julia Ariel	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Mora	Adrianna	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	O.H.
0	Morales	Jose Alberto	81750 Ave 46	Indio CA	92262	1	09	M	X	2 or More	Agriscience
0	Moran-Sanchez	Jesus Said	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600061130	Moreno	Ashley Raquel	81750 Ave 46	Indio CA	92201	4	12	F	X	2 or More	O.H.
0	Moreno	Cytlali Jacqueline	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600615829	Moreno	Mya Andrea	81750 Ave 46	Indio CA	92201	2	11	F	X	2 or More	O.H.
600615337	Moya	Bobby Edward	81750 Ave 46	Indio CA	92201	2	11	M		2 or More	Agriscience
0	Munguia	Jose Abraham	81750 Ave 46	Indio CA	92262	1	09	M	X	2 or More	Agriscience
600981378	Murillo	Christian Manriquez	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
600981381	Navarro	Lizeth	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Navarro-Garcia	America Teresa	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600981384	Nunez	Andrea	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600615774	Nunez	Erick Flores	81750 Ave 46	Indio CA	92201	2	11	M	X	2 or More	O.H.
553634316	Nunez	Fernando Hernandez	81750 Ave 46	Indio CA	92201	5	13	M	X	2 or More	Ag Bus Mgt
0	Nunez	Francisco Leon	81750 Ave 46	Indio CA	92262	1	09	M	X	2 or More	Agriscience
0	Oakley	Ashley Aileen	81750 Ave 46	Indio CA	92201	1	12	F	X	2 or More	O.H.
0	Orosco	Emmanuel	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Orozco	Angel Isaiah	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600981482	Orozco	Desiree Isela	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
600615130	Orozco	Jacqueline	81750 Ave 46	Indio CA	92201	3	11	F	X	2 or More	Agriscience
0	Ortiz	Astrid Airam	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
600615812	Ortiz	Breanna	81750 Ave 46	Indio CA	92201	3	11	F	X	2 or More	An. Science
0	Ortiz	Luis Angel	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600615132	Ortiz	Mathew	81750 Ave 46	Indio CA	92201	3	11	M	X	2 or More	An. Science
600615561	Pachuca	Brenda	81750 Ave 46	Indio CA	92201	3	13	F	X	2 or More	Ag Bus Mgt
0	Padilla	Jazmine Andronica	81750 Ave 46	Indio CA	92262	1	11	F	X	2 or More	Agriscience

0	Pando	Jesus Nicholas	81750 Ave 46	Indio	CA	92201	1	09	M	X	2 or More	Agriscience
0	Paredes	Ricardo Gabriel JR	81750 Ave 46	Indio	CA	92262	1	11	M	X	2 or More	Agriscience
600615519	Paz	Alexander Alonso S.	81750 Ave 46	Indio	CA	92201	3	11	M	X	2 or More	An. Science
600981487	Pecina	Victoria	81750 Ave 46	Indio	CA	92201	2	10	F	X	2 or More	Agriscience
600615298	Pelayo	Monica	81750 Ave 46	Indio	CA	92201	3	11	F	X	2 or More	Agriscience
600061150	Pena	Alexia Maribel	81750 Ave 46	Indio	CA	92201	4	13	F	X	2 or More	Ag Bus Mgt
0	Pena Jimenez	Javier	81750 Ave 46	Indio	CA	92201	2	10	M	X	2 or More	O.H.
0	Perez	Christopher Johani	81-750 Ave 46	Indio	CA	92262	1	11	M	X	2 or More	O.H.
0	Perez	Issac Joshua	81750 Ave 46	Indio	CA	92262	1	09	M	X	2 or More	Agriscience
0	Perez	Jerry Daniel	81750 Ave 46	Indio	CA	92201	1	09	M	X	2 or More	Agriscience
0	Perez	Karen Daniela	81750 Ave 46	Indio	CA	92201	1	09	F	X	2 or More	Agriscience
0	Perez	Lizbeth Esperanza	81750 Ave 46	Indio	CA	92262	1	11	F	X	2 or More	Agriscience
0	Perez-Becerra	Erika	81750 Ave 46	Indio	CA	92201	1	09	F	X	2 or More	Agriscience
0	Perezchica	Jaime Enrique, III	81750 Ave 46	Indio	CA	92201	1	09	M	X	2 or More	Agriscience
0	Perez-Gonzalez	Juanita Isabel	81750 Ave 46	Indio	CA	92201	1	11	F	X	2 or More	O.H.
0	Perez-Murillo	Paulina	81-750 Ave 46	Indio	CA	92262	1	10	M	X	2 or More	O.H.
0	Pimentel-Zendejas	Daniela	81750 Ave 46	Indio	CA	92201	1	09	F	X	2 or More	O.H.
0	Pineda-Contreras	Johaira Guadalupe	81750 Ave 46	Indio	CA	92201	1	09	F	X	2 or More	Agriscience
600616151	Poblano	Jonnathan Uriel	81750 Ave 46	Indio	CA	92201	3	11	M		2 or More	Agriscience
600616210	Ponce	Thania	81750 Ave 46	Indio	CA	92201	2	11	F	X	2 or More	Agriscience
600981492	Pontifes Enriquez	Carolina	81750 Ave 46	Indio	CA	92201	2	10	F	X	2 or More	Agriscience
0	Quintero	Jennifer	81750 Ave 46	Indio	CA	92201	1	09	F	X	2 or More	Agriscience
0	Quintero-Torres	Rafael	81750 Ave 46	Indio	CA	92201	1	09	M	X	2 or More	O.H.
600616243	Quiroz	Jesse Leroy	81750 Ave 46	Indio	CA	92201	3	12	M	X	2 or More	An. Science
600981494	Ramirez	Angelica	81750 Ave 46	Indio	CA	92201	2	10	F	X	2 or More	Agriscience
0	Ramirez	Fernando	81750 Ave 46	Indio	CA	92201	1	11	M	X	2 or More	Agriscience
0	Ramirez	Maria Berenice	81750 Ave 46	Indio	CA	92201	1	09	F	X	2 or More	Agriscience
600616339	Ramirez	Marissa Ary	81750 Ave 46	Indio	CA	92201	3	11	F	X	2 or More	An. Science
600981496	Ramirez	Norma Edith	81750 Ave 46	Indio	CA	92201	2	10	F	X	2 or More	An. Science
0	Ramirez	Obed	81750 Ave 46	Indio	CA	92201	1	09	M	X	2 or More	Agriscience
600981497	Ramirez	Samantha Meza	81750 Ave 46	Indio	CA	92201	2	10	F	X	2 or More	Agriscience

0	Pando	Jesus Nicholas	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Paredes	Ricardo Gabriel JR	81750 Ave 46 Indio CA 92262	1	11	M	X	2 or More	Agriscience
600615519	Paz	Alexander Alonso S.	81750 Ave 46 Indio CA 92201	3	11	M	X	2 or More	An. Science
600981487	Pecina	Victoria	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
600615298	Pelayo	Monica	81750 Ave 46 Indio CA 92201	3	11	F	X	2 or More	Agriscience
600061150	Pena	Alexia Maribel	81750 Ave 46 Indio CA 92201	4	13	F	X	2 or More	Ag Bus Mgt
0	Pena Jimenez	Javier	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	O.H.
0	Perez	Christopher Johani	81-750 Ave 46 Indio CA 92262	1	11	M	X	2 or More	O.H.
0	Perez	Issac Joshua	81750 Ave 46 Indio CA 92262	1	09	M	X	2 or More	Agriscience
0	Perez	Jerry Daniel	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Perez	Karen Daniela	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Perez	Lizbeth Esperanza	81750 Ave 46 Indio CA 92262	1	11	F	X	2 or More	Agriscience
0	Perez-Becerra	Erika	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Perezchica	Jaime Enrique, III	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Perez-Gonzalez	Juanita Isabel	81750 Ave 46 Indio CA 92201	1	11	F	X	2 or More	O.H.
0	Perez-Murillo	Paulina	81-750 Ave 46 Indio CA 92262	1	10	M	X	2 or More	O.H.
0	Pimentel-Zendejas	Daniela	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	O.H.
0	Pineda-Contreras	Johaira Guadalupe	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
600616151	Poblano	Jonnathan Uriel	81750 Ave 46 Indio CA 92201	3	11	M		2 or More	Agriscience
600616210	Ponce	Thania	81750 Ave 46 Indio CA 92201	2	11	F	X	2 or More	Agriscience
600981492	Pontifes Enriquez	Carolina	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Quintero	Jennifer	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Quintero-Torres	Rafael	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	O.H.
600616243	Quiroz	Jesse Leroy	81750 Ave 46 Indio CA 92201	3	12	M	X	2 or More	An. Science
600981494	Ramirez	Angelica	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Ramirez	Fernando	81750 Ave 46 Indio CA 92201	1	11	M	X	2 or More	Agriscience
0	Ramirez	Maria Berenice	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
600616339	Ramirez	Marissa Ary	81750 Ave 46 Indio CA 92201	3	11	F	X	2 or More	An. Science
600981496	Ramirez	Norma Edith	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	An. Science
0	Ramirez	Obed	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
600981497	Ramirez	Samantha Meza	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience

600981498	Ramirez	Yaelin Jacqueline	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Ramirez	Yosselin Gissel	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Ramirez	Yunuen	81750 Ave 46 Indio CA 92262	1	09	F	X	2 or More	Agriscience
600981499	Ramirez Castillo	Dulce Yaquelin	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Ramirez-Tellez	Jacqueline	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
600616264	Recio	Adrian Emilio	81750 Ave 46 Indio CA 92201	3	11	M	X	2 or More	Agriscience
0	Recio	Isidro	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Reyes	Andres	81750 Ave 46 Indio CA 92201	1	11	M	X	2 or More	Agriscience
600981502	Reyes	Timothy Michael	81750 Ave 46 Indio CA 92201	2	13	M	X	2 or More	Ag Bus Mgt
600981503	Rico	Richard Anthony Perez	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Rios	Ailyn Yanira	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	O.H.
600981505	Rios	Dylan	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Rios	Veronica	81-750 Ave 46 Indio Ca 92201	1	11	F	X	2 or More	Agriscience
0	Rivas	Cindy	81-750 Ave 46 Indio Ca 92201	1	11	F	X	2 or More	An. Science
0	Rivera	Syerra Rickelle	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
600616057	Rivera Jr.	Jose Guadalupe	81750 Ave 46 Indio CA 92201	3	11	M	X	2 or More	An. Science
600981508	Rivera-Guzman	Daniela	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
600616168	Robles	Alexander	81750 Ave 46 Indio CA 92201	3	11	M	X	2 or More	Agriscience
0	Robles	Carlos Antonio	81750 Ave 46 Indio CA 92201	1	11	M	X	2 or More	Agriscience
0	Robles	Viridiana	81750 Ave 46 Indio CA 92262	1	09	F	X	2 or More	Agriscience
0	Rodriguez	Abel Castro	81750 Ave 46 Indio CA 92201	1	10	M	X	2 or More	O.H.
600616116	Rodriguez	Cecily	81750 Ave 46 Indio CA 92201	3	13	F	X	2 or More	O.H.
600980559	Rodriguez	Cesar	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
600980560	Rodriguez	David	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
600980561	Rodriguez	David Austin G	81750 Ave 46 Indio CA 92201	2	11	M	X	2 or More	An. Science
0	Rodriguez	Erik Alonze	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
600980562	Rodriguez	Fabian Arturo	81750 Ave 46 Indio CA 92201	2	11	M	X	2 or More	Agriscience
600980563	Rodriguez	Florencia	81750 Ave 46 Indio CA 92201	2	12	F	X	2 or More	O.H.
0	Rodriguez	Laura	81-750 Ave 46 Indio CA 92262	2	12	M	X	2 or More	Agriscience
0	Rodriguez	Maria Del Sol	81-750 Ave 46 Indio CA 92262	1	09	F	X	2 or More	O.H.

600981498	Ramirez	Yaelin Jacqueline	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Ramirez	Yosselin Gissel	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Ramirez	Yunuen	81750 Ave 46 Indio CA 92262	1	09	F	X	2 or More	Agriscience
600981499	Ramirez Castillo	Dulce Yaquelin	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Ramirez-Tellez	Jacqueline	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
600616264	Recio	Adrian Emilio	81750 Ave 46 Indio CA 92201	3	11	M	X	2 or More	Agriscience
0	Recio	Isidro	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Reyes	Andres	81750 Ave 46 Indio CA 92201	1	11	M	X	2 or More	Agriscience
600981502	Reyes	Timothy Michael	81750 Ave 46 Indio CA 92201	2	13	M	X	2 or More	Ag Bus Mgt
600981503	Rico	Richard Anthony Perez	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Rios	Ailyn Yanira	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	O.H.
600981505	Rios	Dylan	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Rios	Veronica	81-750 Ave 46 Indio Ca 92201	1	11	F	X	2 or More	Agriscience
0	Rivas	Cindy	81-750 Ave 46 Indio Ca 92201	1	11	F	X	2 or More	An. Science
0	Rivera	Syerra Rickelle	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
600616057	Rivera Jr.	Jose Guadalupe	81750 Ave 46 Indio CA 92201	3	11	M	X	2 or More	An. Science
600981508	Rivera-Guzman	Daniela	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
600616168	Robles	Alexander	81750 Ave 46 Indio CA 92201	3	11	M	X	2 or More	Agriscience
0	Robles	Carlos Antonio	81750 Ave 46 Indio CA 92201	1	11	M	X	2 or More	Agriscience
0	Robles	Viridiana	81750 Ave 46 Indio CA 92262	1	09	F	X	2 or More	Agriscience
0	Rodriguez	Abel Castro	81750 Ave 46 Indio CA 92201	1	10	M	X	2 or More	O.H.
600616116	Rodriguez	Cecily	81750 Ave 46 Indio CA 92201	3	13	F	X	2 or More	O.H.
600980559	Rodriguez	Cesar	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
600980560	Rodriguez	David	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
600980561	Rodriguez	David Austin G	81750 Ave 46 Indio CA 92201	2	11	M	X	2 or More	An. Science
0	Rodriguez	Erik Alonze	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
600980562	Rodriguez	Fabian Arturo	81750 Ave 46 Indio CA 92201	2	11	M	X	2 or More	Agriscience
600980563	Rodriguez	Florencia	81750 Ave 46 Indio CA 92201	2	12	F	X	2 or More	O.H.
0	Rodriguez	Laura	81-750 Ave 46 Indio CA 92262	2	12	M	X	2 or More	Agriscience
0	Rodriguez	Maria Del Sol	81-750 Ave 46 Indio CA 92262	1	09	F	X	2 or More	O.H.

600980564	Rodriguez	Marisela	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
600980565	Rodriguez	Mayra Reyes	81750 Ave 46 Indio CA 92201	2	11	F	X	2 or More	O.H.
600980566	Rodriguez	Susana	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Rodriguez-Leon	Emmanuel	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
600980569	Rojas	Maria Elena	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Rosas	Jesselyn	81750 Ave 46 Indio CA 92262	1	12	F	X	2 or More	O.H.
600980578	Ruelas	Naibe Juanita	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
600061180	Ruiz	Dominick	81750 Ave 46 Indio CA 92201	3	12	M	X	2 or More	Agriscience
600061183	Ruiz	Julia	81750 Ave 46 Indio CA 92201	3	12	F	X	2 or More	Agriscience
0	Ruiz-Rosales	Francisca M	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	O.H.
0	Salazar	Destiny Crystal	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Salcedo Prado	Maria Isabel	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Salgado-Patino	Jessica Jayleen	81750 Ave 46 Indio CA 92262	1	09	F	X	2 or More	Agriscience
0	Salomon	Destiny Castillo	81750 Ave 46 Indio CA 92201	1	12	F	X	2 or More	O.H.
553634361	Samaguey	Jennifer	81750 Ave 46 Indio CA 92201	5	13	F	X	2 or More	Ag Bus Mgt
600616198	Samaguey-Chavez	Seiri	81750 Ave 46 Indio CA 92201	3	11	F	X	2 or More	Agriscience
0	Sambrano	Serena Alexandra	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
600980581	Sanchez	Adriana Maria	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Sanchez	Briattni Darlene	81750 Ave 46 Indio CA 92201	1	10	F	X	2 or More	O.H.
600980582	Sanchez	Diana Laura	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
600616165	Sanchez	Gricelda Janet	81750 Ave 46 Indio CA 92201	3	12	F	X	2 or More	O.H.
0	Sanchez	Macalen Teresita de Jesus	81750 Ave 46 Indio CA 92262	1	09	F	X	2 or More	Agriscience
600061193	Santana	Celia Patricia Morales	81750 Ave 46 Indio CA 92201	4	12	F	X	2 or More	An. Science
600980589	Segoviano	Sabrina	81750 Ave 46 Indio CA 92201	2	10	F		2 or More	Agriscience
0	Serratos	Milagros	81-750 Ave 46 Indio Ca 92201	1	09	F	X	2 or More	Agriscience
600980591	Silva	Jesus Gareth	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Simo	Jasmine	81750 Ave 46 Indio CA 92201	1	12	F	X	2 or More	Agriscience
0	Sixtos	Janet Valentina	81750 Ave 46 Indio CA 92262	1	09	F	X	2 or More	Agriscience
600980592	Solis-Verdel	Sheldon	81750 Ave 46 Indio CA 92201	2	10	M		2 or More	Agriscience
600616322	Spalding	Anisa Marie	81750 Ave 46 Indio CA 92201	3	13	F		2 or More	Ag Bus Mgt
600061200	Suarez	Ariel	81750 Ave 46 Indio CA 92201	3	13	F	X	2 or More	Ag Bus Mgt

600980564	Rodriguez	Marisela	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
600980565	Rodriguez	Mayra Reyes	81750 Ave 46 Indio CA 92201	2	11	F	X	2 or More	O.H.
600980566	Rodriguez	Susana	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Rodriguez-Leon	Emmanuel	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
600980569	Rojas	Maria Elena	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Rosas	Jesselyn	81750 Ave 46 Indio CA 92262	1	12	F	X	2 or More	O.H.
600980578	Ruelas	Naibe Juanita	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
600061180	Ruiz	Dominick	81750 Ave 46 Indio CA 92201	3	12	M	X	2 or More	Agriscience
600061183	Ruiz	Julia	81750 Ave 46 Indio CA 92201	3	12	F	X	2 or More	Agriscience
0	Ruiz-Rosales	Francisca M	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	O.H.
0	Salazar	Destiny Crystal	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Salcedo Prado	Maria Isabel	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Salgado-Patino	Jessica Jayleen	81750 Ave 46 Indio CA 92262	1	09	F	X	2 or More	Agriscience
0	Salomon	Destiny Castillo	81750 Ave 46 Indio CA 92201	1	12	F	X	2 or More	O.H.
553634361	Samaguey	Jennifer	81750 Ave 46 Indio CA 92201	5	13	F	X	2 or More	Ag Bus Mgt
600616198	Samaguey Chavez	Seiri	81750 Ave 46 Indio CA 92201	3	11	F	X	2 or More	Agriscience
0	Sambrano	Serena Alexandra	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
600980581	Sanchez	Adriana Maria	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Sanchez	Briattni Darlene	81750 Ave 46 Indio CA 92201	1	10	F	X	2 or More	O.H.
600980582	Sanchez	Diana Laura	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
600616165	Sanchez	Gricelda Janet	81750 Ave 46 Indio CA 92201	3	12	F	X	2 or More	O.H.
0	Sanchez	Macalen Teresita de Jesus	81750 Ave 46 Indio CA 92262	1	09	F	X	2 or More	Agriscience
600061193	Santana	Celia Patricia Morales	81750 Ave 46 Indio CA 92201	4	12	F	X	2 or More	An. Science
600980589	Segoviano	Sabrina	81750 Ave 46 Indio CA 92201	2	10	F		2 or More	Agriscience
0	Serratos	Milagros	81-750 Ave 46 Indio Ca 92201	1	09	F	X	2 or More	Agriscience
600980591	Silva	Jesus Gareth	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Simo	Jasmine	81750 Ave 46 Indio CA 92201	1	12	F	X	2 or More	Agriscience
0	Sixtos	Janet Valentina	81750 Ave 46 Indio CA 92262	1	09	F	X	2 or More	Agriscience
600980592	Solis-Verdel	Sheldon	81750 Ave 46 Indio CA 92201	2	10	M		2 or More	Agriscience
600616322	Spalding	Anisa Marie	81750 Ave 46 Indio CA 92201	3	13	F		2 or More	Ag Bus Mgt
600061200	Suarez	Ariel	81750 Ave 46 Indio CA 92201	3	13	F	X	2 or More	Ag Bus Mgt

0	Suarez	Melissa Jazmin	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	O.H.
600616175	Tamayo	Francisco	81750 Ave 46	Indio CA	92201	2	11	M	X	2 or More	O.H.
600980593	Tapia	Daniela	81750 Ave 46	Indio CA	92201	2	10	F	X	2 or More	Agriscience
0	Telles	Jahjaira Guadalupe	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Torres	Diana	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	O.H.
600061207	Torres	Maricarmen	81750 Ave 46	Indio CA	92201	4	12	F	X	2 or More	O.H.
600061208	Torres	Miguel Angel	81750 Ave 46	Indio CA	92201	4	12	M	X	2 or More	Agriscience
0	Tostado	Jaxlyn Michelle	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600061211	Trevino	Savannah Ann	81750 Ave 46	Indio CA	92201	4	12	F	X	2 or More	An. Science
600616087	Trevino Jr.	Edward Lee	81750 Ave 46	Indio CA	92201	2	12	M	X	2 or More	O.H.
0	Tribble	A'Shaunte Cheyenne	81750 Ave 46	Indio CA	92262	1	09	F		Black	Agriscience
600616283	Tzompantzi	Brian Alexander	81750 Ave 46	Indio CA	92201	3	11	M		2 or More	Agriscience
553634387	Tzompantzi	Lesley T	81750 Ave 46	Indio CA	92201	5	13	F		2 or More	Ag Bus Mgt
0	Valdez	Carlos	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Valdez-Moreno	Abril	81750 Ave 46	Indio CA	92262	1	09	F	X	2 or More	Agriscience
0	Valdez-Tremper	Andrea	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600981224	Valdivia-Tejeda	Angel Daniel	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Valenzuela-Cortez	Cindy	81750 Ave 46	Indio CA	92262	1	11	F	X	2 or More	Agriscience
0	Valle	Jesus S.	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
600981226	Valle	Juan Carlos	81750 Ave 46	Indio CA	92201	2	10	M	X	2 or More	Agriscience
0	Valle	Layla Monique	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Varela	Mireya	81750 Ave 46	Indio CA	92201	1	10	F	X	2 or More	O.H.
0	Vazquez	Maria Magdalena	81750 Ave 46	Indio CA	92201	1	10	F	X	2 or More	O.H.
0	Velazquez Higuera	Gabriel Alfredo	81750 Ave 46	Indio CA	92201	1	09	M	X	2 or More	Agriscience
0	Verduzco	Zaira Marivi	81750 Ave 46	Indio CA	92201	1	12	F	X	2 or More	O.H.
0	Vidal Sarabia	Zafiro	81750 Ave 46	Indio CA	92262	1	10	F	X	2 or More	An. Science
0	Vidana	Perla Amaryrani	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
0	Villa	Jazmine Marie Padilla	81750 Ave 46	Indio CA	92201	1	09	F	X	2 or More	Agriscience
600981235	Villa-Flores	Faustino	81750 Ave 46	Indio CA	92201	2	11	M	X	2 or More	Agriscience
600061226	Villalta	Justine Enriqueta	81750 Ave 46	Indio CA	92201	4	12	F	X	2 or More	An. Science

0	Suarez	Melissa Jazmin	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	O.H.
600616175	Tamayo	Francisco	81750 Ave 46 Indio CA 92201	2	11	M	X	2 or More	O.H.
600980593	Tapia	Daniela	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
0	Telles	Jahjaira Guadalupe	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Torres	Diana	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	O.H.
600061207	Torres	Maricarmen	81750 Ave 46 Indio CA 92201	4	12	F	X	2 or More	O.H.
600061208	Torres	Miguel Angel	81750 Ave 46 Indio CA 92201	4	12	M	X	2 or More	Agriscience
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600061211	Trevino	Savannah Ann	81750 Ave 46 Indio CA 92201	4	12	F	X	2 or More	An. Science
600616087	Trevino Jr.	Edward Lee	81750 Ave 46 Indio CA 92201	2	12	M	X	2 or More	O.H.
0	Tribble	A'Shaunte Cheyenne	81750 Ave 46 Indio CA 92262	1	09	F		Black	Agriscience
600616283	Tzompantzi	Brian Alexander	81750 Ave 46 Indio CA 92201	3	11	M		2 or More	Agriscience
553634387	Tzompantzi	Lesley T	81750 Ave 46 Indio CA 92201	5	13	F		2 or More	Ag Bus Mgt
0	Valdez	Carlos	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Valdez-Moreno	Abril	81750 Ave 46 Indio CA 92262	1	09	F	X	2 or More	Agriscience
0	Valdez-Tremper	Andrea	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
600981224	Valdivia-Tejeda	Angel Daniel	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Valenzuela-Cortez	Cindy	81750 Ave 46 Indio CA 92262	1	11	F	X	2 or More	Agriscience
0	Valle	Jesus S.	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
600981226	Valle	Juan Carlos	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
0	Valle	Layla Monique	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Varela	Mireya	81750 Ave 46 Indio CA 92201	1	10	F	X	2 or More	O.H.
0	Vazquez	Maria Magdalena	81750 Ave 46 Indio CA 92201	1	10	F	X	2 or More	O.H.
0	Velazquez Higuera	Gabriel Alfredo	81750 Ave 46 Indio CA 92201	1	09	M	X	2 or More	Agriscience
0	Verduzco	Zaira Marivi	81750 Ave 46 Indio CA 92201	1	12	F	X	2 or More	O.H.
0	Vidal Sarabia	Zafiro	81750 Ave 46 Indio CA 92262	1	10	F	X	2 or More	An. Science
0	Vidana	Perla Amaryrani	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
0	Villa	Jazmine Marie Padilla	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
600981235	Villa-Flores	Faustino	81750 Ave 46 Indio CA 92201	2	11	M	X	2 or More	Agriscience
600061226	Villalta	Justine Enriqueta	81750 Ave 46 Indio CA 92201	4	12	F	X	2 or More	An. Science

600981238	Vinalay	Lisset Anahi	81750 Ave 46 Indio CA 92201	2	10	F	X	2 or More	Agriscience
600061228	Vizcarra	Christian	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience
600981240	Vizcarra	Robert	81750 Ave 46 Indio CA 92201	2	12	M	X	2 or More	Agriscience
553343728	Wagner	Jovanna Jordan	81750 Ave 46 Indio CA 92201	6	14	F		White	Ag Bus Mgt
600981241	Wiley	Mia Roshae	81750 Ave 46 Indio CA 92201	2	12	F		2 or More	Agriscience
0	Zabalza	Virginia Marie	81750 Ave 46 Indio CA 92262	1	12	F	X	2 or More	An. Science
600981244	Zazueta	Jazmin	81750 Ave 46 Indio CA 92201	3	12	F	X	2 or More	O.H.
0	Zazueta	Maria Estefania	81750 Ave 46 Indio CA 92201	1	09	F	X	2 or More	Agriscience
600981246	Zepeda	Jesus	81750 Ave 46 Indio CA 92201	2	10	M	X	2 or More	Agriscience

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HOME OF THE RAJAHS
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www.ihsrajahs.com
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Y.
R2 Report

Select a school: << Select a School >> GO >

Data for Year: 2014-2015

School:
CA0053 Indio
Indio HS
81-750 Avenue 46
Indio, CA 92201
Get Map
Web Site

Teachers: 3

Courses Offered:

Type	Course	Enrollment	H.S. Grad Credit	UC Credit
Ag Biology	Ag Biology CP	40	Life Science	
Ag Biology	Ag Biology CP	40	Life Science	
Ag Biology	Ag Biology CP	44	Life Science	
Ag Biology	Ag Biology HP	43	Life Science	
Ag Biology	Ag Biology HP	44	Life Science	
Ag Bus Mgt	Ag Economics CP/HP	41	Economics	
Ag Bus Mgt	Ag Government CP/HP	41	History/Gov't	
Agriscience II	Agricultural Chemistry CP/HP	38	Physical/Earth Sci.	
Agriscience II	Agricultural Chemistry CP/HP	45	Physical/Earth Sci.	
Animal Science	Animal Health and Pet Care CP	32	Life Science	
Animal Science	Plant and Animal Physiology CP/HP	26	Life Science	
Animal Science	Veterinarian Science CP/HP	12	Other	
O.H./Floral	Environmental Horticulture Science I CP/HP	15	Life Science	
O.H./Floral	Floral I	36	Fine Arts	
O.H./Floral	Floral I	30	Fine Arts	
O.H./Floral	Floral I	34	Fine Arts	
O.H./Floral	Floral II-IV	21	Fine Arts	
	TOTAL	582		
	Average Class Size	34.2		

FFA Students by Pathway:

Pathway	Count
Ag Bus Mgt	13
Agriscience	264
An. Science	36
O.H.	82
	395

FFA Students by Grade Level:

Grade Level	Count

9	135
10	107
11	80
12	59
13	13
14	1
Total	395

FFA Students by Years in Ag:

Years in Ag	Count
1	202
2	125
3	44
4	16
5	7
6	1
Total	395
Average Years	1.7

Freshman Persistence:
Cohort Year: 2011-2012

Years in Ag Completed	Count	Percent
1	125	71%
2	25	14%
3	11	6%
4	15	9%
Freshman Cohort Students	176	
Average Years Completed	1.5	

Ed Data provides demographic data for schools in California. To view this data click on the link.
View Ed Data

Congressional District	36
Assembly District	56
State Senate District	28
County	Riverside
County-District-School Code	33670583333192

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Indio HS
R2 Student Report
Year:2013

Gender

Schnum	ProgName	Male	Female
211	Ag Bus Mgt	11	29
211	Agriscience	132	125
211	An. Science	17	33
211	O.H.	8	53

Hispanic

ProgName	Hispanic	Non-Hispanic
Ag Bus Mgt	37	3
Agriscience	224	33
An. Science	46	4
O.H.	56	5

Race*

ProgName	White	Black	Hispanic	Americian Indian	Asian	Native Hawaiian/Pacifc Island	2 or more
Ag Bus Mgt	1	0	0	0	0	0	39
Agriscience	0	0	0	0	0	0	257
An. Science	0	0	0	0	0	0	50
O.H.	0	0	0	0	0	0	61

Grade Level

Year In Ag	Grade9	Grade10	Grade11	Grade12	Grade13	Grade14	Grade15	Grade16	Total
1	217	43	20	4	0	0	0	0	284
2	0	45	15	16	0	0	0	0	76
3	0	0	20	7	0	0	0	0	27
4	0	0	0	19	0	0	0	0	19
5	0	0	0	0	2	0	0	0	2
Total	217	88	55	46	2	0	0	0	408
								Total 9-12	406

Freshman Persistance:
Cohort Year: 2010-2011

Years in Ag Completed	Count	Percent
1	126	77%
2	16	10%
3	3	2%

4	12	7%
Freshman Cohort Students	164	
Average Years Completed	1.5	

*Prior to 2010 Hispanic is listed as a race.
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CALIFORNIA DEPARTMENT OF EDUCATION

AGRICULTURAL EDUCATION INCENTIVE GRANT CHECKLIST

SCHOOL Indio High School DATE 11/10/2014

AG DEPARTMENT CHAI Melissa McBride

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 Lisa Flerro
(for programs conducting Advisory Committee Rev

Regional Supervisor Signature _____

Advisory Committee Chair Contact information

Name	Lisa Flerro
Address	48352 Keaton Way
City	Indio
Phone	(760) 347-0476

Zip 92201

Revised 1/10

INCENTIVE GRANT CHECKLIST

1. CURRICULUM & INSTRUCTION

Yes	No		
X		1A.	The curriculum includes the components required under Section 52454 of the Education Code: organized classes in the study of agriculture science and technology; student supervised agricultural experience; and a program of leadership, organization and personal development.
X		1B.	The Career Technical Education Model Curriculum Standards for the Agriculture and Natural Resources Industry Sector are the basis for content of courses offered. Curriculum addresses "Foundation" and "Pathway" standards within the program pathway(s) and course sequences.
X		1C.	Career paths in agriculture have been identified and can be found on a chart or diagram in the Program Plan. (Foundation Standard 3.0)
X		1D.	The school master schedule allows students to follow the recommended sequence of agriculture courses to complete the selected career path(s).
X		1E.	Agriculture Career Awareness information is included in every course. (FS 3.1, 3.2)
X		1F.	The agriculture department utilizes computer hardware and software as an instructional tool. (FS 4.2, 4.6)
X		1G.	The agriculture curriculum includes the use of computer aided instruction by utilizing at least one of the following: (FS 4.2, 4.6) * Computerized Record Book * Agriscience Fair Report * Agriculture Term Paper * Agriculture/FFA Speech Manuscript * Job Resume * Job Cover Letter * Portfolio Letter of Introduction * Other Agriculture Related Project
	X	1H.	Recordkeeping is taught in all agriculture classes. Every student maintains and completes (closes out) either an actual SAE Project or Mock Problem. (FS 10.3, 11.0)
	X	1I.	Record books of all students are maintained in the Department files until one year following graduation.
X		1J.	Agriculture courses have been submitted to meet high school graduation requirements and/or University of California a-g credit.

2. LEADERSHIP & CITIZENSHIP DEVELOPMENT

Yes	No		
X		2A.	An FFA Chapter has been chartered by the State Association or has been applied for.
X		2B.	A Chapter Program of Work is developed annually and a copy is furnished to the Regional Supervisor by December 15th. Foundation 9.2,9.3,9.6 Supervisor by December 15th.
X		2C.	Every student is given a grade based upon participation in leadership activities.
X		2D.	All students enrolled in agriculture classes are affiliated with the State FFA Association.
X		2E.	Based on previous year's records, the department participated in a minimum of 12 activities as listed on the FFA Activities Check Sheet. (Attached)

X		2F.	A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records. Activities could include any three of the following intra-curricular activities: (FS 7.0, 9.1, 9.2, 9.3, 9.6, 10.1)

		*	Local Best Informed Greenhand Contes	*	Local Creed Speaking Contest
		*	Local Opening & Closing Contest	*	Local COOP Quiz Contest
		*	Local Program of Work Committee(s)	*	Local Demonstration Fair
		*	Local Agriscience Fair Exhibition	*	Local Public Speaking Contest
		*	Local Parliamentary Procedure Contest	*	Chapter Meeting or Activity
		*	Any Section, Region, or State Activity	*	Other Local Activities

3. PRACTICAL APPLICATION OF AGRICULTURAL SKILLS

Yes	No		
X		3A.	Student participation in Supervised Agricultural Experience (SAE) is part of the grading criteria for every agriculture student in the program. (FS 10.2)
X		3B.	First year students have either been engaged in a SAE project(s) or have a plan in place for a SAE, as verified by the Student Data-Career Plan (FS 10.2, 10.3)
X		3C.	A minimum of 80% of continuing students are engaged in SAE project(s) as verified by Department records. (FS 4.0, 5.0, 6.0, 7.0, 8.0, 9.0,10.0, 11.0)
X		3D.	Students with SAE projects are visited by their agriculture teacher at least twice per year as documented by Department records.
X		3E.	A school vehicle is readily available to each agriculture teacher for all SAE activities associated with the program, or each teacher is adequately compensated for using their own personal vehicle.

4. QUALIFIED & PROFESSIONAL PERSONNEL

Yes	No		
X		4A.	Every agriculture teacher has the appropriate credential for teaching the subject(s) assigned. Copy of authorizing credential(s) is in the Comprehensive Program Plan.
X		4B.	Based on the previous year's records, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four professional development activities: (Complete attachment).
X		4C.	The agriculture staff meets a minimum of twice a month. (This criteria does not apply to single person departments - mark column N/A = Not Applicable)
X		4D.	A written record of minutes is kept of action taken during agriculture staff meetings and is kept in Department files or the Comprehensive Program Plan. (This criteria does not apply to single person departments - mark column N/A = Not Applicable)
X		4E.	Teachers are reimbursed for personal expenses they incur while participating in all approved integral activities associated with FFA, SAE, and professional CATA in-service activities.

5. FACILITIES, EQUIPMENT & MATERIALS

Yes	No		
X		5A.	Modification of facilities and equipment has occurred when necessary, based on the needs of students, including special populations.

X		5B.	There is adequate storage space for materials, records, equipment and supplies.
		5C.	At least one of the below listed community or school-based laboratory facilities has been provided to accommodate students who have no place for their SAE project(s):
X			* School Farm Laboratory * Greenhouse
			* Growing Area * Agriculture Shop
X		5D.	The Agriculture Department has E-Mail capabilities.
X		5E.	The reviewer verifies by visual observation that the agriculture facilities are neat, clean, and orderly.
X		5F.	Facilities and equipment are regularly maintained, repaired, or replaced.

6. COMMUNITY, BUSINESS AND INDUSTRY INVOLVEMENT

Yes	No		
X		6A.	The Advisory Committee is operational and reflects the committee membership as outlined in the "Agricultural Education Advisory Committee Manual".
X		6B.	The Agricultural Advisory Committee meets at least twice each year. (Minutes are available to verify meetings.)
X		6C.	The Agricultural Advisory Committee has assisted in the development or revision of the following components of the Comprehensive Program Plan, as evidenced in the Ag. Advisory Committee minutes
			* Job Market Description * Targeted Occupations
			* Total Program Goals & Objectives * Program Description - Courses, SAE, FFA
			* Course Subject Matter Outlines * Program Completion Standards
			* 5 Year Facility & Equipment Acquisition * Current Year Budget
			* Graduate Follow Up * List of Active placement Sites
X		6D.	The contact information of the Advisory Committee Chair has been provided on the cover of this checklist

7. CAREER GUIDANCE

Yes	No		
X		7A.	Students are counseled regarding: (FS 3.0)
			* Career opportunities in Agriculture and Agribusiness
			* Agriculture and academic courses necessary to complete career pathway offerings
			* Post-secondary education and training options.
X		7B.	All students have a completed career plan (Student Data Sheet) and it is updated annually. (FS 3.3)
X		7C.	Efforts have been made, or completed, to articulate with Community Colleges and/or Universities (i.e., 2+2+2 articulation agreements).

8. PROGRAM PROMOTION

Yes No

X		8A.	An Agricultural Education program recruitment brochure or similar document is used to promote the program.
X		8B.	Students have alternative means of overcoming financial barriers to participate in program activities. (Includes FFA, SAE, Leadership Activities.)
X		8C.	The Agriculture Department conducts recruitment activities with local feeder schools.

9. PROGRAM ACCOUNTABILITY & PLANNING

Yes	No		
X		9A.	A Comprehensive Program Plan is on file with the Regional Supervisor and a copy is retained in the local department files.
X		9B.	Updates of the Program Plan are sent to the Regional Supervisor by November 15th. These updates include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) FFA Program of Work; (4) Advisory Committee Roster; and (5) Advisory Committee Minutes.
X		9C.	A follow-up system is used which gathers the following information from program completers: * Status of employment or school enrolled within * Opinion regarding the value and relevance of the agriculture program * Suggestions for improving the agriculture program
X		9D.	The Graduate Follow Up data collected was entered with the On-line R2/FFA Roster Data Entry by October 15th.
X		9E.	The Agriculture Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.
X		9F.	The R-2, AIG Expenditure Reports, and FFA Roster have been received by the Regional Supervisor and/or State FFA Financial Coordinator on or before October 15th.

QUALITY CRITERIA 10, 11and 12 MUST BE SCORED DURING THE REVIEW PROCESS. HOWEVER, SCORES WILL ONLY COUNT IF THESE CRITERIA HAVE BEEN APPLIED FOR VIA THE AGRICULTURE INCENTIVE GRANT APPLICATION.

Yes	No		
	X	10A.	Shop and laboratory-based classes have no more than 20 students enrolled. Classroom-based classes have no more than 25 students enrolled.
	X	10B.	The total number of students enrolled in agriculture classes does not exceed 75 students per teacher. First year students enrolled in agriculture courses will be counted as .5 for purpose of determining the total count only. (This does not pertain to class size.)

11. FULL YEAR EMPLOYMENT

Yes	No		
X 2		11A.	A full-time equivalent teacher is employed year-round for each 75 students enrolled in the agriculture program and is compensated no less than $2000.
X 3		11B.	During the school year, one teaching period for Supervision is assigned to each agriculture teacher. This project supervision period is in addition to the preparation period normally assigned to all teachers in the school. This requirement may also be met if a period is not available by financially compensating the agriculture teacher(s) at the equivalent cost of providing one period for supervision.

12. PROGRAM ACHIEVEMENT

Yes	No	
X		12A. The Agriculture Program meets the requirements of Program Achievement (attach checklist)

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Criteria 2e Year 2013-14 School Indio High School

Must meet at least 12 areas

LEADERSHIP ACTIVITY	YES	NO
Attended State Leadership Conference	X	
Attended Regional Meeting	X	
Attended Regional Leadership Conference	X	
Attended Greenhand Conference	X	
Attended Made for Excellence Conference	X	
Attended Advanced Leadership Academy	X	
Attended Sacramento Experience		
Participated in Opening-Closing Contest - Sectional	X	
Participated in Best Informed Contest - Sectional	X	
Participated in Parliamentary Pro Contests - Sectional		
Participated in Prepared Public Speaking - Sectional		
Participated in Extemporaneous Speaking - Sectional		
Participated in Creed Recitation - Sectional		
Participated in Job Interview Contest - Sectional		
Participated in Agricultural COOP Quiz Contest - Sectional	X	
Submitted State FFA Degree Application	X	
Submitted American FFA Degree Application		
Submitted Proficiency Application - Sectional or Regional		
Submitted Chapter Award Application - Sectional or Regional		
Participated in Project Competition - Sectional	X	
Participated in any FFA Judging Activity (other than above)	X	
Participated in any other FFA Sectional Activity	X	
Participated in Local Leadership Activities (3 maximum - list below)	X	
Community Service - Elementary School Ag Field Day		
Greenhand Ceremony Recognizion Night		
Pre-Show Fitting Day		
TOTAL AREAS MET	14	

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.[illegible]10

A. Name _____ _____
Last Name First Name, MI

B. Gender: Male _____ Female _____

C. Ethnicity/Race:
Are you Hispanic or Latino? (Check one): Yes _____ No _____

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

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

D. Year in Agriculture Program: _____
(1st, 2nd, 3rd, 4th)

E. Grade Level in School: _____
(9, 10, 11, 12)

F. I Am Taking This Course Because: (Select One)

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

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

_____
_____

H. Date: _____

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

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

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

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

1. Go to Work Full - Time _____

   No Further Education _____
   Some College Later _____

2. Go to College _____

   Community College _____
   Four Year College _____
   Full-Time Student _____
   Part-Time Student _____
   Agriculture Major _____
   Non-Agriculture Major _____

3. Go Into Military Service _____

STUDENT PROGRAM PLANNING FORM

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

FRESHMAN YEAR School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size

N. Planned Department Activity (FFA)

Parents/Guardians Signature: _____

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Est. 1958

15.

Advisory Committee Agendas

Indio High Agriculture Department
Spring Advisory Meeting

Agenda
March 24th, 2015

Call to order

Overview of Business
- Officer Election – Mrs. McBride
- Agricultural Pathways – Mrs. McBride
  - Presentation of Ag Department Courses
- Construction Update -McBride
- Articulation - McBride
  - Mt. San Antonio
  - Mira Costa
  - College of the Desert
- District Budget – McBride
- Carl Perkins Budget – McBride
- Ag Incentive Grant Update – McBride
- Southern Region Agriculture Education Grant Consortium – McBride

Officer Election
- President –
- Secretary –

Agricultural Pathways
- Presentation of Ag Department Courses
- Presentation to Counselors / Freshman Class

Construction Update

Articulation Updates
- Mt. San Antonio Community College – Animal Science / Horticultural Science
- Mira Costa Community College – Floral
- College of the Desert – Horticulture

District Budget
- Budget Review

Carl Perkins Grant
- Gas out of Carl's Perkins
- Budget Review

Ag Incentive Grant
- Budget Review
- Update

Departmental Retirement
- Update

Hiring a Replacement

Career Day at Indio High School – April 10th

Indio FFA Awards Banquet – May 13th at 6 pm

Next Advisory Meeting – Mid September 2015
Regional Supervisor will conduct an audit on the department next school year

Indio High School - Agriculture Department Course Offerings Overview

Animal Science Pathway:

9th Grade	10th Grade	11th Grade	12th Grade
Ag Biology CP/HP UC: (D-Life Lab Science)	Companion Animal Health Care CP (D - Life Lab Science)	Veterinary Science CP/HP (G-Elective: Life Science)	Plant and Animal Physiology CP/HP (D - Life Lab Science)

Environmental Horticulture Pathway:

9th Grade	10th Grade	11th Grade	12th Grade
Ag Biology CP/HP UC: (D-Life Lab Science)	Environmental Horticulture I CP/HP (G - Elective: Life Science)	Art & History of Floral Design II/III (F - Fine Art)	Art & History of Floral Design III or IV (F - Fine Art)
	Art & History of Floral Design I CP (F - Fine Art)		Plant and Animal Physiology CP/HP (D - Lab Science)
	Agricultural Chemistry CP/HP (D - Physical Lab Science)		**Capstone Course:** Ag Economics / Government HP/CP (G - Elective: Social Sciences)

Articulation Agreements (College Credit)

Students can earn 3 credits of Animal Science and/or Environmental Horticulture (Plant Science) by earning a B or better.

To earn 3 credits of Animal Science students must:*

- Earn a B or better in Companion Animal Health Care
- Earn a B or better in Veterinary Science
- Submit an application for Mt. San Antonio College

To earn 3 credits of Horticulture Science students must:*

Earn a B or better in Ag Chemistry
Earn a B or better in Environmental Horticulture
Submit an application for Mt. San Antonio CC

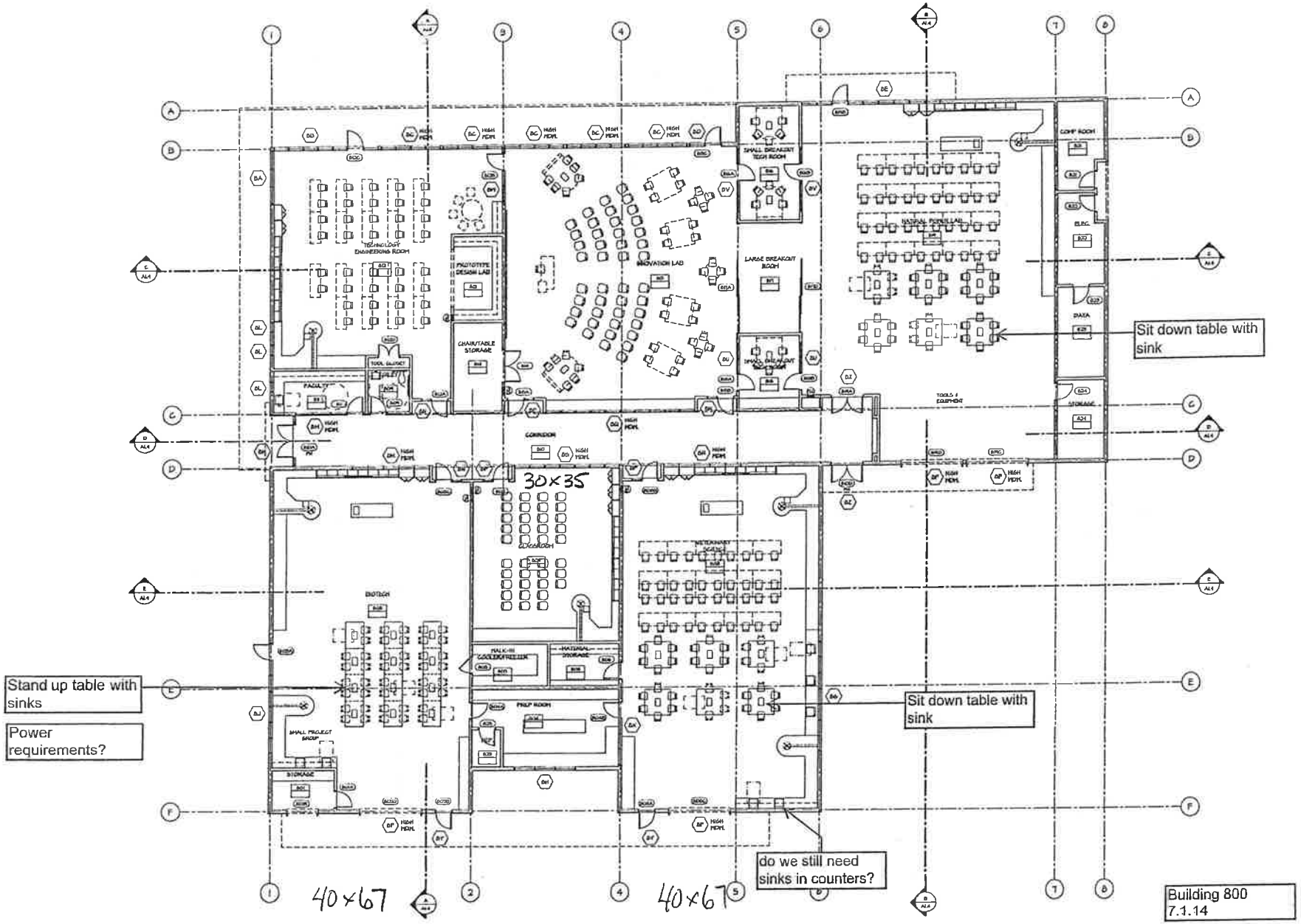
*Plant and Animal Physiology is also considered as an approved courses in either animal or horticulture science

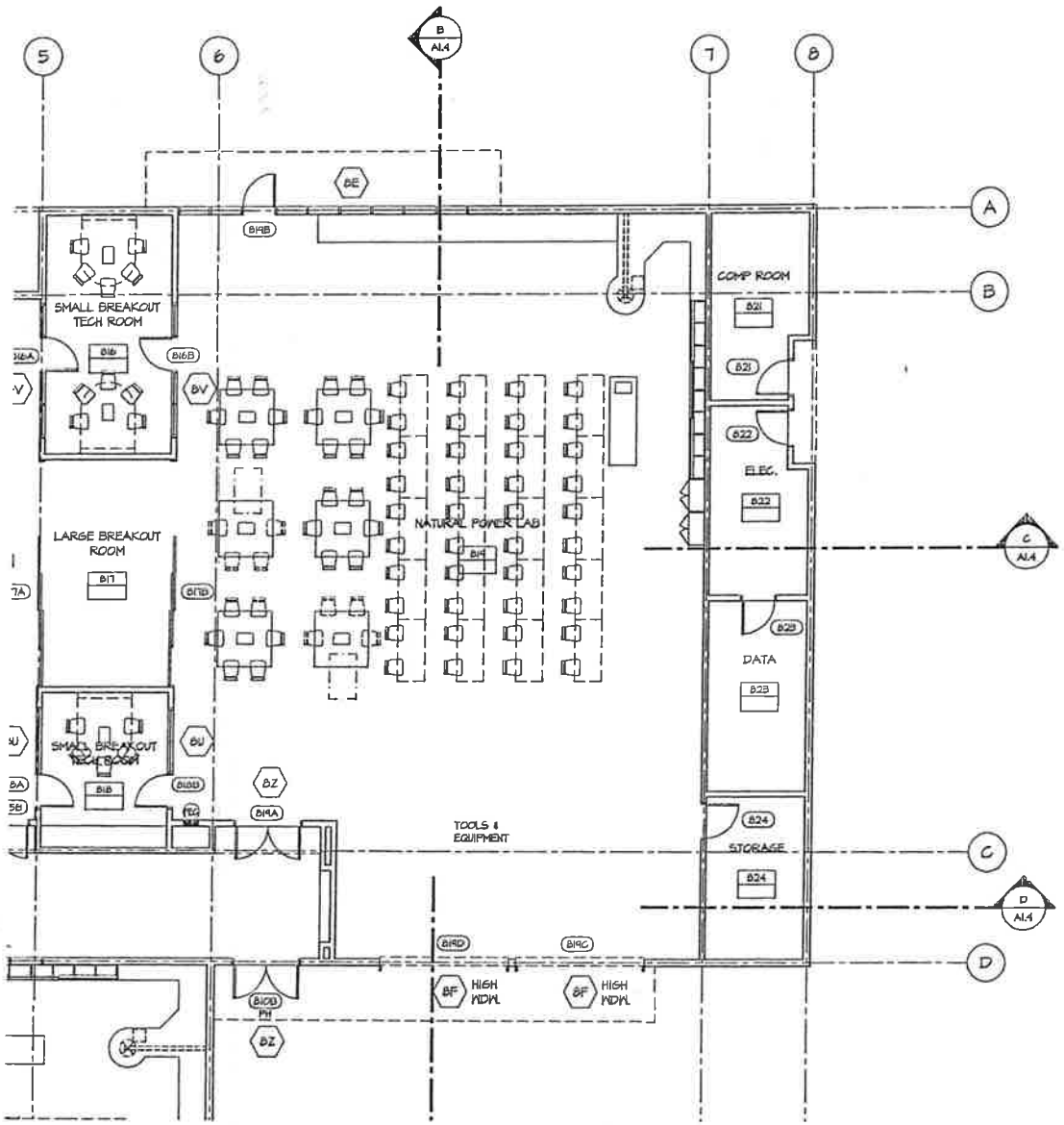
Agricultural Academic Cord Qualifications

The Agricultural Academic Cords are reserved for students who have actively studied and committed their academic studies to the field of agriscience. The Agricultural Academic Cords consist of two twisted cords with tassels on either end. The Agricultural Academic Cords come in pairs with a knot in the middle to hold them together. One of the pair is of "national blue" and the other is of "corn gold," which are the complementary and official colors of the National FFA Organization. The FFA places a very active role in the department that modeling the Agricultural Academic Cords after the colors of the National FFA Organization seem natural. The Agricultural Academic Cords are to be worn during the graduation ceremony.

The following are the qualifications of students to be considered to wear an Agricultural Academic Cord:

- Enrolled & completed a course of study in one of the Agriscience Pathways through the Agriculture Department at Indio High School
- Student must have had an agricultural course **ALL** four years of their high school career
- Minimum of a 3.0 cumulative GPA within the Agriscience Pathways' Course of Study
- Minimum of a 2.0 cumulative GPA for their entire high school career
- Participated in a community service event
- Completed a Supervised Agricultural Experience Project which compliments the classroom instruction **ALL** four years of their high school career (Supervised Ag Experience Project is an approved agriculturally-based project outside regular classroom instruction)
- Submit their accurate and completed California Agricultural Record Books of their Supervised Agricultural Experience Projects
    - First three record books must be closed and completed
    - Fourth record book would still be a work in progress (record book would not be complete and close until December after the student actually graduates) but must be accurate and up-to-date on the day the application is submitted
- Submit a written application for consideration to Agriculture Department Head who will review the application and qualifications and determine if the student qualifies for the recognition


Sit down table with sink
Stand up table with sinks
Power requirements?
Sit down table with sink
do we still need sinks in counters?
30x35
40x67
40x67
Building 800
7.1.14



Building 800-
Natural Power Lab

California Department of Education

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2014–15 APPLICATION FOR FUNDING

(Due Date: To be received in Regional Supervisor's Office by August 31, 2014)

DATES OF PROJECT DURATION - JULY 1, 2014, TO JUNE 30, 2015

Indio High	Desert Sands Unified School District
(School Site)	(District)

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	Assistant Superintendent Educational Services Title
Signature of Agriculture Teacher Responsible for the Program	Signature of Principal

Contact Phone Number: 760-775-3550

Date of Approval of Local Agency Board: 9/2/2014

Funds Requested - Part I	$5,000.00	
Part II	$3,176.00	
Part III	$10,000.00	
Part IV	$0.00	
Total		$18,176.00

Number of Different Agriculture Teachers at Site: 3

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	x	
2. Leadership and Citizenship Development	x	
3. Practical Application of Occupational Skills	x	
4. Qualified and Competent Personnel	x	
5. Facilities, Equipment, and Materials	x	
6. Community, Business, and Industry Involvement	x	
7. Career Guidance	x	
8. Program Promotion	x	
9. Program Accountability and Planning	x	

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	$4,000	
Two Teachers	$4,500	
Three Teachers or More	$5,000	$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2013–14 R2 Number	Amount Requested
List Number from R2 Report ($8/Member)	397	$3,176.00

PART III - QUALITY CRITERIA 10–11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

* Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
* Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of $2,000 for year-round employment.
* Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site: 3

List the Names of the Agriculture Teachers:

1. Melissa McBride	4.
2. Nancy Lauritzen	5.
3. Cesar Lopez	6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio		$0.00
Criterion 11A - Year-Round Employment	2	$4,000.00
Criterion 11B - Project Supervision Period	3	$6,000.00
TOTAL FUNDS REQUESTED PART IV		$10,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list $7,500 (funds requesting) in space to the right. no

PART V - FINANCIAL SCHEDULE

Part A

			A	B		C

Line	Acct. No.	Classification	Description of Item for Which Funds Will be Expended	Incentive Grant Funds		Matching Funds
1	4000	Books & Supplies		7,176.00		7,176.00
2			Subtotal for 4000	$7,176.00		$7,176.00
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Staff travel/expenses	2,500.00		2,500.00
4			2. Student Transp.	2,000.00		2,000.00
5			3. Conference Fees	2,000.00		2,000.00
6			4.			
			5.			
7			6.			
8			Subtotal for 5000	$6,500.00		$6,500.00
9	6000	Capital Outlay; Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1. Computer Equipment	2,000.00		2,000.00
10			2. Lab Supplies	2,500.00		2,500.00
11			3.			
			4.			
12			5.			
13			Subtotal for 6000	$4,500.00		$4,500.00
14			Total for 4000–6000 Lines 2, 8, 13	$18,176.00		$18,176.00

TOTAL 2014–15 Incentive Grant Allocation: $18,176.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

			A	B		C
Line	Acct No.	Classification	Description of Item for Which Funds Were Expended	Incentive Grant Funds		Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries			
16	1000	Salaries	Teachers' Salaries for Project Supervision Period			
17	3000	Benefits	Benefits for the Above Items (1000)			
18			TOTAL			$0.00

TOTAL Amount of Waiver Requested:

Desert Sands Unified School District
Competitive Request for Perkins Funding • 2015-2016

Date: March 25, 2015

School Name: Indio High School

Industry Sector: Agriculture, Food and Natural Resources

Career Pathway: Ornamental Horticulture

Teacher Names: Cesar Lopez-Barreras

Melissa McBride

Other Names: CTE Ag Specialist (To Be Hired)

Date of Advisory Meeting: March 24, 2015

Please attach most recent advisory minutes

Total Amount Requested: $17,699.54

I certify that this request complies with the District's Perkins Five-Year Plan and meets the requirements of the Perkins Improvement Act of 2006.

Principal's Name: Rudy Ramirez

Principal's Signature: _____

Please return **by April 3, 2015**, to:

Deanna Keuilian
Administrator, Career Technical Education
760-238-9635 tele • 760-771-8608 fax
Deanna.Keuilian@dsusd.us

Educational Services Use	
Meets Requirements of Perkins Act of 2006	
Complies with DSUSD Perkins Five-Year Plan	
Enhances, Improves or Expands CTE Program	
Relevant to Workforce Demands	

Request for Perkins Funding: Approved Denied Other Action

Amount for Career Pathway Included in CTE Application for 2015-2016 Funding:

$_____

_____ **Date:** _____

Administrator, Career Technical Education

Carl Perkins Act 2006
Budget Narrative
Resource 3550 FY 2015-2016

Expenditure Object Codes	Description *(narrative/detail)*	Year 2015-2016
	Indio High School Ornamental Horticulture Pathway	
Series 1000 Instruction	**Certificated Salaries:**	
Prof Dev. 1130	Stipend CSTO Program Coordinator – Allows for supervision of 300 students during FFA competitions, project visitation, organization of horticultural related internship & work experience as well as develop/foster working relationships with horticultural related business and industry.	$6010
Curriculum Dev.	Substitutes for teachers to participate in professional development, CTE Conf. and articulation with local community staff and for teachers to prepare curriculum development and integration of Next Generation Science Standards, Common Core/ CTE State Standards. At the cost of $115 per day. Substitutes also needed for coverage so teachers can supervise students on FFA activities, competitions and landscaping/horticulture entries and removal to/from the Riverside County Date Festival. Total days: 16	$1840
Guidance & Counseling	Extra Duty for articulation with community college and AG instructor partner (1) teacher x 20 hours each = 20 hrs.	$824
	Total Certificated Salaries	**$8,674**
Series 2000	**Classified Salaries:** XXXX	
	Total Classified Salaries	
Series 3000	**Fixed Charges/Benefits:** Include description and method of calculation.	
	Stipend CSTO Program Coordinator	$775
	Substitutes for teachers $1840 X .0829	$152.54
	Extra Duty $824 X .1210	$98

	Total Fixed Charges/Benefits	**$1025.54**
Series 4000 Instruction 4300 4400 Prof Dev	**Supplies/Instructional Materials:** List textbooks, materials, and supplies separately. If supplemental instructional materials are included, please list the supplemental materials to be purchased. Misc. lab supplies, plant specimens for lab examination, small horticulture hand tools, fertilizers, soil, pots, propagation tools, soil testing kits, soil amendments, drafting and landscaping planning tools, irrigation system components and other instructional materials in compliance with articulation agreements with Mt San Antonio, Mira Costa and College of the Desert Community Colleges. Text book "Landscape Design" for Environmental Horticulture III Equipment allowance for purchase of equipment to enrich the curriculum in Environmental Horticulture I Equipment allowance for purchase of computer aided software for landscape design course and materials for Hydrology, Landscape and Sustainable Environmental Design (EHS III) **Total Supplies/Instructional Materials**	$1,500 $500 $1,500 **$3,500**
5000 5711	**Other Services/Operating Expenses:** Description: *(narrative/detail)* Field Trips - Student transportation to industry related facilities specific to CTE Such locations may include: Living Desert Zoo and Botanical Gardens, Huntington Gardens, and/ or industry greenhouse and nursery sites Fuel for supervision of Ag horticultural projects including designing/constructing horticulture and landscaping entries at the Riverside County Date Festival. Fuel will also be used to take students to FFA competitions in Nursery/Landscape Career Development Events which are held statewide. **Total Other Services/Operating Expenses**	$3,500 **$3,500**

Budget Form (Cont.)

Expenditure Object Codes	Description *(narrative/detail)*	Year 2014-2015
Series 5200	**Travel & Conferences:** Describe travel necessary to meet project objectives. *(narrative/detail)* Conferences for CTE Program Ornamental Horticulture – In an effort to stay current in industry related topics, teachers will attend the California Nursery Growers Association, the California Association of Nurseries and Garden Centers and the California Landscape Contractors Association meetings and conferences.	$1,000
	Total Travel & Conferences	$1,000
5600	**Repairs:** Description: *(narrative/detail)*	
	Total Repairs	$0.00

5800	**Consultant Services:** Description: *(narrative/detail)*	
	Total Consultant Services	$0.00
	GRAND TOTAL	$17,699.54

Desert Sands Unified School District
Competitive Request for Perkins Funding • 2015-2016

Date: March 25, 2015

School Name: Indio High School

Industry Sector: Agriculture, Food and Natural Resources

Career Pathway: Animal Science

Teacher Names: Melissa McBride

Cesar Lopez

Other Names: CTE Agricultural Specialist- (To be Hired)

Date of Advisory Meeting: March 24, 2015

Please attach most recent advisory minutes

Total Amount Requested: $29,002

I certify that this request complies with the District's Perkins Five-Year Plan and meets the requirements of the Perkins Improvement Act of 2006.

Principal's Name: Rudy Ramirez

Principal's Signature:

Please return **by April 3, 2015**, to:
Deanna Keuilian
Administrator, Career Technical Education
760-238-9635 tele • 760-771-8608 fax
Deanna.Keuilian@dsusd.us

Educational Services Use	
Meets Requirements of Perkins Act of 2006	
Complies with DSUSD Perkins Five-Year Plan	
Enhances, Improves or Expands CTE Program	
Relevant to Workforce Demands	

Request for Perkins Funding: ❑ Approved ❑ Denied ❑ Other Action

Amount for Career Pathway Included in CTE Application for 2015-2016 Funding:

$

Date:
Administrator, Career Technical Education

Carl Perkins Act 2006
Budget Narrative
Resource 3550 FY 2015-2016

Expenditure Object Codes	Description *(narrative/detail)*	Year 2015-2016
	Indio High School Animal Science	$
Series 1000	**Certificated Salaries:**	
Instruction 1140	Stipend CSTO Program Coordinator - Allow for supervision of 600 students during FFA competitions, project visitations, FFA meeting, FFA planning and development, and FFA Activities	6010
Prof Dev. 1130	Substitutes for teachers to participate in professional development, CTE Conf. and articulation with local community college staff and for teachers to prepare curriculum development and integration of Core Academics/CTE Standards. Sub coverage also needed for teachers to be able to supervise student on FFA activities and competitions. Total 50 days	5750
Curriculum Dev.	Extra Duty for articulation with community college and AG instructor partner (2) teacher x 30 hours each = 60 hrs.	2545
Guidance & Counseling		
	Total Certificated Salaries	**$14,305**
Series 2000	**Classified Salaries:** XXXX	
	Total Classified Salaries	
Series 3000	**Fixed Charges/Benefits:** Include description and method of calculation.	
	Stipend CSTO Program Coordinator –	775
	Substitutes for teachers	456
	Extra Duty	316

	Total Fixed Charges/Benefits	**$ 1,547**
Series 4000 Instruction 4300 4400 Prof Dev	**Supplies/Instructional Materials:** List textbooks, materials, and supplies separately. If supplemental instructional materials are included, please list the supplemental materials to be purchased. Misc. lab supplies, lab species, small hand tools, medicines, other instructional materials in compliance with articulation agreements with Mt San Antonio CC. Misc. books for Vet Science, Ag Biology, Animal Health and Pet Care and Plant and Animal Psy. Equipment allowance for purchase and replacement of equipment to enrich the curriculum in AG Biology, Animal Health and Pet Care, Vet Science and Plant and Animal Psy. **Total Supplies/Instructional Materials**	 1,000 500 1,500
5000 5711	**Other Services/Operating Expenses:** Description: *(narrative/detail)* Field Trips - Student transportation to industry related facilities specific to CTE Such locations may include: Date Festival, Vet Clinic, and/ or industry sites Fuel for Supervision of Ag Projects and FFA competitions, transportation for students to FFA Leadership Conferences and FFA Meetings **Total Other Services/Operating Expenses**	 4,500 4,500

Budget Form (Cont.)

Expenditure Object Codes	Description *(narrative/detail)*	Year 2015-201
Series 5200	**Travel & Conferences:** Describe travel necessary to meet project objectives. *(narrative/detail)* Conferences for CTE Program Animal Science- To attend mandated CATA/In-Services Meetings in an effort to stay current in industry related topics. Attend CTE National Conference	6500
	Total Travel & Conferences	6500
5600	**Repairs:** Description: *(narrative/detail)* Balancing and service of Livestock scale at Date Festival Repair and Sharing of clippers and Livestock equipment	150 500
	Total Repairs	650
5800	**Consultant Services:** Description: *(narrative/detail)*	
	Total Consultant Services	
	GRAND TOTAL	$29,002

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16.

Advisory Committee Minutes

Indio High School's Agriculture Department

Spring Advisory Committee Meeting
Minutes
March 24, 2015

Call to Order: A regular meeting of the Indio High School's Agriculture Department Advisory Committee was held at Indio High School in room 3207 on March 24, 2015. The meeting convened at 4:35 P.M.

Members Present:

Michael Chedester
Wendy Enright
Michael Terry
Margo McCormick
Melissa McBride
Nancy Lauritzen
Cesar Lopez
Lisa Fiero
Aleena Duran

Business:

Officer Elections

President - Motion from Michael Chedester nominated himself for presidency, seconded
Vote: All in favor
Resolved: Motioned carried

Secretary - Motion from Michael Chedester nominated Cesar Lopez for secretary, seconded
Vote: All in favor
Resolved: Motioned carried

Agricultural Pathways

Mrs. McBride gave an overview of the Agriculture career technical education courses offered at Indio High School and how the courses form the two pathways: Animal Science and Environmental Horticulture Science

Committee was informed that prior to the school year, Mrs. Lauritzen and Mr. Lopez presented to the counseling and administrative staff the course sequence which allows students to successfully complete the agriculture pathways at Indio High School. Course sequence was attached to the agenda.

Committee was also informed about the Agriculture Academic Cords available to students who commit to the pathways in the agriculture department. List of requirements was attached to the agenda.

The committee discussed the emerging other pathways which have largely been district driven, not industry/advisory committee led. Attention was brought to the fact that many of these teachers do not have specialized CTE credentials. Margo McCormick shared that the district recently traveled to Nashville, TN which showcased their career technical education model in which all freshmen select a pathway of study in which students gain practical skills leading to an industry recognized certification. Michael Terry recognized the importance of such programs and the reason CTE was developed. Michael Chedester shared with the committee the invaluable skills he learned from being involved in an agriculture pathway. Michael Terry asked if field days were provided by industry to the students, at which the answer was no, but the committee was informed about the IHS Career Day. Wendy Enright share her experience with CTE and how programs like Indio's are vital for they can prepare and give practical experience to students wishing to become zoo keepers, vet techs and animal handlers.

Construction Updates

Tour of the new facilities was provided to all present.

Building plans for latest Indio High School's CTE building were shared with the committee. A copy was attached to the agenda.

Building seems to have been developed by the district with no input from teachers. Concerns were raised over the functionality of the building and design aspects. The department has three teachers, but the plans only suggest two teachers.

A meeting has been scheduled for April 7th to discuss the building as well as the future of the department with the district.

Michael Chedester asked for clarification on the small rooms in the plans. Looking at the plans for the lower right, the 40' x 67' "Veterinary Science" classroom will host the animal science pathway. The small classroom to the left has been identified as the department office, yet has a teacher's workstation, suggesting a typical classroom (clarification from district will be requested). There is a small storage room from the animal science class and opposite this is the walk-in cooler which opens into the horticulture room. There is also a shared prep room between the animal science and horticulture rooms. The last 40' x 67' "Biotech" classroom will be the horticulture classroom. Question raised: where is the 3rd classroom for the 3rd agriculture specialist?

Michael Terry asked about the greenhouses and would like the teachers to ask the district about the plans for the greenhouses, which should have been at least

40' x 60'. Nancy Lauritzen also asked about the plots/growing beds for additional instruction laboratories. Melissa McBride explained that we only had the actual building to present and she would have to get clarification from the district as far as the plans for the greenhouse and surrounding outside laboratories.

The CTE building will be built where the current Performing Arts Center is housed. Construction is not anticipated on the CTE building until this upcoming summer. 18 months later, the building should be ready.

Articulation Updates

Committee was informed that the relationship with Mt. San Antonio Community College in Walnut, CA continues. Students who complete both pathways have the opportunity to earn 6 units of college credit by completing the coursework offered by the agriculture department with grade of B or better (3 units of animal science and/or 3 units of environmental horticulture science).

Thanks to Nancy Lauritzen's leadership, the department is also in negotiations with Mira Costa Community College in Oceanside, CA for an articulation agreement for the Art and History of Floral Design I CP course.

Negotiations are also in place with College of the Desert to articulate the Environmental Horticulture Science I CP/HP course.

Margo McCormick shared with the committee that SB 1070 (Career Technical Education Pathways Program) has motivated a lot of community colleges to start working with high schools and encourage articulations and dual enrollment.

District Budget

No actual monetary support is received from the district except for $300 discretionary funds, and the matching provided by the Ag Incentive Grant. Carl Perkins is provided on a competitive basis.

Local Control Formula (LCF) funding has been discussed last year to support the Ag Department, but this has not happen. At this time, LCF is not being used to fund any CTE program on IHS's campus.

Carl Perkins Grant

Committee was asked to review the two Carl D. Perkins Career and Technical Education Improvement Act Grant Application to support the two pathways within the department.

Michael Terry asked if additional support is needed from all committee members

towards the district and their allocation of Perkins funds specially to programs that do not have a credential CTE teachers instructing students, nor have a CTSO nor meet the High Quality CTE Programs requirements. At this time it was decided not to take any action towards the district on this matter. Committee is aware that the creation of additional pathways means less Perkins funds available for agriculture department's pathways since all programs must submit a written application to the district. The Career Technical Education Administrator reviews each application and decides what allotment is provided for each program every year.

The biggest cost is gas which is being taken from Perkins funding.

Ag Incentive Grant

Governor Brown decided to include the Ag Incentive Grant in his May budget revise as he decided it was not worth the fight with the strong advisory support statewide. For now the Ag Incentive Grant will continue to support the department. The department will continue to maintain the high standards required for the grant which are the basis for funding.

Department Retirement

Committee was informed of the retirement of Nancy Lauritzen from the agriculture department at the end of the current school year.

Hiring a Replacement

Committee was informed that the department will begin seeking a replacement soon and anticipate the support from both Indio High School's Administration as well as the district's

Career Day at Indio High School - April 10th

Indio High School will be hosting their annual career day on April 10th. This year the career day will be centered around the career pathways that have been developed for Indio High School. Volunteers are needed from 8 am to 12:15 pm to speak to groups of 50 students for about 10 minutes. Speakers are encouraged to bring visuals and to speak about the track they undertook to get to where they are and about their chosen career. Groups will rotate in 45 minute blocks, giving the speakers 4 different opportunities to speak on their career. If volunteers can not commit to the whole morning session, any time in between would be appreciated. Please contact cesar.lopezbarreras@desertsands.us if interested.

Indio FFA Awards Banquet - May 13th at 6 pm

All committee members were invited to attend the awards banquet on May 13th at 6:30 pm in the new IHS Dance Classroom. An invitation will be sent out to all.

Fall Advisory Meeting

Next advisory meeting was tentatively scheduled for either September 15 or September 16, 2015. Please contact cesar.lopezbarreras@desertsands.us if you have a preference on which date. Program Plan will be analize in anticipation of Regional Supervisor, Mr. Haven's audit on the department next school year.

Adjournment

Motioned by Michael Chedester, seconded
Vote: All in favor
Resolved: Motioned carried, meeting adjourned at 6:02 pm

17.

Advisory Committee's Bylaws

Indio High School's Agriculture Education Local Advisory Committee Bylaws

I. Name

The name of this organization shall be the Indio High School's Agriculture Education Local Advisory Committee hereafter referred to as the Advisory Committee.

II. Purpose

The purpose of the Advisory Committee is to provide recommendations regarding the goals and objectives for the program for all three integral components of an Agricultural Education program. The input provided by the Advisory Committee shall be used by the instructor(s) in planning program activities and improvement. The committee assists in identifying community resources and program strategies for achieving the goals and objectives. The advisory committee also assists with the evaluation of the program. The evaluation process is one of reflection as to if goals and objectives have been achieved, and the analysis process used in determining at what level. The Advisory Committee is authorized under Section 134(b)(4) of the Carl D. Perkins Vocational and Technical Education Act of 1998: "The eligible agency shall determine requirements for local plans, except that each local plan shall describe how parents, students, teachers, representative of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs assisted under this title, and how such individuals and entities are effectively informed about and assisted in understanding the requirements of this title." Each full-time Vocational and Technical program must have an advisory committee that is formally organized and meets at least once annually. The membership of the advisory committee must be diversified with the majority of membership representative of occupations for which the program is training.

III. Organization

A. Membership. The committee shall consist of a sufficient number of members to provide a representative cross-section of the labor market served by Indio High School. The committee shall have at least five members.

B. Terms of Appointment. Appointments shall be for three-year terms. Appointments shall be staggered so that one-third of the members' terms expires each year. At the time of the initial organization, terms shall be determined by drawing lots among the members. Members may succeed themselves for no more than two terms before

laying out a term. The term of a new Advisory Committee member shall start on August 1.

C. Officers. The committee shall elect a chairperson, vice chairperson, and secretary/recorder. The responsibilities of the officers include:

Chairperson – Shall preside at meetings, serve as the chairperson of the executive committee, direct external relations and legislative activities, and appoint standing and special committees as the need arises. The chairperson shall develop the meeting agenda in cooperation with the Agriculture Education teacher(s).

Vice Chairperson – Shall preside in the absence of the chairperson, direct committee program planning, chair the annual evaluation committee, and assist the chairperson as requested.

Secretary/Recorder – Shall direct the recording of the minutes of the meeting, the transmittal of all reports to members, and maintain a permanent record file of Advisory Committee activities. The secretary shall coordinate all correspondence on behalf of the Committee.

D. Officers shall be elected by the members annually. Other members of the executive committee shall be appointed annually by the elected committee officers. A replacement for a vacancy in a committee office shall be elected at the next regular meeting of the committee after the vacancy is created.

IV. Meetings

A. The advisory committee shall meet a minimum of 2 times annually.

B. Special meetings may be called by the chairperson.

C. The chairperson, after consultation with the advisory committee membership shall establish the schedule of advisory committee. Meetings may be postponed or canceled by the chairperson.

D. Written notices of committee meetings shall be mailed/emailed to all members at least 7 days prior to the meeting by the committee secretary.

E. Each meeting will begin at the planned time and will continue for no more than 2 hours unless a majority of the members present vote to extend the meeting.

F. A quorum shall be deemed to exist if at least 50 percent of the members of the advisory committee are present.

G. Members who are absent for 4 consecutive meetings shall lose their membership unless a majority of the members present vote to extend their membership.

V. Reporting and Dissemination

Minutes, reports, and recommendations shall be forwarded to the committee members, the Agriculture Education teacher by the secretary within 7 days following each committee meeting.

VI. Parliamentary

Authority Robert's Rules of Order shall be followed for conducting business within the committee.

VII. Working Rules

The committee shall establish a set of working rules to govern its operation. Items to be included are committee structure, meeting arrangements, annual priorities for committee work and other organizational details.

VIII. Funding

Expenditures of the committee shall be assumed by the Agriculture Education Department upon the approval of the appropriate board or committee.

XI. Amendments

Bylaws may be amended by two-thirds vote of the committee provided the following conditions have been met:

A. The proposed amendment shall have been proposed by a committee member and distributed to each committee member 7 days prior to the time of voting.

B. The proposed changes shall have been approved by the Indio's Agriculture Education department.

18.

Proficiency Standards

Since 1917, with the passage of the Smith-Hughes, federal and state legislation has provided leadership for the implementation and improvement of agricultural education programs. The California Department of Education, the Superintendent of Public Instruction, and the State Board of Education have strongly supported a comprehensive program of instruction in agriculture that integrates technical agriculture with strong academic foundations in core subjects. A successful agriculture education program must be based on three components: classroom instruction, Future Farmers of America (FFA) leadership activities, and Supervised Occupational Experience Projects. Two major federal and state programs provide support for agricultural education programs: the Carl D. Perkins Vocational and Technical Education Act of 1998 (20 U.S.C. 2301 et seq., as amended by Public Law 105-332), and the Agricultural Education Vocational Incentive Grant Program (California Senate Bill 813 [1983] and California Code of Education Chapter 9. Vocational Education, Article 7, Sections 52460-52462).

In able to support a strong comprehensive program, the foundation must strong classroom instruction and proficiency standards for students. The following are the basic learning expectations and outcomes for all courses taught through the Indio High School Agriculture Department. The department utilizes the California Career Technical Education Model Curriculum Standards with an emphasis on the Agriculture and Natural Resources Industry Sector. After this list, the pathway specific learning outcomes are presented.

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.

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.

- Recognize the elements of communication using a sender–receiver model.
- Identify barriers to accurate and appropriate communication.
- Interpret verbal and nonverbal communications and respond appropriately.
- Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

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.

- Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.
- Explore how information and communication technologies are used in career planning and decision making.
- Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- Integrate changing employment trends, societal needs, and economic conditions into career planning.
- Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- Recognize the importance of small business in the California and global economies.
- Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- Develop a career plan that reflects career interests, pathways, and postsecondary options.

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.

- Use electronic reference materials to gather information and produce products and services.
- Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
- Research past, present, and projected technological advances as they impact a particular pathway.

- 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.
- Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.

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.

- Identify and ask significant questions that clarify various points of view to solve problems.
- Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

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.

- Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
- Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- Practice personal safety when lifting, bending, or moving equipment and supplies.
- Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- Maintain a safe and healthful working environment.
- Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

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.

- Recognize how financial management impacts the economy, workforce, and community.
- Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- Understand the need to adapt to changing and varied roles and responsibilities.
- Practice time management and efficiency to fulfill responsibilities.
- Apply high-quality techniques to product or presentation design and development.
- Demonstrate knowledge and practice of responsible financial management.
- Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- Explore issues of global significance and document the impact on the Agriculture and Natural Resources sector.

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.

- Access, analyze, and implement quality assurance standards of practice.
- Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Agriculture and Natural Resources industry sector.
- Demonstrate ethical and legal practices consistent with Agriculture and Natural Resources sector workplace standards.
- Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- Analyze organizational culture and practices within the workplace environment.
- Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
- Conform to rules and regulations regarding sharing of confidential information, as determined by Agriculture and Natural Resources sector laws and practices.

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.

- Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 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.
- Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 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.
- Understand that the modern world is an international community and requires an expanded global view.
- Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- Participate in interactive teamwork to solve real Agriculture and Natural Resources sector issues and problems.
- Define the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 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.
- Understand how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- Demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- Participate in group or team activities, including those offered by the student organization, that develop skills in leadership, cooperation, collaboration, and effective decision making.

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.

- Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.
- Comply with the rules, regulations, and expectations of all aspects of the Agriculture and Natural Resources sector.
- Construct projects and products specific to the Agriculture and Natural Resources sector requirements and expectations.
- Collaborate with industry experts for specific technical knowledge and skills.
- Interpret and explain the aims, purposes, history, and structure of the FFA student organization and know the opportunities it makes available.
- Manage, and actively engage in, a career-related, supervised agricultural experience.
- Understand the importance of maintaining and completing the California Agricultural Record Book.
- Maintain and troubleshoot equipment used in the agricultural industry.

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.

- 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.
- Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
- Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
- Employ entrepreneurial practices and behaviors appropriate to Agriculture and Natural Resources sector opportunities.
- 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.

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 and Feed Nutritionist.

Evaluate the necessary elements for proper animal housing and animal-handling equipment.

- Design an animal facility focusing on appropriate space and location requirements for habitat, housing, feed, and water.
- 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.
- Interpret animal behaviors and execute protocols for safe handling of animals.
- Defend the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.

Apply principles of animal nutrition to ensure the proper growth, development, reproduction, and economic production of animals.

- Assess the flow of nutrients from the soil, through the animal, and back to the soil.
- Explore the principles for providing proper, balanced rations for a variety of production stages in ruminants and monogastrics.
- Compare the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.
- Distinguish how animal nutrition is affected by the digestive, endocrine, and circulatory systems.

Apply principles of comparative anatomy and physiology to uses within various animal systems.

- Compare and contrast animal cells, tissues, organs, and body systems.
- Develop efficient procedures to produce consistently high-quality animals that are well suited for their intended purposes.
- Relate the importance of animal organs to the health, growth, and reproduction of animals.

Demonstrate understanding of animal reproduction, including the function of reproductive organs.

- Illustrate animal conception, including estrus cycles, ovulation, and insemination.
- Research the gestation process and basic fetal development.
- Explain the parturition process, including the identification of potential problems and their solutions.
- Select animal breeding methods based on reproductive and economic efficiency.
- Select a breeding system based on the principles of genetics.

Discuss animal inheritance and selection principles, including the structure and role of deoxyribonucleic acid (DNA).

- Evaluate a group of animals for desired qualities, and discern among them for breeding selection.
- Select animals, based on quantitative breeding values, for specific characteristics.
- Research and discuss current technology used to measure desirable traits.
- Predict phenotypic and genotypic results of a dominant and recessive gene pair.
- Research the role of mutations, both naturally occurring and artificially induced, and hybrids in animal genetics.

Prescribe and implement a prevention treatment program for animal diseases, parasites, and other disorders.

- Evaluate the signs of normal health in contrast to illness and disease.
- Analyze the importance of animal behavior in diagnosing animal sickness and disease.
- Research common pathogens, vectors, and hosts that cause disease in animals.
- Evaluate preventative measures for controlling and limiting the spread of diseases, parasites, and disorders among animals.
- Discuss procedures used at the local, state, and national levels to ensure biosecurity of the animal industry.
- Explain the health risk of zoonotic diseases to humans, their historical influence, and future implications.
- 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.

Explore common pasture and rangeland management practices and their impact on a balanced ecosystem.

- Evaluate a rangeland and identify methods of rangeland improvement used in an effective animal production program.
- Summarize how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.

- Develop a management plan for rangelands, including how to calculate carrying capacity, for a variety of animal species and locations.
- Evaluate a plan to balance rangeland use for animal grazing and for wildlife habitat.

Explain challenges associated with animal waste management.

- Assess treatment and disposal management systems for animal waste.
- Compare various methods for using animal waste and the environmental impacts associated with each method.
- Research the health and safety regulations that are an integral part of properly managed animal waste systems.

Assess animal welfare concerns and management practices that support animal welfare.

- Evaluate the early warning signs of animal distress and how to rectify the problem.
- Discuss consumer concerns with animal production practices relative to human health.
- Summarize federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.
- 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.

Demonstrate understanding of the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits).

- Formulate and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.
- Develop, maintain, and use growth and management records for large or small animals to make data-driven management decisions.
- Demonstrate understanding of the production of specialty animals (e.g., fish, marine animals, llamas, and tall, flightless birds).
- Assess specialty animals' role in agriculture (e.g., fish farms, pack animals, working dogs).
- Explore the unique nutrition, health, and habitat requirements for specialty animals.
- Synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.
- Develop, maintain, and utilize growth and management records for specialty animals to make data-driven management decisions.

Understand how animal products and by-products are processed and marketed.

- 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.
- Compare the relative importance of the major meat, dairy, and egg classifications, including the per-capita consumption and nutritive value of those classifications.
- Discuss how meat-based, dairy, and egg retail products are produced.
- Describe how nonmeat products, such as wool, pelts, hides, and by-products, are harvested and processed.
- Evaluate how meat products and nonmeat products are marketed.
- Compare the value of animal by-products to nonagricultural industries.
- Apply point-of-origin safety and sanitation procedures in the production, harvest, handling, processing, and storing of meat products.

Environmental Horticulture Science Pathway

The Environmental Horticulture Science 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 and Nursery/Greenhouse Manager

Compare and contrast the hierarchical classification of plants.

- Practice how to classify and identify plants by order, family, genus, and species.
- Demonstrate how to identify plants by using a dichotomous key.
- Illustrate how common plant parts are used to classify the plants.
- Distinguish how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
- Identify and select plants for local landscape applications.

Summarize plant physiology and growth principles.

- Understand plant systems, nutrient transportation, structure, and energy storage.
- Diagram the seed's essential parts and explain the functions of each.
- Explain how primary, secondary, and trace elements are used in plant growth.
- Experiment with the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- Differentiate the tissues seen in a cross section of woody and herbaceous plants.
- Explore the factors that affect plant growth.

Demonstrate plant propagation techniques.

- Explain the different forms of sexual and asexual plant reproduction.
- Demonstrate the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
- Utilize and monitor plant reproduction for the development of a saleable product.

Develop and implement a plan for basic integrated pest management.

- Read and interpret pesticide labels and understand safe pesticide management practices.
- Research how pesticide regulations and government agencies affect agriculture.
- Identify common horticultural pests and diseases and methods of controlling them.
- Design an integrated approach to solving plant problems.

Summarize water and soil (media) management practices.

- Explain how basic soil science and water principles affect plant growth.
- Illustrate basic irrigation design and installation methods.
- Prepare and amend soils, implement soil conservation methods, and compare results.
- Research major issues related to water sources and water quality.
- Explain the components of soilless media and test the use of those media in various types of containers.

Apply ornamental plant nutrition practices.

- Analyze how primary and secondary nutrients and trace elements affect ornamental plants.
- Use basic nutrient testing procedures on soil and plant tissue.
- Analyze organic and inorganic fertilizers to understand their appropriate uses.
- Read and interpret labels to properly apply fertilizers.

Develop a plan for the selection, installation, and maintenance of turf.

- Explain the selection and management of landscape and sports field turf.
- Demonstrate how to select, install, and maintain a designated turf grass area.
- Distinguish how the use of turf benefits the environment.

Employ nursery production principles.

- Demonstrate the proper use of production facilities and common nursery equipment.
- Use common nursery production practices.
- Demonstrate how to propagate and maintain a horticultural crop to the point of sale.
- Design a marketing and merchandising strategy to use in nursery production.

Demonstrate the proper use of containers and horticultural tools, equipment, and facilities.

- Use different types of containers and demonstrate how to maintain growing containers in controlled environments.
- Operate and maintain selected hand and power equipment safely and appropriately.
- Select proper tools for specific horticultural jobs.
- Install landscape components and electrical, land, and water features.

Understand basic landscape planning, design, construction, and maintenance.

- Utilize terms associated with landscape and design in appropriate context.
- Produce a residential design, including how to render design to scale using design technology and principles.
- Use proper landscape planting and maintenance practices.
- Prune ornamental shrubs, trees, and fruit trees.
- Produce clear and concise landscape business contracts.

Understand basic floral design principles.

- Demonstrate the use of plant materials and tools.
- Apply basic design principles to products and designs.
- Handle, prepare, and arrange cut flowers appropriately.
- Develop marketing and merchandising strategies to use in the floral industry.

19.

Credential(s)

CA.GOV CTC COMMISSION ON TEACHER CREDENTIALING
Ensuring Educator Excellence

Agency User | Search

LOPEZ BARRERAS, CESAR > Document:

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

Last Name: LOPEZ BARRERAS
First Name: CESAR
Middle Name: RENE

Last Known County of Employment: RIVERSIDE COUNTY OFFICE OF EDUCATION
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	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
>	140121814	Single Subject Teaching Credential	Clear	Valid	7/2/2014	8/1/2019	2/17/2012		
>	120534261	Specialist Instruction Credential (Agriculture)	Clear	Valid	2/17/2012	3/1/2017	2/17/2012		
>	120534262	Single Subject Teaching Credential	Preliminary	Valid	2/17/2012	3/1/2017	2/17/2012		

Authorization/Subjects

1 - 2 of 2

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor	Added Authorization Date
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE			
R1S	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.	AGRI	Agriculture	MAJ	

Renewal Requirements

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

1 - 1 of 1

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

20.

Chapter Calendar

Indio FFA Calendar of Events 2014-2015

September 2014

3rd - Indio FFA Ice Cream Social

9th - Riverside Sectional Meeting - Heritage High School

13th - Riverside Sectional Leadership Conference - Perris High School

17th - Indio FFA Chapter Meeting - IE 25 @ 2:30 pm

20th - Los Angeles County Fair Field Day - Nursery and Floral Contest

24th - Opening and Closing Contest - Norte Vista High School

30th - Indio FFA Livestock Parent Meeting - Indio High School @ 6 pm

October 2014

2nd - Indio FFA Workday - Livestock Barns @ Fair beginning at 3:00 pm to 4:30 pm

7th - Interested in a Sheep for the fair? Lunch time meeting for those who missed the Livestock meeting

8th - Indio FFA Meeting - Livestock Barns @ Fair beginning at 3:00 pm ***We will pick out our sheep this day!***

9th - Lunch time meeting for those interested in the Job Interview Contest in IE25

17th - Setting up for So Cal Leadership Conference - Help set up for the leadership conference hosted here in Indio for all of Southern California FFA members (after school in IE 25)

18th - Southern California Leadership Conference - Hosted by Indio FFA Needed helpers to prepare lunch, serve lunch and help with posters, etc.

20th - Record Book Workday - ***ALL livestock students*** are required to attend. We will begin your record book for the 2014-2015 school year.

November 2014

1st - Food Bank Community Service Project (sign up at the Oct FFA meeting - need 25 FFA members)

12th - Indio FFA Meeting - Livestock Barns @ Fair beginning at 3 pm ***We will pick out our pigs this day!***

13th - Greenhand Conference - Heritage High School - ***ONLY open to Freshmen***

15th - Made for Excellence and Advanced Leadership Academy Conferences registration money due ($100)

17th - Record Book Workday - ***ALL livestock students*** *are required to attend.*

December 2014

1st - Record Book Workday - ***ALL livestock students*** *are required to attend.*

4th - Job Interview and Impromptu Contest

6th - Fallbrook Field Day - Nursery, BIG and Floral Contest

13th - Heritage Field Day - Nursery, BIG and Floral Contest

17th - Indio FFA Greenhand Ceremony Meeting - All 1st year members are encouraged to attend this meeting. We will recognize your efforts as a first year member. - Livestock Barns @ Fair beginning at 3:00 pm

January 2015

5th - Record Book Workday - ***ALL livestock students*** *are required to attend. Requirements for Buyers Letters will be discussed.*

7th - Fair Entries Meeting - All those submitting an entry to the 2015 National Date Festival must attend. This includes: Livestock, Landscapes, Floral

and Dish Gardens

13th - State Degree Scoring by the Ag Teachers of Southern California (record books due)

14th - Indio FFA Meeting - Livestock Barns @ Fair beginning at 3:00 pm - Buyer's Letters ***DUE (minimum of 10 letters with envelopes, address and stamped)***

17th - Clipping pigs and sheep (all day workday for livestock students) @ Fairgrounds

24th - Norte Vista Field Day - Nursery, BIG and Floral Contest

30th and 31st - Made for Excellence and Advanced Leadership Academy Conferences

February 2015

1st - Indio FFA Pre-Show and Parent Meeting (All livestock students participate and at least 1 parent expected at the Parent Meeting around noon)

6th - Landscapes Workday - Picking up plants after school

7th - Livestock Barns Workday - Getting the barns ready for the fair

*7th - 11th - Landscape Construction (**DUE by 6 pm on 11th**)*

*12th - Floral Entries **DUE***

13th - Fair starts

16th- Weigh-in for Livestock at the Fair

17th - Sheep and Goats Show Day

18th - Pig Show Day

20th - Mira Costa Field Day - Nursery and Floral Contest

21st -Auction Day at the Fair

22nd - Last day of fair and haul-out of our materials

23rd - Landscape removal from the fairgrounds

26th - Project Comp Banquet to Norco, CA

March 2015

*2nd- Record Book Workday - **ALL livestock students** are required to attend.*
6th - 7th - UC Davis Field Day - Nursery, BIG and Floral Teams (overnight trip)
*11th - Indio FFA meeting (Thank You Letters **Discussed**) after school*
14th - Warmer Springs Field Day - Nursery, BIG and Floral Contest
17th - Co-op & BIG at Indio High School
21st- State Degree and Proficiencies Banquet
*23rd- Record Book Workday - **ALL livestock students** are required to attend.*
*Thank You Letters are **DUE**!!!*

April 2015

8th - Indio FFA Meeting after school
11th - Cal Poly Pomona Field Day and Regional Meeting - Nursery, BIG, Floral and Agriscience Fair Projects go to compete
15th - Indio FFA Officer Screening
18th - Fresno Field Day - Nursery, BIG and Floral Compete
18th - 21st - State FFA Leadership Conference
28th - Riverside Sectional Screening
29th - Indio FFA Chapter Elections, After school
30th - Floral Team to State Finals @ Cal Poly San Luis Obispo

May 2015

1st - 2nd - Floral Team to State Finals @ Cal Poly San Luis Obispo
2nd - Nursery and BIG to State Finals @ Cal Poly San Luis Obispo
5th - Riverside FFA Sectional Elections
13th - Indio FFA Chapter Awards Banquet

21.

Professional Development

Professional Development is vital to remain current in not only the industry but also to make class relevant and strengthen curriculum. I have made a great effort to remain current this year and to share this knowledge with my colleagues. My motivation to remain current and to share this knowledge has been and continues to be the benefit of students. The following is an account of my personal development:

- State Conference of the California Agricultural Teachers' Association
- Late Spring Course at Cal Poly San Luis Obispo
    - AGED S525 - Organizing Instruction for Growing and Selling Horticulture Products
- Life Science Summer Institute – Rigorous training in biotechnology for teachers by the Southern California Biotechnology Center
- DuPont National AgriScience Teachers Ambassador Academy (NATAA) graduate
- Federal Program Monitoring Training – Preparing for Title I and FPM visit from state visiting team
- FPM English Learners Training - Indio's In-house Curriculum Coach training to ensure the needs of English Learners are being met school wide
- Depth of Knowledge Training – Indio's In-house Curriculum Coach training on increasing rigor in our curriculum
- Close Reading and Common Core Literacy Standards Training - Indio's In-house Curriculum Coach training on increasing literacy in our curriculum and on the transition into Common Core
- California STEM Symposium
    - Teaching about California Water with EEI and Project WET
    - Common Core for Science: Integrating Literacy in the Science Classroom
    - Planning and Implementing Integrated, Standard-Based Instruction for Diverse Learners
    - Hands-on Science Center in Your Neighborhood: Community Science Workshop Network
    - Let's Get REAL (Renewable Energy Academy Learning)
    - STEM Academies and Pathways: Choosing a Model that Works
- Desert Sands Unified School District's High School Science TRAC Training – All science teachers district wide trained in incorporating the Common Core and Next Generation Science Standards into their curriculum
- National FFA Leadership Conference
    - STEM: Fueling the Future for Ag Education
    - Empowered to Lead. Inspired to Serve – Lead2Feed Student Leadership Program
- Conducted a workshop at the National FFA Leadership Conference
    - Adding Some Color to Plant Science

- Southern Region Fall In-Service and CATA Meeting
    - Industry tour of the renewable wind energy plant in the Imperial County
    - Green Valley Packing Shed industry tour
- Southern Region Curriculum In-Service: State and National Instructional Initiatives in Agricultural Education
    - I-Record Book Training
    - Inventory, Financial Statement and Income Summery In-service
- Conducted workshops at the Southern Region Curriculum In-Service: State and National Instructional Initiatives in Agricultural Education
    - Fish, Photosynthesis and pH – As a DuPont Agriscience Teacher Ambassador I conducted mini lessons to model hands on, inquiry based learning in the agriscience classroom
- National Association of Agricultural Educators and the Association for Career Technical Educators Conference
    - Enough!: A Great Food Security Curriculum for Agriculture Education
    - Pallet Gardening in Small Spaces
    - Turfgrass Science Curriculum for Secondary Agriculture Education Programs
    - Incorporating Vertical Farming in Your Ag Class
    - Growing a Grant: Cultivating Seeds of Funding Success
    - Grant Writing 101: In Search of the Money Tree
- Southern Region Spring Regional California Agricultural Teachers' Association Meeting

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B **School Year** 2013-14 **School** Indio High School

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

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES							
	McBride	Lauritzen	Lopez					
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 **			X					

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

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

1	National Agriscience Ambassador Academy - Learn about inquiry based agriscience lab, sponsored by Dupot and NAAE
2	New Proffesionals Conference in Fresno, Ca
3	
4	
5	

CALIFORNIA ASSOCIATION FUTURE FARMERS OF AMERICA

CALIFORNIA DEPARTMENT OF EDUCATION
AGRICULTURAL EDUCATION
1430 N STREET, SUITE 4503
SACRAMENTO, CA 95814
www.calaged.org

March 16, 2015

Indio High School
Cesar Lopez
81-750 Avenue 46
Indio, CA 92201

Dear Mr. Lopez:

I would like to compliment you on your achievements in the Agriscience Teacher Recognition Program. You have been named as a state finalist in this year's competition. The state winner will be named at the State FFA Leadership Conference in Fresno in April.

Interviews of the state finalists will be conducted on Sunday, April 19, 2015, at approximately 9:00 a.m. You will need to check in with Dr. Lloyd McCabe, by 8:00 a.m. in the Valdez Hall.

The awards program will be held during the afternoon session on Sunday, April 19. You must check in at the Information Booth in Selland Arena by 3:15 p.m.

There is some seating available for family who wish to come and observe the ceremonies. This seating is available on a first-come, first-served basis. Guests may attend this session at no cost. Special guests should pick up a guest pass from the FFA Financial Services Office located in the Ticket Windows inside Valdez Hall. However, if they will be attending other parts of the convention they must be registered to attend.

Again, congratulations on your accomplishment and best of luck in your quest for selection as the State Agriscience Teacher of the Year.

Sincerely,

Josiah Mayfield
Assistant State FFA Advisor
(916) 319-0486
jmayfield@cde.ca.gov

cc: Indio High School Principal

Contact: Jane Bachmann
1-515-535-4923
jane.bachmann@dupont.com

Corporate News

Indio Teacher Named "AgriScience Ambassador"

Innovative Learning Techniques Coming to Local Science Classrooms

WILMINGTON, Del., July 30, 2014 – Cesar Lopez Barreras, agriscience teacher at Indio High School, Indio, Calif., successfully completed the 12th annual DuPont National AgriScience Teachers Ambassador Academy (NATAA) at the company's Chesapeake Farms in Chestertown, Md. Upon receiving the certificate of completion, Mr. Barreras became an "Ag Ambassador," joining the other 250 outstanding teachers from across the country having attended NATAA and earned that designation.

The NATAA "Ag Academy" is a professional development institute sponsored by DuPont and a special project of the National FFA Foundation and the National Association of Agricultural Educators (NAAE). This year, 49 highly recommended agriscience teachers were selected to engage in inquiry-based activities, where they explore state-of-the-art teaching concepts, with a majority of their training time in hands-on activities on Chesapeake Farms 3,300-acre working farm. The dual farm and classroom approach is designed to invigorate teachers and to infuse that learning experience in the classroom with their students.

"The Ag Academy has been an eye-opening and energizing experience," said Mr. Barreras. "Inquiry-based learning is not a cookie-cutter process. I'm very excited to start integrating this year's classroom curriculum with new techniques and tools and to be able to share them with my students and other teachers."

With the Ag Academy training, teachers are able to instill in their students a better grasp of scientific concepts and open the door for new horizons to pursue careers in STEM (science, technology, engineering, and mathematics) and related fields such as agriculture. Each class of Ag Ambassadors impacts approximately 10,000 students. Combined with multiple workshop presentations to their peers, in the last eleven years approximately 12,000 teachers across the U.S. including Puerto Rico and Alaska have participated, having a direct impact on over a million students since inception.

"By understanding global initiatives such as feeding the world and sustainability, teachers learn how to engage their students in real 21st century issues and finding real solutions," said Rik Miller, president, DuPont Crop Protection. "The Ag Academy embodies the professional development component and boosts the enthusiasm necessary to help students flourish in agriscience-related fields."

DuPont – one of the first companies to publicly establish environmental goals more than 20 years ago – has broadened its sustainability commitments beyond internal footprint reduction to include market-driven targets for both revenue and research and development investment. The goals are tied directly to business growth, specifically to the development of safer and environmentally improved new products for key global markets.

DuPont (NYSE: DD) has been bringing world-class science and engineering to the global marketplace

in the form of innovative products, materials, and services since 1802. The company believes that by collaborating with customers, governments, NGOs, and thought leaders we can help find solutions to such global challenges as providing enough healthy food for people everywhere, decreasing dependence on fossil fuels, and protecting life and the environment. For additional information about DuPont and its commitment to inclusive innovation, please visit http://www.dupont.com.

# # #

7/30/14

CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Agriculture and Home Economics Education
College and Career Transition Division
3801 West Temple Ave, Bldg 2-203
Pomona, CA. 91768
Telephone (909) 869-4496 FAX (909) 869-4196

Date: April 22, 2014

To: Southern Region Agriculture Teachers

From: Jack Havens, Southern Region Supervisor
California Department of Education
909-869-4496
jhavens@csupomona.edu

Ralph Mosqueda, Southern Region CATA President

Re: **2015 Spring Regional Meeting**

It is our pleasure to invite you to the Spring Regional Meeting of the Southern Region California Agricultural Teachers Association. This meeting is co-sponsored by the California Department of Education, Agricultural Education Unit and the College of Agriculture, California State Polytechnic University, Pomona. The meeting will be held on April 4, 2015 from 8:30 am to 12:00 noon at Cal Poly Pomona.

There will be a $15.00 registration fee for CATA members and $30 for non-members.

The Southern Region has many important matters to discuss and we look forward to seeing at this meeting!

CALIFORNIA
DEPARTMENT OF
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3801 West Temple Ave, Bldg 2-203
Pomona, CA. 91768
Telephone (909) 869-4496 FAX (909) 869-4196

Date: April 22, 2014

To: Southern Region Agriculture Teachers

From: Jack Havens, Regional Supervisor
California Department of Education
909-869-4496
jhavens@csupomona.edu

Re: **Curriculum In-Service – State and National Instructional Initiatives in Agricultural Education**

New directions for Agricultural Education in the 21st Century include dynamic changes that will challenge students and create career pathways to success. It is therefore critical that we develop an understanding of these initiatives and concepts in order to incorporate these instructional activities into our agricultural programs.

- You are invited to attend a one-day in-service on **Tuesday, December 9, 2014** at the **Kellogg Lodge and Conference Center** on the campus of California State Polytechnic University, Pomona starting at 8:30 a.m. and ending by 3:30 p.m. This in-service is designed to provide the participant with the opportunity to become familiar with integrating state-of-art instructional strategies into your agricultural program.

There will be a registration fee of **$100.00 per department.**

These workshops are sponsored by the California Department of Education, the College of Agriculture - California State Polytechnic University, Pomona, and the California Agricultural Teachers Association.

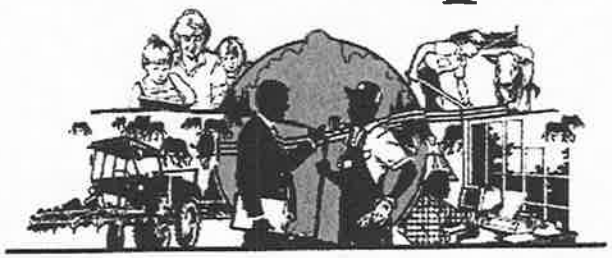
You may register for the workshop by filling out the "Southern Region In-service Registration Form" available at the Southern Region website http://www.srffa.org/cata/ **No Purchase orders for individual in-services will be accepted.** If you choose to pay for just this one in-service school checks, personal checks, or cash only will be accepted. Return the registration to me no later than **November 24, 2014.**

We look forward to seeing you at this exciting educational activity.

2015
Riverside Section
Outstanding Agriscience Teacher

•

Cesar Lopez



California Agricultural Teacher's Association, Inc

Southern Region CATA President

Regional Supervisor

2015
Riverside Section
Outstanding Young Member

•

Cesar Lopez

California Agricultural Teacher's Association, Inc

Southern Region CATA President

Regional Supervisor

2015
Southern Region
Outstanding Agriscience Teacher

•

Cesar Lopez

Regional Winner

California Agriculture Teacher's Association, Inc.

RIVERSIDE COUNTY OFFICE OF EDUCATION
KENNETH M. YOUNG
Riverside County Superintendent of Schools

CERTIFICATE OF COMPLETION

THIS IS TO CERTIFY

Cesar Lopez

HAS COMPLETED THE CTE MODEL CURRICULUM STANDARDS 2.0 CONTENT AND CURRICULUM PROFESSIONAL DEVELOPMENT WORKSHOP (MODULE 2)

Presented on October 30, 2013

Diana Asseier
Assistant Superintendent
Educational Services

Ron Vito
Executive Director
Career Technical Education

Supporting California's Common Core State Standards

CTE™
Learning that works for California

LIFE SCIENCES SUMMER INSTITUTE

Certificate of Completion

Teacher Externship Program
July 11 - July 26, 2013

Presented to:

Cesar Lopez

Peter Callstrom
President & CEO
San Diego Workforce Partnership, Inc.

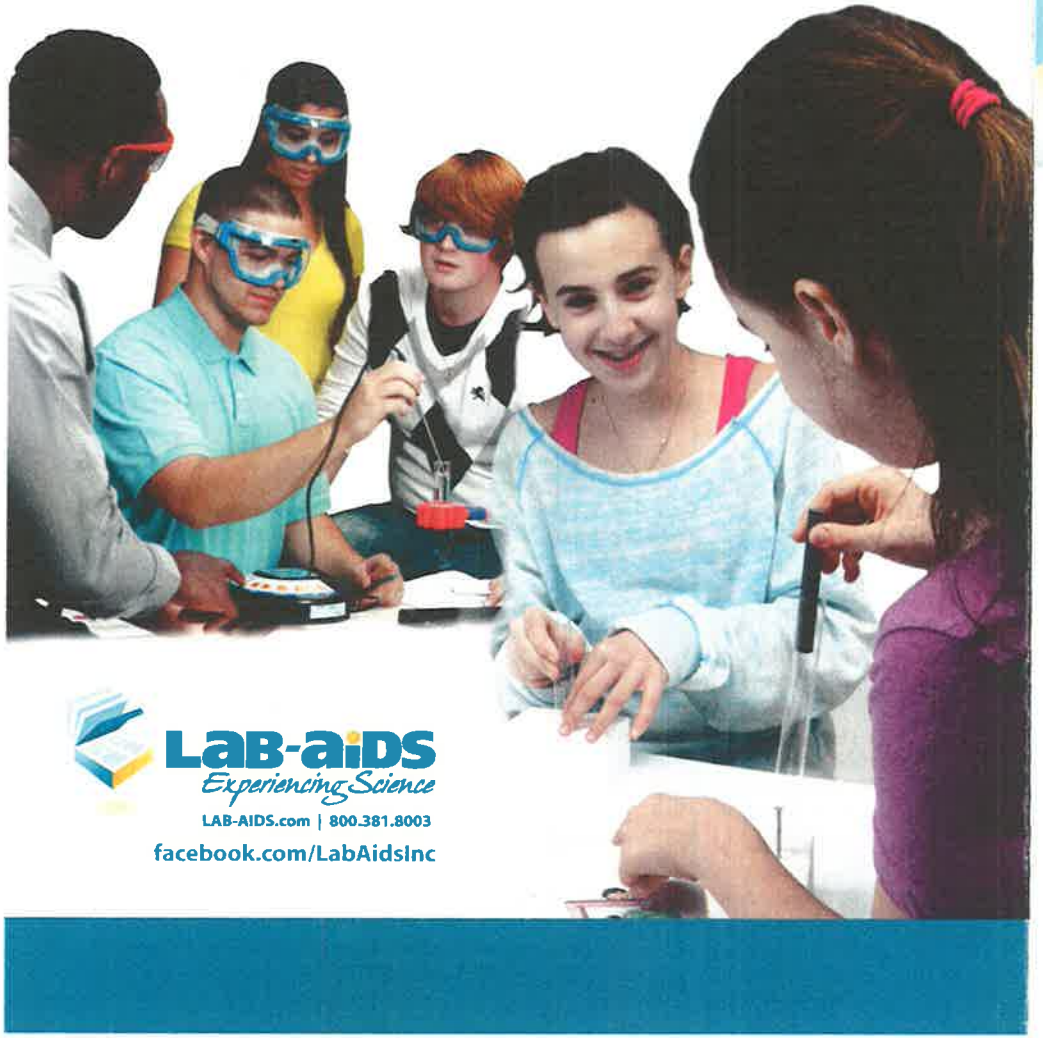
SAN DIEGO WORKFORCE PARTNERSHIP

Sandra Slivka, PhD
Director
Southern CA Biotechnology Center at Miramar College

SOUTHERN CALIFORNIA BIOTECHNOLOGY CENTER

Part of the DUPONT Agriscience Institute

Featuring inquiry-based activities from SEPUP Issue-Oriented Science *and* LAB-AIDS Experiencing Science



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LAB-AIDS® Experiencing Science

2014 National NAAE Convention
The DuPont Agriscience Institute
Interactive Workshops

Nashville, Tennessee
November 18th - November 22nd, 2014

The DuPont Agriscience Institute will focus on the enhancement of science as a part of the agriculture classroom, using inquiry-based learning. Topics change hourly, and participants will have the opportunity to conduct lab experiments, observe teachers model effective inquiry-based instruction, and see how to put the "experience" back into experiential learning. Agricultural Pathways are indicated for each session.

DuPont Agriscience Institute Classroom • Sponsored by DuPont and supported by LAB-AIDS, Inc.

Wednesday, November 19 – Idea Labs Session I: 2:15-3:30 p.m.

Hermitage A

Deadliest Catch: Making it to the Next Season

Animal Systems, Environmental & Natural Resource Systems

Farrah Johnson, Deltona High School; Janna Volkers, Columbia High School; Josh Dahlem, Stanley High School; and Laura Priest, Lawrence Freestate High School

Cast your line, set your hook, and prepare for an activity guaranteed to catch your student's attention! Natural resource use and abuse is something that occurs on a daily basis. Attend this workshop and experience an inquiry-based approach to teaching your students about the importance of sustainability.

Hermitage B

The Livestock Dating Game

Animal Systems

Mark Anderson, Elizabethtown Area High School; Sara Conner, Prophetstown Lyndon Tampico High School; Gena Lilienthal, St. Peter High School; and Jill Kelley, South High School

"Breed" more life into your livestock breed lessons with this fun interactive activity. Have students select the perfect mate based on their desires. Bring your thinking caps and plan to be engaged.

Hermitage E

Photosynthesis & Respiration -It's a Plant's Life!

Plant, Environmental & Natural Resource Systems

Dan Tedor, Rochester High School; Troy Talford, Sauk Prairie School District; Michael Anthony, Coahoma Agricultural High School; Jason Gore, Crestwood High School; and Theresa Sikinyi, Southside Middle School

Help your students sprout and grow with a different approach to teaching photosynthesis and respiration. Learn how to captivate students through inquiry activities that will challenge and excite them. Easily implement activities into your current horticulture or plant science class.

Wednesday, November 19 – Idea Labs Session II: 3:45-5:00 p.m.

Hermitage A

Adding Some Color to Plant Science

Plant Systems

Rachel Sauvola, New Richmond High School; Paul Larson, Freedom High School; Cesar Lopez, Indio High School; and Jennifer Cushman, Glastonbury High School

Come discover pH is where it is at when it comes to flower color. A great hands-on activity that quickly demonstrates this awesome color change! Your students will love getting to the down and dirty of soil pH.

Hermitage B

Take the "Subway" to Nutrient Station

Food Product Systems

Krista Pontius, Greenwood High School; Tedra Bean, Belleville Henderson Central School; and David Wilson, Uintah High School

"Dissect" your fast food meal with this hands-on activity and discover the nutritional value of your favorite sandwich components. Your students will love to learn about the food they eat. Fill up your plate and discover what nutrients lie in your lunch.

Hermitage E

Chicken Little…Chicken Big

Animal Systems & Food Product Systems

Seely Daniels, Pawnee High School; Keith Hocutt, Goshen High School; Tara Berescik, Tri-Valley Central School;and Jeff Maierhofer, Seneca High School

Come discover how to help your students gain a better understanding of how the amount of supplements is determined in growing livestock. This interactive lab puts the learning in the hands of the students using chicken production as the main concept, although it can be related

Thursday, November 20 – Idea Labs Session III: 2:45-4:00 p.m.

Hermitage A

Adding Some Color to Plant Science

Plant Systems

JaMonica Marion, Chicago High School for Agricultural Sciences; Tiffany Kaufmann, Seymour High School; Will Currey, Lake Forest High School; and Leann Turner, Daniel Boone High School

Come discover pH is where it is at when it comes to flower color. A great hands-on activity that quickly demonstrates this awesome color change! Your students will love getting to the down and dirty of soil pH.

Hermitage B

The Livestock Dating Game

Animal Systems

Beth Dickenson, Heppner High School; Trisha Hunter, Sioux County High School; Kara Kochis, Sussex Central High School; and Ardy Tiner, Industrial High School

"Breed" more life into your livestock breed lessons with this fun interactive activity. Have students select the perfect mate based on their desires. Bring your thinking caps and plan to be engaged.

Hermitage E

Tree CSI: Dendrochronology

Environmental & Natural Resource Systems

Yvonne Tarbet, Hobbs High School; Bailey Garwood, Oakland Schools Technical Campus Southwest; and Bridget Hoffman, Tecumseh Jr. Sr. High School

Trees have secret past that can be discovered using dendrochronology. Attend this workshop and become a tree detective and learn how you can get your students engaged in an inquiry based activity that is sure to dig.

Friday, November 21 – Idea Lab Session IV: 2:30-3:45 p.m.

Hermitage A

Vet Detective: Tracking the Spread

Animal Systems

Troy Helms, Buford High School; Tamra Herschbach, Yerington High School; and David Ruvarac, W.B. Saul High School for the Agricultural Sciences

Get your students up and moseying around to help them understand the spread of diseases in livestock using this engaging hands-on lab. Students must determine who the culprit is in this activity that uses the scenario of a sick horse that has been in contact with others. While this may focus on livestock, it is certainly applicable to plant science, wildlife, and other ag content areas.

Hermitage B

Food Science: Keeping It Fresh

Food Product Systems

Brandon Braaten, St Regis High School; Wende Dallian, Chicago High School for Agricultural Sciences; Angel White, Pequimans County High School; and Jennifeur Wilson, North Warren Regional School District

Discover how food additives make your food safe and preserved. Get your students first- hand experience in analyzing and determining the best method for food preservation. A great activity that mirrors a real-world challenge food scientists tackle.

Hermitage E

Photosynthesis & Respiration -It's a Plant's Life!

Plant, Environmental & Natural Resource Systems

Jill Wagner, Newton County Career and Technical Center; Keely Weinberger-DiTizio, SalemCounty Career and Technical High School; and Deb Stevens, Sugar River Valley Regional Technical Center

Trees have secret past that can be discovered using dendrochronology. Attend this workshop and become a tree detective and learn how you can get your students engaged in an inquiry based activity that is sure to dig.

National Association
of Agricultural Educators
300 Garrigus Building • Lexington, KY 40546-0215
Voice: (859) 257-2224 or (800) 509-0204
Fax: (859) 323-3919 E-mail: NAAE@uky.edu
Web Site: http://www.naae.org

MEMORANDUM

January 16, 2015

TO: 2013 NAAE Convention Workshop Participants

FROM: Alissa F. Smith, Associate Executive Director AFS

RE: Professional Development Certificate

Congratulations on being a part of the professional development workshops at the 2014 NAAE Convention in Nashville, Tennessee. By attending these workshops, you made the decision to continually learn and grow, which exemplifies your dedication to agricultural education. We salute you for your enthusiasm! This year we offered a very diverse selection of workshops that we hope provided you with several opportunities to earn professional development credit and take something new home to use in your classes.

Enclosed you will find the Professional Development Certificate(s) that you requested. I am sure it will be beneficial in illustrating to your administration the importance of being involved in your professional organization.

Although this convention is just getting over with, I hope that you are making plans to be a part of the 2015 NAAE Convention in New Orleans, Louisiana on November 17-21, 2015. We are sure to have a wonderful convention planned in New Orleans with a ton of new and exciting professional development opportunities!

Please feel free to contact me if you have any questions regarding professional development credits or available professional development provided by NAAE.

Enclosures

2014 NAAE Convention
Nashville, Tennessee

Professional Development Documentation

Workshop Title: Enough!: A Great Food Security Curriculum for Agricultural Education Sponsored by Elanco Animal Health

Presenter: Brady Revels, Elanco Animal Health, Omaha, NE

Date: Friday, November 21, 2014

Time: 2:30-3:45 p.m.

Location: Presidential Chamber A, Gaylord Opryland Resort & Convention Center

Amount of Time: 75 minutes

Workshop Description: Will we have enough food to feed a growing world? Will we have enough solutions to keep agriculture sustainable economically and environmentally? Learn how to join the Enough movement and bring back curriculum to your classroom. Great resources for teaching animal and plant sciences and how they relate to food security!

Name of Participating Educator: **Cesar Lopez**

I certify that the educator identified herein participated in the above named professional development activity for the indicated amount of time while attending the 2014 NAAE Convention.

Alissa F. Smith

Alissa F. Smith
NAAE Associate Executive Director

2014 NAAE Convention
Nashville, Tennessee

Professional Development Documentation

Workshop Title: Pallet Gardening in Small Spaces

Presenter: Kari Robers, Union County High School, Liberty, IN

Date: Friday, November 21, 2014
Time: 4:00- 4:30 p.m.
Location: Belle Meade CD, Gaylord Opryland Hotel & Convention Center
Amount of Time: 30 minutes

Workshop Description: Have you ever wondered what to do with the old pallets in the Agriculture Shop? In this workshop you will learn how to recycle those pallets to make a pallet garden! Pallet gardening is a way to garden in small spaces raising many of your favorite cool and warm season crops. This horticulture lab can be completed on a low budget with just a few supplies. My students have learned how to become food sustainable through this lab and your students can too!

Name of Participating Educator: **Cesar Lopez**

I certify that the educator identified herein participated in the above named professional development activity for the indicated amount of time while attending the 2014 NAAE Convention.

Alissa F. Smith
NAAE Associate Executive Director

2014 NAAE Convention
Nashville, Tennessee

Professional Development Documentation

Workshop Title: Turfgrass Science Curriculum for Secondary Agriculture Education Programs

Presenter: Kristen Althouse, Sports Turf Managers Association, Boalsburg, PA; Mr. Jeff Fowler, Pennsylvania State University Cooperative Extension, Franklin, PA; and Marc Moran, Atlee High School, Mechanicsville, VA

Date: Thursday, November 20, 2014

Time: 2:45- 4:00 p.m.

Location: Cheekwood A, Gaylord Opryland Hotel & Convention Center

Amount of Time: 75 minutes

Workshop Description: A turfgrass science curriculum for secondary agriculture education programs was developed to introduce students to the turfgrass science field, increase awareness of job opportunities, and provide appreciation of the science and skills necessary to care for turfgrass surfaces. The curriculum focuses on the foundational information required for basic turfgrass management. Science based facts, inquiry, and practical application provide the foundation for students to begin learning about turfgrass science. The information can be utilized to care for turfgrass surfaces encountered in daily life, or as foundational knowledge should students choose to pursue a higher degree in turfgrass science. This presentation will outline the curriculum to agriculture educators and provide the information necessary to successfully implement it in the classroom.

Name of Participating Educator: **Cesar Lopez**

I certify that the educator identified herein participated in the above named professional development activity for the indicated amount of time while attending the 2014 NAAE Convention.

Alissa F. Smith

Alissa F. Smith
NAAE Associate Executive Director

2014 NAAE Convention
Nashville, Tennessee

Professional Development Documentation

Workshop Title: Incorporating Vertical Farming in Your Ag Class

Presenter: Robert Bollier, Lexington Technolgy Center, Lexington, SC

Date: Thursday, November 20, 2014
Time: 4:14- 4:45 p.m.
Location: Cheekwood H, Gaylord Opryland Hotel & Convention Center
Amount of Time: 30 minutes
Workshop Description: Learn how to incorporate vertical farming into your curriculum and allow students the opportunity to run their own business with the school lunch program. This may be incorporated on a small scale or large scale depends on the sources available through your local school district.

Name of Participating Educator: **Cesar Lopez**

I certify that the educator identified herein participated in the above named professional development activity for the indicated amount of time while attending the 2014 NAAE Convention.

Alissa F. Smith
NAAE Associate Executive Director

2014 NAAE Convention
Nashville, Tennessee

Professional Development Documentation

Workshop Title: Growing a Grant: Cultivating Seeds of Funding Success

Presenter: Dr. Rusti Berent, Ward's Science, Rochester, NY

Date: Wednesday, November 19, 2014
Time: 2:15- 3:30 p.m.
Location: Cheekwood B, Gaylord Opryland Hotel & Convention Center
Amount of Time: 75 minutes

Workshop Description: If you need equipment and supplies for your classroom or lab but don't have the funds and other resources to make it happen, this workshop can help. Did you know that you can learn about grants and funding in a hands-on, inquiry-based workshop? Come to this interactive, professional development workshop and practice the skills that can help you turn your material needs into a project that will convince funders to help you grow your garden of student success. You will learn the skills of finding funding, designing a project to maximize and showcase student achievement, and identifying and building the industry partnerships that can insure and support your project's sustainability.

Name of Participating Educator: **Cesar Lopez**

I certify that the educator identified herein participated in the above named professional development activity for the indicated amount of time while attending the 2014 NAAE Convention.

Alissa F. Smith
NAAE Associate Executive Director

2014 NAAE Convention
Nashville, Tennessee

Professional Development Documentation

Workshop Title: Grant Writing 101: In Search of the Money Tree

Presenter: Michele Sullivan, Stefonie Sebastian, and Kayla Lumpford-Mitchell, National FFA Organization, Indianapolis, IN

Date: Wednesday, November 19, 2014

Time: 5:15- 5:45 p.m.

Location: Cheekwood A, Gaylord Opryland Hotel & Convention Center

Amount of Time: 30 minutes

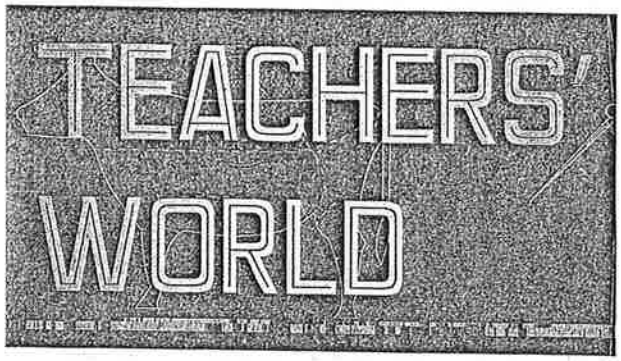
Workshop Description: In an age of shrinking budgets, securing grant funds may help ensure your program's future and expansion. Participate in this interactive session that will demystify the grant writing process. National FFA staff will examine steps to locate grant funding as well as the steps to prepare and write a successful grant. You will leave this workshop with tips and tricks to aid you in your search of the money tree.

Name of Participating Educator: **Cesar Lopez**

I certify that the educator identified herein participated in the above named professional development activity for the indicated amount of time while attending the 2014 NAAE Convention.

Alissa F. Smith

Alissa F. Smith
NAAE Associate Executive Director



INTERACTIVE TEACHER WORKSHOPS

Attend professional development that will help your classroom come to life. Discover new ideas and activities, receive free instructional materials and learn strategies to increase student engagement. Topics range from agriscience to leadership. The workshops are located in the East Hall of KEC, Rooms EH 2, EH 3 and EH 4.

Room EH 3: The DuPont Agriscience Institute will focus on the enhancement of science as a part of the agriculture classroom, using inquiry-based learning. Topics change hourly, and participants will have the opportunity to conduct lab experiments, observe teachers model effective inquiry-based instruction, and see how to put the "experience" back into experiential learning.

Room EH 2 and EH 4: Teacher Professional Development Classrooms will include a variety of subjects that will help teachers increase student engagement and improve their knowledge of specific agricultural content.

Don't forget to check http://www.naae.org/profdevelopment/teachers_world.cfm for the most up-to-date schedule for the Interactive Teacher Workshops or snap the QR code to get the schedule on your phone.

For each teacher workshop you attend, you will be entered for a chance to receive a Fit Bit, Apple TV or Mini iPad. The more workshops you attend, the more chances you have to win.

Internet Lounge For Teachers Only

Thanks to the generous support of Deacero, teachers can take a break in the Internet Lounge, located in Room E1, in the East Hall of KEC, next to the interactive teacher classrooms. Check your email, charge your phone and network with other ag teachers from across the nation while you rest your feet and gear up for the next general session or event. Also come get an advisor's name badge for ease of use in the expo and to be entered to win a Mini iPad or a free member registration for 2015.

Room EH 3 – DuPont Agriscience Institute Classroom

Take the "Subway" to Nutrient Station
DuPont Agriscience Institute
Wednesday, Oct. 29, 1:30 - 2:45 p.m.
"Dissect" your fast food meal with this hands-on activity and discover the nutritional value of your favorite sandwich components. Your students will love to learn about the food they eat. Fill up your plate and discover what nutrients lie in your lunch.

Tree CSI: Dendrochronology
DuPont Agriscience Institute
Wednesday, Oct. 29, 3 - 4:15 p.m.
Trees have secret pasts that can be discovered using dendrochronology. Attend this workshop and become a tree detective and learn how you can get your students engaged in an inquiry-based activity that is sure to dig up some dirty tree secrets!

Photosynthesis & Respiration It's a Plant's Life!
DuPont Agriscience Institute
Thursday, Oct. 30, 9 - 10:15 a.m. and Friday, Oct. 31, 3 - 4:15 p.m.
Help your students sprout and grow with a different approach to teaching photosynthesis and respiration. Learn how to captivate students through inquiry activities that will challenge and excite them. Easily implement activities into your current horticulture or plant science class.

Food Science: Keeping It Fresh
DuPont Agriscience Institute
Thursday, Oct. 30, 10:30 - 11:45 a.m.
Discover how food additives make your food safe and preserved. Get your students firsthand experience in analyzing and determining the best method for food preservation. A great activity that mirrors a real-world challenge food scientists tackle.

The Livestock Dating Game
DuPont Agriscience Institute
Thursday, Oct. 30, Noon - 1:15 p.m. and Friday, Oct. 31, 9 - 10:15 a.m.
"Breed" more life into your livestock breed lessons with this fun interactive activity. Have students select the perfect mate based on their desires. Bring your thinking caps and plan to be engaged.

Chicken Little...Chicken Big
DuPont Agriscience Institute
Thursday, Oct. 30, 1:30 - 2:45 p.m.
Discover how to help your students gain a better understanding of how the amount of supplements is determined in growing livestock. This interactive lab puts the learning in the hands of the students, using chicken production as the main concept, although it can be related to both animals and plants.

Room EH 3 Workshops (continued)

Adding Some Color to Plant Science
DuPont Agriscience Institute
Thursday, Oct. 30, 3 - 4:15 p.m. and Friday, Oct. 31, 10:30 - 11:45 a.m.
Discover pH is where it's at when it comes to flower color. This is a great hands-on activity that quickly demonstrates this awesome color change! Your students will love getting to the down-and-dirty of soil pH.

Vet Detective: Tracking the Spread
DuPont Agriscience Institute
Friday, Oct. 31, Noon - 1:15 p.m.
Get your students up and moseying around to help them understand the spread of diseases in livestock using this engaging hands-on lab. Students must determine who the culprit is in this activity that uses the scenario of a sick horse that has been in contact with others. While this may focus on livestock, it is certainly applicable to plant science, wildlife and other areas of agriculture.

Deadliest Catch: Making It to the Next Season
DuPont Agriscience Institute
Friday, Oct. 31, 1:30 - 2:45 p.m.
Cast your line, set your hook and prepare for an activity guaranteed to catch your student's attention! Natural resource use and abuse is something that occurs on a daily basis. Attend this workshop and experience an inquiry-based approach to teaching your students about the importance of sustainability.

Room EH 4 – Teacher Professional Development Classroom

The Bison Advantage — Tips and Tools to Introduce Students to a Growing Ag Opportunity
Sponsored by National Bison Association
Thursday, Oct. 30, 9 - 10 a.m.
With growing consumer demand for bison meat, the National Bison Association is actively educating the next generation of producers to meet this burgeoning demand. This workshop will highlight the opportunities available in bison production and marketing and will introduce teachers to the curriculum and educational tools available through the National Bison Association that will allow them to integrate bison education into their current animal science classes.

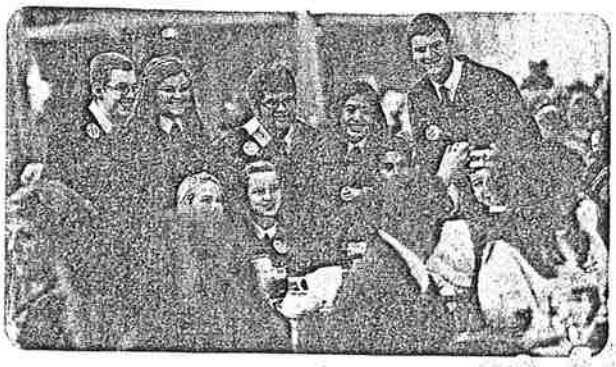
Teach Pest Ed: Pest Management and Pesticide Safety Education for Your Classroom
Sponsored by Penn State Pesticide Education
Thursday, Oct. 30, 10:30 - 11:30 a.m.
Learn about a variety of pest management and pesticide safety lessons including hands-on activities, web-based modules, and multi-media resources you can use in your classroom. Content consists of pest management steps from identification of pests to the safe application of pesticides when needed. Workshop will also include information about free online training modules for instructors.

Dogs in the Classroom!
Sponsored by the Continental Kennel Club
Thursday, Oct. 30, Noon - 1 p.m.
Classwork has gone to the dogs! Learn about CKC's exciting and fun Canine Care and Training Program. This program prepares students for a career with dogs. The program can be taught as a stand-alone curriculum or as a supplement to your small animal/pre-vet courses.

The Pillars of Agricultural Literacy: Creating a Great Ag Literacy Program in Your FFA Chapter
Sponsored by American Farm Bureau Foundation for Agriculture
Thursday, Oct. 30, 1:30 - 2:30 p.m.
You have a passion for educating others about agriculture. But finding the time to develop practical resources is tough! Join us for a hands-on experience as we help make your job easier. You'll leave with a guide to cultivating ag literacy, links to free online games and great giveaways!

Keeping Students Safe!: The CareerSafe Online OSHA General Safety Training Program for Agriculture
Sponsored by CareerSafe Online
Thursday, Oct. 30, 3 - 4 p.m.
This workshop will focus on the opportunity for teachers and students to earn an OSHA card, create individualized classroom safety checklists and engage students in interactive safety education all while creating a safety community within their classroom. The CareerSafe Online OSHA General Safety Training for Agriculture program will illustrate the need for teacher advocacy and education with regards to youth safety in agriculture. The program is geared toward young workers in agriculture and helps to educate these youth on their rights, hazard recognition, and safety strategies. This workshop is a must for all ag teachers.

Building Equine Anatomy in Clay: One Body System at a Time
Sponsored by ANATOMY IN CLAY® Learning System
Friday, Oct. 31, 10:30 - 11:30 a.m.
Participants will learn comprehensive equine musculature by applying muscles built in clay onto an accurate, realistic scale horse model. The act of building from the inside-out enhances traditional methods of learning anatomy. This approach provides a unique alternative to an active, hands-on experience that reinforces learning and empowers participants with a strong sense of accomplishment. Perfect for small and large animal science, equine science and veterinary science educators. "The Mind Cannot Forget What The Hands Have Learned."™



Room EH 2 – Teacher Professional Development Classroom

Leading Your Students on Their Path of Premier Leadership, Personal Growth and Career Success

Sponsored by the National FFA Foundation
Thursday, Oct. 30, 10:30 - 11:30 a.m.
Would you like to have a system designed to give students a personalized experience for career exploration and preparation? Discover how My Journey can be utilized as a tool to lead students through their journeys toward career success. Presenters will demonstrate how to navigate through My Journey and will showcase new advisor resources.

STEM: Fueling the Future for Ag Education

Sponsored by the Universal Technical Institute
Thursday, Oct. 30, Noon - 1 p.m.
Are students taking enough science, technology, engineering and math? CTE and ag students are! But do they know it? Build the crosswalk between rigorous STEM academic classes and the STEM embedded in your ag and CTE curriculum; the bridge between STEM and future career pathways. Rebrand your program and add problem-solving and critical thinking into your curriculum. Free resources will be available.

Fact Not Fiction: Learn Vet Science Career Lessons Firsthand

Sponsored by the American Veterinary Medical Association (AVMA)
Thursday, Oct. 30, 1:30 - 2:30 p.m. and Friday, Oct. 31, Noon - 1 p.m.
Learn practical tips to give your students as they evaluate a potential career as a vet. This is great information to use in a careers unit or within an animal science or vet science class. Find out firsthand the answers to questions regarding vet school, including the chances on being admitted and how much math is required. Gain insights into the academic preparation and admissions process for veterinary school. Take advantage of this great chance to learn about veterinary medicine from the experts.

Empowered to Lead. Inspired to Serve — Lead2Feed Student Leadership Program

Sponsored by Lift a Life Foundation, USA TODAY Charitable Foundation and Yum! Brands Foundation
Friday, Oct. 31, 10:30 - 11:30 a.m.
Learn about this program for middle and high school students to create service-minded leaders. Lead2Feed provides teachers with free project-based lessons aligned to Common Core. Each lesson includes leadership-driven activities centered on the challenge of solving a hunger issue on a local or global level. Student teams can enter the Lead2Feed Hunger Leadership Challenge for $500,000 in donation prize money to non-profit hunger organizations. Register your chapter now and receive a free leadership book.

Teaching about Ethanol - Past, Present, Future

Sponsored by Growth Energy
Friday, Oct. 31, 1:30-2:30 p.m.
In this workshop, learn about the changing landscape of the ethanol industry. Attendees will discover how ethanol is playing a vital role in all of agriculture and the economy. We will discuss how ethanol is poised to support our global needs for food, feed, energy, cleaner air and fuel. Great information and resources on ethanol will be provided for teachers to take back to their classes.

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BEST HIGH SCHOOLS U.S.News SILVER 2012

Rudy Ramirez, Principal

81-750 Ave. 46 | Indio, CA 92201 | (760) 775-3550 | FAX (760) 775-3565

22.

R2 Report

Select a school: << Select a School >> GO >

Data for Year: 2014-2015

School:
CA0053 Indio
Indio HS
81-750 Avenue 46
Indio, CA 92201
Get Map
Web Site

Teachers: 3

Courses Offered:

Type	Course	Enrollment	H.S. Grad Credit	UC Credit
Ag Biology	Ag Biology CP	40	Life Science	
Ag Biology	Ag Biology CP	40	Life Science	
Ag Biology	Ag Biology CP	44	Life Science	
Ag Biology	Ag Biology HP	43	Life Science	
Ag Biology	Ag Biology HP	44	Life Science	
Ag Bus Mgt	Ag Economics CP/HP	41	Economics	
Ag Bus Mgt	Ag Government CP/HP	41	History/Gov't	
Agriscience II	Agricultural Chemistry CP/HP	38	Physical/Earth Sci.	
Agriscience II	Agricultural Chemistry CP/HP	45	Physical/Earth Sci.	
Animal Science	Animal Health and Pet Care CP	32	Life Science	
Animal Science	Plant and Animal Physiology CP/HP	26	Life Science	
Animal Science	Veterinarian Science CP/HP	12	Other	
O.H./Floral	Environmental Horticulture Science I CP/HP	15	Life Science	
O.H./Floral	Floral I	36	Fine Arts	
O.H./Floral	Floral I	30	Fine Arts	
O.H./Floral	Floral I	34	Fine Arts	
O.H./Floral	Floral II-IV	21	Fine Arts	
	TOTAL	582		
	Average Class Size	34.2		

FFA Students by Pathway:

Pathway	Count
Ag Bus Mgt	13
Agriscience	264
An. Science	36
O.H.	82
	395

FFA Students by Grade Level:

Grade Level	Count

9	135
10	107
11	80
12	59
13	13
14	1
Total	395

FFA Students by Years in Ag:

Years in Ag	Count
1	202
2	125
3	44
4	16
5	7
6	1
Total	395
Average Years	1.7

Freshman Persistence:
Cohort Year: 2011-2012

Years in Ag Completed	Count	Percent
1	125	71%
2	25	14%
3	11	6%
4	15	9%
Freshman Cohort Students	176	
Average Years Completed	1.5	

Ed Data provides demographic data for schools in California. To view this data click on the link.
View Ed Data

Congressional District	36
Assembly District	56
State Senate District	28
County	Riverside
County-District-School Code	33670583333192

Site developed and maintained by the California FFA Association.

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23.

Travel Request

OUT OF STATE

Out of State Approval
Cabinet: NM

Desert Sands Unified School District
REQUEST TO ATTEND CONFERENCE

Submit for approval at least 15 business days prior to conference registration deadline.

Pre-registration deadline: _____

From: Cesar R. Lopez-Barreras / Indio High / Agriculture Date: Aug. 25, 14
(Participant) (School/Department)

87th National FFA Convention & EXPO at Louisville, KY on 10/28 - Nov. 2
(Name of Conference) (City/State*) (Date(s))

Charge Perkins/Ag Incentive Justification Registration dependent on room/hotel reservation

(Categorical Authorization)

Fund	School	Resource	PY	Goal	Function	Object
xx	xxx	xxxx	x	xxxx	xxxx	xxxx
01	360	3550	5	5803	1000	5200

PAID BY CREDIT CARD 9/10 94-
*Pre-registration check needed $ 50.00 Payable To: National FFA Organization Claim# D X205404
mailed / returned

*Hotel check needed $ 1,086.20 Payable To: Fair Field Inn Claim# D _____
156.86 X 5 - Deposit Paid by Cesar 9/10 # 328, QW 2NV
mailed / returned

Hotel Reservation Confirmation Number _____

I plan to travel by Airplane Estimated Cost $ 1,118.20 paid by Cesar I will require a substitute for 10/28 - 10/31
(Dates)

Approved/Disapproved	Approved/Disapproved	Approved/Disapproved
8/25/14	9/16/14	
(Immediate Supervisor) (Date)	(Assistant Superintendent) (Date)	(Superintendent) (Date)

1) Carl Perkins Animal Science Total $1,001,30
**06-360-3550-5-3803-1000-5200 CP
2) Indio High Discretionary Total $117.07
** 03-360-0001-0-1130-1000-5200 Disc

Reimbursement

ERENCE EXPENSE REIMBURSEMENT
return from conference.

REGISTRATION/LODGING (If paid by employee attach receipt) ✓ 8+2 Deposit Required by Hilton Hotel $ 50.00

TRANSPORTATION *479.20 American Airlines ✓ $ 951.30 ✓

Auto Rental 462.10 ✓ Miles x _____ per Mile= _____ Taxi Parking 10.00 ✓

MEALS

10/29/14 (Date)	10/30 (Date)	10/31 (Date)
Breakfast $ _____	Breakfast $ _____ ✓	Breakfast $ 6.44 ✓
Lunch _____	Lunch 18.00 ✓	Lunch 5.78 ✓
Dinner 8.68 ✓	Dinner 9.20 ✓	Dinner 7.19 ✓

10/1/14 (Date)	11/2/14 (Date)	_____ (Date)	
Breakfast $ _____ ✓	Breakfast $ 8.14 ✓	Breakfast $ _____	$ 117.07 ✓
Lunch 7.72 ✓	Lunch 16.49 ✓	Lunch _____	
Dinner 29.43 ✓	Dinner _____	Dinner _____	

OTHER (Itemize, describe and attach receipts) _____ $ _____

SIGN AFTER ATTENDING CONFERENCE

(Participant's Signature) 1/15/15 (Date)

(Immediate Supervisor's Signature) (Date)

(Categorical Signature) 9/23/14 (Date)

TOTAL $ 1,118.37 ✓

DISTRIBUTION: Goldenrod-Originator • All Other Copies-Accounting Office • White, Yellow & Pink copies will be returned to employee after all checks requested have been issued. X210281 3/26/15 1118.37 ✓

4NCR rev 2/12 (10)-227

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24.

CATA Membership Card

Voting Card

CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION

487

Cesar B. Lopez

SERVING AGRICULTURE BY TEACHING
2014/2015 ACTIVE MEMBER

25.

Professional Development Report

Memorandum

To: Rudy Ramirez
Indio High School Principal

From: Cesar Lopez-Barreras
Indio High School Agriculture Teacher

Date: August 28, 2014

Subject: DuPont National AgriScience Teachers Ambassadors Academy

Thank you for permitting me to participate in the 2014 DuPont National AgriScience Teachers Ambassadors Academy (NATAA). Over the course of a week, I was selected on a national level to participate in a special professional development event. 49 teachers were selected this year from across the nation, and as it turns out, I was the only California representative selected this year. I had the opportunity to travel to Chestertown, Maryland and stay at DuPont's Chesapeake Farms which serves as a research facility for various agricultural products being tested by DuPont.

The NATAA is a special institute sponsored by DuPont and a special project of the National FFA Foundation and the National Association of Agricultural Educators (NAAE). The purpose of the academy is to train teachers to engage their students in inquiry-based learning. Attendees were also trained to utilize the Common Core and Next Generation Science Standards into their daily lessons. This Academy has solidified and made concrete that Ag Teaching is the profession for me.

As a result of my training, I am now known as an "Ag Ambassador" to promote inquiry based learning in all classrooms. Therefore at the conclusion of the Academy, I was asked to present what I have learned to other agricultural teachers. I will be asking for you permission to participate and present a workshop at both the National FFA Convention in Louisville, KY and the National Association of Agricultural Educators Conference in Nashville, TN. I'm excited to bring this classroom approach to my classroom and I am thrilled that I am going to have the opportunity to share my knowledge with other teachers at a national level.

Please feel free to ask me about the event for I would be glad to elaborate about my experience. I know I will be encouraging my fellow teachers to apply for this unique and special opportunity.

26.

Five Year Acquisition List

Five Year Acquisition Schedule	
2014-15 Equipment and Supplies	
	Justification
1. Horticulture Textbooks	Textbooks for new horticulture class
2015-16 Equipment and Supplies	
	Justification
1. Animal Science Pathway textbooks	Update of texts, replace damaged text
2. Lab Equipment (glassware)	For department to have own glassware
3. Lab Materials	To increase quanity and quality of Labs
2016-17 Equipment and Supplies	
	Justification
1. Computers	To up-date in Class Labs
2. DVD Library	Classroom library and Lecture support
3. Software for Computers	Class Aides and Student Projects
2017-18 Equipment and Supplies	
	Justification
1. Laptop Computers/Chromebooks	To up-date in Class Labs
2. Microscopes	Increase class set for :2 students per micoscope
2018-19 Equipment and Supplies	
	Justification
1. Greenhouse equipment	Supplies and equipment for new Greenhouse
2. Shop textbooks	Update of texts, replace damaged text

27.

Operating Budget

California Department of Education

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2014–15 APPLICATION FOR FUNDING

(Due Date: To be received in Regional Supervisor's Office by August 31, 2014)

DATES OF PROJECT DURATION - JULY 1, 2014, TO JUNE 30, 2015

Indio High	Desert Sands Unified School District
(School Site)	(District)

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	Assistant Superintendent Educational Services Title
Signature of Agriculture Teacher Responsible for the Program	Signature of Principal

Contact Phone Number: 760-775-3550

Date of Approval of Local Agency Board: 9/2/2014

Funds Requested - Part I	$5,000.00
Part II	$3,176.00
Part III	$10,000.00
Part IV	$0.00
Total	$18,176.00

Number of Different Agriculture Teachers at Site: 3

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	x	
2. Leadership and Citizenship Development	x	
3. Practical Application of Occupational Skills	x	
4. Qualified and Competent Personnel	x	
5. Facilities, Equipment, and Materials	x	
6. Community, Business, and Industry Involvement	x	
7. Career Guidance	x	
8. Program Promotion	x	
9. Program Accountability and Planning	x	

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	$4,000	
Two Teachers	$4,500	
Three Teachers or More	$5,000	$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2013–14 R2 Number	Amount Requested
List Number from R2 Report ($8/Member)	397	$3,176.00

PART III - QUALITY CRITERIA 10–11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

* Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
* Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of $2,000 for year-round employment.
* Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site: 3

List the Names of the Agriculture Teachers:

1. Melissa McBride	4.
2. Nancy Lauritzen	5.
3. Cesar Lopez	6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio		$0.00
Criterion 11A - Year-Round Employment	2	$4,000.00
Criterion 11B - Project Supervision Period	3	$6,000.00
TOTAL FUNDS REQUESTED PART IV		$10,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list $7,500 (funds requesting) in space to the right. no

PART V - FINANCIAL SCHEDULE

Part A

			A	B		C

Line	Acct. No.	Classification	Description of Item for Which Funds Will be Expended	Incentive Grant Funds		Matching Funds
1	4000	Books & Supplies		7,176.00		7,176.00
2			Subtotal for 4000	$7,176.00		$7,176.00
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Staff travel/expenses	2,500.00		2,500.00
4			2. Student Transp.	2,000.00		2,000.00
5			3. Conference Fees	2,000.00		2,000.00
6			4.			
			5.			
7			6.			
8			Subtotal for 5000	$6,500.00		$6,500.00
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1. Computer Equipment	2,000.00		2,000.00
10			2. Lab Supplies	2,500.00		2,500.00
11			3.			
			4.			
12			5.			
13			Subtotal for 6000	$4,500.00		$4,500.00
14			Total for 4000–6000 Lines 2, 8, 13	$18,176.00		$18,176.00

TOTAL 2014–15 Incentive Grant Allocation: $18,176.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

			A	B		C
Line	Acct No.	Classification	Description of Item for Which Funds Were Expended	Incentive Grant Funds		Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries			
16	1000	Salaries	Teachers' Salaries for Project Supervision Period			
17	3000	Benefits	Benefits for the Above Items (1000)			
18			TOTAL			$0.00

TOTAL Amount of Waiver Requested:

Ag Voc Incentive 2014-2015

DISTRICT 30 - DESERT SANDS UNIFIED SCHOOL DISTRICT

Discretionary

Categorical Summary

(962.65)

Current Balance

Joyce- Voc Ag funding cannot be used for salaries.
In the past subs have been charged to Carl Perkins.

**Strictly, cupplies, conferences, (subs, yes), student transportation

conf reimbursements, livestock, lodging

Begin Date: 07/01/2014

Account Number: 06 360 7010 0 1130 1000 XXXX

3/11/15

Melissa McBride

Date	Object	Budget	Expenditures	Abatements	Encumbrances	Document Number	P.O. Number	Reference	
07/01/13	**1130**	**0.00**	**0.00**	**0.00**	**0.00**	**Cert Sub Sal**		**Adopted Budget**	
12/03/15			380.00			05B		Diaz, Rahsaan	
12/18/15		380.00				FT1084		14/15 Grant Award	
Subtotal:	**1130**	**380.00**	**380.00**	**0.00**	**0.00**	**Cert Sub Sal**			**0.00**
07/01/13	**3xxx**	**0.00**	**0.00**	**0.00**	**0.00**	**Fixed Charges**		**Adopted Budget**	
12/03/15			49.63			05B		Diaz, Rahsaan	
12/18/15		51.00				FT1084		14/15 Grant Award	
Subtotal:	**3xxx**	**51.00**	**49.63**	**0.00**	**0.00**				**1.37**
07/01/13	**4300**	**10,605.00**	**0.00**	**0.00**	**0.00**	**Materials & Supplies**		**Adopted Budget**	
10/13/14					500.00	R64396	P52156	**Lowes-Open PO 500**	
10/13/14			7,500.00			R64419	P52371	Modesto Junior College-30 Pigs	
10/22/14			3,476.00			R64555	P52258	CA FFA-396 Packets	
01/14/15						R65728	P53225	Amazon-Scanner-Mcbride/ ASB $347.75	
01/22/15			93.50			DP	X208259	CA FFA-Additional Packets 11/12,12/ 13,13/14,14/15	

Ag Voc Incentive 2014-2015

DISTRICT 30 - DESERT SANDS UNIFIED SCHOOL DISTRICT

Discretionary

Categorical Summary

(962.65)

Current Balance

Joyce- Voc Ag funding cannot be used for salaries.
In the past subs have been charged to Carl Perkins.

**Strictly, cupplies, conferences, (subs, yes), student transportation

Begin Date: 07/01/2014

conf reimbursements, livestock, lodging

Account Number: 06 360 7010 0 1130 1000 XXXX

3/11/15

Melissa McBride

Date	Object	Budget	Expenditures	Abatements	Encumbrances	Document Number	P.O. Number	Reference
Subtotal:	**4300**	**10,605.00**	**11,069.50**	**0.00**	**500.00**	**Materials & Supplies**		**(964.50)**
07/01/13	**5200**	**0.00**	**0.00**	**0.00**	**0.00**	**Conference & Travel**		**Adopted Budget**
09/22/14			114.44			x205205	lodging	Best Western-Lopez-Bar to
09/29/14			94.00			x205404	conf reg	National FFA Conv-Lopez-Bar
10/01/14			734.30			x205413	lodging	Fairfield Inn-Lopez-Barreras
10/09/14			546.66			x205707		Lopez-Bar-CA Stem
10/20/14			219.39			x205999	conf	Lauritzen-Tulare livestock pickup
10/20/14			11.10			x205999	conf	Lauritzen-LA Fair Judging
10/20/14			25.02			x205999	conf	Lauritzen-FFA Board
10/20/14			45.96			X205999	conf reimb	Lauritzen-Livestock Pickup-Several places 10/3-10//4/14
10/27/14			115.87			X206239	conf reimb	Lopez-Barreras-So Region CATA
10/27/14			141.74			x206241	conf	Lauritzen-So Region CATA
10/27/14			112.04			x206242	conf	McBride-So Region CATA
11/03/14			130.00				conf reg	So Region CATA-floral Class
12/18/15		2,291.00				FT1084		14/18 Grant Award
Subtotal:	**5200**	**2,291.00**	**2,290.52**	**0.00**	**0.00**	**Conference & Travel**		**0.48**
07/01/13	**5720**	**0.00**	**0.00**	**0.00**	**0.00**	**Fuel**		**Adopted Budget**

Ag Voc Incentive 2014-2015

DISTRICT 30 - DESERT SANDS UNIFIED SCHOOL DISTRICT

Discretionary

Categorical Summary

(962.65)

Current Balance

Joyce- Voc Ag funding cannot be used for salaries.
In the past subs have been charged to Carl Perkins.

**Strictly, cupplies, conferences, (subs, yes), student transportation

conf reimbursements, livestock, lodging

Begin Date: 07/01/2014

3/11/15

Melissa McBride

Account Number: 06 360 7010 0 1130 1000 XXXX

Date	Object	Budget	Expenditures	Abatements	Encumbrances	Document Number	P.O. Number	Reference
Subtotal:	**5720**	**0.00**	**0.00**	**0.00**	**0.00**	**Fuel**		**0.00**
07/01/13	**5803**	**0.00**	**0.00**	**0.00**	**0.00**	**Fees and Permits**		**Adopted Budget**
09/12/14			545.00			R63793	P51737	Greenhand Conf-Lauritzen
12/15/14			753.49		60.94	R65434	P53081	**Burrtec-Open PO 2500**
			1,685.57					
12/15/15		3,045.00				FT1084		14/15 Grant Award
Subtotal:	**5720**	**3,045.00**	**2,984.06**	**0.00**	**60.94**	**Fees and Permits**		**0.00**
GRAND TOTALS:		**16,372.00**	**16,773.71**	**0.00**	**560.94**	**BUDGET BALANCE:**		**(962.65)**

Desert Sands Unified School District
Carl D. Perkins Career and Technical Education
2014-2015 Funding Proposals

BACKGROUND

The Carl Perkins Career and Technical Education (CTE) Act of 2006 requires that funds used to support career and technical education programs must incorporate nine specific requirements and include a sequence of courses that provides students with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills.

The new accountability issues establish CTE programs of study that support the academic progress of students and the creation of career pathways that culminate in an industry recognized certification or to an articulation with a post-secondary institution. Focus is on current or emerging high skill, high wage or high demand occupations. This new vision requires that grant recipients think about "programs of study" rather than "materials and supplies".

REQUIREMENTS

In order to be eligible to receive Perkins funds, DSUSD was required to submit to the CDE a five-year local plan for Career and Technical Education. Collaboration, articulation, professional development, and the use of data to assess programs are all elements of enhancing, expanding and improving CTE programs in Desert Sands. To ensure that DSUSD follows the local plan, and meets state and federal guidelines, the attached forms are provided to assist teachers and administrators with meeting the requirements of the Perkins Act.

Schools are invited to request Perkins funds to support CTE programs of study. All proposals for Perkins funds should include the title page with the school's name and the individuals involved in writing the document or participating in the plan for supporting CTE programs. The name and signature of the school's principal must also be included. A preliminary budget and corresponding budget narrative are also required. Recipients and funding amounts will be determined based on the strength of the proposal, the total number of proposals received, one-time capital outlay requests, and the district's anticipated allocation awarded through the CDE upon completion of its Perkins CTE application for 2014-2015 funding.

DEADLINE

The deadline to request Perkins funds for the 2014-2015 school year is April 17, 2014.

Desert Sands Unified School District
Competitive Request for Perkins Funding • 2014-2015

Date: 4/15/2014

School Name: Indio High School

Industry Sector: Agriculture

Career Pathway: Agriculture- Animal Science

Teacher Names: Melissa McBride

Nancy Lauritzen

Other Names: Cesar Lopez- Ag Instructor

Date of Advisory Meeting: 1/28/14

Please attach most recent advisory minutes

Total Amount Requested: $27,328

I certify that this request complies with the District's Perkins Five-Year Plan and meets the requirements of the Perkins Improvement Act of 2006.

Principal's Name: Rudy Ramirez

Principal's Signature: Rudy Ramirez

Please return **by April 17, 2014**, to:

Deanna Keuilian
Administrator, Career Technical Education
760-238-9635 tele • 760-771-8608 fax
Deanna.Keuilian@dsusd.us

Educational Services Use	
Meets Requirements of Perkins Act of 2006	
Complies with DSUSD Perkins Five-Year Plan	
Enhances, Improves or Expands CTE Program	
Relevant to Workforce Demands	

Request for Perkins Funding: ❑ Approved ❑ Denied ❑ Other Action

Amount for Career Pathway Included in CTE Application for 2014-2015 Funding:

$_____

_____ **Date:** _____

Administrator, Career Technical Education

Carl Perkins Act 2006
Budget Narrative
Resource 3550 FY 2014-2015

Expenditure Object Codes	Description *(narrative/detail)*	Year 2014-2015
	Indio High School Animal Science	$
Series 1000	**Certificated Salaries**:	
Instruction 1140	Stipend CSTO Program Coordinator - Allow for supervision of 600 students during FFA competitions, project visitations, FFA meeting, FFA planning and development, and FFA Activities	6009
Prof Dev. 1130	Substitutes for teachers to participate in professional development, CTE Conf. and articulation with local community college staff and for teachers to prepare curriculum development and integration of Core Academics/CTE Standards. Sub coverage also needed for teachers to be able to supervise student on FFA activities and competitions. Total 45 days	4275
Curriculum Dev.	Extra Duty for articulation with community college and AG instructor partner (2) teacher x 30 hours each = 60 hrs.	2471
Guidance & Counseling		
	Total Certificated Salaries	**12755**
Series 2000	**Classified Salaries**: XXXX	
	Total Classified Salaries	
Series 3000	**Fixed Charges/Benefits**: Include description and method of calculation.	
	Stipend CSTO Program Coordinator – $5,834 X .1279	768
	Substitutes for teachers $4275 X .0829	355
	Extra Duty $2471 X .1210	300

	Total Fixed Charges/Benefits	$ 1,423
Series 4000 Instruction 4300 4400 Prof Dev	**Supplies/Instructional Materials**: List textbooks, materials, and supplies separately. If supplemental instructional materials are included, please list the supplemental materials to be purchased. Misc. lab supplies, lab species, small hand tools, medicines, other instructional materials in compliance with articulation agreements with Mt San Antonio CC. Misc. books for Vet Science, Ag Biology and Pet Care Equipment allowance for purchase and replacement of equipment to enrich the curriculum in AG Biology, Pet Care, Vet Science and AG Earth Science. **Total Supplies/Instructional Materials**	1,000 500 1,500
5000 5711	**Other Services/Operating Expenses**: Description: *(narrative/detail)* Field Trips - Student transportation to industry related facilities specific to CTE Such locations may include: Date Festival, Vet Clinic, and/ or industry sites Fuel for Supervision of Ag Projects and FFA competitions, transportation for students to FFA Leadership Conferences and FFA Meetings **Total Other Services/Operating Expenses**	4,500 4,500

Budget Form (Cont.)

Expenditure Object Codes	Description *(narrative/detail)*	Year 2014-2015
Series 5200	**Travel & Conferences:** Describe travel necessary to meet project objectives. *(narrative/detail)*	
	Conferences for CTE Program Animal Science- To attend mandated CATA/In-Services Meetings in an effort to stay current in industry related topics. Attend CTE National Conference	6500
	Total Travel & Conferences	6500
5600	**Repairs:** Description: *(narrative/detail)*	
	Balancing and service of Livestock scale at Date Festival	150
	Repair and Sharing of clippers and Livestock equipment	500
	Total Repairs	650
5800	**Consultant Services:** Description: *(narrative/detail)*	
	Total Consultant Services	
	GRAND TOTAL	$27,328

Carl Perkins Animal Science 2014-2015

Discretionary Summary 12,127.05

ISTRICT 30 - DESERT SANDS UNIFIED SCHOOL DISTRICT

Categorical Summary Current Balance

imited to - transportation, registration, lodging, no meals

Begin Date: 07/01/2014 Subs No livestock, no meals, conferences, registration only, lodging

Account Number: 06 360 3550 5 3803 1000 XXXX 3/11/15 Lauritzen, McBride, Lopez-Barreras

Date	Object	Budget	Expenditures	Abatements	Encumbrances	Document Number	P.O. Number	Reference
07/01/13	1130	3,800.00	0.00	0.00	0.00	Cert Subs		Adopted Budget
0/31/14			380.00			04B		Benson,Cole,Diaz,Juhola
2/03/15			665.00			05B		
2/26/15			285.00			06B		
03/04/15			2,415.00			08B		
Subtotal:	1130	3,800.00	3,745.00	0.00	0.00	Cert Subs		55.00
07/01/13	1140	5,834.00	0.00	0.00		Teacher Stipened		Adopted Budget
0/01/14					3,380.80	E47894	SY-Advisor	Lauritzen-1 year Stipend
1/24/14			601.05				05M	Lauritzen-1 year Stipend
2/25/15			601.05				06S	Lauritzen-1 year Stipend
01/28/15			601.05				07B	Lauritzen-1 year Stipend
02/25/15			601.05				08M	Lauritzen-1 year Stipend
Subtotal:	1140	5,834.00	2,404.20	0.00	3,380.80	Teacher Stipened		49.00
07/01/13	3XXX	1,026.00	0.00	0.00	0.00	Fixed charges		Adopted Budget
0/01/14					500.00	E47894	SY-Advisor	Lauritzen-1 year Stipend
0/31/14			36.35			04B		Benson,Cole,Diaz,Juhola
1/24/14			77.99			05M		Lauritzen-1/7th
2/25/15			191.59				06S	Lauritzen-1 year Stipend

Carl Perkins Animal Science 2014-2015

Discretionary Summary 12,127.05

ISTRICT 30 - DESERT SANDS UNIFIED SCHOOL DISTRICT

Categorical Summary **Current Balance**

imited to - transportation, registration, lodging, no meals

egin Date: 07/01/2014 Subs No livestock, no meals, conferences, registration only, lodging

Account Number: 06 360 3550 5 3803 1000 XXXX 3/11/15 Lauritzen, McBride, Lopez-Barreras

Date	Object	Budget	Expenditures	Abatements	Encumbrances	Document Number	P.O. Number	Reference
01/28/15			191.59				07B	Lauritzen-1 year Stipend
02/25/15			191.59				08M	Lauritzen-1 year Stipend
Subtotal:	**3XXX**	**1,026.00**	**689.11**	**0.00**	**500.00**	**Fixed charges**		**(163.11)**
07/01/13	4300	1,500.00	0.00	0.00	0.00	Materials & Supplies		Adopted Budget
Subtotal:	**4300**	**1,500.00**	**0.00**	**0.00**	**0.00**	**Materials & Supplies**		**1,500.00**
07/01/13	5200	6,500.00	0.00	0.00	0.00	Conference & Travel		Adopted Budget
09/22/14			114.44			x205205	lodging	Best Western-Lopez-Bar to pick up
10/21/14			445.00			x205205	conf reg	So Region CATA-3

Carl Perkins Animal Science 2014-2015

ISTRICT 30 - DESERT SANDS UNIFIED SCHOOL DISTRICT

Discretionary Summary 12,127.05

Categorical Summary Current Balance

imited to - transportation, registration, lodging, no meals

egin Date: 07/01/2014 Subs No livestock, no meals, conferences, registration only, lodging

Account Number: 06 360 3550 5 3803 1000 XXXX 3/11/15 Lauritzen, McBride, Lopez-Barreras

Date	Object	Budget	Expenditures	Abatements	Encumbrances	Document Number	P.O. Number	Reference
ubtotal:	5200	6,500.00	559.44	0.00	0.00	Conference & Travel		5,940.56
7/01/13	5630	650.00	0.00	0.00	0.00	Repairs		Adopted Budget
					400.00	R65159	P52806	Ivorys Open PO 500
ubtotal:	5630	650.00	0.00	0.00	400.00	Repairs		250.00
7/01/13	5711	4,500.00	0.00	0.00	0.00	Field Trips		Adopted Budget
ubtotal:	5711	4,500.00	0.00	0.00	0.00	Field Trips		4,500.00
GRAND TOTALS:		23,810.00	7,397.75	0.00	4,280.80	Budget Balance		12,131.45

Account Number: 06 360 3550 5 3803 2130 XXXX Curriculum Dvlp

7/01/13	1120	1,697.00	0.00	0.00	0.00	Teacher Extra Duty		Adopted Budget
0/01/14			848.40			E47895	20hrs	McBride - Articulation
0/10/14					848.40	E47896	20hrs	Lauriten - Articulation

Carl Perkins Animal Science 2014-2015

Discretionary Summary 12,127.05

ISTRICT 30 - DESERT SANDS UNIFIED SCHOOL DISTRICT

Categorical Summary Current Balance

imited to - transportation, registration, lodging, no meals

Begin Date: 07/01/2014 Subs No livestock, no meals, conferences, registration only, lodging

Account Number: 06 360 3550 5 3803 1000 XXXX 3/11/15 Lauritzen, McBride, Lopez-Barreras

Date	Object	Budget	Expenditures	Abatements	Encumbrances	Document Number	P.O. Number	Reference
Subtotal:	1120	1,697.00	848.40	0.00	848.40	Teacher Extra Duty		0.20
07/01/13	3xxx	211.00	0.00	0.00	0.00	Fixed charges		Adopted Budget
10/01/14			110.14			E47895	20hrs	McBride - Articulation
10/10/14					105.46	E47896	20hrs	Lauriten - Articulation
Subtotal:	3xxx	211.00	110.14	0.00	105.46	Fixed charges		(4.60)
GRAND TOTALS:		1,908.00	958.54	0.00	953.86	Budget Balance		(4.40)
GRAND TOTALS:		25,718.00	8,356.29	0.00	5,234.66	Budget Balance		12,127.05

Horticulture Science

Desert Sands Unified School District
Carl D. Perkins Career and Technical Education
2014-2015 Funding Proposals

BACKGROUND

The Carl Perkins Career and Technical Education (CTE) Act of 2006 requires that funds used to support career and technical education programs must incorporate nine specific requirements and include a sequence of courses that provides students with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills.

The new accountability issues establish CTE programs of study that support the academic progress of students and the creation of career pathways that culminate in an industry recognized certification or to an articulation with a post-secondary institution. Focus is on current or emerging high skill, high wage or high demand occupations. This new vision requires that grant recipients think about "programs of study" rather than "materials and supplies".

REQUIREMENTS

In order to be eligible to receive Perkins funds, DSUSD was required to submit to the CDE a five-year local plan for Career and Technical Education. Collaboration, articulation, professional development, and the use of data to assess programs are all elements of enhancing, expanding and improving CTE programs in Desert Sands. To ensure that DSUSD follows the local plan, and meets state and federal guidelines, the attached forms are provided to assist teachers and administrators with meeting the requirements of the Perkins Act.

Schools are invited to request Perkins funds to support CTE programs of study. All proposals for Perkins funds should include the title page with the school's name and the individuals involved in writing the document or participating in the plan for supporting CTE programs. The name and signature of the school's principal must also be included. A preliminary budget and corresponding budget narrative are also required. Recipients and funding amounts will be determined based on the strength of the proposal, the total number of proposals received, one-time capital outlay requests, and the district's anticipated allocation awarded through the CDE upon completion of its Perkins CTE application for 2014-2015 funding.

DEADLINE

The deadline to request Perkins funds for the 2014-2015 school year is April 17, 2014.

Desert Sands Unified School District
Competitive Request for Perkins Funding • 2014-2015

Date: 4/16/2014

School Name: Indio High School

Industry Sector: Agriculture, Food and Natural Resources

Career Pathway: Ornamental Horticulture

Teacher Names: Melissa McBride

Nancy Lauritzen

Other Names: Cesar Lopez- Ag Instructor

Date of Advisory Meeting: 1/28/14

Please attach most recent advisory minutes

Total Amount Requested: $6,745

I certify that this request complies with the District's Perkins Five-Year Plan and meets the requirements of the Perkins Improvement Act of 2006.

Principal's Name: Rudy Ramirez

Principal's Signature: _____

Please return **by April 17, 2014**, to:

Deanna Keuilian
Administrator, Career Technical Education
760-238-9635 tele • 760-771-8608 fax
Deanna.Keuilian@dsusd.us

Educational Services Use	
Meets Requirements of Perkins Act of 2006	
Complies with DSUSD Perkins Five-Year Plan	
Enhances, Improves or Expands CTE Program	
Relevant to Workforce Demands	

Request for Perkins Funding: ❑ Approved ❑ Denied ❑ Other Action

Amount for Career Pathway Included in CTE Application for 2014-2015 Funding:

$_____

_____ **Date:** _____
Administrator, Career Technical Education

Carl Perkins Act 2006
Budget Narrative
Resource 3550 FY 2014-2015

Expenditure Object Codes	Description *(narrative/detail)*	Year 2014-2015
	Indio High School Ornamental Horticulture Pathway	
Series 1000 Instruction	**Certificated Salaries**:	
Prof Dev. 1130	Substitutes for teachers to participate in professional development, CTE Conf. and articulation with local community staff and for teachers to prepare curriculum development and integration of Common Core/CTE State Standards. Substitutes also needed for coverage so teachers can supervise students on FFA activities, competitions and landscaping/horticulture entries and removal to/from the Riverside County Date Festival. Total days: 8	$760
Curriculum Dev.	Extra Duty for articulation with community college and AG instructor partner (1) teacher x 20 hours each = 20 hrs.	$824
Guidance & Counseling	**Total Certificated Salaries**	**$1,584**
Series 2000	**Classified Salaries**: XXXX **Total Classified Salaries**	
Series 3000	**Fixed Charges/Benefits**: Include description and method of calculation.	
	Substitutes for teachers $760 X .0829	$63
	Extra Duty $824 X .1210	$98
	Total Fixed Charges/Benefits	**$161**

Series	**Supplies/Instructional Materials**:	
4000	List textbooks, materials, and supplies separately. If supplemental instructional materials are included, please list the supplemental materials to be purchased.	
Instruction		
4300	Misc. lab supplies, plant specimens for lab examination, small horticulture hand tools, fertilizers, soil, pots, propagation tools, soil testing kits, soil amendments, drafting and landscaping planning tools, irrigation system components and other instructional materials in compliance with articulation agreements with Mt San Antonio Community college. Text book "Introduction Horticulture" for Environmental Horticulture I	$1,000
4400	Equipment allowance for purchase of equipment to enrich the curriculum in Environmental Horticulture I	$500
Prof Dev		
	Total Supplies/Instructional Materials	**$1,500**
5000	**Other Services/Operating Expenses**:	
	Description: *(narrative/detail)*	
5711	Field Trips - Student transportation to industry related facilities specific to CTE Such locations may include: Living Desert Zoo and Botanical Gardens, Huntington Gardens, and/ or industry greenhouse and nursery sites Fuel for supervision of Ag horticultural projects including designing/constructing horticulture and landscaping entries at the Riverside County Date Festival. Fuel will also be used to take students to FFA competitions in Nursery/Landscape Career Development Events which are held statewide.	$3,000
	Total Other Services/Operating Expenses	**$3,000**

Budget Form (Cont.)

Expenditure Object Codes	Description *(narrative/detail)*	Year 2014-2015
Series 5200	**Travel & Conferences**: Describe travel necessary to meet project objectives. *(narrative/detail)* Conferences for CTE Program Ornamental Horticulture – In an effort to stay current in industry related topics, teachers will attend the California Nursery Growers Association, the California Association of Nurseries and Garden Centers and the California Landscape Contractors Association meetings and conferences	$500
	Total Travel & Conferences	$500
5600	**Repairs**: Description: *(narrative/detail)*	
	Total Repairs	$0.00
5800	**Consultant Services**: Description: *(narrative/detail)*	
	Total Consultant Services	$0.00
	GRAND TOTAL	$6,745

Carl Perkins Horticulture 2014-2015

Discretionary Summary 0.15

DISTRICT 30 - DESERT SANDS UNIFIED SCHOOL DISTRICT

Categorical Summary Current Balance

Limited to - transportation, registration, lodging, no meals

Begin Date: 07/01/2014 Subs

Account Number: 06 360 3550 5 3804 1000 XXXX 4/1/15 Cesar Lopez Barreras

Date	Object	Budget	Expenditures	Abatements	Encumbrances	Document Number	P.O. Number	Reference
07/01/13	**4200**	**5,796.00**	**0.00**	**0.00**	**0.00**	**Books**		**Adopted Budget**
10/01/14			5,797.44			R64006	P51823	Cengag-Lopez-Barreras
Subtotal:	**4200**	**5,796.00**	**5,797.44**	**0.00**	**0.00**	**Books**		(1.44)
GRAND TOTALS:		**5,796.00**	**5,797.44**	**0.00**	**0.00**	**Budget Balance**		(1.44)

Account Number: 06 360 3550 4 3804 2130 XXXX In-House Staff Dvlp

07/01/13	**1120**	**849.00**	**0.00**	**0.00**	**0.00**	**Teacher Extra Duty**		**Adopted Budget**
10/01/14			848.40			E47897	20hrs	Lopez-Barreras-Articulation
Subtotal:	**1120**	**849.00**	**848.40**	**0.00**	**0.00**	**Teacher Extra Duty**		**0.60**
07/01/13	**3xxx**	**111.00**	**0.00**	**0.00**	**0.00**	**Fixed charges**		**Adopted Budget**
10/01/14			110.01			E47897	20hrs	Lopez-Barreras-Articulation
Subtotal:	**3xxx**	**111.00**	**110.01**	**0.00**	**0.00**	**Fixed charges**		**0.99**
07/01/13	**5200**	**0.00**	**0.00**	**0.00**	**0.00**	**Fixed charges**		**Adopted Budget**
10/09/14		150.00	150.00			x205707		Lopez-Bar-CA Stem

Carl Perkins Horticulture 2014-2015

Discretionary Summary 0.15

DISTRICT 30 - DESERT SANDS UNIFIED SCHOOL DISTRICT

Categorical Summary Current Balance

Limited to - transportation, registration, lodging, no meals

Begin Date: 07/01/2014 Subs

Account Number: 06 360 3550 5 3804 1000 XXXX 4/1/15 Cesar Lopez Barreras

Date	Object	Budget	Expenditures	Abatements	Encumbrances	Document Number	P.O. Number	Reference	
Subtotal:	**5200**	**150.00**	**150.00**	**0.00**	**0.00**	**Fixed charges**			**0.00**
GRAND TOTALS:		**1,110.00**	**1,108.41**	**0.00**	**0.00**	**Budget Balance**			**1.59**
GRAND TOTALS:		**6,906.00**	**6,905.85**	**0.00**	**0.00**	**Budget Balance**			**0.15**

28.

District & Department Budget Process

District/Department Budget Process

As far as monetary support, the Desert Sands Unified School District does not provide monetary support for our agriculture department. Our high school in Principal does provide $300 in discretionary funds to help pay for our R2 membership dues. Our department budget is made up by the Agriculture Career Technical Education Incentive Grant and the Carl D. Perkins Career Technical Education Act. Yearly our Department Head prepares and applies for the Agriculture Career Technical Education Incentive Grant which the district does agree to match. Yearly we receive about $18,000 per year from the Ag Incentive Grant. Our school district applies yearly for the federal's Carl D Perkins Career Technical Education Act. In years past, the school district receives about$250,000 to support all CTE education in our school district. CTE pathways from our school districts then compete for funding by completing an application which is submitted to the CTE Director for the school district. The narrative is developed to supplement and enhance instruction in our department with the support of our Advisory Committee. The CTE Director for the district then decides the allotment for each pathway. Last year the department received $18,000 to support the animal science pathway and $6,000 to support the environmental horticulture science pathway.

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29.

Reimbursement Process

Reimbursement Procedure

In able to participate in any outside school activities, a "Request to Attend a Conference (RTAC)" form must be submitted. The RTAC serves two purposes, first a RTAC is submitted for approval of additional activities beyond classroom instruction. The second purpose of the RTAC is to serve as the reimbursement request form.

If the activity is merely a local function, then only the Principal of my high school needs to sign it. If the activity will involve spending some of the Ag Incentive or Perkins Grant funds then the form must be forward to the school's accountant who then forwards the form to Educational Services, Career Technical Education Administrator and to the Assistant Superintendent. If the activity is out of state or if the activity involves 2 or more over night accumulations, the form must also be forward to the School Board for approval. All RTAC request must be accompanied by supporting documentation which highlights the purpose, dates and fees associated with the event.

Once the RTAC is signed off and approved by all the required parties, all out of pocket expenses will be reimbursed. The expenses would have to have been necessary in order to complete the task at hand. The original itemized receipts must be submitted along with the original RTAC with the bottom half filled out for reimbursement. Also if hotel and registration fees were paid, the district requires a receipt as poof of expense to an approved vendor. The school account will then verify the reimbursement request along with the provided original receipts and forward the RTAC to Educational Service and the Career Technical Education Administrator for final approval of reimbursement. The district will then issue a check for reimbursement to the employee.

On the next page is a complete RTAC form which was used for approval to attend National FFA Convention and to request reimbursement for expenses during National FFA Convention.

Out of State Approval
Cabinet: _____

Desert Sands Unified School District
REQUEST TO ATTEND CONFERENCE

Submit for approval at least 15 business days prior to conference registration deadline.

Pre-registration deadline: _____

From: _____ / _____ Date: _____
(Participant) (School/Department)

_____ at _____ on _____
(Name of Conference) (City/State*) (Date(s))

Charge _____ Justification

Fund	School	Resource	PY	Goal	Function	Object
xx	xxx	xxxx	x	xxxx	xxxx	xxxx
						5200

_____
(Categorical Authorization)

*Pre-registration check needed $ _____ Payable To: _____ Claim# D _____
mailed / returned

*Hotel check needed $ _____ Payable To: _____ Claim# D _____
mailed / returned

Hotel Reservation Confirmation Number _____

I plan to travel by _____ Estimated Cost $ _____ I will require a substitute for _____
(Dates)

Approved/Disapproved	Approved/Disapproved	Approved/Disapproved
_____ (Date)	_____ (Date)	_____ (Date)
(Immediate Supervisor)	(Assistant Superintendent)	(Superintendent)

Carl Perkins Animal Science Total $1,001,30
6-360-3550-5-3803-1000-5200 CP
Indio High Discretionary Total $117.07
03-360-0001-0-1130-1000-5200 Disc

ERENCE EXPENSE REIMBURSEMENT
return from conference.

REGISTRATION/LODGING (If paid by employee attach receipt) $ _____

TRANSPORTATION

Auto _____ # Miles x _____ per Mile= _____ Taxi _____ $ _____

MEALS

(Date)		(Date)		(Date)		
Breakfast	$ _____	Breakfast	$ _____	Breakfast	$ _____	
Lunch	_____	Lunch	_____	Lunch	_____	
Dinner	_____	Dinner	_____	Dinner	_____	
(Date)		(Date)		(Date)		
Breakfast	$ _____	Breakfast	$ _____	Breakfast	$ _____	$ _____
Lunch	_____	Lunch	_____	Lunch	_____	
Dinner	_____	Dinner	_____	Dinner	_____	

OTHER (Itemize, describe and attach receipts) _____ $ _____

SIGN AFTER ATTENDING CONFERENCE

_____ (Date)
(Participant's Signature)

_____ (Date)
(Immediate Supervisor's Signature)

_____ (Date)
(Categorical Signature)

TOTAL $ _____

DISTRIBUTION: Goldenrod-Originator • All Other Copies-Accounting Office • White, Yellow & Pink copies will be returned to employee after all checks requested have been issued.

4NCR rev 2/12 (10)-227

PERSONAL ITEMS:

Personal items, personal phone calls, snacks, movies, and alcoholic beverages are *NOT* reimbursed. Tips for maid service, bellmen, and valet parking are *NOT* reimbursed.

If internet access is required for business purposes, please attach an authorization letter from your Principal or Supervisor.

MILEAGE:

Mileage reimbursement is calculated based on mileage between worksite and destination at the current IRS rate (see Fiscal Services "Important Information on the Fast Facts Sheet).

If airfare is less expensive when traveling long distances, District *will reimburse at the lesser cost.*

AUTHORIZATION:

Expense reimbursement claims ***WILL NOT*** be honored for trips made without prior authorization on the Request to Attend Conference Form.

EXPENSE REIMBURSEMENT:

Conference Requests ***MUST BE APPROVED PRIOR*** to Fiscal Services issuing payment. Please allow **AT LEAST 15 BUSINESS DAYS** to process a payment. Follow listed procedures to eliminate unnecessary delays!

TIPS TO EXPEDITE PAYMENT:

1. Note *pre-registration deadline*
2. List *program charge/account code* Provide *confirmation number* for hotel check
3. Get *appropriate approval(s)*
4. Categorical funding *must be approved by an* Authorized Administrator
5. Indicate if check is to be *mailed or returned to site/department and attach addressed envelope(s)*

EXPENSE REIMBURSEMENT:

1. **Attach & tape** *all receipts* to a separate sheet of paper
2. Get *appropriate approval(s)*

DESERT SANDS UNIFIED SCHOOL DISTRICT

FISCAL SERVICES

TRAVEL PROCEDURES

rev 11/11 (25)-227

REQUEST TO ATTEND CONFERENCE – Form (10)-227

Use to attend a conference, workshop, seminar or other self-development activity.

CONFERENCE REQUEST:

An approved **Request to Attend Conference Form (10)-227** should be submitted for each employee to Fiscal Services **AT LEAST 15 BUSINESS DAYS IN ADVANCE** of attending conference to allow processing time. (Paperwork submitted after 15 days may be subject to delays.)

BACKUP:

Attach **backup** consisting of a brochure, flyer, confirmation letter, or some type of communication which includes date, location, cost, itinerary, vendor name, address, phone number and contact person.

PAYEE INFORMATION:

Complete **Payee information** on Conference Request Form. An envelope should be provided & addressed for direct mailing.

SIGNATURES:

Proper signatures are needed for processing. Signatures include: Immediate Supervisor, Categorical Projects and Assistant Superintendent.

OUT OF STATE:

Administrative Cabinet ***MUST APPROVE*** all out-of-state conferences.

AIRFARE:

Airfare requests need to be processed through Galaxy.

HOTEL:

If a hotel deposit is being requested; fill in the amount needed, which should be all days needed, plus room tax and to whom the check should be payable.

Include a copy of the hotel confirmation and/or information used which reflects the calculated amount.

CONFERENCE EXPENSE REIMBURSEMENT:

AFTER THE CONFERENCE:

Hotel folio (receipts) for lodging ***MUST*** be returned with the Conference Expense Reimbursement Claim Form to Fiscal Services before any expenses can be reimbursed.

CONFERENCE EXPENSE CLAIM:

Complete the bottom portion of the conference request form for **each** employee and return to Fiscal Services **IMMEDIATELY AFTER TRAVEL IS COMPLETE (No later than 30 days or subject to denial).**

BAGGAGE:

Baggage fees will be reimbursed for (1) one bag per employee based on round trip airfare.

MEALS:

Meal reimbursements require **ORIGINAL ITEMIZED RECEIPTS** for each employee and will be approved based on the daily meal allowance for each day an employee travels. Please ***DO NOT*** submit shared receipts.

If conference registration includes meal(s), an attendee will **not** be eligible to claim reimbursement for that meal.

DAILY MEAL ALLOWANCE:

Total amount of **$46.00** allowed per day, not to exceed **$30.00** reimbursement for any single meal. Meal gratuity (tip) is reimbursed at **15%** unless a gratuity is included automatically on the bill.

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30.

Chart of Responsibilities

Indio High Agriculture Department
Chart of Responsibilities

Activities	Melissa	Nancy	Cesar
Department			
Department Head	*		
FFA Advisor		*	
Asst. Advisor	*		*
Supervised Ag Project Supervision	*	*	*
R-2 Report	*		*
Student Data Sheets	*	*	*
Principal Meetings	*	*	*
Articulation	*		*
Fair Board Meetings	*	*	*
Dept. Advisory Committee	*	*	*
Grant Committees			*
FFA Officers			
President		*	
Vice President		*	
Secretary		*	
Treasurer		*	
Reporter		*	
Sentinal		*	
Delagate		*	
Officer Meetings		*	*
Officer Screening	*	*	*
Officer Retreat		*	*
FFA meetings			
Sept.	*	*	*
October	*	*	*
November	*	*	*
December	*	*	*
January	*	*	*
March	*	*	*
April	*	*	*
May Banquet	*	*	*
Food	*		
Decorations			*
Awards, Program and Officers		*	
Supervised Ag Experience & Projects			
Livestock Meeting	*	*	*
Livestock Pick up		*	*
Beef			
Dairy/Market Goats		*	
Floral		*	
Landscapes	*		*
Mechanics			*
Poultry	*		
Rabbits		*	
Sheep		*	
Swine			*

Indio High Agriculture Department
Chart of Responsibilities

Activities	Melissa	Nancy	Cesar
Conferences			
FFA Sectional Leadership		*	*
FFA Regional MFE/ALA		*	
FFA State/ Regional So Cal	*	*	*
FFA State		*	*
LA Field Day		*	*
FFA National Convention			*
FFA General			
Contests			
BIG			*
Co-op	*		
Creed		*	
Floriculture		*	
Nursery/Landscape Practices			*
Job Interview		*	
Opening and Closing		*	*
Public Speakig			*
Community Relations	*	*	*
CATA			
Meeting Monthly	*	*	*
Regional Meeting Fall/Spring	*	*	*
In-Services			
Sectional	*	*	*
Regional	*	*	*
State	*	*	*
Other			
State FFA Director		*	
District Curriculum Council	*		*
UC Course Approval	*	*	*
Industry Exterships	*	*	*
School Site Council			*
NAAE Convention			*
National FFA Convention			*
ACTE Convention			*
National Agriscience Teacher Ambassador Academy			*

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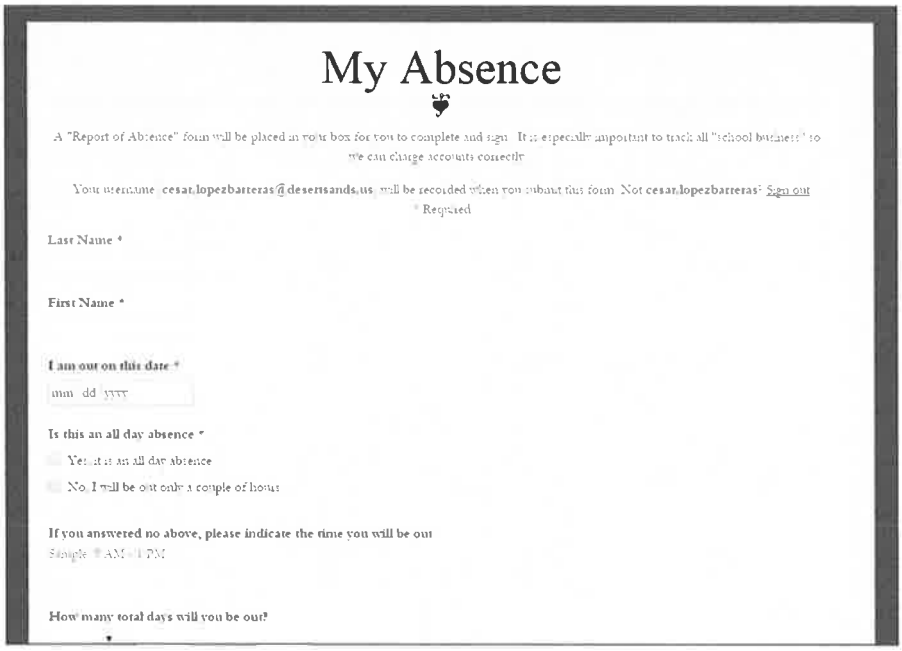
31.

Substitute Teacher Procedures and Plans

Substitute Procedure

Substitute request are submitted to the school district via the online system known as "Sub finder." The following website is used for our district: https://dsusd.subfinderonline.com/. Once the requests are submitted via the online system, my high school's Secretary to the Principal receives a notice so she can coordinate the coverage of the absence. At the request of the Principal's Secretary, a Google Doc is also submitted so that the Secretary knows what account to charge the sub expense towards. Below is what the Google Doc looks like:



My Absence

A "Report of Absence" form will be placed in your box for you to complete and sign. It is especially important to track all "school business" so we can charge accounts correctly.

Your username (cesar.lopezbarreras@desertsands.us) will be recorded when you submit this form. Not cesar.lopezbarreras? Sign out

* Required

Last Name *

First Name *

I am out on this date *

mm dd yyyy

Is this an all day absence *

Yes, it is an all day absence

No, I will be out only a couple of hours

If you answered no above, please indicate the time you will be out

Example: 7 AM - 1 PM

How many total days will you be out?

The day of my absence, I leave my teacher's desk spotless with nothing but a binder entitled "Substitute Lesson Plans" and the assignments for the day. I ensure all assignments are clearly marked and labeled by period to eliminate confusion for the substitute. In my sub binder I include a copy of my classroom procedures and rules, seating charts, class rosters, emergency contacts, daily bell schedule, my personal email and cell phone and the lessons for the day. The following pages provide an insight into my substitute lesson plans. The plans were used when I had to miss school to present at the National Association of Agricultural Educators Conference in Nashville, Tennessee.

Good Morning!

Thank you so much for you service the next four days. I am away at the National Association of Agricultural Educators as well as the Association of Career Technical Education. I have been asked to present in the area of agricultural science education.

I teach 3 preps including Environmental Horticulture Science I CP/HP, Agricultural Chemistry CP/HP and Freshman Seminar.

The schedule for Tuesday is as follows:

1 or 5	7:30 - 8:57	87	
2 or 6	9:04 - 10:37	93	
3 or 7	10:44 - 12:11	87	
LUNCH	12:11 - 12:51	40	
4 or 8	12:58 - 2:25	87	

The schedule for Wednesday is as follows:

PERIOD	TIME	MINUTES
Collaboration for Teachers	7:30 - 8:25	55
1 or 5	8:30 - 9:42	72
2 or 6	9:49 - 11:07	78
3 or 7	11:14 - 12:26	72

The schedule for Thursday and Friday is as follows:

Period	Begin	End	Minutes
1 or 5	7:30	8:35	65
2 or 6	8:42	9:54	72
Nutrition	**9:54**	**10:09**	**15**
3 or 7	10:16	11:21	65
4 or 8	11:28	12:33	65

Lesson Plans:

Tuesday, November 18, 2014

Period 5: Freshman Seminar

This is one of my career planning / freshmen transitioning into high school course. The students in the class are still learning to be students, so by all means send them to the Dean if they give you any grief. I will deal with their behavior when I return as well.

Students will ask if they need their workbooks. They will not need their workbooks today. They will have a warm up to do as well as writing down the following objectives. Please allow them time to write down the warm-up question and the objectives as you take attendance.

Warm-up: "What keeps you from reaching your dreams?"

Objectives:

- Watch "The Pursuit of Happiness" as you answer the worksheet provided
- You will turn in the worksheet next time

Please put on the movie using the computer and projector in the middle of the room. Task is simple for them… watch movie… answer questions… done! ☺ The DVD is inside the computer already.

Period 6: Prep Period (no students expected)

Period 7: Agricultural Chemistry CP/HP

This is my physical lab science class. The class learns the chemistry standards but with an agricultural context. As students walk in, they know to pick up their notebooks. Some students might be tardy; they are to report to tardy sweep if they do not have a pass for class. Students are accustomed to come in and grab their notebooks from the bookshelves by the door. Students will work on writing down the warm-up and objectives as you take attendance which read:

Warm-up: "Name the number of significant figures in the following number and rewrite in scientific notation: 70300"

Objectives:

- Write Content Reflection #3
- Complete 4 squares for 3.1, 3.2,3.3 and 3.4

Please take attendance. During attendance, students are working on their warm-up/bell work. After the attendance you can review the answer to the warm up if you like:

3 significant figures and 7.03×10^4

Students will write Content Reflection #3. The students write an essay to demonstrate what they have learned from the chapter. They know the procedure and have written two of these papers before. They can use their notes if they wish to write their paper. It is due at the end of the period. If they finish working on the Content Reflection, then they must work on the 4 squares for all of Chapter 3 sections. They divide a page in their notebook into four parts and draw four pictures representing what was covered in the sections. The 4 square activity will be homework if they do not get to it in class.

Lunch

Period 8: Agricultural Chemistry CP/HP

Same class as the one the day before, just different students.

This is my physical lab science class. The class learns the chemistry standards but with an agricultural context. As students walk in, they know to pick up their notebooks. Some students might be tardy; they are to report to tardy sweep if they do not have a pass for class. Students are accustomed to come in and grab their notebooks from the bookshelves by the door. Students will work on writing down the warm-up and objectives as you take attendance which read:

Warm-up: "Name the number of significant figures in the following number and rewrite in scientific notation: 70300"

Objectives:

- Write Content Reflection #3

- Complete 4 squares for 3.1, 3.2,3.3 and 3.4

Please take attendance. During attendance, students are working on their warm-up/bell work. After the attendance you can review the answer to the warm up if you like:

3 significant figures and 7.03×10^4

Students will write Content Reflection #3. The students write an essay to demonstrate what they have learned from the chapter. They know the procedure and have written two of these papers before. They can use their notes if they wish to write their paper. It is due at the end of the period. If they finish working on the Content Reflection, then they must work on the 4 squares for all of Chapter 3 sections. They divide a page in their notebook into four parts and draw four pictures representing what was covered in the sections. The 4 square activity will be homework if they do not get to it in class.

Wednesday, November 19, 2014

Period 1: Environmental Horticulture Science I CP/HP

This is a brand new class to Indio High School. I created this class last year and these are the first students at Indio High School to take this course. The course is an applied botany and plant science class. You should have no problem with these students. They are all advanced Ag students and they know my procedures and expectations.

As students walk in, they know to pick up their folders and a *Sunset Garden Book.* Some students might be tardy, they are to report to tardy sweep if they do not have a pass for class. Please be sure to mark on the roster that they were tardy. Please take attendance by marking an "A" if they are absent and a "T" for tardy. Students are accustomed to look up two plants in the Garden Book and gather particular information about plants and color a picture. The plants they are to look up are:

- *Acer palmatum*
- *Arbutus unedo*

Students are also to complete the warm up and objectives on the board which reads:

Warm up: "Where do seeds come from?"

Objectives:

- Complete the Lab Exercises packet provided using the class textbook

After they have completed the warm-up, objectives and plant ID, please direct them to complete the Lab Exercises. There are two piles, one for today and one for Friday. Students are to use the new textbooks to complete the sheet.

I do have a student aide that sits at the desk behind my computer. She is welcomed to work on homework for I have nothing for her to assist me with at this time. She can help answer any questions or help you in any way.

Period 2: Prep Period (no students expected)

Period 3: Freshman Seminar

Same plans as yesterday's 5th period class:

This is one of my career planning / freshmen transitioning into high school course. The students in the class are still learning to be students, so by all means send them to the Dean if they give you any grief. I will deal with their behavior when I return as well.

Students will ask if they need their workbooks. They will not need their workbooks today. They will have a warm up to do as well as writing down the following objectives. Please allow them time to write down the warm-up question and the objectives as you take attendance.

Warm-up: "What keeps you from reaching your dreams?"

Objectives:

- Watch "The Pursuit of Happiness" as you answer the worksheet provided
- You will turn in the worksheet next time

Please put on the movie using the computer and projector in the middle of the room. Task is simple for them… watch movie… answer questions… done! ☺ The DVD is inside the computer already.

Lunch: No students expected

Period 4: Freshman Seminar

Same class as the one before lunch, just different students.

This is one of my career planning / freshmen transitioning into high school course. The students in the class are still learning to be students, so by all means send them to the Dean if they give you any grief. I will deal with their behavior when I return as well.

Students will ask if they need their workbooks. They will not need their workbooks today. They will have a warm up to do as well as writing down the following objectives. Please allow them time to write down the warm-up question and the objectives as you take attendance.

Warm-up: "What keeps you from reaching your dreams?"

Objectives:

- Watch "The Pursuit of Happiness" as you answer the worksheet provided
- You will turn in the worksheet next time

Please put on the movie using the computer and projector in the middle of the room. Task is simple for them… watch movie… answer questions… done! ☺ The DVD is inside the computer already.

Thursday, November 20, 2014 (Minimum Day Schedule)

Period 5: Freshman Seminar

Please update the date, warm-up and objective for the class.

This is one of my career planning / freshmen transitioning into high school course. The students in the class are still learning to be students, so by all means send them to the Dean if they give you any grief. I will deal with their behavior when I return as well.

Please resume watching the movie once they have completed their warm-up and objectives. Please make sure to take attendance as well.

Warm-up: "What is going on in the movie, 'The Pursuit of Happiness?'"

Objectives:

- Continue watching "The Pursuit of Happiness."

Please try to complete the movie today. If you do not finish, please let me know where you stopped.

Period 6: Prep Period (no students expected)

Nutrition Break

Period 7: Agricultural Chemistry CP/HP

Please update the warm-up and objective for the class.

This is my physical lab science class. The class learns the chemistry standards but with an agricultural context. As students walk in, they know to pick up their notebooks. Some students might be tardy; they are to report to tardy sweep if they do not have a pass for class. Students are accustomed to come in and grab their notebooks from the bookshelves by the door. Students will work on writing down the warm-up and objectives which read:

Warm-up: "Do you know what the smallest part of matter is called?"

Objectives:

- Complete Cornell Notes for 4.1 and 4.2

Please take attendance. During attendance, students are working on their warm-up/bell work. After the attendance you can review the answer to the warm up if you like:

The atom

Please hand-out the reading sections for 4.1 and 4.2 and tell students to work on their Cornell Notes for 4.1 and 4.2. Please ask students to leave their notebooks behind for grading. No homework over the Thanksgiving Break.

Period 8: Agricultural Chemistry CP/HP

Same class as the one the day before, just different students.

Please update the warm-up and objective for the class.

This is my physical lab science class. The class learns the chemistry standards but with an agricultural context. As students walk in, they know to pick up their notebooks. Some students might be tardy; they are to report to tardy sweep if they do not have a pass for class. Students are accustomed to come in and grab their notebooks from the bookshelves by the door. Students will work on writing down the warm-up and objectives which read:

Warm-up: "Do you know what the smallest part of matter is called?"

Objectives:

- Complete Cornell Notes for 4.1 and 4.2

Please take attendance. During attendance, students are working on their warm-up/bell work. After the attendance you can review the answer to the warm up if you like:

The atom

Please hand-out the reading sections for 4.1 and 4.2 and tell students to work on their Cornell Notes for 4.1 and 4.2. Please ask students to leave their notebooks behind for grading. No homework over the Thanksgiving Break.

Friday, November 21, 2014 (Minimum Day)

Period 1: Environmental Horticulture Science I CP/HP

Please update the plant list, date, warm-up and objective for the class.

As students walk in, they know to pick up their folders and a *Sunset Garden Book*. Some students might be tardy, they are to report to tardy sweep if they do not have a pass for class. Please be sure to mark on the roster that they were tardy. Please take attendance by marking an "A" if they are absent and a "T" for tardy. Students are accustomed to look up two plants in the Garden Book and gather particular information about plants and color a picture. The plants they are to look up are:

- *Cycas revoluta*
- *Strelitzia reginae*

Students are also to complete the warm up and objectives on the board which reads:

Warm up: "What is an Endosperm of a seed?"

Objectives:

- Complete the packet on Seed Germination

After they have completed the warm-up, objectives and plant ID, please direct them to complete the packet on Seed Germination.

Period 2: No students expected

Nutrition Break

Period 3: Freshman Seminar

This is one of my career planning / freshmen transitioning into high school course. The students in the class are still learning to be students, so by all means send them to the Dean if they give you any grief. I will deal with their behavior when I return as well.

Please resume watching the movie once they have completed their warm-up and objectives. Please make sure to take attendance as well.

Warm-up: "What is going on in the movie, 'The Pursuit of Happiness?'"

Objectives:

- Continue watching "The Pursuit of Happiness."

Please try to complete the movie today. If you do not finish, please let me know where you stopped.

Period 4: Freshman Seminar

Same class as the one before lunch, just different students.

This is one of my career planning / freshmen transitioning into high school course. The students in the class are still learning to be students, so by all means send them to the Dean if they give you any grief. I will deal with their behavior when I return as well.

Please resume watching the movie once they have completed their warm-up and objectives. Please make sure to take attendance as well.

Warm-up: "What is going on in the movie, 'The Pursuit of Happiness?'"

Objectives:

- Continue watching "The Pursuit of Happiness."

Please try to complete the movie today. If you do not finish, please let me know where you stopped.

THANK YOU SO MUCH!!

If you have any questions, please feel free to call my cell phone:

(760) 880-5934

Mr. Lopez-Barreras

32.

Program Completer

Agricultural Academic Cord Qualifications

The Agricultural Academic Cords are reserved for students who have actively studied and committed their academic studies to the field of agriscience. The Agricultural Academic Cords consist of two twisted cords with tassels on either end. The Agricultural Academic Cords come in pairs with a knot in the middle to hold them together. One of the pair is of "national blue" and the other is of "corn gold," which are the complementary and official colors of the National FFA Organization. The FFA places a very active role in the department that modeling the Agricultural Academic Cords after the colors of the National FFA Organization seem natural. The Agricultural Academic Cords are to be worn during the graduation ceremony.

The following are the qualifications of students to be considered to wear an Agricultural Academic Cord:

- Enrolled & completed a course of study in one of the Agriscience Pathways through the Agriculture Department at Indio High School
- Student must have had an agricultural course **ALL** four years of their high school career and/or completed **both** articulated pathways
- Minimum of a 3.0 cumulative GPA within the Agriscience Pathways' Course of Study
- Minimum of a 2.0 cumulative GPA for their entire high school career
- Participated in a community service event
- Completed a Supervised Agricultural Experience Project which complements the classroom instruction **ALL** four years of their high school career (Supervised Ag Experience Project is an approved agriculturally-based project outside regular classroom instruction)
- Submit their accurate and completed California Agricultural Record Books of their Supervised Agricultural Experience Projects
    - First three record books must be closed and completed
    - Fourth record book would still be a work in progress (record book would not be complete and close until December after the student actually graduates) but must be accurate and up-to-date on the day the application is submitted
- Submit a written application for consideration to Agriculture Department Head who will review the application and qualifications and determine if the student qualifies for the recognition.

HOME OF THE RAJAHS
INDIO HIGH SCHOOL
www.ihsrajahs.com
"Dedicated to academic achievement and personal success for all"
Rudy Ramirez, Principal
81-750 Ave. 46 | Indio, CA 92201 | (760) 775-3550 | FAX (760) 775-3565
Est. 1958

33.

2 + 2

Agreements

MT. SAC
Mt. San Antonio College

1100 North Grand Avenue
Walnut, CA 91789-1399
909-274-7500 • www.mtsac.edu

February 2015

Dear Articulation Partner,

Your Articulation Agreement(s) for the 2014-15 school year have been finalized. Your copy is enclosed and will soon be posted at www.mtsactechprep.org/articulationagreements.html. The Student Articulation Request form, faculty contacts, and all transportation forms are also on the website.

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EXAMS
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TRANSPORTATION
Instructors requesting transportation provided by Mt. SAC for Articulation exams are asked to submit the required paperwork **a minimum of two weeks in advance and NO LATER THAN APRIL 23, 2015**. The early request date is due to budget close. If you do not have an exam date set, but know you will need transportation, ***please notify the Articulation office via email by the deadline***.

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Sincerely,

Marie Tyra
Project Director CTE Transitions and SB1070 Grants

BOARD OF TRUSTEES
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2014-15

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Exams...

Articulation exams should be scheduled directly with faculty by **April 17, 2015**

Transportation

Transportation requests MUST be submitted a minimum of two weeks in advance and ***no later than April 20 due to budget close.***

Questions?

Marie Tyra 909-274-5252
or MTyra@Mtsac.edu
Marlene Ward 909-274-5405
or MWard@Mtsac.edu

Submit all paperwork to:

Mt. San Antonio College
Marie Tyra - Tech Prep 21D-103
1100 N. Grand Ave.
Walnut, CA 91789

Mt. SAC Tech Prep Office
1100 North Grand Avenue
Walnut, California 91789

2 + 2 Articulation Agreement

1415037AGOR

1.) Mt. San Antonio College and Desert Sands USD
High School District • Regional Occupational Program • Adult Education – Please identify the agency FUNDING the course.

2.) High School • Regional Occupational Program (ROP) • Adult Education Course:

Authorized Instructors (3 Maximum– PLEASE PRINT) 1) Cesar Lopez

Indio High School
Location

2) _____

3) _____

3.) Mt. San Antonio College agrees to provide students qualified under the terms of this Articulation Agreement:

☐ Project Credit (Certificate) ☐ Course Equivalency ☒ College Credit by Exam Reset Checkboxes

High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
AG Chemistry	10	AGOR 1 Horticultural Science	3
Environmental Horticulture Science I	10		

Additional Requirements or Notes:

With instructor's recommendation, an final grade of 70% (C) or better in the secondary course, students may request articulation credit. Secondary course exams will meet the articulation exam requirement. The final grade assigned by the secondary program will be used as the college grade.

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5.) To be completed by Mt. San Antonio College

	(Please sign with red or blue ink)	Date
College Professor	Jennifer L Hinostroza	10/23/14
Department Chair		12/18/14
Division Dean		12/18/14
Mt. SAC Articulation Officer		2/24/15

6.) To be completed by the High School District • Regional Occupational Program (ROP) • Adult Education department

	(Please sign with red or blue ink)	Date
Instructor		10/23/14
Authorized Administrator		1/27/15

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1415038AGOR

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Indio High School
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Department Chair		12/18/14
Division Dean		12/18/14
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1415019AGAN

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High School District • Regional Occupational Program • Adult Education – Please identify the agency FUNDING the course.

2.) High School • Regional Occupational Program (ROP) • Adult Education Course:

Authorized Instructors (3 Maximum– PLEASE PRINT) 1) Melissa McBride

Indio High School
Location

2) _____

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High School - ROP - Adult Ed Course Name	Credits	Mt. SAC - Course Title	Units
Companion Animal Care Management	10	AGAN 1 Animal Science	3
Veterinary Science	10		

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College Professor		10/23/14
Department Chair		12/18/14
Division Dean		12/18/14
Mt. SAC Articulation Officer		2/24/15

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Instructor		10/23/14
Authorized Administrator		1/27/15

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Animal Health and Pet Care	10	AGAN 1 Animal Science	3
Veterinary Science	10		

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College Professor	Janice Phillips	10/23/14
Department Chair	B. P. Scott	12/18/14
Division Dean		12/18/14
Mt. SAC Articulation Officer		2/24/15

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Instructor	Melissa P McBride	10/23/14
Authorized Administrator		1/27/15

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